

School Administrative Unit 23

**Professional Development
Master Plan**

August 2015 – August 2020

Statement of Purpose

Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development. Ongoing school improvement efforts require that teachers learn new roles and ways of teaching in order to increase student outcomes and to provide meaningful, engaged learning for a diverse student population.

The SAU 23 Professional Development Master Plan has the following values and expectations:

- Teachers and staff are expected to be experts in their certification or specialization areas;
- Analysis of data will enable staff to tailor instruction to personalize student learning;
- Student outcomes will drive professional development activities and continuous school improvement; and
- Teachers are expected to deliver content to meet the needs of diverse learners in a changing technological world through various methods of instruction.
- Professional Development activities will be aligned with the national common core standards, state academic content standards and assessments, and student academic achievement standards, and the curricula and programs tied to these standards, NCLB 2122(b)(1)(A).
- Professional Development activities are based on best practices/scientifically based research and that activities undertaken are expected to improve student academic achievement, NCLB 2122(b)(1)(B).
- Professional development will enable teachers to teach and address the needs of students with different learning styles (Response to Intervention), improve student behavior (Responsive Classroom), involve parents in their child's education, and understand and use data and assessments to improve classroom practice (Title 1, PD Committee), NCLB 2122(b)(9).

Therefore, the mission of the SAU 23 Professional Development Plan is that all students in SAU 23 schools will be provided the highest quality of academic instruction in positive, safe learning environments that promote inquiry and appreciation for lifelong learning so that graduates have the knowledge and skills necessary to participate fully and productively in a democratic, technologically advanced society.

The plan will assist teachers and staff in developing and fulfilling their individual professional development plans by:

1. Providing a list of acceptable activities for professional development;
2. Providing My Learning Plan access to all teachers and certified staff for tracking their activities;

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3. Providing topics or focus for SAU-wide or school-based initiatives based on data analysis;
4. Providing a roadmap for ongoing recertification.

Professional Development Committee

The Professional Development Committee will be composed as follows:

Professional development representatives from each of the following schools must be represented. Ratios may vary from school to school and from year to year. Members should include representation from both administration and staff.

- Bath Village School
- French Pond School
- Haverhill Cooperative Middle School
- King Street School
- Piermont Village School
- Warren Village School
- Woodsville Elementary School
- Woodsville High School

Additional members will include the following:

- Superintendent
- One community member
- One school board representative

Selection to serve on the professional development committee includes one of the following:

1. Election by respective staff in each building
2. Appointment by representatives who have served the previous term
3. Selection of community member by local parent groups or volunteer
4. Selection of board member by chairman of the SAU school board

Professional Development Committee Member Responsibilities

Chair:

- Presides at all scheduled meetings
- Communicates with Professional Development subcommittees
- Communicates with co-chairs of various subcommittees
- Serves as the spokesperson for the Professional Development Committee
- Prepares all scheduled agendas
- Records and disseminates scheduled minutes

Member:

- Attends scheduled meetings
- Serves on the Professional Development subcommittees
- Reports to faculty
- Solicits input from the faculty

Functions of the Committee Members:

The functions of the Professional Development Committee members include the following:

1. Endorse the local Master Plan, define professional development policy every five years and submit it for approval to all certified staff, superintendent of schools, school board, and the New Hampshire Department of Education.
2. Publicize all in-district professional development activities through emails, memos and faculty meetings.
3. Act upon the recommendations of professional development subcommittees and district- wide committees.
4. Orient staff on new professional development changes to the Master Plan.
5. Train and orient new staff members to the Master Plan requirements.
6. Provide ongoing evaluation to assess the effectiveness of the Master Plan.

Term of Service for Committee Members:

- Selection to serve on the Professional Development Committee will last for a term of three years.

Development and Changes to the Master Plan:

The Master Plan was originally developed by the Professional Development Committee through a series of meetings comparing the existing plan to the guidelines provided by the New Hampshire Department of Education Bureau of Credentialing (ED 512).

Process for Updating the Master Plan:

Amendments to the Master Plan may be made through the following process:

1. Suggested changes are submitted in writing to the Professional Development Committee.
2. These changes will be reviewed and discussed at the next committee meeting.
3. The committee will seek guidance and feedback from the staff, pertaining to the proposed changes.
4. Changes will be voted on at the next committee meeting.

Evaluation

The Professional Development Committee is responsible for the annual evaluation of the Master Plan.

The Professional Development Committee will conduct a brief survey of all staff regarding the plan, the process, and the effectiveness of the plan.

Any recommendations will be discussed and voted on by the committee, and if approved will become effective the following school year.

Data Collection and Interpretation

Identification of Local Student Learning Needs

Student needs on the local level will be identified through the use of the SBAC tests, Literacy Assessment, NWEA/MAP and STAR reading and math testing. A variety of non-standardized methods such as daily observation of student progress, portfolios, report cards, and mid-term and final examinations are also used.

Collection, Analysis, and Dissemination of Data

The responsibility and process of determining the link between student performance and professional growth will become embedded in the educational setting by collecting and analyzing the following data. The results will be used to implement necessary instructional and curricular changes.

| STANDARDIZED MEASURES | |
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| Type of Data Collected | Collection and Analysis of Data |
| SBAC | Building administrator will disseminate testing results to all kindergarten through 12 grade teachers. These teachers will then meet as a group to identify strengths and weaknesses in curriculum and teaching pedagogy based on student achievement on the exam. Curriculum modifications and instructional strategies will be discussed to address identified weaknesses. Administered annually. |
| Literacy Assessment | Used by teachers to determine student proficiencies, text adoption, program offerings, and special education considerations. Assessments include DIBELS, Gates MacGinite Reading Test, and other literacy program assessment tools. Administered at least twice annually. |
| NWEA/MAP/STAR reading and Math | Reviewed by grade level teachers and used as a basis for differentiating instruction. Results reported to students and parents. Administered at least twice annually. |

| NON-STANDARDIZED MEASURES | |
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| Type of Data Collected | How the Data is Collected and Analyzed |
| Daily Observations of Student Progress | Daily modifications of instructional strategies to best accommodate student learning styles and needs. |
| Report Cards | By grade level: Review individual student’s grades and compare them to standardized testing results identifying |

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| | any discrepancies and possible strategies to remediate the discrepancies. |
| Mid-terms and Finals | By department: Compare individual classroom results and relate them to curriculum goals and instructional strategies. Identify any changes in instructional strategies to be implemented in future courses. |
| High School Graduation Rates | Gathered through Guidance Dept: Use graduation rates to measure the effectiveness of the strategies implemented to keep “at risk” students in school. |
| Retention/Double Promotion | Gathered through Guidance to measure effectiveness of both initiatives. |
| Post Graduate Surveys | Gathered through Guidance Dept: Use these to measure the “long term” effectiveness of past services and compare to their individual professional growth. |
| Post Secondary Education Rates | Gathered through Guidance Dept: Reviewed annually to ascertain fluctuations in students attending post-secondary education and determine causes for these fluctuations. |
| Community Input | Gathered from a variety of sources and disseminated by building administrators to the general public. |

The above-mentioned professionals within each category will meet at least twice annually at staff meetings to discuss the results of the analysis of the data. If changes need to be made in curriculum, all stakeholders will be present during the analysis phase and changes can take place immediately. If the data suggests that professional development opportunities are needed, each group should direct suggestions to their building Professional Development representative.

Establishing Individual Professional Development Goals

Ed 512.03 Individual Professional Development Plan.

(a) Each certified educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor’s designee, an individual plan as follows:

- (1) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in (3) below;

(2) The individual professional development plan shall be developed for a 3 year period consistent with the educator's certification(s) and incorporate one of the 3 options referenced in Ed 512.02(e);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

- a. The educator's self assessment or reflection on competencies referenced in *Effectiveness Model*, Ed 512.02(c)(6) and the content area standards referenced in Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, Ed 506.07, and Ed 507;
- b. Analysis of student work; and
- c. A review of school or district goals, or both;

(4) The individual professional development plan shall include components such as the following:

- a. Activities or efforts to reinforce school or district improvement goals, or both;
- b. Activities or efforts focused on increasing student achievement;
- c. Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought;
- d. Knowledge of learners and learning;
- e. Knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought; and
- f. Activities that promote continuous improvement in exercising professional responsibilities and obligations.

(5) The plan shall meet the requirements of the master plan as specified in Ed 512.02(e).

(b) Each certified educator whose credentials expire in a given year shall accrue total continuing education units of approved professional development activities prior to being renominated or reelected pursuant to RSA 189:14a. Professional development completed after nomination or election shall be counted toward the next 3 year re-certification cycle which shall commence on July 1 of that same calendar year.

(c) A certified educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.

To Establish Individual Professional Development Goals

1. Professional staff will access My Learning Plan and access the Individual Professional Development Plan (Appendix B).

2. Staff will complete the form based on the directions provided on the form.
3. Staff will establish a minimum of three goals that must address the following three areas: Knowledge of subject and content areas taught; Knowledge of learners and learning; and Knowledge of effective, developmentally-appropriate teaching strategies.
4. Staff submit their form electronically to their building administrator or supervisor for approval.
5. Form is returned to staff for revision or with final approval.

The professional staff meets with their building supervisor no later than October 1st, following his/her re-certification year to develop a professional growth plan. This plan is intended to cover a three-year period, which aligns with the educator’s re-certification cycle. Short and long term goals are written and reviewed with the supervisor at the end of each year to assess the progress and determine if modifications, changes, or new goals are necessary for the following year. Professional goals are written on the three-year Individual Professional Development Plan form on My Learning Plan and must reference SAU 23 goals.

Professional Development Activities

- Reinforce school and/or district improvement goals;
- Increase student achievement;
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each re-certification sought;
- Increase knowledge of learners and learning; and
- Increase knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which re-certification is sought.
- Activities that promote continuous improvement in exercising professional responsibilities and obligations.

| Activities | Clock Hour Awarded | Required |
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| Forms Independent study and immersion in content area | Up to 30 clock hours per certification as justified | - Course approval and reimbursement form - Reflection page - End product - Grade report/Certificate of Completion - Documentation of hours in My Learning Plan |
| New curriculum development and implementation | Up to 30 clock hours per certification as justified by project description and | - Course approval and reimbursement form - End product - Documentation of hours in My Learning Plan |

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| | professional goal setting | |
| Curriculum enhancement, modification, adaptation, and refinement | Up to 30 clock hours per certification | - Course approval and reimbursement form - End product - Documentation of hours in My Learning Plan |
| Coursework | 15 clock hours per credit hour awarded by the college or university. 10 clock hours per credit hour for audited courses | - Course approval and reimbursement form - Grade report - Documentation of hours in My Learning Plan |
| Workshop, institutes, and seminars | Unlimited clock hours | - Course approval and reimbursement form - Certificate of completion - Documentation of hours in My Learning Plan |
| Action research/sabbatical | 75 clock hours | - Reflection page - End product - Grade report/Certificate of completion - Documentation of hours in My Learning Plan |
| Examining student work and student thinking | Up to 30 clock hours per year per certification | - Course approval and reimbursement form - Reflection page - End product - Documentation of hours in My Learning Plan |
| Committees | Up to 30 clock hours per committee, per year | - Documentation of hours in My Learning Plan - Approved by Superintendent - Restricted to school and district level committees |
| Collaborative discussions/Study groups | Up to 30 clock hours per certification area as justified by project description and professional goal setting | - Reflection page - Documentation of hours in My Learning Plan |
| Mentoring | Up to 30 clock hours per certification area as justified by project description and | - Course approval and reimbursement form - Reflection page - Documentation of hours in My Learning Plan |

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| | professional goal setting | |
| Professional Networks | Up to 30 clock hours per certification area as justified by project description and professional goal setting. | - Reflection page - Documentation of hours in My Learning Plan |
| Professional reading, videos, and audio tapes | Up to 30 clock hours per certification area as justified by project description and professional goal setting. | - Course approval and reimbursement form - Reflection page - End product - Documentation of hours in My Learning Plan |
| Publishing related to educational profession | Up to 30 clock hours per certification area as justified by project description and professional goal setting. | - Course approval and reimbursement form - End product - Documentation of hours in My Learning Plan |
| Community service | Up to 10 clock hours per certification area as justified by project description and professional goal setting. | - Course approval and reimbursement form - Reflection page - Documentation of hours in My Learning Plan |

The fourteen activities listed above allow for an individual’s plan to encompass activities unique to his/her specific needs for re-certification. The expectation of this plan is that activities will be job-embedded professional development which is learning that occurs as educators engage in their daily work activities. It can be both formal and informal and includes but is not limited to discussion with others, coursework, mentoring, professional networks, and action research.

Documentation of Professional Learning

Each certified staff member will create and maintain a My Learning Plan portfolio along with supporting documentation. Information to be collected could include, but not be limited to, the following:

Section 1: Knowledge of Field (30 hours per certification)

This component relates to the individual’s command of knowledge related to his/her primary teaching or service assignment.

- Transcripts

- Workshop attendance certificates and a brief summary of the useful outcomes of the workshop
- Write-up of job-embedded professional developments (teacher conversations centered around content area topics)
- Sample lesson plans
- Partnerships with experts in field and demonstration of application in the classroom
- Curriculum development
- Demonstration of personal growth in an identified weakness
- Professional readings/research
- Mentoring
- Student/parent feedback

Section 2: Knowledge of Learners and Learning (45 hours)

This component relates to the individual's understanding of the nature of different types of learners, learning, and best practices of instruction.

- Transcripts
- Workshop attendance certificates and a brief summary of the useful outcomes of the workshop. Write-ups of job-embedded professional developments (teacher conversations centered around effective teaching strategies and how children learn)
- Sample lesson plans
- Partnerships with experts in field and demonstration of application in the classroom
- Curriculum development
- Demonstration of personal growth in an identified weakness
- Professional readings/research
- Mentoring
- Student/parent feedback

Each certified staff member will create and maintain a My Learning Plan portfolio including documentation to address the 5 Domains in the State Teacher Effectiveness Model:

1. Learner and learning
2. Content Knowledge
3. Learner Facilitation practice
4. Professional Responsibility
5. Student Learning

Multiple Certifications

A minimum of 75 continuing education hours is required for recertification for one endorsement area. An additional 30 continuing education hours is required for each additional endorsement area. Example: If you hold three endorsements (General Special

Education, Learning Disabilities, and Elementary Education) you would need a total of 135 continuing education hours to renew your credential.

An individual may drop an endorsement area that he/she is not currently employed in and add it back at a later date by presenting 30 hours of professional development specific to the endorsement area. A \$20.00 fee is payable to the New Hampshire Department of Education. The endorsement will run on the same recertification cycle as the current credential. General Special Education and Early Childhood Special Education must be maintained if an individual holds a special education categorical endorsement.

Process for Recertification and Individual Professional Development Plan Completion

1. Certified staff member creates an Individual Professional Development Plan in My Learning Plan at the beginning of the certification cycle.
2. Professional Development activities are recorded during the three year cycle in My Learning Plan making sure they meet the objectives set forth by the Individual Professional Development Plan and the District Goals.
3. SAU 23 is notified of which staff is at the end of their certification cycle by the Department of Education
4. SAU 23 reviews the portfolio in My Learning Plan for each certified staff member needing recertification to ensure they have met the state requirements
5. SAU 23 notifies the Department of Education if each staff member has met the requirements for recertification
6. Staff member logs into <https://mydoe.nh.gov> and selects Educator Information System. The staff member should see that they have a credential to renew, if they do not have a credential to renew they should contact the SAU 23 Central Office. Clicking “Renew” next to the license starts the renewal process.
7. Staff members will follow steps to confirm your identity and pay for the renewal on-line. You must complete all steps which includes paying for the licenses with a credit card. Staff wishing to pay for their renewal by check can find information at <http://education.nh.gov/certification>.
8. The certified staff member submits a copy of their renewed certification to the SAU office for their file

Procedure for Failing to Attain the Minimum Number of Hours for Recertification

Failure to accumulate the hours necessary to maintain the certification under which a staff member is employed is cause for the staff member's employment with the district to cease.

Appeals Process

It is expected that supervisors and staff will make every effort to resolve issues at their level. Barring their ability to do so, either party may adhere to this process for resolution. In the event that any part of an educator’s professional development program is not approved, an appeals process will be followed. The appeals process may be initiated in the following situations:

- denial of preliminary or final approval for an educator’s individual professional development plan
- denial of a professional development activity request
- denial of continuing education hours for an activity

The appeals process will follow the order indicated below. The individual has the option of meeting at each step with the person/committee hearing the appeal.

1. **Building principal, administrator or immediate supervisor** - The educator discusses the denial with his/her building administrator or immediate supervisor.
2. **Building Professional Development Committee representative** - Within five working days of the denial at the previous level, the educator should submit a written appeal for reconsideration to the building representative of the Professional Development Committee. The letter should include specific information on the issue of disagreement, the nature of the problem, the reason there is a disagreement, a copy of any form(s) in question, and a brief rationale stating why the professional feels the goal, activity or hours should be approved. Upon the receipt of the written appeal request from the educator, the building representative of the Professional Development Committee will meet with the educator and building administrator in an attempt to resolve the issue.
3. **Professional Development Committee** - The building representative of the Professional Development Committee will contact the committee chairperson for inclusion of the appeal as an agenda item on the next scheduled meeting or called special meeting. The committee will review the issue as presented by the building representative. If the educator and the building administrator wish to present their views, they may do so at this time. The decision on the appeal will be by vote of the Professional Development Committee as a whole, with a majority vote needed to approve the appeal. The educator, the building administrator and the superintendent will be notified in writing of the committee’s decision within five working days. If either the educator or the building administrator wishes, they may then appeal in writing within ten working days to the superintendent of schools.
4. **Superintendent of Schools** - The decision of the superintendent will be final and binding on all parties. The decision of the superintendent will be communicated in writing within ten working days.

Paraeducator Certification

Ed 512.06 Certified Paraeducators

(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 the areas determined by the professional development master plan required by this part;

Rationale

Under this Master Plan, professional development that improves the learning of all students:

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- deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement.
- uses learning strategies appropriate to the intended goal.
- provides educators with the knowledge and skills to collaborate.
- organizes adults into learning communities whose goals are aligned with those of the school and district.
- requires resources to support adult learning and collaboration.

Certified paraeducators (Paraeducator - 1 and Paraeducator - 2) seeking to complete recertification within the three-year cycle must complete a minimum of 50 continuing education units in the following areas. Activities should closely relate to child growth and development, the children with whom the paraeducator works, behavior management, and instructional support in literacy, math and other relevant content areas.

Paraeducators will benefit from a diverse approach to professional development. Therefore, paraeducators shall accumulate professional development hours from a minimum of three of the following eight activity areas.

| Activities | Clock Hour Awarded | Required |
|---|--|--|
| Forms Coursework | 15 clock hours per credit hour awarded by the college or university. 10 clock hours per credit hour for audited courses | - Course approval and reimbursement form - Grade report - Documentation of hours in My Learning Plan |
| Workshop, institutes, and seminars | Up to 10 clock hours per year per certification | - Course approval and reimbursement form - Certificate of completion - Documentation of hours in My Learning Plan |
| Examining student work and student thinking | Up to 30 clock hours per year per certification | - Course approval and reimbursement form - Reflection page - End product - Documentation of hours in My Learning Plan |
| Committees | Up to 30 clock hours per committee, per year | - Documentation of hours in My Learning Plan - Approved by Superintendent - Restricted to school and district level committees |

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| Collaborative discussions/Study groups | Up to 30 clock hours per certification area as justified by project description and professional goal setting | -Reflection page - Documentation of hours in My Learning Plan |
| Professional Networks | Up to 30 clock hours per certification area as justified by project description and professional goal setting. | -Reflection page - Documentation of hours in My Learning Plan |
| Professional reading, videos, and audio tapes | Up to 30 clock hours per certification area as justified by project description and professional goal setting. | - Course approval and reimbursement form - Reflection page - End product - Documentation of hours in My Learning Plan |