SAU 15
Auburn, Candia, Hooksett

Professional Development
Master Plan

June 2022-June 2025

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ACKNOWLEDGEMENT SAU 15 PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

The SAU 15 Professional Development Committee met regularly to review the state guidelines and write and/or rewrite this Master Plan. This document is revised in accordance with New Hampshire Department of Education guidelines, which require revision of the plan on a five-year basis.

This committee would like to express their sincere gratitude to those who contributed their thoughts, concerns and suggestions throughout this process. We fully recognize that this documentation is the work of many people who contributed their ideas about what constitutes good teaching and how we can achieve revisions as we implement the plan and experience the required components.

Committee Member	Group Represented
Cheryl Kaake	Auburn Village School
Kim Capel	Henry Moore School
Susan Salcito	Fred C. Underhill School
Beth Curran	Memorial School
Margaret Collins	David R. Cawley Middle School
Christine Gialousis	Director of Student Services
Ben Loi	Principal
Marge Polak	Assistant Superintendent

Educational Philosophy

The members of the SAU 15 educational community are committed+ to developing lifelong learners who are creative and critical thinkers and who contribute to a changing global society. The SAU educational community-at-large working collaboratively towards this mission.

Introduction

The SAU 15 Professional Development Master Plan is designed to increase student learning by improving the quality of instructional, administrative, and supervisory service. This plan integrates the process of an educator's goal setting, professional growth, supervision, evaluation, and recertification. This Professional Development Master Plan provides the structure and means through which educators continuously enhance their professional competency and simultaneously satisfy the NH recertification requirements enumerated in Ed 512.

STATEMENT OF PURPOSE OF THE MASTER PLAN

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

The purpose of professional development in our learning community is to promote and foster educator's 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 cooperation 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.

Essential Questions: 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, 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 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.

This master plan builds upon existing professional strengths, encourages reflection on teaching practice, and fosters a collaborative learning model. This plan reflects SAU 15 Core Values, Learning Forward's Seven Standard for Professional Learning, and the National Board of Teaching Standards. These Standards give educators the information they need to take leadership roles as advocates for facilitators of effective professional learning and conditions required for its success.

Definition of Professional Learning:

Implicit in the standards are several prerequisites for effective professional learning:

1. Educator's commitment to students, *all* students, is the foundation of effective professional learning
2. Each educator involved in professional learning comes to the experience ready to learn.
3. Professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
4. Educators learn in different ways and at different rates.

Link between Professional Development, Educator Effectiveness & Student Achievement:

All professional staff have a responsibility to maintain their certification. This Professional Development Master Plan provides the structure and means through which educators continuously enhance their professional competency and simultaneously satisfy the NH recertification requirements enumerated in Ed 512. It assists each educator in setting, implementing and reflecting on goals in an individual professional development plan to strengthen instructional practices and increase student achievement.

High Quality Professional Development:

- Promotes improvement of student achievement and develops a community of learners, based on the belief that all students can attain high standards.
- Creates opportunities for educators to sustain professional dialogue, engage in thoughtful analysis, and identify instructional practices to improve teaching and student learning. Includes ongoing training in the instruction of reading, writing, mathematics, science, social studies, unified arts, and technology.
- Incorporate job-embedded activities as well as traditional activities such as workshops, conferences and courses in the completion of an Individual Professional Development Plan.

Roles of the Master Plan in Supporting the District/School Improvement Goals and Strategies:
The Professional Development Plan outlines the procedures by which staff members develop further expertise in meeting their professional growth needs. These needs must be aligned with SAU 15 Core Values.
(Appendix)

Relationship between Professional Development System and Educator Evaluation System:
The SAU 15 Professional Development and Teacher Evaluation Systems use a model based on the work of Charlotte Danielson's *A Framework for Teaching*. The model promotes a thorough measurement of teacher knowledge of content and pedagogy, while encouraging teachers to self-reflect, re-evaluate and improve practice through collaboration with an evaluator.

SAU 15 recognizes that an evaluation model should serve two purposes: to measure teacher effectiveness and to provide for professional learning (growth) in order to deepen student understanding and achievement.

PROFESSIONAL DEVELOPMENT COMMITTEE

The primary role of the Professional Development Committee is to develop and monitor the master plan for SAU 15 school districts of Auburn, Candia and Hooksett.

Membership
The SAU 15 Professional Development Committee shall consist of:

- At least five (5) certified educators-at least one representative from each of the five schools in SAU 15
- Elections will be held at the following schools in even-numbered year:
- Hooksett Memorial, Cawley Middle School, Auburn Village School
- Elections will be held at the following schools in the odd-numbered years:
- Hooksett Underhill School, Candia Moore School
- Two (2) administrators including one (1) building administrator and one (1) student services director
- These members will serve on a rotating basis: Auburn 2023-2025, Candia 2025-2027, and Hooksett 2021-2023 and 2027-2029.
- One (1) SAU administrator

The SAU 15 Professional Development Committee may also include a school board member, parent or community member.

Terms of Office
All terms of office are for two years and are elected by school faculty.

Stipend
An annual stipend is provided for one-representative per school elected to the PDC. If more than one building representative is elected, each representative will receive an equal portion of the stipend. The amount is reviewed annually and may be increased through the adoption of the district budget. The chairperson and secretary receive an equal portion of the stipend. The amount is reviewed annually and may be increased through the adoption of the district budget. The chairperson and secretary receive an additional stipend.

Regular Meetings

- Meetings will be held at least four times during the school year.
- The chairperson on majority may call special meetings of the PDC.

Resignation
A committee member my resign membership at any time. A letter of resignation shall be submitted by the resigning member to the PDC chairperson at least one (1) regular meeting prior to the effective date of the resignation.

Vacancies
The resigning member's constituency shall be notified immediately by the PDC of an existing vacancy. The constituency shall then fill the vacancy.

Committee Roles and Responsibilities

- The *chair* is responsible to prepare agendas, preside at meetings, and to prepare documents as needed.
- The *vice-chair* is responsible to conduct meetings is the chair is not available.
- The *secretary* is responsible to keep minutes of all meetings and distribute them
    - Members of the Professional Development Committee will meet to discuss issues relating to the plan's implementation including:
    - Examining the extent to which professional development requirements and specific activities are designed to improve professional practice and student outcomes; assess the degree to which the plan accomplishes its stated purpose.
    - Communicating the components of the plan and assisting staff and administrators in carrying out the requirements.
    - Revising the plan if needed and submitting amendments to the NH DOE.

Development of the SAU 15 Professional Development Plan

During the final year of the Master Plan's cycle, the committee reviews the plan's components, confers with the State of NH and revises the plan for the next cycle.

The master plan was developed and will be implemented, revised, and assessed in the following manner:

- A subcommittee was established to rewrite the master plan according to the new state guidelines. Members attended DOE rubric training as well as Learning Forward session on Professional Development Standards.
- The subcommittee reviewed the district's existing master plan as well as updated plans from other communities. Additionally, the New Hampshire Department of Education's Professional.
- The full Professional Development Committee completed revisions and reviewed and approved the plan.
- The Professional Development Committee will continuously monitor the implementation of the master plan. Ongoing changes due to SAU 15 needs or federal/state mandates will drive necessary refinements and revisions to the plan. Revisions will be made according to the "Procedure to Amend the SAU 15 Professional Development Master Plan."
- Through staff feedback, the Professional Development Committee will monitor educators to assess their understanding and implementation of the new master plan and to assess the degree to which the plan accomplishes its stated purpose.

PROCEDURE TO AMEND THE SAU 15 PROFESSIONAL DEVELOPMENT PLAN

The SAU 15 Professional Development Master Plan may be amended in the following manner;

- Proposed amendments to the Professional Development Master Plan must be introduced in writing at a regular Professional Development Committee meeting for approval.
- After Professional Development Committee approval, proposed amendments will be distributed to certified staff members for review and input prior adoption.
- The Professional Development Committee may adopt amendments to this master plan by two thirds of its voting membership.

Appeals Process

SAU 15 acknowledges that any part of an educator's professional development program may not be approved by the administration. In the event that this occurs, an appeal process may take place.

Definition

An appeal shall be defined as a claim by an educator that there had been an erroneous decision concerning any component of his/her Portfolio, CEU, or Combination Pathway at any step of the process.

Procedures

- The educator shall consult with the Building Professional Development Committee representative in an attempt to resolve the matter. If this consultation fails to resolve the matter, the educator may make a formal written appeal within 5 schools days to the SAU 15 Professional Development Committee. The appeal must specify the nature of dispute and attempts made to rectify the situation. Any relevant paperwork must be attached to the appeal.
- Upon receipt of the written appeal the PDC will set a date for a hearing to be held within 30 school days and will notify the educator and Building Professional Development Committee representative in writing of said date. At this hearing all parties concerned will have the opportunity to express their opinions and answer any committee questions regarding the appeal. The PDC shall offer an advisory opinion on the appeal to the Superintendent of Schools in writing within 5 school days of its meeting date.
- The Superintendent or his designee will render a decision on the appeal within 5 school days of receiving the recommendation of the PDC. The Superintendent's decision is final.

DATA COLLECTION, INTERPRETATION AND USE

SAU 15 makes data-driven decisions about learners and learning. A systematic process of collecting, analyzing, interpreting and using data exists within each of three school districts. Each district has established comprehensive assessment programs for students as they progress from kindergarten through eighth grade. The primary purpose of the assessment system is to collect accurate information about student achievement in order to inform instruction and strengthen instructional practices.

Each district has developed a specific process for data collection, analysis, and interpretation. Assessment results (NHSAS, ELA, math, science, DLM, NWEA, and DIBELS) and other data are collected and reviewed by administrators, educators, and curriculum committees. This process allows the districts to:

Develop a personalized education for each child:

- Improve instruction and advance student learning
- Provide feedback on student progress to parents
- Track individual student yearly process
- Identify professional development needs
- Encourage the sharing of best practices among teachers
- Renew curriculum
- Support continuous improvement

Data collection and analysis in SAU 15 occurs at different levels and for different purposes:

- To analyze student performance (individual and group) and identify student learning goals
- Determine individual educator goals
- To develop and evaluate school and district improvement goals
- To identify strengths and needs of our educators to improve students' learning
- Measure the effectiveness of the individual professional development plans
- To evaluate the effectiveness of the Professional Development Master Plans in improving student learning.

Each building administrative team is responsible for the process of collection, dissemination, and analysis of data, as well as improvement planning. Following this process for improvement will enable schools in SAU 15 to:

- Identify strengths in student achievement.
- Identify gaps or weaknesses in student achievement.
- Outline strategies for improvement.
- Identify measures of success.
- Identify the process for reviewing measures of success.

The responsibility for analyzing and interpreting the data lies with administrative teams, curriculum committees, and grade level teachers. After careful analysis, results are clearly articulated and disseminated to educators. Each school principal, in conjunction with the school/grade level teams, is responsible for data collection analysis and dissemination. This data is to be used by educators to identify professional development goals and yearly objectives that target identified student learning

needs and to measure the effectiveness of their individual professional development plans in meeting those needs.

The following matrix contains data sources that SAU 15 uses to measure student progress, achievement, and behaviors. The available information provides data points to make observations and target learning and instructional strategies in schools and classrooms. As individuals establish goals, it would be useful to target some of the data sources that follow along with data gathered from individual classrooms that shows student and teacher learning development and growth.

The purpose of administering district-wide assessments is to:

- Determine the effectiveness of district reading, writing, mathematics and science programs
- Assess individual student progress and report that information to parents.
- Plan appropriate professional development activities based on student data
- Determine enrichment or intervention activities
- Report to parents and the public the progress students are making toward meeting the standards.

The following assessments gauge the progress of SAU 15 programs across grade level:

Reflection: How do you use your individual classroom assessments to help you guide and plan instructions based on the progress shown by your students. What does the data tell you about your students?

Data Sources	**Collection Process** **Person responsible schedule**	**Data Analysis**	**Decision Making** **Use Date to Inform Instruction**
School and District Report Cards NHDOE	DOE *Annually Released*	Enrollment, Achievement Accountability	Measure a variety of indicators and compare performance to other districts
Attendance Data	School Staff *Collection daily and recorded in PowerSchool*	Attendance	Reported to parents, students, staff and community to assist with student achievement
Behavior/Discipline Data	Faculty & Administrators *Collected Daily*	Evidence in setting objectives	Reported to parents, Students, Staff Determine trends school and individual goals.
Northwest Evaluation Association (NWEA) standardized testing K-8	Faculty & Administration *At least 2 times/year*	Student performance in Reading and Math	Reported to Parents Used to determine academic growth and track progress over time
State Assessment NHSAS Grades 3-8	Faculty & Administration *Quarters or Trimester*	Student Performance in math, reading, writing, and science	Reported to Staff, School Board, Parents, & community align

		Meet academic standards	Curriculum Student Performance
Benchmark Assessments: Reading K-6 Math K-8	Faculty & Administration *Ongoing*	Student Performance	Reported to parents track progress over time Determine trends
Progress Reports And Report Cards	Faculty & Administration *Quarter or Trimester*	Student Writing Performance	Reported to Parents Track Progress Over Time Determine Trends
Universal Screener: DIBELS K-5	Reading Specialists, Faculty, administration Three times a year *Monthly progress Monitoring*	Foundational Skills Reading Fluency	Reported to Parents Instructional Improvement Progress Monitoring
Writing Prompts K-8	Faculty & Administration *Ongoing*	Student Writing Performance	Reported to parents, Instructional, Improvement, and Individualized Instruction.
ACCESS WIDA	ELL Teachers & Administration *Annually*	Students Performance and Eligibility	Reported to Parents and DOE Monitor Student Progress Individual Goal Setting
Other Teacher Assessment	Faculty & Administration *Ongoing*	Student Performance	Reported to parents Used to enrich, remediate or reinforce

PROCESS AND REQUIREMENTS FOR DEVELOPING, IMPLEMENTING AND DOCUMENTING COMPLETION OF 3-YEAR INDIVIDUAL PROFESSIONAL PLANS

Education in SAU 15 will participate in professional development activities that will:

- Promote continuous improvement in exercising their professional responsibilities and obligations.
- Be facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- Engage educators in a continuous cycle of improvement;
- Foster collective responsibility for improved student performance
- Support coherent, sustained and evidence-based learning strategies; and
- Provide coaching or other forms of support to transfer new knowledge and skills to the classroom
- Increase their knowledge of best practices for the subject and content areas of specialization for each recertification sought.

Opportunities for professional learning in SAU 15 include high quality job-embedded activities as well as formal professional learning activities. These activities focus on content and pedagogy and should assist educators in improving student learning and achievement. These professional learning activities provide differentiated opportunities for unique professional learning needs of all employees, including but not limited to teachers, administrators, Paraeducators and other certified or licensed professional staff.

Examples of high quality job-embedded professional learning activities that are acceptable for credit include, but are not limited to:

- Observations
- Independent Study/Study groups/Professional Learning Communities
- Action Research
- Educational Peer Coaching
- Mentoring/Educational Peer Coaching
- Curriculum, Instruction, and Assessment Development
- Committee Work that directly impacts student achievement
- Collegiate or Graduate Course Work
- Workshops, Webinars, and Professional Conferences
- Professional Presentations

ACTIVITY OPTIONS AND REQUIREMENTS

OBSERVATIONS

Observations afford educators the opportunity to connect with other professional in their field. The experience of observing others practicing the craft of teaching helps educators to translate new knowledge into practice and to reflect on their own instructional strategies. Observation may be initiated by an educator or by his/her supervisor, for the purpose of observing a program or practice of interest related to the professional goals of the educator and/or the goals of the district or building.

Observations may take place within the district or at another institution.

- *CEUs: Hour for hour credit will be granted, up to six (6) CEU's per day.*
- *REQUIREMENTS: Activities must be aligned with established goals, activity log.*
- *FORMS: Professional Development Activity Log; Professional Development Activity Form-Optional;*
- *Leave Requests is scheduled on a school day*

INDEPENDENT STUDY/STUDY GROUPS/PROFESSIONAL LEARNING COMMUNITIES

This category provides opportunity for educators to learn through independent study, group study or professional learning communities that they are expected to practice in their classrooms. For their own professional growth, educators can participate in study experiences outside the classroom that enhance their understanding of the nature of teaching and learning.

Educators are encouraged to share the results of their studies. Several activities are included in this category:

1. Independent Study
2. Books Talks
3. Collaborative Discussions/Study Groups
4. Distance Learning
5. Professional Reading, Video, Audio

- *CEUs: Hour for hour credit will be granted for actual time involved in each project.*
- *REQUIREMENTS: Activities must be aligned with established goals, activity log.*
- *FORMS: Professional Development Activity Form-Optional; Development Activity Log/Leave Request if scheduled on a school day.*

Action Research

Action research is examining one's own teaching or professional practice and its impact on students by engaging in a research project in the classroom or work setting. It is means for systematically examining the impact of district, school and classroom practices on student learning and related student outcomes with the intention of solving a problem, resolving an issue, or making an informed decision. It involves a cyclical process of identifying a focus or problem, designing a study, collecting, analyzing and interpreting data, communicating the outcomes of the study and taking action based upon the results.

- *CEUs: Hours for hour credit will be granted for actual time involved in each project.*
- *REQUIREMENTS: Activities must be aligned with established goals, activity log*
- *FORMS: Professional Development Activity form-optional; Development Activity Log/Proof of Attendance*

MENTORING/EDUCATIONAL PEER COACHING

Mentoring/Educational Peer coaching provides time for experienced educators to share their experience with others. The sharing of knowledge and the opportunity to practice new methodologies in a collegial atmosphere facilitates the professional growth of both parties involved in the process.

Experienced educator to student intern (mentoring) includes a recognized student teacher preparation or internship program from an accredited institution of high learning.

- *CEUs: Two (2) CEU's per week of supervision and/or consultation will be granted.*
- *REQUIREMENTS: Activities must be aligned with established goals, activity log.*

- *FORMS: Professional Development Form-Optional; Development Activity Log/Proof of Attendance.*

Experienced educator to student apprentice (mentoring) includes introductory program for students enrolled in an accredited institution of higher learning.

- *CEUs: Five (5) CEU's will be granted per semester.*
- *REQUIREMENTS: Activities must be aligned with established goals, activity log.*
- *FORMS: Professional Development Form-Optional; Development Activity Log/Proof of Attendance*

Experienced educator to colleague (mentoring/educational peer coaching) includes working with another professional to assist in improving instructional strategies. Participating in mentoring program is included in this category. Activities are drawn from Danielson's four domains and the measures of student learning.

For formal mentoring only, both professionals involved will work with the building supervisor to develop a plan of action.

- *CEUs: Hour for hour credit will be granted to both parties.*
- *REQUIREMENTS: Activities must be aligned with established goals. Activity Log.*

CURRICULUM, INSTRUCTION AND ASSESSMENT DEVELOPMENT

Curriculum development is the process of developing, evaluating, revising, adapting, refining and enhancing the curriculum to address the needs of all learners in meeting the expectation of the Common Core State Standards.

Instruction is the way content is designed and delivered. Modifying strategies in order to put new curriculum into practice requires that educators reflect about best practices and share their knowledge and experience with others in the profession.

Classroom assessment, when properly conducted, will improve student learning as well as gauge achievement. It is essential. Therefore, that educators have a range of methods at their disposal to measure student learning. Successful curriculum development efforts should regularly include opportunities for educators to acquire assessment techniques and use them to develop assessments.

- CEUs: Hour for hour credit will be granted for these activities.
- REQUIREMENTS: Activities must be aligned with established goals, activity log.
- FORMS: Professional Development Activity Form-Optional; Development Activity Log. Leave Request if necessary.

COMMITTEE WORK

Committee work recognizes participation in district committees as beneficial to improving student learning. Committee work includes various building and district-wide committees. Membership may require long and short-term commitments as well as part and full day off-site work sessions and summer involvement.

- *CEUs: Hour to be determined by committee chairperson. Hour for hour credit will be granted to a maximum of ten (10) hours per commit, per year.*
- *REQUIREMENTS: Activities must be aligned with established goals. Activity log.*

- *FORMS: Professional Development Activity Form-Optional; Development Activity Log. Leave Request if necessary.*

Restriction on the number of hours does not apply to curriculum committees. See those guidelines.

COLLEGIATE OR GRADUATE COURSE WORK

College course provide structured opportunities for educators to learn from facilitators with specialized expertise, as well as from peers. They provide educators with opportunities to connect with outside sources of knowledge in a focused way.

Educators may attend courses in person or participate in online courses. College courses may be taken for credit or audited

- *CEUs: Fifteen (15) clock hours will be granted for each college credit hour.*
- *REQUIREMENTS:*
    - *Activities must be aligned with established goals.*
    - *The course must be provided by an accredited college or university.*
    - *Achieve a grade of at minimum a B---or equivalent.*
    - *If the course is audited, the number of PD hours granted shall not exceed available college credit hours.*
        - *Activity log: time spent, nature of the activity, expectations for future classroom application, statement of anticipated impact on student learning.*
- *FORMS: Professional Development Activity Form-Optional; Development Activity Log. Request for Reimbursement Form. Leave Request if necessary.*

WORKSHOPS WEBINARS AND PROFESSIONAL CONFERENCES

Workshops, webinars and professional conferences provide opportunities for educators to learn from facilitators or leaders with specialized expertise as well as from peers. They allow educators to connect with outside sources of knowledge in a focused manner.

- *CEUs: Hour for hour credit will be granted for instructional time and active participation.*
- *REQUIREMENTS: Activities must be aligned with established goals.*
- *FORMS: Professional Development Activity Form-Optional; Request for Reimbursement form. Leave Request if necessary.*

PROFESSIONAL PRESENTATIONS

Educators who make professional presentations increase their knowledge and skills while enhancing that of others. Courses taught by an educator at an institution of higher learning as well as workshops presented in-house or at other institutions are included in this category.

- *CEUs: Hour for hour credit will be granted for preparation and presentation of workshops.*
- *No credit will be granted for repeat presentations unless the presentation has been substantially changes*
- *REQUIREMENTS: Activities must be aligned with established goals. Activity log.*
- *FORMS: Professional Development Activity Form-Optional; Development Activity Log. Leave Request if necessary.*

Opportunities are provided for differentiated professional learning activities based on the role and development needs of the educators in the system. While individual educators will be engaged in their own professional development, they will 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 need and learning styles.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Activity	Example	Evidence
Observations	Reflection about teaching and learning based upon one or more classroom observations	Dates on which the process occurred, meeting notes, observation reports
Independent Study	Engaging in study of a specific topic of interest either on one's own or as part of a learning community including; ▪ Independent Study ▪ Book talks/PLC ▪ Collaborative discussions/Case Study ▪ Distance Learning ▪ Professional Reading, Video, Audio	Description of the study log, of activities, paper, projects, transcripts, institutes.
Study Groups/Professional Learning Community	Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g. block scheduling, cooperative learning, multiple intelligences, etc.)	Meeting dates, agenda, discussions notes, materials
Action Research	Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting.	Research plan, data collection, analysis, and interpretation of results.
Mentoring/Education Peer Coaching	Serving as a formal mentor/coach for another educator or participating as that recipient of formal mentoring/coaching by another educator	Log of activities, discussion notes
Curriculum, Instruction & Assessment Development	Developing new curriculum, creating new instruction units, lessons, materials and strategies or tailoring existing ones to meet the learning needs of students. Creating formative and summative assessments.	Curriculum/Assessment documents, lesson plans, log of activities and time.
Committee Work	Participation in building and district committees related to improving student achievement.	Log of activities, discussions notes and proof of attendance,
Course Work, Workshops, webinars, conferences	Complete graduate coursework. Participate in workshop, webinars and conferences	Proof of attendance, course grade, or reflection on activity form

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS REQUIRED OF ALL EDUCATORS

EDUCATOR CERTIFICATION PROCESS
Teachers and administrators certified by NHDOE are differentiated as beginning or experienced educators. For the purposed of this process, regardless of experience, teachers and administrators are herein referred to as educators.

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

Individual Professional Development plans are required for all educators for the purpose of continuous professional growth that **support their current job assignment and for their recertification**. The educators included in this group are:

- Superintendents/Assistant Superintendents
- Business Administrators
- Special Education Administrators
- Principals/Assistant Principals/Deans of Students
- District Administrators
- Directors
- Counselors
- Teachers
- Media Supervisors and Specialists
- Any other professional educators
- Paraprofessionals

Each certified educator, including an educator with a professional certificate, will develop in collaboration with a supervisor, and fulfill, an Individual Professional Development Plan. The goals of the plan will focus on:

- Improving student learning and achievement
- Will support the goals of the district core values
- Outline educator's growth in knowledge of content area/job assignment consistent with the educator's certification including multiple endorsements.

Certified Professionals through Other Agencies
Recognizing that SAU 15 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 boards.

Paraprofessionals
Paraprofessionals working within SAU 15 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 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.

Alternative IV and V Candidates
Alternative IV and V candidates are not yet certified educators and as such need to develop an alternative certification plan through collaboration with peer coaches and content mentors. This alternative plan serves as the individual's professional development plan.

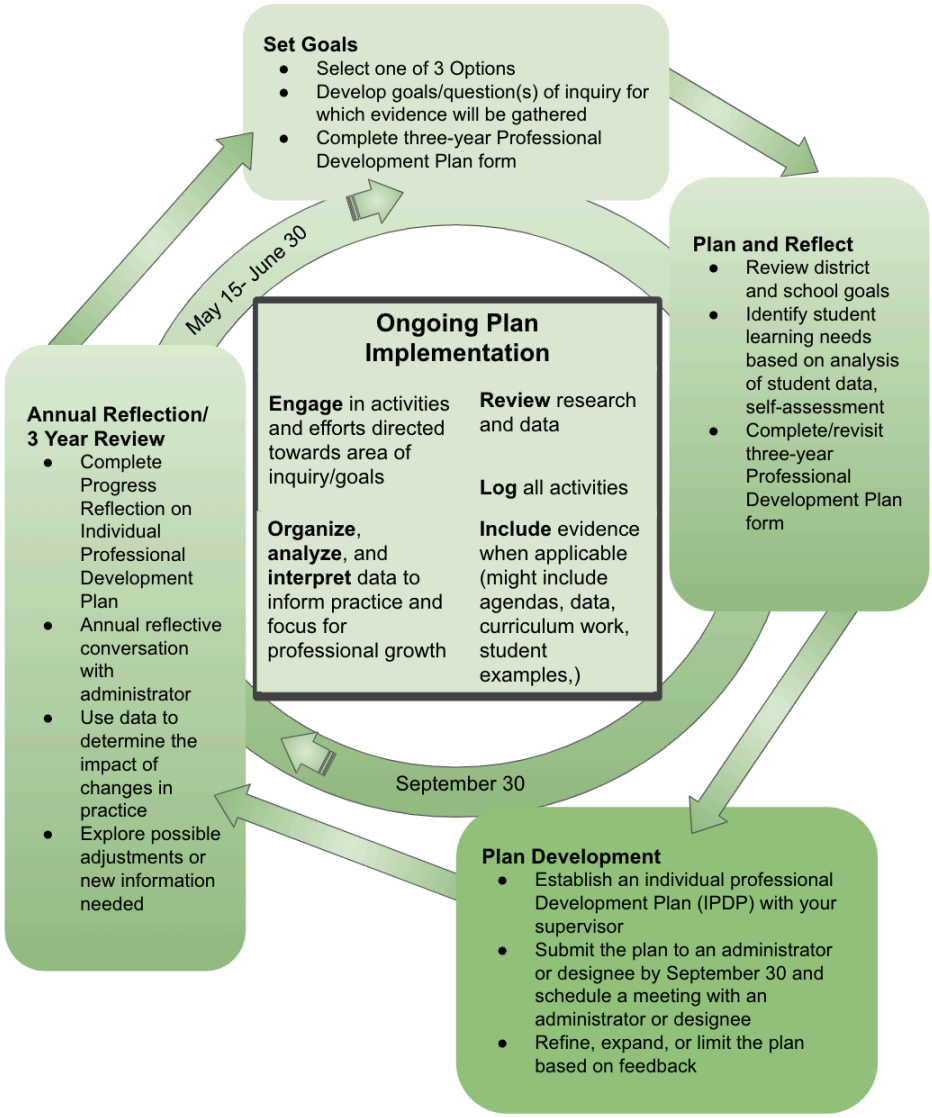
- Alternative IV and V candidates have a letter of eligibility from the NH Department of Education and have been hired by the district with agreement that candidates are required to complete all facets toward certification.
- All Alternative IV and V candidate are required, as part of their Alternative Certification Plan, to participate in all professional development as outlines in their certification plans.
- An assigned content mentor will support development of the plan to address content standards.

Multiple Endorsements
Educators holding multiple endorsements must have goals, activities, and documentation relating to each endorsement area. Endorsements may be allowed to lapse and be reinstated in the future after demonstrating three years of professional learning (30 CEU or equivalent evidence)

Mid-Cycle Endorsements
If an additional endorsement is received mid-cycle, it is the educator's responsibility to submit a copy of the new certification to the SAU and Building Representative.

The SAU 15 Professional Development Master Plan was written to include the effective practices from current research in conjunction with the revised New Hampshire Standards for Professional Development. The plan emphasizes the fact that professional development must focus on increasing student achievement. Educators have the opportunity to address individual needs as they relate to school and district goals to advance student learning.

ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS



Prior to setting goals educators will:

- Complete a self-assessment. This assessment, based upon the knowledge and skills referenced in Ed 505.07, will lead to an analysis of strengths and areas for growth by the educator. The assessment will be for the educator's personal use and appropriate to his/her area(s) of endorsement.
- The goals are to developed from the following data sources:
    - The educator's self-assessment or reflection on competencies referenced in Ed.
    - 505.07 and the content area standards referenced in Ed 506 and Ed 507;

    - Analysis is student work; Analysis of student achievement data, is available;
    - Review of school or district goals based on the needs assessment
- Examine and analyze data on learning and student achievement from state, district and school.

The development of goals will focus on the acquisition of knowledge and skills to make a positive impact on student achievement. Educators will then establish one or more professional goals for their IPDP that:

- Increases their knowledge of content areas taught and field(s) of specialization for each recertification sought.
- Develops the understanding of pedagogy and knowledge of learners and learning.
- Considers standards for professional learning.
- Demonstrates effective instructional practices that increase student achievement.

Effective goals meet the following SMART criteria:

- **S**pecific-State exactly what is to be accomplished.
- **M**easurable-Can be objectively assessed and state the expectation in percentiles or quantities.
- **A**ttainable-Are expected to accomplish the goal in the amount of time provided and with the resources available.
- **R**elevant-Are important goals essential for success in improving student achievement.
- **T**imely-Clearly address how long, how often, at what specific times, and other issues.

Meaningful reflection on the part of all professionals is essential to growth and achievement of excellent practice. Educators will review their goals and reflect on their progress annually. Reflection will consider knowledge of the content area, pedagogy and knowledge of learners, as well as professional standards of practice.

If new goals need to be added, or if some goals need to be dropped or modified, the educator will meet with a building supervisor to discuss these changes and reach an agreement.

PROCEDURE FOR DEVELOPING AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

1) Educators choose at least one goal aligned to the organizational (school/district) goals.
2) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal.

Measurable goals are to be based on:

a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certification, in Ed 506 and 507;
b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
c. Professional standards as referenced in the local evaluation system; and
d. Effective instructional practices related to school and district goals that increase student achievement.

The goals are to be developed from the following data sources;

a. The educator's self-assessment or reflection on competencies references in Ed 505.07and the content are standard's referenced in Ed 6 and Ed 507;
b. Analysis of student work;
c. Analysis of student achievement data, if available; and
d. A review of school or district master plan needs assessment

3) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
4) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that plan has been fulfilled and that the educator meets the requirements for license renewal.

DOCUMENTATION OF PROFESSIONAL LEARNING

SAU 15 educators have three options available to fulfill the professional development requirements for recertification.

Educators have 3 options for documenting their professional development:

- **Option 1-Professional Growth Portfolio**
  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.

- **Option 2-Accumulation of Continuing Education Units**
  An Accumulation of a minimum of 75 continuing education units and evidence that together document job embedded and/or formal professional development activities addressing the school and/or district goals(s) and content areas.

- **Option 3- Combination of continuing Education Units and Portfolio**
  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) the content areas.

Each plan options follows a three-year timeline and requires the following steps outlines below:

OPTION 1-PROFESSIONAL GROWTH PORTFOLIO PATHWAY
Option 1, the portfolio pathway, is an accumulation of evidence that documents job-embedded and/or formal professional development activities addressing individual goals that are aligned with school and district goals. Educators may select from a variety of activities including but not limited to:

- An action research project
- Coaching
- Mentoring
- Independent Study
- Study Group
- Curriculum Development
- Assessment Analysis
- Inquiry Immersion

Educators will collect artifacts in an electronic or traditional portfolio to demonstrate new learning.

OPTION 2-ACCUMULATION OF CONTINUING EDUCATION UNITS PATHWAY
Option 2, the Continuing Education Units Pathway, is an accumulation of a minimum of 75 continuing education units that document job-embedded and/or formal professional development activities. The activities must address school and/or district goals as well as knowledge in content areas. CEU's accumulated must consist of:

- A minimum of thirty (30) CEU's in knowledge of field/subject for each endorsement
- A minimum of forty-five (45) CEU's in district/building goals

OPTION 3- COMBINATION OF ACCUMULATION OF CEU'S AND PORTFOLIO

Option 3, the Combination Pathway, consists of a combination of both an accumulation of continuing education units and evidence of professional growth. Taken together this combination documents job embedded and/or formal professional development activities that address the school and/or district goal(s) as well as content area.

SAU 15 PROFESSIONAL DEVELOPMENT TIMELINE

DATE	REQUIREMENT
September 30	**Plan & Reflect** • Review district and school goals • Identify student learning needs based on analysis of student data, self-assessment **Goal Setting** • One of 3 Options • Develop goals/question(s) of inquiry for which evidence will be gathered • Complete three-year Professional Development Plan form **New Plan Development** • Establish an individual professional Development Plan (IPDP) with your Supervisor. • Submit the plan to an administrator or designee by September 30 and schedule a meeting with an administrator or designee. • Refine, expand, or limit the plan based on feedback.
Ongoing	**Plan Implementation** • Engage in activities and efforts directed towards area of inquiry/goals • Review research and data • Organize, analyze, and interpret data to inform practice and focus for professional growth. • Log all activities. • Include evidence when applicable (agendas, data, curriculum work, student examples, etc….)
Prior to May 15-3 Year Review Sept 30-Yearly Review	**Annual Reflection/3 Year Review** • Complete progress Reflection on Individual Professional Development Plan • Annual reflective conversation with administrator • Use data to determine the impact of changes in practice • Explore possible adjustments or new information needed

OPTION 1 (PORTFOLIO PATHWAY)

At the beginning of each three-year recertification cycle, and educator in SAU 15 will develop an Individual Professional Development Plan with goals designed to advance student learning through the enhancement of professional practice. The educator will follow the steps below to create and fulfill the plan.

PLAN AND REFLECT-September 1
The purpose of planning and reflection is to review personal and district/school goals and identify learning needs. During this process the educator examines and evaluates district/school goals and critical issues as they impact student, educator and district/school progress. Using the information gained from self-assessment, the educator will identify learning needs based on both analysis of student data and personal evaluation.

The educator will reflect on teaching practices, professional learning needs, and school/district needs prior to the creation of an Individual Professional Growth Plan.

Proof of self-reflection may include:

- An analysis of student learning and achievement (including assessment results)
- Journal entries
- Reflection on the Self-Assessment from Charlotte Danielson's "Framework for Teaching"

SET GOALS/NEW PLAN DEVELOPMENT-September 30
The purpose of goal setting is to reflect on both self-assessment results and building/district goals to create 3-year goals and yearly objectives.

Three-year goal(s) and yearly objectives will be identified. These goals and objectives will be stated in the educator's Individual Professional Development Plan.

They will be designed to:

- Increase student achievement.
- Reinforce school and/or district improvement goals.
- Increase knowledge of all subject and content areas taught and fields(s) of specialization for each recertification sought.
- Increase knowledge of learners and learning.
- Increasing knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.

Evidence that the plan was designed to support the purposes stated above will be used by the supervisor as the criteria for approving the plan. The educator's measurable objectives will be reviewed, evaluated, and adjusted yearly.

An educator wishing to follow the Combination Pathway must meet with the building supervisor. The Individual Professional Development Plan, stating goals and objectives, must be submitted to the building supervisor for approval. If the Individual Professional Development Plan does not receive approval of the supervisor, the educator may revise the plan and resubmit it.

ACTIVITIES/PLAN IMPLEMENTATION-Ongoing
The purpose of completing professional development activities is to implement action steps to accomplish the educator's objectives and reach the goals set in his/her Professional Development Plan.

The educator will engage in activities that support the goals and objectives of his/her Individual Professional Development Plan.
Activities may include but are not limited to:

- Observations
- Independent Study/Study Groups/Professional Learning Communities
- Action Research
- Mentoring/Educational Peer Coaching
- Curriculum, Instruction, and Assessment Development
- Committee Work
- Collegiate of Graduate Course Work
- Workshops, Webinars, and Professional Conferences
- Professional Presentations

The educator will complete activities that support the goals and objectives of the plan and document them in a portfolio. The activities should build progressively each year.

DOCUMENTATION/PLAN IMPLEMENTATION-Ongoing
The purpose of documentation is to organize, analyze, and interpret activities to show progress made toward meeting the ongoing objectives and the goals of the plan.

This documentation may include, but not limited to:

- Authentic examples of student work
- Audiovisuals
- Data Sets
- Lesson Plans
- Reflections on student learning

Documentation should reflect progress toward goal(s) compared to anticipated outcomes and should provide evidence of growth and knowledge in the areas of:

- Subject or field of specialization
- Learners and learning as they relate to school and district goals in order to increase student achievement.

EVIDENCE
In its optimum form, developing a body of evidence should be a natural, integrated part of the educators' work and learning process rather than an excessive added demand. The pieces of evidence to be collected should be those that are natural to the professional development activities, thus requiring that the educators "collect" rather than "create" evidence. In collecting evidence, educators need to include evidence of their activities but more particularly evidence of their own learning and its impact on student learning.

POSSIBLE FORMS/SOURCES OF EVIDENCE

- **EVIDENCE OF EDUCATOR'S LEARNING**
  - Written reflection
  - Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audiotapes of the lesson, or formal observation by an administrator, colleague, or mentor.
  - Samples of student's work
  - Projects, papers, etc. from courses and seminars

- **EVIDENCE USED TO EXAMINE IMPACT ON STUDENTS' LEARNING**
  - Results of standardized assessments
  - Results of classroom assessments
  - Examples of student's project, papers, daily work
  - Student portfolio
  - Audio/visual recordings of students' presentations or activities
  - Skill inventories or checklists
  - Anecdotal Notes

- **EVIDENCE USED TO EXAMINE IMPACT ON OTHER STUDENTS' OUTCOMES**
  - Discipline data
  - Attendance data
  - Health records/visits to the nurse
  - Behavior records
  - Extracurricular participation

HELPFUL HINTS FOR COLLECTING AND COMPILING A "MANAGEABLE" EVIDENCE COLLECTION

When creating an evidence collection:

- It's not just about what you did; it's about what your student learned
- It's about working to "improve" rather than trying to "prove"
- Less is more-make a concise collection of carefully selected evidence
- Pick illustrative examples rather than including everything
- Avoid creating a "scrapbook" (a collection of personally meaningful mementos)
- Avoid creating a "steamer trunk" (a container stuffed with materials)
- Use technology-put the evidence on your computer, a CD, or USB memory stick; use a digital camera, capture pictures of students projects, students working.

YEARLY REVIEW-September 30

The purpose of the yearly review is to share with administration accomplished activities, evidence of professional growth and student success, and evidence of meeting yearly objectives.

At the end of each year, the educator will meet the supervisor to share evidence in the portfolio that demonstrates professional learning linked to professional objectives and student success. The review will culminate with a discussion of targeted steps toward next year's professional development. Educators choosing this pathway are strongly encourages to complete the SAU 15 Professional Development 3-year Cycle Review Form to provide documentation and supervisor approval.

In the event that the yearly progress is not found acceptable by the supervisor the educator may appeal the decision.

--OR—

3 YEAR REVIEW-May 15

The purpose of the final review is to share with the administration the culmination of the Individual Professional Development Plan.

At the final review the educator will meet with the supervisor to present the portfolio. A written summative will be shared that includes evidence that goals and objectives of the plan were met. Included in the summative will be reflections on student success and the professional learning that was achieved.

Based on the evidence of growth contained in the portfolio the supervisor will:

- Approve recertification of the educator.
- Sign the recertification approval form.
- Forward the form to the Superintendent of Schools for recommendation for renewal of the educator's certification(s).

In the event that the portfolio is not found acceptable by the supervisor and the educator is not recommended for recertification, the educator may appeal the decision.

Educators whose credentials expire in a given year may complete their portfolio prior to being re-nominated and/or re-elected in accordance with RSA 189: 14a. Work on an e-portfolio after the date recertification papers are due to be turned in to the Superintendent may be counted toward the next three-year cycle which will commence on July 1 of the same calendar year.

OPTION 2 (CONTINUING EDUCATION UNIT PATHWAY)

At the beginning of each three-year recertification cycle, and educator in SAU 15 will develop an Individual Professional Development Plan with goals designed to advance student learning through the enhancement of professional practice. The educator will follow the steps below to create and fulfill the plan.

PLAN AND REFLECT-September 1
The purpose of planning and reflection is to review personal and district/school goals and identify learning needs.

During this process the educator examines and evaluates district/school goals and critical issues as they impact student, educator and district school progress. Using the information gained from self-assessment, the educator will identify learning needs based on both analysis of student data and personal evaluation.

The educator will reflect on teaching practices, professional learning needs, and school/district needs prior to the creation of an Individual Professional Growth Plan.

Proof of self-reflection may include:

- An analysis of student learning and achievement (including assessment results)
- Journal entries
- Reflect on Self-Assessment from Charlotte Danielson's "Framework for Teaching"

SET GOALS/NEW PLAN DEVELOPMENT-September 30
The purpose of goal setting is to reflect on both self-assessment results and building/district goals to create 3-year goals and yearly objectives.

Three-year goal(s) and yearly objectives will be identified. These goals and objectives, along with anticipated activities connected to yearly outcomes, will be stated in the educator's Individual Professional Development Plan.
They will be designed to:

- Increase student achievement.
- Reinforce school and/or district improvement goals.
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.
- Increase knowledge of learners and learning.
- Increase knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught for which recertification is sought.

Evidence that the plan was designed to support the purposes stated above will be the supervisor as the criteria for approving the plan. The educator's measurable objectives will be reviewed, evaluated and adjusted yearly. An educator wishing to follow the Combination Pathway must meet with the building supervisor. The Individual Professional Development Plan, stating goals and objectives, must be submitted to the building supervisor for approval. If the Individual Professional Development Plan does not receive approval of the building PDC representative and supervisor the educator may revise the plan and resubmit it.

ACTIVITIES/PLAN IMPLEMENTATION-Ongoing
The purpose of completing professional development activities is to implement action steps to accomplish the educator's objectives and reach the goals set in his/her Individual Professional Development Plan.

The educator will engage in activities that support the goals and objectives of his/her Individual Professional Development Plan.

Activities may include but are not limited to:

- Independent Study/Study Groups/Professional Learning Communities
- Observations
- Action Research
- Mentoring/Education Peer Coaching
- Curriculum, Instruction and Assessment Development
- Committee Work
- Collegiate or Graduate Course Work
- Workshops, Webinars and Professional Conferences
- Professional Presentation

The educator will complete job-embedded and/or formal professional development activities tat support the goals and objectives of the approved Individual Professional Development Plan.

An accumulation of a minimum of seventy-five continuing education units is required to fulfill the plan,

These seventy-five CEU's must consist of the following:

- A minimum of thirty (3) CEU's for each endorsement
- A minimum of forty-five(45) CEU's in district/building goal

DOCUMENTATION/PLAN IMPLEMENTATION-Ongoing
The purpose of documentation is to organize, analyze and interpret activities to show the progress toward meeting the ongoing objectivities and the goals of the plan.

Documentation should reflect progress toward the goal(s) of the Individual Professional Development Plan.

The educator will complete a Professional Development Activity Log to document the accumulation of CEU's as well as to record knowledge of subject, fulfillment of individual professional development goals, support of district/school goals and/or the Danielson Domain addressed.

The activity log must be submitted to the building Professional Development Committee representative for signature.

YEARLY REVIEW-September 30
The purpose of the yearly review is to share with administration activities completed that demonstrate professional learning linked to professional objectives and student success. The review will culminate with a discussion of targeted step toward next year's professional development.

--OR—

3 YEAR REVIEW-MAY 15

The purpose of the final review is to share with the administration the culmination of the three-year Individual Professional Development Plan.

In preparation for the final review, the educator will complete the recertification forms received from the SAU office and submit to the building Professional Development Committee representative. The representative will then check and sign the recertification paperwork and submit it to the building supervisor.

At the final review the educator will meet with the building supervisor to review recertification paperwork documenting the required number of approved CEU's of professional development activities.

Based on the evidence of accumulation of the required number of approved CEU's the supervisor will:

- Sign the recertification approval form
- Forward the form to the Superintendent of Schools for recommendations for renewal of the educator's certification(s).

In the event that the recertification paperwork is not found acceptable by the supervisor and the educator is not recommended for recertification, the educator may appeal the decision.

Educators whose credentials in a given year may accrue their total CEU requirements of approved professional development activities prior to being re-nominated and/or re-elected in accordance with RSA 189:14a. CEU's accrued after the date recertification papers are due to be turned in to the Superintendent may be counted toward the next three-year cycle which will commence on July 1 of the same calendar year.

OPTION 3 (COMBINATION PATHWAY)

At the beginning of each three-year recertification cycle, an educator is SAU 15 will develop and Individual Professional Development Plan with goals designed to advance student learning through the enhancement of professional practice. The educator will follow the steps below to create and fulfill the plan.

PLAN AND REFLECT- September 1
The purpose of planning and reflection is to review personal and district/school goals and identify learning needs. During this process the educator examines and evaluated district/school goals and critical issues as they impact student, educator and district/school progress. Using the information gained from self-assessment, the educator will identify learning needs based on both analysis of student data and personal evaluation.

The educator will reflect on teaching practices, professional learning needs and school/district needs prior to the creation of an Individual Professional Growth Plan.

Proof of self-reflection may include:

- An analysis of student learning and achievement (including assessment results)
- Journal entries
- Reflection on Self-Assessment from Charlotte Danielson's "Framework for Teaching"

SET GOALS/NEW PLAN DEVELOPMENT-September 30
The purpose of goal setting is to reflect on both self-assessment results and building district goals to create 30-years goals and yearly objectives.

Three-year goal(s) and yearly objectives will be identified. These goals and objectives, along with anticipated activities connected to yearly outcomes, will be stated in the educator's Individual Professional Development Plan.
They will be designed to:

- Increase student achievement.
- Reinforce school and/or district improvement goals.
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.
- Increase Knowledge of learners and learning.
- Increase knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.

Evidence that the plan was designed to support the purposes stated above will be used by the supervisor as the criteria for approving the plan. The educator's measurable objectives will be reviewed, evaluated and adjusted yearly.

An educator wishing to follow the Combination Pathway must meet with the building supervisor. At this time the educator and supervisors will establish an Individual Professional Development Plan including the action research project to be documented through the portfolio option portion and number of CEU's necessary to satisfy the continuing education unit portion of the plan.

The Individual Professional Development Plan, stating goals and objectives, must be submitted to the building supervisor for approval. If the Individual professional Development Plan does not receive approval of the supervisor, the educator may revise the plan and resubmit it.

ACTIVITIES/PLAN IMPLEMENTATION-Ongoing
The purpose of completing professional development activities is to implement action steps to accomplish the educator's objectives and reach the goals set in his/her Individual Professional Development Plan.

The educator will engage in activities that support the goals and objectives of his/her Individual Professional Development Plan.

Activities may include but are not limited to:

- Observations
- Independent Study/Study Groups/Professional Learning Communities
- Action Research
- Mentoring/Educational peer Coaching
- Curriculum, Instruction and Assessment Development
- Committee Work
- Collegiate or Graduate Course Work
- Workshops, Webinars and Professional Conferences
- Professional Presentations

The educator will complete a Portfolio Evidence Reflection Form that supports the goals and objectives of the approved Individual Professional Development Plan, keeping in mind the combination of portfolio ad CEU requirements of the plan.

DOCUMENTATION/PLAN IMPLEMENTATION-Ongoing
The purpose of documentation is to organize, analyze and interpret activities to show the progress toward meeting the ongoing objectives and the goals of the plan.

Documentation should reflect progress toward the goal(s) of the Individual Professional Development Plan.

Documentation in the portfolio component may include, but it not limited to:

- Authentic examples of student work
- Audiovisuals
- Data Sets
- Lesson Plan
- Reflections on student learning

For the portfolio component of the plan, the educator will collect and organize in a portfolio the outcomes of the activities and evidence of progress toward attaining the goals and objectives.

For the continuing education unit component of the plan, the educator will complete a Professional Development Activity Log for each activity to document the accumulation of CEU's as well as to record and reflect on how the knowledge gathered will affect professional practice and/or support

district/school goals. The reflection form should be submitted to the building Professional Development Committee representative for signature and submission to the SAU office.

YEARLY REVIEW-September 30
The purpose of the yearly review is to share with the supervisor accomplished activities, evidence of professional growth and student success and evidence of meeting yearly objectives.

At the end of each year, the educator will meet with the supervisor to share activities completed that demonstrate professional learning linked to professional objectives and student success. The review will culminate with a discussion of targeted steps toward next year's professional development.

-OR-

3 YEAR REVIEW-May 15
The purpose of the final review is to share with the administration the culmination of the three-year Individual Professional Development Plan.

At the final review the educator will meet with the supervisor to present both his/her portfolio and the reflections forms documenting the continuing education unit portion of the plan. A written summative will be shared that includes evidence professional learning that achieved.

In the event that the portfolio, the recertification paperwork or the combination of both is not found acceptable by the supervisor and the educator is not recommended for recertification, the educator may appeal the decision.

Educators whose credentials expire in a given year may complete their portfolio and accrue their total CEU requirements of approved professional development activities prior to being re-nominated and/or re-elected in accordance with RSA 189:14a. Work on a new portfolio and CEU's accrued after the date recertification papers are due to be turned in to the Superintendent may be counted toward the next three year cycle which will commence on July 1 of the same calendar year.

RECIPROCITY
All work completed on a portfolio pathway plan approved in another school district or while an educator was not employed under a district master plan will be accepted by the PDC and counted toward the educator's SAU 15 pathway. The educator must meet with the respective administrator within 30 school days of employment or review and update his/her existing plan. Goal(s) for the remaining year(s) will be set and the educator will be set and the educator will then follow the SAU 15 pathway for the remainder of the certification period.

If an educator was completing a CEU option, a record of all previous CEU's must be provided to the PDC, preferably within 30 school days of employment acceptance. Although all CEU's accrued in former plans will be accepted, the educator is expected to accrue 15 hours per year in SAU 15 Core Values and/or building goals. Educators having no hours to transfer must fulfill the total requirement.

REVIEW PLAN EVIDENCE AND APPROVAL OF PLAN COMPLETION
Every educator applying for renewal of his/her credential must have the approval of the Superintendent. Renewal recommendations are completed online through the MyDoe EIS portal.

CERTIFIED PARAEDUCATORS ED.512.026 (E)

The focus of certified Paraeducators professional development must be to further develop their content knowledge and teaching skills, which in turn will support the learning of all students.

Therefore, in order to maintain their certification, state-certified Paraeducators in SAU15 will participate in activities designed to:

- Deepen their knowledge of content in the area in which they are working.
- Increase their ability to use research based strategies to assist students in meeting rigorous academic standards.
- Prepare them to use a variety of classroom assessments appropriately.
- Enable them to support SAU 15 district and school goals.

In addition, Paraeducators' professional development should prepare them to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectation for students' learning achievement. It should help them develop the knowledge and skills to join and collaborate with learning communities within their district and school.

Paraeducators employed by SAU 15 who are certified by the State of New Hampshire may maintain their certification under the district's Professional Development Master Plan. In order to do this, a Paraeducators must accrue a minimum of 50 continuing education units (CEU's) within a three year cycle. These CEU's must consist of 20 job specific CEU's and 30 CEU's that support district goals.

To maintain certification under the SAU 15 Professional Development Master Plan a Paraeducator must:

- Meet with his or her supervisor and/or principal at the beginning of the three-year cycle to develop an approved three-year recertification plan.
- Acquire a minimum of 50 CEU's in approved professional development activities and document these activities according to district guidelines and on Professional Development Activity Forms.
- Update or revise the recertification plan as needed to help the Paraeducators acquire the knowledge and skills to perform his/her duties effectively and support the learning of the students he/she is involved with.

Paraeducators may avail themselves of any activities, including job-embedded activities, available to other staff members and described in the SAU 15 Professional Development Master Plan "Professional Development Activities" (p.32) and "Activity Definitions and Requirements" (p.33-45). Documentation of professional growth activities "will be pre-approved by the immediate supervisor, maintained on Professional Development Activity Forms and kept on file in the school building. Certified Paraeducators will follow the same timelines as those stated for certified educators in the Professional Development Master Plan.

APPENDIX

- Core Values
- Danielson Self-Assessment Form
- SAU 15 Professional Development Plan
- SAU 15 Reimbursement Form

SAU #15 Auburn, Candia, Hooksett Core Values

Our Schools, Our Students, Our Charge

Core Value #1

Schools are for students. All interactions with them must nurture their social, emotional, and academic growth. It is our responsibility to accept all students and treat them with kindness and respect; we are tolerant and non-judgmental. Our decisions are based on what is best for them. We take responsibility for ensuring the success of our students despite the challenges they may face.

Core Value #2

Students meet and exceed high academic standards. Our high expectations demand varied and rigorous learning experiences that enable students to think critically, work collaboratively, communicate effectively and act with integrity. Every student is unique and has different abilities, needs and learning styles that require varying instructional techniques and strategies. Student success is ensured through the use of purposeful, research based, data informed instruction. We continuously build and maintain the knowledge base and collaborative culture required for high levels of performance for all members of the learning community.

Core Value #3

We each have the responsibility to ensure the success of all students. The needs of all learners are met when outcome based learning occurs and when students, teachers, and policy maker are empowered by data. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.

Core Value #4

Twenty-first century instruction is necessary for twenty-first learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our student will be prepared to participate on the global community and compete in the global marketplace.

Core Value #5

We believe that it does, in fact, "take a village to raise a child." We have a unique opportunity and an obligation in our homes. Our community, our businesses and our schools to influence the learning outcomes of our children. These collaborative partnerships within the community foster thoughtful and relevant learning, promoting the growth of each child.

School Administrative Unit 15
Professional Development Self-Assessment
Worksheet

Name: **Date**:

In preparation for development of you Individual Professional Development Plan, your yearly review, or for your final, please take the time to reflect upon your teaching performance based on Danielson's four domains using Worksheet I. Complete this summary and prepare to discuss it with your administrator.

Component areas of strength:

Component areas of growth:

Proposed professional development goals:

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Option Selections (X option): **CEU Portfolio Combination**

Educator:
Date:
School
Recertification Date
Certification:
Administrator:

Goal: What is the goal(s) of this Professional Development Plan?
What are your desired results for student learning/your own learning?

Year 1 Objective(s): What do you want to accomplish this year?

To improve student….

Year 1 Progress Reflection: Describe your progress. What evidence/data did you use to access impact on student learning/your own learning?

Administrator's signature:
Date:

Year 2 Objective(s): What do you want to accomplish this year?

To improve student…

Year 2 Progress Reflection: Describe your progress. What evidence/data did you use to access impact on student learning/your own learning?

School Administrative Unit #15

Request for Reimbursement

1- A copy of this form must be completed for every professional activity for which reimbursement is sought.

2- Approval by the superintendent prior to the beginning of the activity is required for reimbursement.

3- Within 60 days of the activity's completion, the yellow copy of this form, a cancelled check/receipt, and proof of attendance/satisfactory completion must be submitted to the bookkeeping department.

4- A separate form and approval is required for staff development credit.

NAME DISTRICT SCHOOL

POSITION GRADE/SUBJECT

Are you enrolled in a degree program? Yes ☐ No ☐

Type of Activity (check one)

☐ Graduate course (credits) ☐ Undergraduate course (credits)

☐ Workshop/Conference

Activity Title (include course numbers)

Agency/Institution City and State

Inclusive Dates Times Cost

How will this activity aid in your present assignment?

This activity addresses a goal of:

☐ Three-Year Individual Professional Development Plan or ☐ District/Building Goal ☐

Specific goal addressed

Anticipated outcome of participation in this professional development activity

Does this activity require professional leave time? ☐ If YES, please attach a Request for Leave.

Are you requesting Professional Development credits for this activity? ☐ If YES, please submit a Professional Development Activity Form to the Local Professional Development Committee.

Employee Signature **Date**

I (do) (do not) recommend approval of this activity and reimbursement of $ charged to account number

Signature of Principal/Director **Date**

I (do) (do not) approve this activity and reimbursement of $ * charged to account number

Signature of Superintendent Date

• Reimbursement subject to successful compleltion of activity and, where applicable, the district's collective bargaining agreement.

WHITE-Superintendent YELLOW-School PINK-Bookeeping with documentation after activity GOLD-Teacher GREEN-HEA Presidents