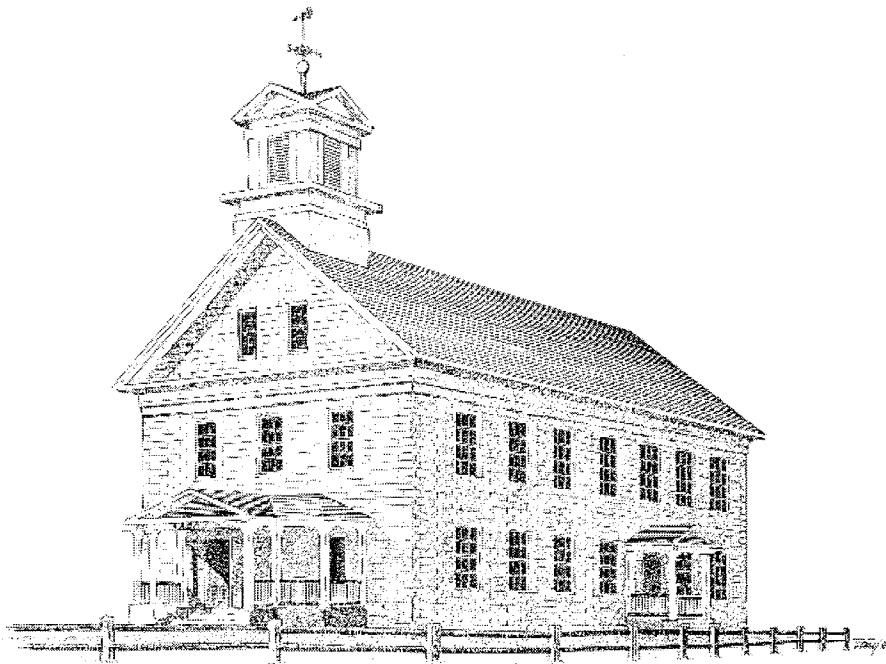


SCHOOL ADMINISTRATIVE UNIT 39

PROFESSIONAL DEVELOPMENT MASTER PLAN



The Brick School (1854), Amherst, New Hampshire

June 2014 – June 2018

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This committee would like to express their sincere gratitude to the many individuals who have contributed their thoughts, concerns and suggestions throughout this process. We fully recognize that this document is the work of many people who contributed their ideas about what constitutes good teaching and how we can achieve greater student learning in our district. This work reflects many, many hours of research, discussion, writing, and revision. We expect that it will remain a dynamic document, subject to revisions as we implement the plan and experience the required components.

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SAU 39
Professional Development Master Plan¹

Section I
Introduction/Overview

Essential Question: *How do we promote and foster educators' professional development as a vehicle for improving student learning?*

WHAT IS THE PURPOSE OF PROFESSIONAL DEVELOPMENT?

The purpose of professional development in our learning community is to promote and foster educators' learning as a vehicle to meet our SAU-wide, school and district goals and improve student learning. Just as the Research and Development branch of a corporation constantly gathers data by surveying their customers and researching new technology, professional development in a learning community uses data from our students' performances, plus performance goals established by the community, SAU, schools, and educators, to enhance and improve student learning. Thus, improving student learning is driven by the interdependence of all adults working collaboratively to improve their practice on behalf of students in our schools.

This interdependence fosters a culture of collaboration and shared learning. Traditionally, professional development meant educators going away to workshops and seminars. Now, instead of always going outside of our schools for professional development, we are also tapping resources within our schools. By acknowledging expertise present in those who work directly with our students, within a culture of shared learning and collaboration, their skills and knowledge become shared strengths. "Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning" (NSDC, Learning Communities).

¹ The Master Plan addresses the needs of all adult learners whose work impacts student learning – the term "educator" is meant to be all inclusive: teacher, support staff, paraprofessional, administrator, guidance counselor, school nurse, special educator, library media specialist, etc.

The process of professional development, therefore, must utilize and nurture the human resources of collaboration, trust, and respect. By sharing our learning, we provide information, skills, and analysis that benefit all members of our school community.

The foundation of professional growth begins with the clear articulation of student learning needs and standards/competencies for all adults whose work impacts student learning. We have described standards for all certified staff. The standards are to be used along with the *Thoughtful Classroom* Self-Assessment tool as a way of reflecting on areas of strength and areas for growth (and meet the requirement of addressing teacher competencies as described in Ed 610.02). Using these self-assessment tools, in combination with stated SAU/building goals and student learning needs, each individual educator determines his/her own Professional Growth Plan. With all certified staff taking ownership of their own individual growth, while working together toward the achievement of stated goals, we will more directly impact student learning.

The Professional Development Master Plan of SAU 39 will evolve as we constantly review the data and identify the changing needs of our students. We will use the components of the plan to blend our beliefs, research, reflections, and our responsibilities to various constituencies to continuously assess the effectiveness of our plan. The responsibility for evaluating the effectiveness of our Master Plan will be shared among the Professional Development Committee, individual educators, the administrative team, and Curriculum/Department Coordinators. In a culture of inquiry, advocacy, and collaboration, there is a sense of shared ownership of the results. The public sharing of student achievement data within a professional learning community also fosters accountability for improvement to rest with all educators.

The State of New Hampshire has recognized the need to combine research on best practices with adult learning theory in order to certify educators who work with students. Our Master Plan demonstrates a substantive commitment to using data for continuous learning and growth of educators; recertification becomes a by-product of the continuous cycle of growth.

WHAT ARE THE PROFESSIONAL DEVELOPMENT REQUIREMENTS OF THE NEW HAMPSHIRE DEPARTMENT OF EDUCATION?

ED 512: The Professional Development Master Plan and Recertification rule was revised in 2012. The effective date for meeting the requirements of the new rule on July 1, 2014. The Standards for School Approval have been updated and revised to reflect this change. In 2012, the New Hampshire Department of Education issued criteria for state approval of local professional development plans (Ed 512).

1. Purpose of Master Plan
2. Provisions for individual educator growth
3. Statement of student learning needs
4. Evidence of utilization of data to inform decision-making
5. Evidence that the State Curriculum Frameworks are incorporated
6. Basic teacher competencies set forth in ED 610
7. Professional development activities
8. Evidence that recertification needs of all certified employees are addressed

As SAU 39 moves to redefine the purpose and processes of professional development, we exemplify the paradigm shift as described by the New Hampshire Department of Education (NH DOE). Professional development will continue to place more emphasis on the following:

- Educators learning what matters most in support of their work with students
- Supporting deeper understanding and applications of adult learning to enhance student learning
- Evaluating professional development on the basis of what participants learn, the application of their learning and the impacts of this on student learning
- Professional development as a process of professional learning that leads to recertification as opposed to recertification being the primary focus of educators' professional development
- Educators as experts and leaders in providing professional development
- Professional learning as an ongoing process occurring both in and out of the classroom
- Professional development as a shared responsibility of individuals and the organization
- Engaging the community in defining, experiencing, and providing effective professional development
- Continuous assessment of professional development by local educators particularly in the context of its impact on student learning
- Use of assessment data for identifying improvement goals and professional development needs

(NH DOE Professional Development Planning Toolkit, June 2009)

WHAT ARE THE REQUIREMENTS FOR RECERTIFICATION?

Section IV of the Professional Development Master Plan describes the process educators will follow to renew their certificates for working in public schools in the state of New Hampshire. Overall, professional staff must complete:

A minimum of **75 CEUs** over a three year period to be divided as follows:

- 30 CEUs** in knowledge of subject or field of specialization;
- 45 CEUs** devoted to approved professional development activities to meet SAU/building goals and student learning needs;
- An additional 30 CEUs** for each additional endorsement in the area of knowledge of subject or field of specialization.

HOW WAS THE MASTER PLAN DEVELOPED?

This Professional Development Master Plan was developed over time with attention to current research and best practices in professional development. Various constituent groups were represented on the Master Plan committee so that we could benefit from a diversity of perspectives. Before becoming a final document in 2001, the Master Plan committee solicited feedback from faculty and staff throughout the SAU, administrators, parents, community members, and members of our school boards. We communicated through community and school-based newsletters, the SAU website, and school-based meetings. As one teacher stated in the written feedback, "It [the Master Plan] forces staff to stay current and participate as lifelong learners and reflect on and choose their activities more wisely rather than just for clock hours." This is a stronger document as a result of these inclusive practices. In the remaining pages, SAU 39 makes clear our commitment to improved student learning by improving the practices of all educators working in our schools.

June 2014 marks the second revision to SAU 39's Master Plan since its original publication in 2001. Our PD Committee has led the revisions process since 2008.

WHAT IS THE RELATIONSHIP BETWEEN PROFESSIONAL DEVELOPMENT AND IMPROVED STUDENT LEARNING?

Our Professional Development Master Plan is based on the belief that we should all be engaged in learning by asking questions and setting goals, reflecting on our practices, analyzing student work, focusing on the SAU/building goals of improving student achievement, and gathering evidence of the impact of our professional growth on student learning. The beliefs embedded in the Professional Development Master Plan relate to the nature of teaching and learning, current research on professional development, inquiry, and school reform, as well as to the role of a learning community in supporting professionals to improve teaching and student learning.

WHAT ARE OUR BELIEFS ABOUT PROFESSIONAL DEVELOPMENT?

Improved student learning can best be achieved through on-going collaboration, reflection, assessment, and analysis of student work and teacher practice.

Student performance improves when all members of the school community define themselves and conduct themselves as learners.

Professional development must focus directly on improving student learning and is based on the evidence of student learning needs.

Students achieve better in classrooms where the educators adapt their practice to fit students' needs, while still holding high expectations for student learning.

Educators benefit from identifying goals and/or questions for inquiry that support the individual's growth while serving the larger needs of the learning community.

Job-embedded professional development requires sustained time for collaboration with others and effective communication to share the processes and results of that collaboration.

Effective professional development provides a wide range of activities that address different styles of learning and needs.

Student learning is positively impacted when the adult culture is reflective of the characteristics of a Professional Learning Community.

WHAT IS A PROFESSIONAL LEARNING COMMUNITY?

While numerous research studies have impacted the development of our Professional Development Master Plan, perhaps the most pertinent research is the study that describes professional learning communities as institutions that reflect the following characteristics (Kruse, Seashore Louis, and Bryk, Building Professional Learning Community in Schools, 1994):

Collective focus on student learning – Our primary goal is to improve student learning. With this focus, our collective individual efforts of improving our practice will have greater impact on the larger goal of improving student learning.

Reflective dialogue – By thinking about how we teach, how students learn, and analyzing those practices with the help of our colleagues, we participate in reflective dialogue.

Making our practice public – By sharing our curriculum, instruction, and assessment strategies, presenting student work for feedback, and observing colleagues in their classrooms we move away from the traditions of teaching and learning as private acts.

Collaboration – Working together is an important element of our adult learning. Sharing our expertise, participating with others in reflection, inquiry, and analysis is a critical part of our professional culture.

Shared norms and values – Having a collective understanding about our ways of operating and the beliefs we hold establishes our learning community's culture and an atmosphere of continuous growth.

In establishing these characteristics, the researchers also caution that "If a school lacks the social and human resources to make use of those structural conditions, it's unlikely that a strong professional community can develop" (Kruse, Seashore Louis, and Bryk, Building Professional Community in Schools, 1994, p. 6). Job-embedded professional development must focus on the development of each of the components of effective learning communities. Therefore, throughout the Master Plan we address the characteristics of a professional learning community and how to nurture our community. This Master Plan will clearly articulate the structure and process for supporting adult learning as a way to improve student learning. In addition to our main purpose of improving student learning, by successfully completing the process as outlined in the Master Plan (Section IV), certified staff will renew their professional certificates with the New Hampshire Department of Education.

FOCUSING OUR EFFORTS: HOW DOES THE MASTER PLAN FIT WITH DISTRICT INITIATIVES, STRATEGIC PLANNING, DISTRICT & BUILDING GOALS

“Nature has no watertight compartments. Every phenomenon affects and is affected by every other phenomenon.” Theodore Cook

While individual educators will be engaged in their own professional development, they will also be addressing SAU-wide, building goals and identified student learning needs. The flexibility and variety of the professional development activities will serve the individual educator’s needs and learning styles. The focus on goals, collectively, will better address our identified student learning needs. It is necessary that all educators know and understand the strategic efforts underway in their buildings and larger system to appropriately connect their learning and professional growth plans to the larger context.

Section II

Processes and Structures Supporting the Professional Development Master Plan

Essential Question: *How do we promote and foster educators' professional development as a vehicle for improving student learning?*

WHO WILL MONITOR THE IMPLEMENTATION OF THE MASTER PLAN?

The Superintendent, Director of Curriculum and Professional Development, Professional Development Committee, and Building Administrators will all participate in continually monitoring the successful implementation of the processes outlined in the Master Plan.

The Superintendent's role will focus primarily on coordinating the collaborative process of goal setting (SAU and building).

The Director of Curriculum and Professional Development and the Professional Development Committee will work closely with Curriculum/Department Coordinators and Building Administrators to introduce the staff to the new procedures for professional development participation and documentation.

The Director of Curriculum and Professional Development and the Director of Technology will collaborate on issues of using technology to support documentation and data analysis to present to the appropriate groups (both process and product as delineated in the Master Plan) as well as address issues of information, dissemination, and communication.

HOW WILL THE MASTER PLAN BE EVALUATED AND UPDATED?

A major responsibility of the Director of Curriculum and Professional Development and the Professional Development Committee is to engage in procedures to evaluate the effectiveness of the Professional Development Master Plan. By measuring results, we will know if our collaborative goal setting strategies, assessment tools for determining student learning needs and progress, and educator professional development strategies are improving student learning and performance.

The Professional Development Committee will distribute, gather, and analyze the responses from a yearly evaluation survey. The survey will focus on the Master Plan articulating a process of professional development that focuses on improving student learning by fostering educator growth, meeting the needs of our educators, outlining areas in need of improvement or

problems with the process, effectiveness of professional development activities connecting to student learning and performance, and feedback on the Professional Development Committee's effectiveness in peer coaching educators as they develop their Professional Growth Plan (PGP). Furthermore, this survey will ask educators to assess their growth as a result of completing a three year professional development cycle. The individual educator assessment will look to measure growth in educators' knowledge of field/subject area and knowledge of learners and learning. This information will be used for on-going assessments of our processes as well as information for the next revision of the Master Plan.

The question framing our Master Plan, "How do we promote and foster educators' professional development as a vehicle for improving student learning?" clarifies the purpose of professional development – improving student learning, growth, and performance. Therefore, continual review of student learning data will also provide information on the effectiveness of our Professional Development Master Plan.

Review of the professional development needs assessment survey will provide information to the Professional Development Committee. Educators will be asked questions relating their self-assessment on the Professional Standards to the availability of appropriate professional development activities to meet their needs and their growth in knowledge of their field and knowledge of learners and learning.

In summary, the effectiveness of our Professional Development Master Plan will be evaluated by the Professional Development Committee using the following strategies and tools:

- Analyzing progress demonstrated on SAU-wide and building goals when appropriate
- Analyzing the Master Plan Evaluation Survey and/or Teacher Effectiveness Self-Assessment
- Analyzing the Professional Development Needs Assessment Survey
- Analyzing random and anonymous educator reflections and evidence/data that connects educator learning to student learning
- Continually analyzing student learning and performance data
- Utilizing evaluation tools published by Learning Forward and School Reform Initiative

RESPONSIBILITIES AND MEMBERSHIP OF COMMITTEES SUPPORTING PROFESSIONAL DEVELOPMENT

Professional Development Committee

Responsibilities include:

- Understanding and endorsing the Master Plan, reviewing and revising the Master Plan as required, and submitting it for approval to the Superintendent of Schools, the school boards, and the NH Department of Education;
- Attending meetings of the Professional Development Committee to address business issues as well as participating in learning opportunities about professional development;
- Working closely with the Director of Curriculum and Professional Development Coordinator to review/reflect/plan In-Service activities that address SAU goals, to consider proposals from educators, and to facilitate the sharing of knowledge and skills derived from other professional development activities;
- Working closely with the Director of Curriculum and Professional Development to keep educators informed and provide them with current information regarding Master Plan revisions, and professional development programs;
- Working closely with the Director of Curriculum and Professional Development to develop procedures for review and evaluation of the Master Plan and to continually improve our evaluation process, including an annual needs assessment;
- Act as liaison between professional development committee and constituencies;
- Serve as a support to teachers in developing their Professional Growth Plans.

Membership:

Members will be elected for two year terms on the Professional Development Committee. The nineteen (19) member committee shall be comprised of:

- Eight (8) certified professional staff (2 Mont Vernon Village School, 2 Clark/Wilkins School, 2 Amherst Middle School, and 2 Souhegan High School)
- Four (4) Building Administrators (1 Mont Vernon Village School, 1 Clark/Wilkins, 1 Amherst Middle School, 1 Souhegan High School)
- Three (3) certified paraprofessional or support staff (1 Mont Vernon, 1 Amherst, 1 Souhegan)
- Four (4) alternate certified professional staff alternate members to attend when members are unavailable (1 Mont Vernon Village School, 1 Clark/Wilkins, 1 Amherst Middle School, 1 Souhegan High School)
- One (1) Director of Curriculum and Professional Development
- One (1) Professional Development Coordinator
- One (1) School Board member
- One (1) Community member

The selection and terms of office shall be as follows: Amherst with the first year, 2014 – 2015, to begin as stated below.

- The School Board representative shall be appointed by the School Board each year at their organizational meeting. The Boards' representation will rotate between Amherst, Mont Vernon, and Souhegan. The School Boards' representative in the first year will be from Amherst (2014-2015).
- Community representatives shall be enlisted through the PTA/PTSA, each year rotating between Amherst, Mont Vernon, and Souhegan. In the first year (2014-2015), the community representative will be from Mont Vernon.

The names of the selected Professional Development Committee members from the Community and School Board shall be reported to the Chairperson by May 30th and be invited to the June meeting.

To ensure continuity of the efforts of the PD Committee, each building, will be represented by two representatives, who will each serve a two year term. Each year, a building should be electing one new member to the committee so that one experienced representative is working with one new committee member.

The Professional Development Committee seeks the following qualities or characteristics in its members:

- Strong communication skills
- Willingness to attend meetings and carry out the responsibilities of Committee membership
- Commitment to the work of the Professional Development Committee for two years
- Interest in developing leadership skills and learning about professional development
- Willingness to be a team player with an open and broad view of the SAU.

In developing the composition of the committee, the Professional Development Committee will attempt to provide representation of:

- All schools
- All constituent groups
- Various experience levels
- Subject areas/grade levels
- SAU and SAU committees

The resignation and replacement of members shall be as follows:

Any member who wishes to resign must submit a letter of resignation to the Professional Development Committee Chairperson at least one regular meeting prior to the effective date of resignation. The resigning member's constituency shall then be notified immediately by the Professional Development Chairperson, of the existing vacancy. The vacancy shall be filled by the constituency according to the selection procedures to complete the term of the member who resigned.

Duties of Officers

Election of a Chairperson, Vice-Chairperson, and Secretary will occur at the first meeting of the new school year (September). They shall be elected by a simple majority of members present provided there is a quorum (simple majority) for the meeting. Any other position deemed necessary will be appointed by the Professional Development Committee.

The Professional Development Committee shall include the following offices with the stipulations and duties as described for each office:

Chairperson

- serves a one year term of office
- prepares and mails (email or hardcopy) agendas for all meetings in advance
- presides at all regular meetings
- receives all resignations from committee members
- appoints members to subcommittees and appoints the Chairperson of the subcommittee
- establishes yearly Professional Development Committee tasks and timelines
- carries out any other duties as described in the Master Plan or assigned by the Director of Curriculum and Professional Development
- collaborates and plans with the Curriculum Office

Vice-Chairperson

- serves a one year term of office
- presides in the absence of the Chairperson
- oversees the dissemination of Professional Development Committee communications to the community at large
- coordinates the professional development needs assessment
- conducts the professional development evaluation survey and reports results
- carries out all other duties as assigned by the Chairperson or Director of Curriculum and Professional Development

Secretary

- serves a one year term of office
- keeps the minutes of all meetings
- publishes minutes of all meetings and distributes them to all members of the Professional Development Committee and submits them for posting on the SAU website
- handles all Professional Development Committee correspondence
- maintains a file of Professional Development Committee minutes, correspondence, and all other pertinent documents

Meetings

General Procedure:

- notification of all meetings shall be given at least one week prior to the meeting
- meeting announcements and minutes will be posted electronically for all staff to view
- a minimum of five meetings per year will be scheduled annually

Subcommittee meetings:

- subcommittee meetings may be called by the Chairperson of the subcommittee

Voting:

- a simple majority shall carry all decisions (a quorum required)

Quorum:

- the simple majority of the entire Professional Development Committee membership or subcommittee shall constitute a quorum

WHAT IS THE FUNCTION OF THE PROFESSIONAL DEVELOPMENT APPEALS COMMITTEE?

Responsibility:

To act upon grievances relative to professional development approvals: professional development hour assignments, activities, and Professional Growth Plans.

Membership:

The Appeals Committee is an ad hoc committee established when needed by the Professional Development Committee. The PD Committee Chairperson will serve as the Appeals Committee Chairperson. If the Chairperson is unavailable for the appeal meeting, the Vice Chairperson will serve as the Appeals Committee Chairperson. All members to be present at an Appeals Hearing are listed below. Only the members designated to vote shall vote on the decision.

Meetings:

- The Appeals Committee meets only when needed

Voting members (7) include:

- One (1) teacher from Clark/Wilkins
- One (1) teacher from Mont Vernon
- One (1) teacher from Amherst Middle School
- One (1) teacher from Souhegan High School
- One (1) paraprofessional/support staff
- One (1) Building Administrator or an alternate (the administrator shall be from a building other than the building where the original request was denied)
- One (1) Director of Curriculum and Professional Development

WHAT ARE THE OTHER ROLES AND RESPONSIBILITIES OF GROUPS AND INDIVIDUALS SUPPORTING THE MASTER PLAN?

Below is a list of groups and individuals who play a role in the implementation and evaluation of the Professional Development Master Plan.

School Board

Responsibilities include:

- Understanding and endorsing the Master Plan;
- Participating in the process of identifying SAU goals;
- Approving budgets relating to the Professional Development Master Plan.

Superintendent

Responsibilities include:

- Understanding and endorsing the Master Plan;
- Coordinating and continually re-visiting our Strategic Plan to inform our SAU goal setting and budgeting processes, and as the evaluation standard for the Professional Development Master Plan;
- Working with the Building Administrators to guide, develop, and implement collaborative goal setting processes at the building level;
- Receiving updates on the Professional Development Master Plan from the Director of Curriculum and Professional Development;
- Reviewing all professional development recertification transcripts to determine recommendations for recertification to the NH Department of Education.

Director of Curriculum and Professional Development

Responsibilities include:

- Understanding and endorsing the Master Plan, defining professional development policy every five years and submitting it for approval to all certified staff, Superintendent, the school boards, and the NH Department of Education;
- Coordinating professional development within the SAU;
- Communicating professional development opportunities to educators and community;
- Reviewing and analyzing student learning data with Curriculum/Department Coordinators and Building Administrators;
- Working closely with the Professional Development Committee to monitor and evaluate the Professional Development Master Plan;
- Working closely with the Professional Development Committee to develop, deliver, and analyze the professional development needs assessment;
- Providing training and support to Building Administrators so that they fully understand the approval process for Professional Growth Plans, activities, professional development hours, reimbursement, and recertification;
- Receiving and acting on all professional development reimbursement requests after they have been approved by a Building Administrator.

Building Administrators

Responsibilities include:

- Understanding and endorsing the Master Plan;
- Acting on requests for approval of Professional Growth Plans, professional development activities, professional development hours, professional development leave, and reimbursement;
- Facilitating the supervision/evaluation processes, including Professional Growth Plans, which focus on teacher growth;
- Developing building goals with staff;
- Working with Curriculum/Department Coordinators to gather and analyze student learning data;
- Meeting with educators at the end of their three-year renewal cycle to review goals, professional development activities, professional development hours, evidence of growth, and all state recertification requirements.

Curriculum/Department Coordinators

Responsibilities include:

- Understanding and endorsing the Master Plan;
- Gathering student learning data;
- Facilitating the collaborative analyses of assessment data for student learning;
- Communicating identified student learning needs.

Collaborative Study Group/Critical Friends Group and Professional Learning Community Coaches

Responsibilities include:

- Participating in a Coaches' Seminar to be trained in the strategies of developing professional learning communities to improve student learning;
- Facilitating monthly meetings;
- Supporting individuals participating in the Alternative Process for Recertification.

Individual Staff Members (details of the Professional Growth Process are found in Section IV)

- Developing a three year Professional Growth Plan (formally IPDP) based upon SAU, district, and building goals, student learning needs and self-assessment results;
- Obtaining approval of their Professional Growth Plan (PGP) from a Building Administrator;
- Documenting on-going professional learning activities, reflecting on them and providing evidence of the impact on student learning;
- Verifying all professional development records with the SAU;
- Upon completion of one's three year cycle, reviewing all documentation on the Professional Growth Plan, ensuring evidence of professional learning (dependent on number of endorsements/certificates), and evidence of growth for final recertification and approval;
- Filing appropriate paperwork with the New Hampshire Department of Education for recertification;
- Providing SAU office a copy of current certificate.

WHAT RESOURCES WILL BE USED TO SUPPORT THE MASTER PLAN?

The nature of teaching is changing. We are moving from a paradigm of individuality to a collegial community, from private practice to public practice, and from a focus on efforts to a focus on results. This shift requires commitment, vision, and resources. Listed below are numerous resources employed to support professional development in our SAU and the processes as outlined in the Professional Development Master Plan. Collectively, these resources aid in building our culture as a professional learning community.

People – People are our most valuable resource for supporting our professional learning community dedicated to improving student learning. Not only the educators within our SAU but the members of the school boards, parents, and the larger community all play a vital role in supporting the purpose and procedures outlined in this Master Plan. Communication is a crucial element to connecting all these individuals to the school community and sharing in our mission to help prepare students for success in their future lives.

Time – As the nature of teaching changes, the demands on educators increase. Time is consistently cited as the most needed resource. Collectively, we are attending to the challenges of time by rethinking past practices to create better ways of operating. By offering

“job embedded” professional development opportunities, educators will be engaging in professional development as part of their work. Examples of job embedded professional development include, using already established meetings (grade level, team, subject area) to look at student work, engage in collaborative problem solving, and presenting curriculum projects for feedback. Peer observation/debriefing, mentoring, and faculty meetings focused on issues of teaching and learning are also forms of job embedded professional development.

Currently, educators are provided “professional days” to address their individual professional development goals. In the past, these days have been used primarily by educators to attend workshops and seminars away from school. In support of our belief that there is much to be learned within our own schools, educators will also be encouraged to take professional days to spend time shadowing a student, observing colleagues, and/or meeting with colleagues to work on innovative projects, as well as continuing to seek expertise outside of our SAU. There are a number of strategies educators can utilize to support their individual professional development.

Staff meetings that focus on issues of teaching and learning also provide schools the opportunity to address building goals. Twice each year on in-service days, we gather as a SAU to focus on our broadest, SAU-wide goals.

Funds – Within our SAU, each district’s budget represents a continued commitment to professional development. There are funds supporting Program Review, curriculum renewal and general professional development to be accessed by Administrators for teacher involvement in priority activities. Each district has negotiated funds which are allocated to individual educators to support their professional development. Grant opportunities supporting our professional development initiatives may also be available during the school year and summer. The Professional Development Committee will work with the Director of Curriculum and Professional Development to support future budgets for professional development.

Networks and Professional Organizations – Many of our educators are connected to educational networks and professional organizations. These structures provide support and new learning opportunities relating to professional development, both subject-area specific and general issues of teaching and learning. Some of these networks and organizations include: the Association for Supervision and Curriculum Development (ASCD), School Reform Initiative (SRI), National Science Teachers Association (NSTA), National Council for Teachers of Mathematics (NCTM), National Council for Teachers of English (NCTE), National Association of Secondary School Building Administrators (NASSP), Coalition of Essential Schools (CES), etc.

Colleges/Universities – Our relationship with area colleges and universities supports our educators as life-long learners. We collaborate with these institutions as partners in the study of teaching and learning in a variety of ways, for example, as graduate students in advanced degree programs, supervisors of student teachers and interns, and subjects of the universities’ doctoral research studies.

Technology – Technology enhances our ability to collaborate and communicate. We utilize a variety of technological tools to help us interact with colleagues and engage in learning opportunities – email, web sites, on-line courses, webinars, course management systems, etc. Our vision of technology, as outlined in our Technology Master Plan, describes technology as a tool to support teaching and learning throughout our community.

Section III

Data, Processes, and Structures of Professional Development

Essential Question: *How do we promote and foster educators' professional development as a vehicle for improving student learning?*

WHY USE DATA?

The mission of the Professional Development Master Plan of SAU 39 is to promote and foster educators' professional development as a vehicle for improving every student's learning. Every student can learn. The major goal of this plan is to ensure that educators are well supported in their pursuit of the knowledge and skills necessary to fully tap the potential of their students. Student learning will remain the major focus. Our analysis of student learning will impact all decisions concerning professional development within the SAU.

Since student learning is the focus of professional development, identifying measures of student learning is essential. It is also a complex process. First, data must be carefully selected and gathered. Data are anything that is worth examining closely and understanding deeply (Eisner, 1991). Schools produce and have access to an enormous amount of data. The second challenging step is to disaggregate collected data so that the information can be analyzed in an organized, systematic way. Disaggregating data is the process of thoughtfully breaking down and categorizing data. Knowledge is then gleaned from the analysis of disaggregated information. The knowledge gained is the basis for professional development decision-making. The process of analyzing data is an imperative step to the construction of new knowledge. It offers educators the insight and understanding needed to make thoughtful decisions about how to best focus professional development efforts. Educators can plan professional development activities that target specific student learning needs that have been identified through careful data analysis. As a result of focusing on areas truly in need of attention, educators will be constantly working to:

- Improve instruction and advance student learning
- Provide useful feedback to students and parents
- Promote focus on instruction and integrated planning
- Drive curriculum renewal
- Focus on what students need to know and be able to do
- Increase sharing of practices among educators and SAUs
- Support continuous improvement

(provided by the NH Department of Education)

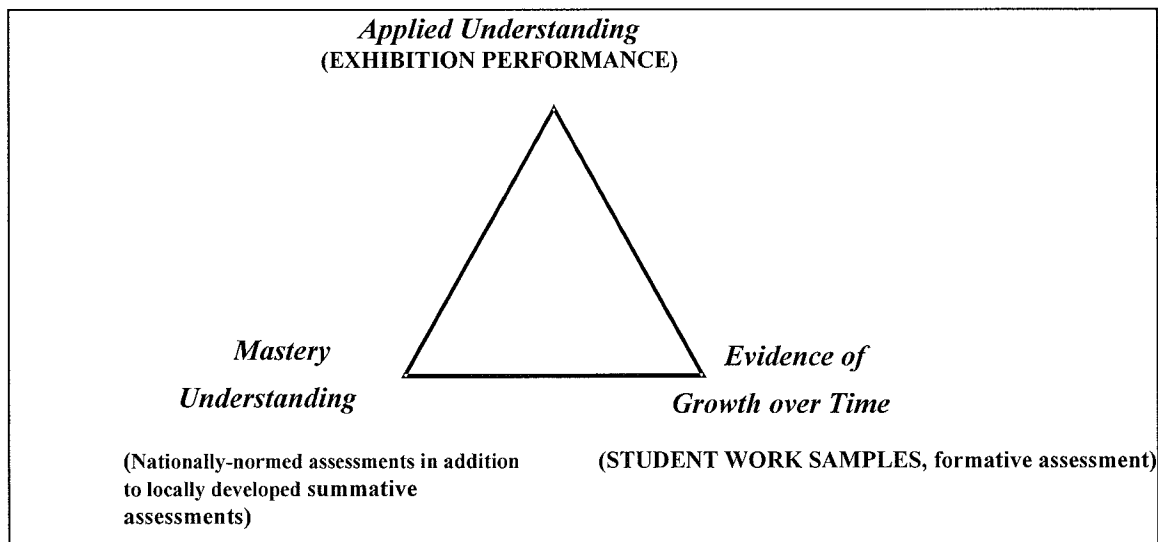
These benefits clearly support the case for using data to drive professional development efforts.

HOW WILL STUDENT LEARNING DATA BE GENERATED?

The data that will be used to inform SAU goals and student learning needs will be generated through the Strategic Planning process, Program Review process, RTI, curriculum renewal and assessments to measure student growth toward our learner goals. The *SAU 39 Data Matrix Chart* (see page 21-23) lists multiple types of student data that are collected and analyzed on a regular basis. The goal is to use multiple sources of data to support findings (see Figure 3-1). This process is called triangulation (Webb, 1965). In triangulation, a finding is supported “by showing that independent measures of it agree with it or, at least, don’t contradict it” (Miles and Huberman, 1984). When findings from different sources of data support each other, the picture of student learning becomes more distinct (Hubbard and Power, 1993).

Triangulation of Student Learning Data

Figure 3-1



HOW DO WE MEASURE STUDENT LEARNING?

The statement of Learner Expectations provides the framework by which various assessment methods have been developed to identify the learning needs of our students. These expectations help to define the knowledge, skills, and attitudes that a student in our SAU is challenged to work toward and that we believe truly prepare them to be successful in today's changing world.

These seven Learner Expectations guide our decision making, goal setting and most importantly, conviction that all students will graduate from our system as a:

- Knowledgeable Person
- Complex Thinker
- Skilled Information Processor/Consumer
- Effective Communicator/Producer
- Self-Directed Learner
- Collaborative Worker
- Responsible Citizen

** The Academic Learning Expectations are currently in place at the high school level, the revised Minimum Standards for School Approval, 2014 now require all districts to identify a framework similar to Academic Learner Expectations, and the state refers to them as Work Study Practices.*

The assessments listed on the following pages represent possibilities in the triangle of student learning, growth, and proficiency. Within the continuous professional development cycle, SAU 39 is committed to improving student learning. The identification, gathering, and analysis of student learning consists of several formal and informal methods of assessment. The data matrix of SAU assessments shows a pool of assessment types that educators from SAU 39 use. Analysis of data gathered from these assessments will inform SAU-wide and building goals in addition to individual educator Professional Growth Plans.

SAU 39 DATA MATRIX CHART

The following data matrix identifies key data sources common to all students, but is not completely inclusive of *all* sources of data.

Data Sources Identify the types	Collection Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are results reported and to whom?
SBAC & NECAP Science <ul style="list-style-type: none"> ▪ Math ▪ Reading ▪ Writing ▪ Science 	SBAC taken annually at grades 3 through 8, and 11. NECAP Science taken at grade 4, 8, and 10.	Curriculum/Department Coordinators, in conjunction with Building Administrators and the Curriculum Office analyze results and share with, staff, school boards and the community.	The data is used to inform instructional improvement and curriculum development. Additionally, we track individual and group progress over time.
Northwest Evaluation Association (NWEA) MAP AimsWeb <ul style="list-style-type: none"> ▪ Math ▪ Reading 	Taken 2-4 times a year by all grade levels. Specific grades engage in specific tests.	Data is received immediately and analyzed by staff and administration during grade level meetings, faculty meetings, etc.	The information is used to track individual student progress over time and grade level progress over time. Data is used to guide differentiated instruction and inform grouping practices.
Student Surveys	May be deployed at all grade levels	Data is analyzed by staff, building administration, and the Teacher/Leader Effectiveness Program Review Committee.	The results are used to widen the lens on the school by evaluating culture, climate and the overall social well-being of the school community.

SAU 39 Data Matrix Chart (Cont'd)

Data Sources Identify the types	Collection Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are results reported and to whom?
Common assessments Common Performance-Based Assessments	Teachers will collect this data at a minimum of twice a year with common mid-year, final exams, pre and post assessments, benchmarks etc.	Data is analyzed by teachers that share common courses by compiling results and looking for strengths and weaknesses in program and curriculum.	The info will be used to make adjustments to curriculum for the following year. Planned adjustments will be recorded along with a plan to make these adjustments which will be shared with administration.
Writing samples	Teachers will collect this data at a minimum of twice a year	Data is analyzed by teachers that share common courses through reading a variety of samples across classes and looking for strengths and weaknesses.	The info will be used to make adjustments to curriculum for the following year. Planned adjustments will be recorded along with a plan to make these adjustments which will be shared with administration.

SAU 39 Data Matrix Chart (Cont'd)

Data Sources Identify the types	Collection Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are results reported and to whom?
Technology Portfolios	Tech department once a year in spring	Tech department reviews a sample of portfolios to determine skills being mastered in core skill areas.	The info will be used to make adjustments to curriculum for the following year. Planned adjustments will be recorded along with a plan to make these adjustments which will be shared with administration.
PSAT, SAT, ACT	Taken annually by all juniors and seniors	Data is received in January, Curriculum/Department Coordinators analyze data, data is reviewed by Coordinators and shared with admin and department.	The information will be compared with other data points to make adjustments in curriculum and instruction. Planned adjustments will be recorded along with a plan to make these adjustments which will be shared with administration.

SAU 39 Data Matrix Chart (Cont'd)

Data Sources Identify the types	Collection Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are results reported and to whom?
Exemplars, Exhibitions, and Performance Assessments <ul style="list-style-type: none"> ▪ Math exemplars ▪ Division 1 ▪ JRP ▪ Senior Project 	Curriculum/Department Coordinators will collect data with the support of mathematics and literacy coaches	The data will be reviewed school-wide and with individual grade levels.	The information will be used to make adjustments to curriculum, performance tasks and project-based assignments, in addition to monitoring student progress over time.

HOW WILL EDUCATORS ANALYZE STUDENT LEARNING DATA AND SHARE KNOWLEDGE?

Many of the examples listed in the assessment table are assessments done in the classroom by educators. Therefore, it is very important that educators not only learn how to best analyze data but also how to share their knowledge. The building of knowledge is not a quiet, solitary act done by individual educators but rather a collaborative effort by all educators working together to build knowledge through discourse within their building and the SAU.

In the past, educators have mainly analyzed data independently. Now educators work to analyze student data not only independently but also within their grade level, across grade levels, and with Curriculum/Department Coordinators. Educators meet together and participate in structured conversations. Educators work collaboratively to analyze student data and gain new knowledge.

HOW DOES PROGRAM REVIEW GENERATE DATA?

Program Review is a local process for deeply examining the system needs of our schools. The term “program” is used holistically not limiting our review process to curriculum. Program Review is routinely scheduled to ensure alignment with standards and expectations detailed by

state and national organizations, and most importantly, student learning needs. To accomplish this task Program Review committees are formed and funded, leading system-wide research and change processes. The work of these committees includes but is not limited to:

- Researching, revising, and integrating learning standards with local documents.
- Researching and recommending instructional materials to fully support the implementation of the proposed changes.
- Researching and recommending instructional practices that best support ambitious learning for all students.
- Selecting mandatory baseline assessment methods to be systematically administered.
- Suggesting a range of assessment methods that support the teacher's ability to determine the student learning needs, and that help us to evaluate the effectiveness of curriculum in meeting these needs.
- Collecting and analyzing data to make informed decisions and plan modifications.
- Recommending professional development goals and activities that are commensurate with data analysis and that support the acquisition of teacher skills and knowledge to positively impact student learning.

WHAT ROLE WILL DATA PLAY IN INDIVIDUAL EDUCATORS' PROFESSIONAL DEVELOPMENT CYCLES?

Data will play an integral role in individual educators' professional development cycles. Each educator's cycle involves nine steps. In each step, educators are either gathering data, reviewing data, reflecting on data, interpreting data, or drawing conclusions based on findings from data. The goal of every educator's professional development cycle is to improve student learning.

This can only be done with the use of data. Figure 4-1 represents the Individual Educators' Professional Development Cycle.

WHAT ROLE WILL THE PROFESSIONAL STANDARDS PLAY IN GENERATING DATA FOR EDUCATORS' INDIVIDUAL PROFESSIONAL GROWTH PLANS?

Our Professional Standards provide important data for educators to assist them with the development of individual goals. When used by all educators as the first step toward developing their three year Professional Growth Plan, teachers, administrators, special educators and school specialists can clearly see themselves as professionals - those who are engaged in a process of continual improvement.

Our Teacher Leader Effectiveness Program Review Committee developed the SAU 39 Teaching Standards over a two-year period. Our professional standards used INTASC as a foundational document. Modification to INTASC was pursued supporting local customization of the standards. Our locally developed standards were then cross - walked with the indicators

detailed in the *Thoughtful Classroom* Framework ensuring alignment across expectations and indicators for observation. Separate standards documents exist for school counselors, administrators, nurses, and special educators because of the unique characteristics and duties of these roles. (See Appendix).

The primary use of each set of standards is for thoughtful, individual reflection and personal self-assessment. Research has demonstrated that participating in self-reflection can improve job performance and enhance the rewards of this complex profession. This self-assessment will provide educators with a personal profile of performance, and will serve as a measuring tool for future professional growth. Faculty will build their Professional Growth Plan (PGP) from their self-assessment.

HOW WILL DATA HELP ALIGN INDIVIDUAL PROFESSIONAL GROWTH PLANS TO OUR SAU GOALS?

The professional development cycle clearly reflects the importance of data. The cycle also illustrates (see Figure 4-1) how individual educators' plans will be connected and aligned with the larger SAU through the use of data. During step four, educators need to study SAU, building, and department goals. Then during step five, educators need to write goals that connect this SAU data with their own personal data, targeting areas needing to be strengthened as revealed in their self-assessment. Through the use of data, educators' Professional Development Plans, which provide the documentation of steps five, six, and seven, will align with the SAU/building goals and student learning needs.

COLLECTION OF EVIDENCE:

WHAT EVIDENCE WILL BE COLLECTED TO SHOW EDUCATORS' PROFESSIONAL DEVELOPMENT?

In their Professional Growth Plans, educators will identify sources of data that will serve as *evidence of their learning and improved student outcomes*. This evidence will be used by the educator as a means for measuring the success of their goals. The following is a list of possible types of evidence:

- Analysis of student learning/growth data (See Data Matrix):
 - Student work – samples of tests, exhibitions, homework, class work, etc.
 - Student assessments – common grade level assessments, unit tests, SBAC, Science NECAP, NWEA...
- Pre and Post Self-Assessments on Standards for Professional Practice
- Copies of old lesson/project and new lesson/project showing the improvements made
- Notes from collaborative feedback sessions
- Photographs or videos of instruction and/or student activities
- Portfolios
- Classroom Observations (formal and/or informal)

Educators will share their progress on their Professional Growth Plan and evidence gathered with a Building Administrator. Toward the end of an educator's three year professional development cycle, s/he will meet with a Building Administrator to review all the professional development activities and evidence gathered as indicators of meeting the goals as stated in the Professional Growth Plan. Educators will also be encouraged to share their evidence with colleagues in department meetings, grade-level meetings, school staff meetings, on-line portfolios, and formal and informal meetings with Building Administrators.

Section IV Professional Growth Plan Process

Essential Question: *How do we promote and foster educators' professional development as a vehicle for improving student learning?*

The Essential Question, "How do we promote and foster educators' professional development as a vehicle for improving student learning?" frames our Individual Professional Development Process. We are defining "professional development" as - *an educator's acquisition of new knowledge and/or skills that support improved student learning.*

WHO PARTICIPATES IN PROFESSIONAL DEVELOPMENT?

In SAU 39, it is our belief that student learning is positively impacted when the adult culture is reflective of the characteristics of a Professional Learning Community. In support of a Professional Learning Community, we aspire to be lifelong learners, continually engaging in learning as an integral part of our job.

Certified Professionals through Other Agencies

Recognizing that SAU 39 employs individuals who hold licenses by agencies other than the Department of Education, it is important to support the professional development needs for the advancement and recertification of these individuals. Each professional must be responsible for meeting the renewal criteria of their individual license within the time frame designated by their licensing board. In addition, the professional must be mindful of the district and building goals within SAU 39 and incorporate 1 of those goals within each of their renewal cycles. (See Appendix).

Paraprofessionals

Paraprofessionals working within SAU 39 who are certified by the State of New Hampshire should maintain their certification through this professional development Master Plan. Paraprofessionals are required to obtain a minimum of 50 CEUs per 3 year recertification cycle. These CEUs may be obtained in the paraprofessional's subject or field, including as well as district, school, or individual areas.

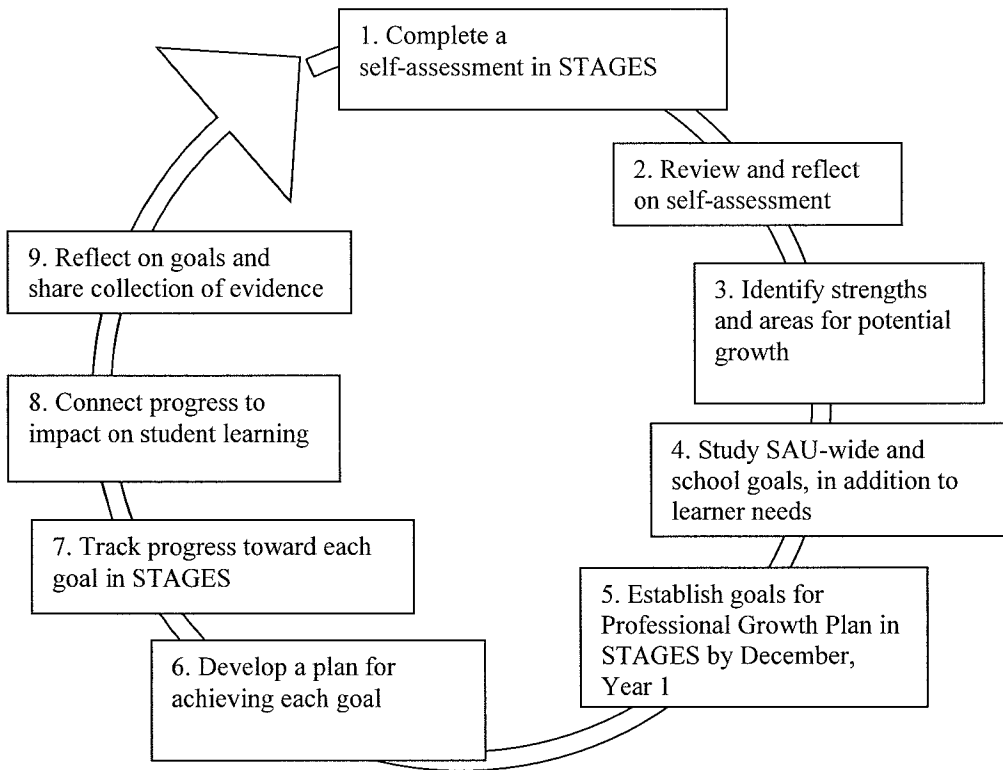
WHAT IS THE INDIVIDUAL EDUCATOR’S PROFESSIONAL DEVELOPMENT CYCLE?

The following pages outline the Professional Growth Plan Process, connections between SAU/building goals, student learning needs, and the professional development in which each of our educators will be engaged. Connecting goals, student learning needs, and professional development provides a strong focus which supports improved student learning and growth.

Individual Educators’ Professional Development Cycle

Figure 4-1

To improve student learning, educators will:



WHAT ARE THE STEPS FOR DEVELOPING A PROFESSIONAL GROWTH PLAN?

1. Self-assess using the Professional Standards and Self-assessment Tool in STAGES.
2. Review and reflect on your self-assessment.
3. Identify strengths and areas of potential growth.
4. Review SAU and building goals (available from Building Administrators) and/or review student learning identify
5. Given your understanding of strengths and weaknesses as reflected in your self-assessment, the SAU and building goals, and student learning needs, develop your professional growth plan using the template in STAGES.
6. Develop a plan for achieving each goal.
7. Track progress toward your goals.
8. Connect your progress to student learning.
9. Reflect on goals and share evidence.

HOW WILL PROFESSIONAL GROWTH PLANS BE DOCUMENTED AND MONITORED?

The SAU will continue to maintain records submitted by faculty in STAGES, our professional development software. Educators are responsible for keeping all their records current relating to their Professional Growth Plans, supporting evidence and certification(s).

In addition to the record keeping of forms, educators will gather evidence of professional growth as it relates to their Professional Growth Plan. Throughout the process, members of the Professional Development Committee can provide support to educators with their collection of evidence. Toward the end of their 3 year professional development cycle, educators will meet with a Building Administrator to acknowledge their growth by reviewing all the professional development activities and evidence gathered as indicators of meeting the goals as stated in their Professional Growth Plan and the requirements for recertification.

Completion of the 3 year cycle and meeting all the requirements for recertification will be approved with the Building Administrator's signature on the final professional development transcript from PD Express. The transcript is then forwarded to the SAU so that the recertification process can continue.

WHAT ACTIVITIES SUPPORT PROFESSIONAL DEVELOPMENT?

Professional development activities are designed to support educator's desires to increase their skills in helping students to learn. Each activity listed below provides educators the opportunity to engage in professional development - an educator's acquisition of knowledge and/or skills that support improved student learning. These activities provide educators with strategies to address their needs, the needs of the SAU and their building, and identified student learning needs. The diversity of activities is a concrete representation of our belief that "effective

professional development provides a wide range of activities that address different styles of learning” (Statement of Belief, page 5). Job-embedded professional development relates to “learning at work” - activities which may be a part of the educator’s regular assignment and take place during the work day. Educators are encouraged to include job-embedded activities as strategies to meet the goals outlined in their Professional Growth Plans.

The following activities are intended to assist educators to:

- create strategies to increase knowledge of learners and learning
- help use new knowledge and techniques in the classroom
- promote reflection on teaching practices
- support the collaborative process of learning
- increase knowledge of subject area/area of specialization

The list of activities is *not all inclusive*. There may be activities that are appropriate models of professional development that are not listed here. Educators should consult with their Building Administrator and Professional Development Committee member with ideas about pursuing professional development activities not listed. Pre-approval of an activity not listed should be sought in order to determine the activity’s appropriateness as a form of professional development. In assessing the validity of an activity for your Professional Growth Plan, you should ask yourself: How will the new knowledge and/or skills that I obtain help me to enhance student learning? What student data supports this activity as a form of professional development that will improve student learning?

FORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES

COLLEGE/UNIVERSITY COURSEWORK

Courses provide structured opportunities for educators to learn from facilitators with specialized expertise, as well as from peers. They also provide educators with opportunities to connect with outside sources of knowledge in a focused way. One college credit is equal to 15 CEUs.

WORKSHOPS, SEMINARS, CONFERENCES, AND INSTITUTES

These activities provide opportunities for educators to learn from facilitators or leaders with specialized expertise, as well as from peers. This allows educators to connect with outside sources of knowledge in a focused way.

JOB-EMBEDDED ACTIVITIES

ACTION RESEARCH

Action Research is an ongoing process of systematic study. This study includes (1) stating a hypothesis, (2) developing a plan action, (3) collecting data (4) analyzing and evaluating and (5)

formulating a conclusion. Through promoting action research, educators are committed to promoting changes indicated by their findings. This could also serve as a plan for a sabbatical when it connects strongly to SAU goals, student learning needs, and an identified need in the SAU.

Possible evidence: Research plan, data collected, analysis, and interpretation of results and formal presentation.

BOOK TALK

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

Possible evidence: Discussion notes, reflections, lesson or unit plans informed by the text.

CASE DISCUSSIONS

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

Possible evidence: Videos or description of cases, discussion notes, teacher reflections.

CLASSROOM OBSERVATION, PEER OBSERVATION, AND VISITATIONS

This activity enables educators to learn from each other in the classroom. Through the use of pre-meeting, observation, and debriefing, educators can gain knowledge about teaching methodology and curriculum development/implementation.

Visitations may be initiated by an educator or his/her supervisor, for the purpose of observing a program or practice of interest and/or benefit to the staff member and/or the SAU. Visitations are short-term in nature and may take place at a site within or outside the school district.

Possible evidence: Dates on which the process occurred, meeting notes, and observation reports, teacher reflections.

COACHING AND TRAINING FACILITATORS AND PROFESSIONAL DEVELOPMENT COACHES

The strategy of training facilitators and professional development coaches designates teachers, administrators, or other school personnel as leaders. Coaches who serve as professional developers increase their own knowledge and skills well beyond what they need to teach students. These individuals are responsible for preparing others to use new programs, strategies, ideas, and/or participate in school improvement initiatives.

Possible evidence: Log of activities and discussion notes.

COMMITTEES

Committee work constitutes various building and SAU-wide committees as well as state and national committee work. Committee work may require long and short-term commitments as well as full day off-site work sessions, and summer involvement. This type of commitment promotes a professional learning community and supports shared decision making. Many committees within SAU 39 directly relate to issues of teaching and learning: Professional

Development Committee, 504 Committees, Grading and Assessment Committees, and Curriculum Revision Committees, for example. Committee work that relates to a Professional Growth Plan, SAU/building goals and student learning needs may be an appropriate form of professional development.

Possible evidence: Meeting agendas and notes.

CREATING A "PRODUCT" OR AN ACTIVITY

A detailed outline of the innovative/creative activity that describes new learning and/or skills of the educator in the design and implementation are required. The activity needs to be relevant to the current curriculum for that grade/course. Evaluation of this activity is based on the uniqueness, creativity, quality of the end product, and documentation of the relationship to improved student learning.

Possible evidence: The "product" or activity, a log of activities and time, and sources of information used, student work.

CRITICAL FRIENDSHIP GROUPS

Collaborative Study Groups and Critical Friendship Groups consist of eight to twelve educators who work together regularly to improve student learning. These groups engage in a variety of activities making their practice more public including peer observations, studying student work together, and engaging in collaborative problem solving. Each group has a coach who helps the group build trust by engaging the group in significant work while providing a safe environment for taking risks. The coach helps others learn the skills that promote reflection, creativity, and

honesty about issues of teaching and learning. Collaborative Study Groups/Critical Friendship Groups meet once a month for two hours. Coaches attend a summer institute to learn the skills of coaching and develop a network of support among other coaches across the country. Membership is required for participation in the Training Facilitators and Professional Development Coaches activity.

Possible evidence: Meeting dates, attendance lists, and discussion notes.

CURRICULUM, INSTRUCTION AND ASSESSMENT DEVELOPMENT

Curriculum is the way content, skills, and concepts are designed to be delivered to students. Developing new curriculum to be implemented with students can serve as a powerful professional development opportunity. Developing new curriculum, implementing that new curriculum, gathering evidence of improved student learning as a result of the changes, and reflecting on different ideas and activities, educators can gain skills and knowledge about teaching and student learning.

Possible evidence: Curriculum documents, lesson plans, and log of activities and time.

DATA ANALYSIS AND REPORTING

Analysis of student data with the goal of modifying instructional practice to enhance student growth and achievement over time.

Possible evidence: Data collection, analysis/interpretation of results, artifact collection demonstrating how instruction was adjusted to meet the needs of learners, and/or student work samples offering evidence of increased levels of growth and performance.

EXAMINING STUDENT WORK AND STUDENT THINKING

This activity involves carefully examining student work to better understand issues of teaching and learning. Examining student work collaboratively can help in analyzing data, identifying student learning needs, and identifying the appropriate teaching strategies to meet those needs. (Examples: rubric development, review national, state, and SAU test results, examining student work collectively as a team) .

Possible evidence: Copies of the examined student work, meeting dates, and discussion notes.

GRADE-LEVEL, TEAM, SUBJECT AREA MEETINGS/STAFF MEETINGS/SAU IN-SERVICE MEETINGS

Educators are encouraged to use regularly scheduled meetings to learn together. These forms of professional development may include participating in a structured feedback session (protocol) to examine student work, address a dilemma relating to teaching and learning, analyze curriculum maps, and/or analyze a grade level common assessment. School leaders are

encouraged to use staff meetings as learning opportunities for educators. Staff meetings offer the opportunity to collectively pursue building level goals. SAU In-Service meetings are the SAU's opportunity to pursue SAU goals.

Possible evidence: Copies of meeting notes.

GRANT WRITING

Grants written that required the educator to increase his/her knowledge of issues relating to teaching and learning, may qualify for professional development. The finished product, whether accepted or not, should have an impact on individual professional growth, SAU/building needs, and/or improved student learning.

Possible evidence: Copies of the grant.

INDEPENDENT STUDY AND IMMERSION IN CONTENT AREA

For their own professional growth, educators need to have authentic experiences outside of the classroom; enhancing educators' conceptions of the nature of learning and teaching. These experiences in each teacher's particular field of study allow the teacher to learn the content, process, culture, and ethos of their subject matter. This type of professional development could include summer work/activities, where educators can become part of a team in a business or research setting and bring the experience back to the classroom.

Possible evidence: Materials, log of activities, notes, description of the study, papers, and projects.

PROFESSIONAL COMMUNICATION

This strategy is designed to provide the educator the opportunity to produce and share writing that reflects on teaching, content, and learning. This includes examining classroom experiences, assessing the impact of teaching methodologies, improved teaching practices related to improved student learning, and/or the investigation of a particular subject/content area.

Possible evidence: Copies of shared writings.

PROFESSIONAL DEVELOPMENT PRESENTATIONS

Presenting at conferences to enhance the skills of colleagues and educators within district, across the state, and around the nation.

Possible evidence: Presentation, participant reflections and feedback, log of work completed.

PROFESSIONAL NETWORKS

A network is an organized professional community that shares a common purpose. Educators organize to improve instructional practices, address student needs as well as support school reform. The most important elements of maintaining a network are to keep people engaged and connected. Networks are “discourse communities” that enable educators to meet regularly (either in person or electronically) to solve problems, consider new ideas, evaluate alternatives, or reflect on specific issues in education and content areas. Examples of networks include active membership in such organizations as the National Council for Teachers of Mathematics (NCTM), the Association for Supervision and Curriculum Development (ASCD), and the National School Reform Faculty (NSRF), the Coalition of Essential Schools (CES), to name a few.

Possible evidence: Names of participants, log of contacts, and notes.

PROFESSIONAL READING, VIDEO, AND AUDIO TAPES

This strategy provides opportunities to learn new skills, knowledge, and reflect on teaching and learning through professional journals, books, videos, and audiotapes. This allows educators to raise awareness through the introduction of new information and to build on existing knowledge. An increased understanding of information specific to the content areas or teaching methodologies will be gained.

Possible evidence: Written reflections.

SUPERVISING TEACHER/MENTORING

This strategy is divided into two parts.

Strategy 1:

This strategy targets individuals who are willing to share their expertise and time with interns or student teachers, beginning teachers, and candidates pursuing alternative certification as a **supervising teacher**.

To receive professional development CEUs, the supervisor keeps an on-going journal reflecting on his/her learning about teaching and learning issues as well as the role of supervisor (giving and receiving feedback). The intern or student teacher shall be supervised for at least an eight (8) week period.

Strategy 2:

Working one on one as a **mentor** with another professional to assist him/her in improving instructional strategies. Building Administrators will be involved in the mentoring process to assist in the design of a schedule that will allow for multiple observations where the goal is focused on improving teaching strategies.

Possible evidence: An on-going journal reflecting learning about teaching and learning issues as well as the role of supervisor (giving and receiving feedback).

TECHNOLOGY FOR PROFESSIONAL LEARNING

This strategy involves the use of various kinds of technology to increase the educator's ability to use technology with learners. The intent of an activity should be to assist an educator in:

- Increasing technology literacy
- Integrating technology into the classroom
- Using technology as a professional tool (i.e. research)

Possible evidence: Examples of ways in which technology was used.

TRAVEL EXPERIENCES THAT RELATE TO IMPROVING STUDENT LEARNING

A travel request for approval should include a proposed itinerary and indication as to how the travel experiences will be related to the improvement of instruction and student needs. The above request should be submitted to a Building Administrator before travel. A log should be submitted at the conclusion of the travel experience describing dates, locations, time spent and activities engaged in, and how the tangible end product will be incorporated into educational programs.

Possible evidence: Visual presentation, report, video, and pictures.

ALTERNATIVE PROFESSIONAL GROWTH PLAN

An alternative to the state's recertification process, the Professional Growth Plan is a way to support and recognize educators' professional growth and make that learning evident. The Professional Growth Plan is based on the belief that we should all be engaged in learning about our profession by asking questions or setting goals, reflecting on our practice, analyzing student work, focusing on improving student achievement, and publicly demonstrating our professional growth. This public demonstration provides us the opportunity to celebrate growth and deepen thinking about our work.

The Alternative Professional Growth Plan is outlined in the Appendix.

DOCUMENTATION OF PROFESSIONAL LEARNING

Educators have 3 options for documenting their professional development:

- **The accumulation of 75 CEUs**
An accumulation of a minimum of 75 continuing education units that documents job-embedded and/or formal professional development activities addressing the school and/or district goal(s) and content areas. 75 total CEUs for one endorsement and an additional 30 CEU per additional endorsement.
- **The combination of fewer than 75 CEUs and the development of a body of evidence**
A combination of less than 75 continuing education units and evidence that together document job-embedded and/or formal professional development activities addressing the school and/or district goal(s) and content areas.
- **The development of a body of evidence**
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.

HOW ARE PROFESSIONAL DEVELOPMENT CEUS DEFINED AND AWARDED?

A professional development CEU (Continuing Education Unit) is defined as 60 minutes of professional learning. Building Administrators, central office Directors and the Superintendent award professional development CEUs using Activity Forms in PD Express.

Professional development CEUs may be acquired for both formal professional development and job-embedded activities. CEUs for all approved activities, except coursework, will accumulate on an hour for hour basis. College/graduate coursework may be approved for a maximum of 15 CEUs per credit.

Minimum Number of CEUs Needed for Single Endorsement Re-certification

	Subject Field/Field of Specialization*	Knowledge of Learners/Learning**	Total
Certified Professionals	30 CEUs	45 CEUs	75 CEUs
Certified Para Professionals	50 CEUs		50 CEUs

*Knowledge of subject or field of specialization (30 units for each area of endorsement). This area relates to the individual's command of knowledge of subject area or field of specialization, or both, including an understanding of the theory and content related to the educator's primary teaching or special service assignment.

**At least 45 of the remaining units aligned with Ed 505.07 – divided among: technology, personalization/differentiation of instruction, learning communities, and building and district goals.

Professional development activities should be tracked and accounted for on individual PD Express Activity Forms. Professional development CEUs are awarded after a reflection is completed using the “Guiding Questions for Reflection” and reviewed by a Building Administrator. Prior to the submission and review of the reflection, accumulated CEUs are pending. You may submit PD Express Activity Forms for review after the completion of a single activity or reflect after completing a series of activities.

REFLECTION

The reflective process expects educators to identify evidence/data gathered highlighting how the educator’s learning from the activity impacted or will impact student learning. This evidence/data will be gathered over the three year cycle and shared with a Building Administrator at the end of the educator’s recertification cycle.

Guiding Questions for Reflections

- What did you do?
- What new skills and/or knowledge did you gain by participating in this activity?
- How will this activity impact your teaching practice in the classroom?
- What evidence/data will you gather to show how learning from this activity will impact student learning?
- What are your next steps?

Additional Facts You Should Know

- Preparation and research time for presentations and coursework is creditable towards CEUs. This work must connect to SAU and building goals. It is recommended that a professional learning log is recorded to document this time.
- Long-term activities, extending beyond a workshop, course or seminar shall be documented with a professional learning log.
- Professional development CEUs accrued after central office has signed off on an educator’s final transcript and building administrations approval of a new Professional Growth Plan may be applied to the educator’s new 3-year recertification cycle. CEUs must connect to the educator’s new PGP.
- Educators participating in an **Alternative Professional Growth Plan** shall complete an annual Reflection in order to document professional development CEUs. This yearly Reflection will serve as documentation of CEUs in the event the educator leaves the district during their 3 year renewal cycle. The reflection will also serve as a check-point for yearly progress.

REVIEW PLAN EVIDENCE

At the end of each school year, administrators will review staff reflections. Evidence is shared by the educator with colleagues and administrators at the completion of their plan.

Note: The educator is responsible for maintaining a complete file or all documentation during the multi-year recertification process, and up to one year after certification.

APPROVAL OF PROFESSIONAL GROWTH PLANS PRIOR TO IMPLEMENTATION

Building Administrators are responsible for approving the Professional Growth Plans of their staff.

WHAT ARE THE IMPORTANT DATES WITHIN THE THREE YEAR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN CYCLE?

Before December 1 of the first year of the 3-year cycle: Professional Growth Plans must be approved.

Annually: Complete approved PD Express activities by writing Reflections and attaching backup.

Before April 1 of the third year of 3-year cycle: Meet with Building Administrator to complete the three year process. Complete all activities, write reflections, assign hours and have Building Administrator sign the professional development transcript report.

WHAT ARE THE GUIDELINES FOR REIMBURSEMENT?

Expenses directly relating to professional development activities are reimbursable following pre-approval (7 days in advance) and approval by the Building Administrator and the Director of Curriculum and Professional Development for activities designated as Out of New England.

Expenses may include: registration, mileage and meals subject to the limitations of the agreements between certified educators and non-certified support staff.

For a full explanation of reimbursement procedures, see the SAU 39 Conference and Workshop Approval and Payment Guidelines document in the Appendix. This document outlines the current mileage reimbursement rate as well as daily rates for meals and what items are required for reimbursement while you are traveling.

For detailed guidance on PD reimbursement, please reference the SAU 39 Conference and Workshop Approval and Payment Guidelines document and individual district CBA's and PPC agreements. The PD Guidelines document will be updated annually by the PD Committee.

WHAT IS THE APPEAL PROCESS FOR PRE-APPROVAL AND REIMBURSEMENT?

In the event an educator disagrees with the decision of the Building Administrator to disapprove his/her Professional Growth Plan, professional development CEUs, and/or request for reimbursement, the educator may appeal by using the following process:

1. Consultancy

The educator shall meet with a member of the Professional Development Committee who will act as a Professional Development Committee Representative, to help the educator understand and address the issues that led to denial. The educator modifies the request/plan to better address the requirements and resubmits the request for approval.

2. Mediation

If approval is again denied and the educator chooses to pursue approval, s/he meets with his/her Professional Development peer coach, the Building Administrator who issued the denial, and the Director of Curriculum and Professional Development, who will act as mediator. If this group cannot come to consensus, the educator may proceed to the appeals level.

3. Appeal

The educator shall follow this procedure to pursue an appeal:

- The educator provides a written request for an Appeal Hearing to the Building Administrator, the Professional Development Committee Chairperson, and the Director of Curriculum within five school days of the mediation session.
- Upon receipt of the appeal request from the educator, the Professional Development Committee Chairperson will notify the Superintendent and the Appeals Subcommittee within two school days.
- Upon receipt of the appeal request from the educator, the Building Administrator will prepare a written statement outlining the reasons for denial. This written statement shall be presented to the Appeals Subcommittee at the hearing.
- A hearing shall take place within five to ten school days of issuance of the notification to the Appeals Subcommittee. The chairperson of the Appeals Subcommittee shall schedule the hearing and notify all affected parties of the date, time, and place of that meeting.
- The Appeals Subcommittee shall use the following procedure:
 - The educator enters first, while the Building Administrator is not present. He/she states the nature of the request and explains why his/her request should be granted. The educator then leaves.
 - The Building Administrator enters, shares a copy of the written statement with all members of the Appeals Subcommittee and states the reason for denying the request. The Appeals Subcommittee may ask the Building Administrator questions to gain a better understanding. The Building Administrator then leaves.

- The educator re-enters to answer any further questions the Appeals Subcommittee may have, in order to gain a better understanding. The educator then leaves.
 - The Appeals Subcommittee deliberates privately. At this time, the Appeals Subcommittee votes on the appeal. They may vote to uphold the Building Administrator’s denial or to approve the request. A majority vote is required. Voting may be by secret ballot if requested by a member of the committee.
 - The Appeals Subcommittee Chairperson shall notify the educator, the Building Administrator, and the Superintendent of the decision within three school days of the hearing. Notification shall be in writing, and shall state the reasons for the approval or the denial.
- If the educator is not satisfied with the decision made by the Professional Development Appeals Subcommittee he/she may appeal to the Superintendent within five school days of receipt of the written decision.
 - The Superintendent shall schedule a meeting with the educator within five days of receipt of the request.
 - The Superintendent will discuss the educator’s request with him/her. The Superintendent may also discuss the issue with any other individuals that will help him/her fully understand the situation. The Superintendent shall render a decision to the educator and the Building Administrator within three school days of meeting with the educator. The decision of the Superintendent shall be final.

“Professional Development is the process of improving staff skills and competencies needed to produce outstanding educational results for students.” Learning from the Best, A Toolkit for Schools and Districts Based on Model Professional Development Award Winners

WHAT ARE THE GUIDELINES FOR RECERTIFICATION FROM THE NEW HAMPSHIRE DEPARTMENT OF EDUCATION?

The following is an overview of the professional development components as described by state law [512.02] that lead to recertification for certified educators.

The Master Plan encourages a choice within, but not limited to, one or more of the 6 staff development components:

- Knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought;
- Knowledge of learners and learning;
- Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought;
- Activities or efforts to reinforce school or district improvement goals, or both;

- Activities or efforts focused on increasing student achievement;
- Activities that promote continuous improvement in exercising professional responsibilities and obligations.

ED 512.04 Criteria for Recertification of Educators under the Professional Development Plan

The Professional Development Master Plan shall require that every educator applying for renewal of his/her credential has the approval of the local superintendent or designee for the successful completion of the educator's individual professional growth plan, based on one of the options referenced

Ed 512.06 Certified Paraeducators

Requirements for certified paraprofessionals shall be as follows:

(a) For those certified paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units shall be required in areas determined by the professional development master plan.

Renewal of Certification

New Hampshire educator certificates are issued for three year periods by the Department of Education and expire June 30.

After accumulating and documenting professional development CEUs and the impact of the educator's learning on student learning, the educator meets with a Building Administrator for approval of the completed process for recertification. The educator's Professional Development transcript is then sent to the SAU Curriculum and Professional Development office where it is tracked until the educator is notified of their renewal. Steps in the process include: the Superintendent approving the educator's collection of hours and recommendation for renewal with the NH Department of Education. Last, the SAU Curriculum and Professional Development office notifies the educator that their certificate has been renewed and that they can log into the NH Department of Education Single Sign on web site and complete the process. The educator must forward a copy of the new certificate to the SAU Curriculum and Professional Development office where it will be kept on file.

Anyone who works, volunteers, or lives within SAU 39 jurisdiction may participate in SAU 39 Professional Development programs. However, these non-staff participants are not eligible for financial reimbursement from the school district and their attendance at locally sponsored workshops would be on a space available basis. These non-staff participants deal directly with the Bureau of Credentialing for renewal of certification.

Revocation of Certification

The policy for Revocation of Certification, as established by the State Board of Education, January 1, 1996, is given below.

189:14-c Revocation of Certification. – Any teacher certified in this state who has been convicted of any felony involving child pornography or of a felonious physical assault on a minor or of any sexual assault, shall have such teacher certification revoked by the New Hampshire state board of education.

Source. 1988, 257:3. 1995, 174:11, eff. Jan. 1, 1996.

Lapsed Endorsements/Credentials

If an educator is allowing an endorsement to lapse, s/he should indicate this in writing to the Bureau of Credentialing (e.g., "I do not wish to renew my endorsement in music education" Signature and Date).

Educators who let their credentials lapse, by failing to complete the requirements for renewal, must consult with the Superintendent. Renewal of lapsed credentials will be possible only if a new plan to complete certification requirements is recommended by the Superintendent and filed with the Bureau of Credentialing. This includes passing all tests (as applicable) issued by the New Hampshire Department of Education.

People who are certified but not employed in education for three or more years must submit evidence of satisfactory professional growth to the Bureau of Credentialing for recertification. Professional growth may be evidenced by participation in a local professional development program, collegiate study, experience in non-public education or superior field performance in the area for which certification is being renewed.