

**School Administrative Unit #62
Mascoma Valley Regional Schools**

**Canaan Elementary, Enfield Village, Indian River
and Mascoma Valley Regional High School**

PROFESSIONAL

DEVELOPMENT



**Professional Development
Master Plan**

July 1, 2019 to June 30, 2024

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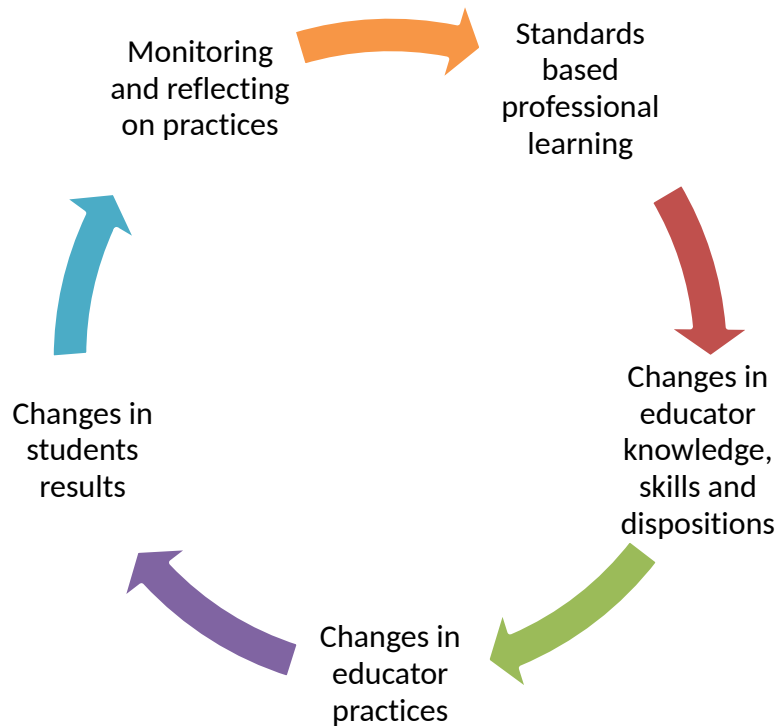
Statement of Purpose:

“Improvement is a continuous process without beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for students, its quality and effectiveness cannot be left to chance.” (Standards for Professional Development, 2013 Quick Reference Guide, pg.4)

SAU 62 adheres to the Learning Forward definition of professional development. “When professional learning is standards based, it has greater potential to change what educators know, are able to do, and believe.” The four prerequisites for professional learning are:

1. A commitment to engage in continuous improvement of pedagogical skills and practices
2. A growth mindset that begins with approaching each professional development opportunity with a readiness to learn
3. A willingness to work collaboratively, to listen to other educators, to respect differing experiences and perspectives, to hold students’ at the forefront. Colleagues are honest about their abilities, practices, challenges, and results, and this will result in accountability that strengthens the profession and maximizes results for students
4. An understanding that professional learning must have individualized components that allow educators to learn in different ways and at different rates.

SAU 62 believes that there is a strong relationship between professional learning and student results. The district’s mission statement is, “To pursue excellence in education and to become lifelong learners and responsible citizens in an ever-changing world” (Mascoma Valley Regional School Board, 2004). In support of this mission, the district has designed its professional learning model to be cyclical. See the illustration on the next page.



The SAU 62 Master Plan is designed to guide staff to become more effective and productive educators and to satisfy the requirements of ED 512. Staff members will use the structure of this plan to assist in self-assessment and reflection when setting personal goals that are aligned with school and district-wide goals.

The *Mascoma Summative Evaluation for Teachers* (see Appendix-pg. 53) supports this Professional Development Master Plan in that the stated purpose of the evaluation is:

- to improve classroom instruction for all students
- to promote educator self-reflection, professional growth, and development
- to ensure growth toward excellence in all NH Educator Professional Standards
- To fairly address instances of insufficient growth toward those standards

The Master Plan is in place to help teachers, at all levels, improve their practice and provide the best possible instruction for our students.

Professional Development Committee

Roles and Responsibilities

The Chair of the committee:

- presides at monthly meeting
- prepares the agenda
- acts as spokesperson for the committee

The Secretary of the committee:

- takes notes
- prepares minutes
- communicates information to staff
- acts as liaison to the SAU 62 Leadership Team

Committee Members:

- attend monthly meetings
- manage all related paperwork in his/her respective building
- answer staff questions regarding professional development needs
- develop, evaluate and revise the Professional Development Master Plan
- act as a model for certified staff by participating in traditional and job-embedded professional development on a regular basis
- plan, administer, and compile the annual Professional Development Survey to evaluate the effectiveness of the Professional Development Committee
- participate in planning, providing activities and programs based on educator needs and district/school goals
- publicize professional development activities and programs
- allocate and manage the district's professional development funds

Selected members:

- serve as an *Appeals Board* for professional development disputes

Composition of the Committee

The SAU 62 Professional Development Committee is composed of the following members:

- Two teachers from each building
- One para-educator from each building
- One Mascoma Valley Regional School Board Member
- One SAU 62 central office administrator
- One student representative
- One community representative

The committee is chaired by a member elected to a one year term at the annual September meeting. A secretary is also elected at the September for a one year term.

Building Representatives are nominated by the superintendent and elected to the position by the Mascoma Valley Regional School Board. Each term is for one year. Members may serve multiple terms.

2018-2019 Professional Development Committee Membership (SAU 62):

- Tammy Furman, CES Para Representative
- Sharon Lyman, CES Teacher Representative
- Lisa Meyer, CES Teacher Representative
- Heather Sullivan, EVS Teacher Representative
- Jennifer St. James, EVS Teacher Representative
- Dorinda Washer, EVS Para Representative
- Bobbi Barney, IRS Para Representative
- Ronald Geason, IRS Teacher Representative
- Heidi Fisher, IRS Teacher Representative
- Ann Labrie, MVRHS Para Representative
- Christine Jespersen, MVRHS Teacher Representative
- Allyson Tessier, Chairperson
- Christina Swenson, District Tech Integrator
- Tim Josephson, School Board Representative
- Nancie Murphy, Secretary and SAU 62 Administrative Representative
- -----, Public Representative
- -----, Student Representative

Development of the Master Plan

NH requires that each school district have a Professional Development Master Plan in place, and that the plan meets the requirements of ED §512. The law states,

“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, evidence 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”

In order to develop a new SAU 62 Master Plan, committee members:

- reviewed the requirements in the DOE Professional Development Master Plan Template and the Professional Development Master Plan Review Form
- examined samples of Master Plans that had been approved by the NH DOE
- researched the Standards for Professional Learning from *Learning Forward*
- reviewed our current plan, listing strengths and weaknesses
- created a map of what should be included in the new SAU 62 Master Plan

Work on the actual plan was ongoing during the 2018-2019 year. Small groups met on an as-needed basis to work on particular sections. Each month revisions were shared with the entire committee, and checks were made to ensure consistency in dates and data collection. The Master Plan Template from the Department of Education was consulted at regular intervals to ensure that all necessary components were included in the Mascoma Master Plan.

Opportunities for staff participation were provided at faculty meetings and in monthly Professional Development Newsletters. An invitation for community input was posted on the district website. Parents were informed of Professional Development changes in monthly newsletters sent by principals. The Committee Liaison issued regular reports on Professional Development activities to the Educational Issues Committee of the Mascoma School Board, and any members of the public attending those meetings. Minutes of the meeting are available on the district website.

Implementation

The Professional Development Committee is responsible for implementation of this plan. This will be accomplished in collaboration with:

- Leadership Team. Principals will be familiar with the P. D. Master Plan and use the IDPD of each staff member when completing evaluations. Principals will share data with the P.D. Committee concerning faculty needs and building goals and provide the Building Representatives time at each faculty meeting to discuss an aspect of the P.D. process or plan.
- District Curriculum Director. He/she will share data with the P.D. committee illustrating staff or faculty areas for improvement. The Director will provide resources needed to implement and monitor the curriculum. He/she will share student assessment data that identifies areas that require additional P.D. and provides information to the committee concerning the NH DOE standards for certification and professional development.
- Title IIA Grant Manager. The manager will meet with the Professional Development Chair, Leadership Team, and the Curriculum Director regularly to gather input on P.D. needs. He/she will write the Title IIA grant in a manner that supports programming to improve instruction and student outcomes.
- Education Evaluation Committee. A P.D. Committee Representative will serve on the Educator Evaluation Team to ensure that any staff evaluation supports the professional development plan
- Mentor Program (Teacher and Para): The Mentor Director will be responsible for distributing the Master Plan to new and new-to-the district staff. He/she will answer questions concerning professional development, and be able to refer new staff members to respective building representatives. The Mentor Director will devote a portion of one monthly meeting to writing IDPDs.

Building Representatives are responsible for the following implementation tasks:

- assisting new educators in completing a three year plan
- explaining the Professional Development certification/re-certification procedures to the new employees
- processing all forms for professional development activities in his/her respective school
- meeting with staff members individually to provide information or constructive feedback on plan development, appropriate activities, and completion of recertification paperwork

Evaluating and Amending the Master Plan

The Professional Development Master Plan will be evaluated through:

- A yearly survey of all Mascoma staff which will provide information concerning the success of the Master Plan
- Leadership team observations
- Input gathered by building representatives at faculty meetings
- Annual review of new state mandates to ensure that the mandates are being met by the Mascoma Master Plan
- Annual review of student data from: standardized tests, test/quiz results on curriculum based assessments, observations or surveys of student motivation and participation.

Based on the evaluation, if amendments (and subsequent appeals) to the Master Plan are necessary, the committee will:

- write a proposed amendment to the plan
- share the amendment with faculty and administration to gather input
- revise the amendment based on input at the next monthly meeting
- submit the completed amendment to the NH DOE Professional Development Department using the procedure outlined by the DOE
- submit any appeal of rejected amendments following the DOE appeals process

Data Collection, Interpretation, and Use

The Mascoma School District will use three Data Matrixes to collect, analyze, and utilize data about student academic achievement, attendance, and behavior to inform individual, school and district-wide improvement efforts. Any data collected can be placed in a portfolio that forms a part (or the entirety) of the body of evidence used for recertification.

An annual review of the matrixes will be completed by the professional development committee to ensure that current data is available to meet the requirements of the NH RSA193: C and to assist individual staff members in meeting their goals to improve student achievement.

SAU 62 Data Matrix: Local Assessments

<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject Area</u>	<u>Collection Process</u> Who collects it? How Often?	<u>Analysis</u> Who analyzes it? Using which	<u>Decision Making</u> What is the data used for?
DIBELS DRA Running Records	K-6- K-8- Reading	Classroom Teachers collect at times required by test protocols, during regular class time.	Teachers, Reading Specialists, Special Educators, and Literacy Partners analyze data at monthly meetings using the process	The data is used: to drive instruction, to place students, to determine RtI interventions, and to monitor individual and class progress.
Curriculum Embedded Assessment (Pre/Post)	Pre-K to 12 All content areas	Classroom Teachers, Special Educators and Specialists collect this data at the beginning and end of each unit taught. The	Teachers, Special Educators and Specialists review test results and share with colleagues using a	The data is used to drive instruction, to determine individual need for re-teaching or enrichment, and to track student progress through the curriculum.
Common Assessments	Grade 9-12	Classroom Teachers give mid-terms/finals during a mandated test period.	Teachers review their test using the MVRHS grading	Data is used to assess student subject proficiency.
Attendance Data	Pre-K to 12	Attendance Secretary collects daily attendance data (am/pm)	Staff use the data to discover patterns of absence, tardiness	Data is used to decide if action or further investigation by Social Worker or School Resource Officer is needed.
Behavior Data	K-12	The Principal, E.H. Staff, and Student Support Teams collect behavior	Administrators, teachers and SSTs analyze the data checking for patterns, frequency and	Data is used to determine if intervention (behavior plan, school wide training, small group or individual counseling etc) is indicated.
Youth Risk Behavior	9-12	Collected yearly		

SAU 62 Data Matrix: Standard Assessments

<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject</u>	<u>Collection Process</u> Who collects it? How Often? When?	<u>Analysis</u> Who analyzes it?	<u>Decision Making</u> What is the data used for?
NH SAS	3-8, 11 Language Math	Staff administers both tests in the Spring during class time.	Teachers and Administrators analyze the test using quantitative analysis.	Data is used to report AMO and achievement to the School Board, parents, and community. Data is also used to inform instruction, and to ensure that programming is meeting
NECAP Science	4,8,11			

NAEP (National Assessment of Educ.	4,8 Reading Math	Outside Evaluators administer the NAEP in the Fall during class time.	US Dept. of Ed. analyzes the data using a quantitative analysis.	Data is used to report student achievement in reading and math to the nation.
NWEA: Map Test (Measures of Academic	2 to 11 Reading Math	Classroom Teachers collect the data in September, February, and June during class time.	Teachers and Administrators analyze the data using a quantitative	The data is used to drive instruction, to determine RtI or TASC interventions, and to track student progress.
Special Education Battery	Pre-K to 12	Special Educators administer testing as needed during class time.	The special education evaluation teams analyze results as required by	The data is used to find students eligible for special services and to plan instruction/interventions.
<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject</u>	<u>Collection Process</u> Who collects it? How Often? When?	<u>Analysis</u> Who analyzes it?	<u>Decision Making</u> What is the data used for?
PSAT SAT ACT	Grade 7-12 Language Math	Monitors administer the tests in the Spring and Fall on an assigned Saturday.	Educational Testing Service analyzes the data and reports results to the	The data is used to assess college eligibility. Scores are reported to students, parents, and School Board. The data is also used for
Advanced Placement (APs)	Grades 10-12 Math, LA, Art,	AP Services administer the AP test in the Spring on an assigned date.	Administrators, teachers and guidance examine the results checking	The data is used to improve the AP program at the high school and to determine student credit by colleges.
Armed Services Vocational	Optional Grade 11	The Guidance team administers the test in the fall on an assigned date.	Administrators and students examine the results looking for aptitudes	Data is reported to students and parents for use in vocational planning.

SAU 62 Data Matrix, Assessment Reporting Tools

<u>Data Sources</u> Identify the Type	<u>Grade Level</u> <u>Subject Area</u>	<u>Collection Process</u> Who collects it? How Often?	<u>Analysis</u> Who analyzes it? Using which	<u>Decision Making</u> What is the data used for?
ICT Portfolio	K-12 All content areas	Classroom Teachers assist students in maintaining an <i>Electronic Portfolio</i> on the school server	Teachers and Administrators review at the end of grade 8 and 12 using the	The data is used to assess proficiency in College and Career Readiness Skills and to ensure that students meet a
Progress Reports	5 to 12 All content areas	Classroom Teachers collect data daily and report it to parents quarterly at the mid-point of the report card cycle	Teachers, students and parents review the data using current district standards for	The data is reported to parents, used to determine interventions and to track student progress.
Report Cards	Pre-K to 12 All content areas	All Teachers collect data daily and report it to parents quarterly at the end-point of the report	Staff, students and parents review the data using current district standards	The data is reported to parents, used to determine interventions and to track student progress.
Parent Conferences	Grade Pre-K-6 All content areas	All teachers collect data daily and share it with parents twice yearly (November and April) or as needed	Staff, students and parents collaborate to review individual student data (qualitative and	The data is reported to parents, used to determine interventions and to track student progress.

Needs Assessments

The SAU 62 *Needs Assessment* for administrators, education professionals, and para-professionals has three components.

- A. Student learning needs are identified using:
 - a. *Student Data*: collected from Matrix 1 and Matrix 2
 - b. *Review Professional Standards and Guidelines*: from the NH DOE and Learning Forward
 - c. *Review Feedback from all Stakeholders*: surveys
 - d. *Review Professional Literature or Academic Research*: Current research on best educational practices
- B. Determine goals by the:
 - a. Completion of a reflection on/analysis of data gathered from sources in Section A.
- C. Include school or district goals:
 - a. Administrative goals from SAU Leadership Team
 - b. School board goals from annual School Board retreat
 - c. Building goals from each of the four building staffs

Evaluation

SAU 62 will know if our professional learning program is effective through:

- A. Positive student learning outcomes
- B. Positive Professional Learning Survey results from staff

Process and Requirements for Developing, Implementing, and Documenting Completion of 3-Year Individual Professional Development Plans

The State of NH requires that teachers and administrators be certified according to Ed §505.07, Ed §506, and Ed §507.

Staff should reference the professional teaching standards (Ed §505.07) and the certification standards (Ed §506 and §507) for each area of endorsement. These can be found at: www.gencourt.state.nh.us/rules/state_agencies/ed.html.

Professional Development should address each employees' educational practices to improve student learning. Employees earn CEUs in the following areas:

- Educator learning
- Growth in student learning and academic achievement
- Content area knowledge and pedagogy
- Individual, school or district goals
- Professional standards from the local evaluation plan (Educators in SAU 62 are evaluated using the *Mascoma Summative Evaluation* based on the work of Dr. Kim Marshall. See Appendix pg. 53)

Developing an Individual Professional Development Plan

Individual Professional Development Plans Required of All Certified Educators and Paras

Each certified educator is to develop and fulfill a 3 year IPDP 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, evidence 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.

The following professionals must have a plan that supports their current job, and is consistent with their certification:

- Superintendent and/or Assistant Superintendent
- Directors: Special Education, Technology, Business, and/or Curriculum
- Principals and/or Associate Principals
- Special Education Coordinators
- Guidance Counselors
- School Therapists, School-based Mental Health Clinicians and/or Social Workers
- School Psychologists
- Teachers
- Nurses (Licensed. A renewal is required every two years.)
- Librarians, Media Specialists and/or Technology Integrators
- Para-educators (Para I and Para II)
- School-based Occupational Therapy, Speech Therapy, Physical Therapy, and Behavioral Therapy Professionals, and Assistants

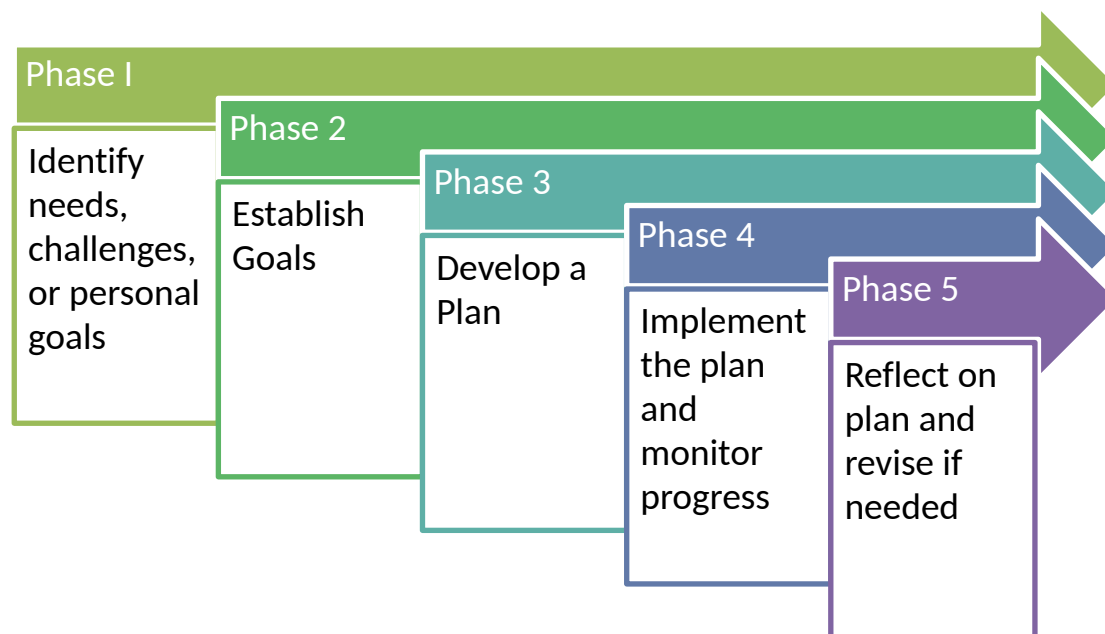
According to NH State Law:

- The employee completes a self-assessment. The assessment should be based on:
 - Professional educator standards and the certification requirements for a given endorsement and assignment. See: www.gencourt.state.nh.us/rules/state_agencies/ed.html (Ed 505.07, Ed 506, and Ed 507)
 - Local educator standards. The Mascoma Teacher Evaluation is based on the work of Dr. Kim Marshall and includes additional reflective questions on instruction for student growth, data use and planning, student management, content and curriculum expertise, learner development and differences, communication and professional responsibility

- An examination of student outcomes, such as, but not limited to: student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being (see Data matrixes)
- Employees choose at least one goal aligned to the organizational (school/district) goals.
- Employees create individual goals related to their area(s) of endorsement. These measurable goals are to be based on:
 - Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507
 - Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07
 - Professional standards as referenced in the local evaluation system
 - Effective instructional practices related to school and district goals that increase student achievement
- The goals are developed using the following data sources: The educator's self-assessment or reflection on competencies in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507; analysis of student work; analysis of student achievement data, if available; and a review of school or district master plan needs assessment
- Employees implement their 3-year plans by carrying out a variety of activities aligned to their goals.
- Employees collect evidence (as defined in the Traditional and Job-Embedded Professional Development Matrix on pages 22-24 of this plan.) to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work.
- Employees 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 the plan has been fulfilled and that the educator meets the requirements for license renewal.
- When the plan is completed the Superintendent recommends renewal online to the NH Department of Education through EIS. (Building

Representatives are responsible for the initial sign-off for completion of the professional learning requirement at the local level.)

The SAU 62 IDPD for professionals and para-professionals is written in phases:



Phase I: Identification of Needs, Challenges and Personal Goals

Purpose: To allow the staff member time to gather information and identify an area of improvement related to student learning, pedagogy, or personal professional goal.

Sources of Data: Data matrixes, professional standards and guidelines from NH DOE or subject based organizations (NCTE, NCTM, NSTA, etc.), feedback from administrators or colleagues, completion of a self-assessment, review of goals from previous plan, and a review of building, district, and school board goals.

Phase II: Establish Goals

Purpose: to provide teachers an opportunity to focus their professional learning. Goals may be pedagogical, organizational, or developmental.

Criteria for Goals: at least one goal must relate to content, curriculum and student achievement. Goals must be *SMART* (specific, measurable, achievable, relevant to work being done in the district, and time bound. See Appendix pg. 43). One goal should be related to building or district-wide goals. All goals are to be modified based on progress.

Phase III: Develop a Plan to Meet Goals

Purpose: to show how each goal relates to student achievement or pedagogy.

Goals state which learning communities will be utilized, which resources are required to meet the goal, which data will be used to report the achievement of the goal, and which changes in educator knowledge, skills, and dispositions are expected to be achieved.

Phase IV: Implement the Plan and Monitor Progress

Purpose: Staff members begin working on the professional development learning plan and documenting progress toward goals.

Documentation: Evidence that substantiates the effectiveness of a professional development activity is part of any new learning. Acceptable staff learning documentation includes: written reflection by the participant, notes from a discussion with a colleague or administrator, project or research paper based on an activity, lesson plans, an observation report by an administrator or colleague, grade from a course, certificate of attendance at a workshop or seminar, or documentation of student learning.

Phase V: Reflect/Revise Plan

Purpose: Staff members reflect on work and revise the professional learning plan annually to ensure goals are met.

Questions for reflection: What were the successes? What were the challenges? What revisions are necessary? How will I proceed?

The IPDP is used for recording the Continuing Education Units (CEUS) required for re-certification:

- Educators develop a body of evidence that documents job-embedded or formal professional development showing an accumulation of a minimum of 75 CEUs with 30 hours for each endorsement area and 45 hours in general education. The 75 (or more) CEUs can be a combination of job-embedded, action research, or formal professional development that address content area, personal, school or district goals.
- Para Is and IIs must complete 50 CEUs every three-year for recertification

(See Traditional/Job-Embedded Tables on pages 22-24)

At the end of the three year cycle, each educator's verification form will be sent to the Superintendent of Schools from the building professional development committee. It will be submitted to the NH DOE Bureau of Credentialing for renewal, and each educator will receive a letter from the Superintendent with instructions for payment and completion of the certification process.

Uncertified educators and/or paras are not eligible for employment in the Mascoma School District.

Recertification Time Line (All Staff):

The Professional Development Growth Plan must be completed within 45 school days of the first year of the three-year re-certification cycle for continuing staff.

The Plan must be completed within 60 school days of the start of the date of hire for new staff. (If staff is hired during the school year, the plan should be completed within 60 days of the date of hire.)

New hires whose state certification expires before the end of their three-year local professional development plan will:

- Employ the plan in place at their previous school (if in NH)
- Write a temporary plan for the duration of the certification period (if not already on a NH plan, or not currently employed)

All documentation required for teacher/para recertification may be sent to the Superintendent of Schools by the respective building representative on April 15th of the renewal year. Each employee must be recertified on the recertification date on his/her current certificate in order to continue employment with the Mascoma School District.

No activities completed prior to filing a new plan with the Professional Development Committee in your respective building will be eligible for submission and hours spent in those activities will not be counted toward recertification.

Recertification Documentation: (All Staff)

All evidence must be directly related to the IDPD, sufficient and appropriate. All documentation must be presented in one of the forms listed on page 30-36.

Additional Endorsements

If additional endorsements are added during the three-year cycle, their recertification requirements will be pro-rated as follows:

- Endorsement added after Jan. 1 of the first year will require 20 CEUs
- Endorsement added after Jan. 1 of the second year will require 10 CEUs
- Endorsement added after Jan. 1 of the third year will require 5 CEUs

Professional Development Procedures and Activities

Professional Development procedures are the same in all four schools in the Mascoma District.

For In-District Activities

Any in-district activities require the staff member to complete and submit the in-district activity form to the building representative within 60 days of completing the activity. (form is on-line and on pg. 31 (and pg. 34) of this Master Plan)

For Out-of-District Activities

1. Staff member must complete a *Professional Development Out Of District Form* on-line or from page 32 of this handbook.
2. If the staff member is seeking reimbursement for the activity, he/she must request prior approval from the building principal using the accompanying form on page 33 of this plan.

The principal may approve or reject the application. If rejected, the staff member may appeal to the Professional Development Committee.

Traditional Activities

Traditional activities are just that, the course work, workshops and seminars that educators have traditionally used to obtain recertification credit. Some of those activities are still valuable and used to obtain CEUs.

Job Embedded Activities

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). Job Embedded PD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality Job Embedded PD also is aligned with state standards for student academic achievement and any related local educational agency and school

improvement goals (Hirsh, 2009)~ excerpted from National Comprehensive Center for Teacher Quality Issue Brief 2010

According to the NH Department of Education:

The following activities are acceptable for credit, including but not limited to:

- *Observations*
- *Independent study*
- *Study groups and professional learning communities;*
- *Action research*
- *Educational peer coaching*
- *Mentoring*
- *Curriculum, instruction, and assessment development*
- *Lesson study*
- *Collegiate or graduate course work*
- *Workshops, webinars and professional conferences*

Professional Development: Traditional and Job Embedded Activities

P.D. Activities	Description	Evidence	CEUs
Curriculum or Program Development or	Create or modify curriculum to meet the needs of all learners	Goals, objectives, evaluations, student work samples	30 Units per endorsement
Development of Teaching Aids/ Materials	Develop materials to improve student learning and achievement	Student work samples	15 units per endorsement
Internships or Externships	Educator engages in authentic learning experiences in a particular field (to learn the content, process, culture, ethos of a subject matter)	Educator Reflection	30 CEUs per endorsement area per
Professional Reading or Media Interaction	Professional journals, books, video instruction, and self-teaching activities (newsletters, listservs, blogs, virtual PLCs)	Bibliography plus a brief description of the knowledge gained through the reading or	30 Units per endorsement area
Visitations or Observations	Visiting other schools or classes for a specific purpose.	Reflection including date of visitation, person observed, purpose of the visit, and brief description of the	30 Units per endorsement area per year
Workshops/ Seminars/ Conferences	Learning from facilitators with specialized knowledge in a focused manner. Must be aligned with IDPD	Certificate of Completion and out-of-district reflection	1 CEU for each clock hour of time.
Webinars	Learning from facilitators with specialized knowledge in a focused manner. Must be aligned with IDPD	Certificate of Completion and out-of-district reflection	1 CEU for each clock hour of time.
P.D. Activities	Description	Evidence	CEUs
Committee Membership	Includes building, district, or state level education-related committees	Dates of meetings attended and out-of-district reflection form	20 Units per endorsement
Study Groups/PLCs	Engage in structured, collaborative interaction on topics of interest	Dates of meetings attended and out-of-district reflection form	20 units per endorsement per
Professional Publication	Publish articles in journals related to learning	Copy of the published article	40 units per endorsement

Grant Writing	Writing of grants that assist teachers in the improvement of delivery of instruction. (Acquisition of materials or program development)	Log of research and writing time. Copy of completed grant	1 CEU for each clock hour spent researching or writing the
Professional Travel	Travel to collect ideas, concepts and materials for classroom use.	An end product (brochure, slideshow, student activity sample,	20 units per endorsement per
Coaching/Mentoring	Sharing expertise with new staff or with Alt 4 candidates	A learning log (reflection of how one enhanced the job-related skills,	50 units per year
Presentations	Plan and conduct a <u>pre-approved</u> workshop for staff members	Workshop Evaluation forms from participants	15 CEUs per year
Course Work	Opportunity to learn from experts or earn an advanced degree. Establish connections with other educators and outside sources	Transcript with grade of B or better Audit Certificate	15 CEUs per college credit No limit
P.D. Activities	Description	Evidence	CEUs
Supervise Student Teachers	Supervising a student-teacher (share resources, practices, materials and provide support and feedback)	Log of conferencing with Student-teacher and college supervisor	90 units per semester
Membership in Professional Organization	Active participation in professional organizations (NCTE, NEA, etc.)	Meeting notes Journal reflections	Up to 10 units per organization, per
Website Development	Create and maintain a class website.	Screenshots of selected pages and a link to the site Log of time spent on	Up to 45 units per year
Community Collaboration	Volunteering in groups related to school and community to foster community relations (PTA, etc.)	Prior approval	15 units per year
Wellness Personal Growth	Active participation in programs to promote personal well being	Certificate of participation	15 units per activity No more than 4
Tutoring	Voluntary tutoring- no payment involved	Lesson plans Log listing tutoring	45 CEUs per year

Use/ Incorporation of Technology	Learn to use various technologies to improve teaching. Become proficient in the requirements for ISTE standards	Log of activity (description) Log of time spent	Up to 45 units per year
----------------------------------	--	--	-------------------------

Professional Development: Action Research

Action research is a process of inquiry, an examination of the practices of a class, school, or district. The purpose of the inquiry is to examine outcomes related to student learning and/or best instructional practices. Action research must be meaningful and designed to yield data that solves a problem, improves a practice, resolves an issue, or makes an informed decision.

The teacher-researcher will identify a focus, design an action plan, collect data, analyze the data, interpret the data, and communicate the results to the administrator and building representative. The teacher-researcher will take some action based on the research results.

Action research can last for one, two or three years. Each year of action research can account for 25 C.E.U.s. The researcher will meet with an administrator to plan the timeline for the project prior to approval.

Steps and Procedures for Action Research

- **Step 1:** Identify the problem, concern, or idea and frame it as a question. A focused question is one that is:
 - Identifies student performance
 - Relates to classroom, school or district goals
 - Manageable and doable within the available time
 - Manageable and doable with the available resources
 - Measurable through qualitative or quantitative procedures
- **Step 2:** Review relevant literature. What have other researchers found that relates to this problem or question? How can I use the work of others to inform my research?
- **Step 3:** Design your study. Select subjects. Decide on data collection instruments and methods. Decide on research procedures. Organize and display the collected data. Analyze and interpret the data.
- **Step 4:** Conduct your study and gather your data. Follow the steps you outlined in your plan. Collect and organize your data.
- **Step 5:** Analyze and interpret data. Use quantitative or qualitative techniques, appropriate to the data collected.
- **Step 6:** Share the results with the appropriate audience, one that can benefit from your findings. Gather necessary approvals prior to proceeding to the next step.
- **Step 7:** Use what you have learned to address the problem or concern and to guide future research

Resources:

- Mills, Geoffrey E. (2003). Action research: A guide for the teacher researcher. New Jersey: Merrill/Prentice Hall.
- Stringer, Ernie. (2004). Action research in education. New Jersey: Pearson

Examples of Data Gathering Techniques	
Qualitative Research	Quantitative Research
<ul style="list-style-type: none"> ➤ Interviews ➤ Focus Groups ➤ Open ended surveys ➤ Observations ➤ Artifact reviews 	<ul style="list-style-type: none"> ➤ Surveys (closed responses) ➤ Standardized assessments ➤ Scores from quizzes, tests, etc. ➤ Review of existing data <ul style="list-style-type: none"> ○ Discipline, attendance, etc.

Appeals Process

If a Professional Growth Plan, proposed activity, evidence to support an activity, or the number of hours granted for completion of an activity receives a refusal from the building administrator the staff member may appeal that decision by completing the form on pg. 37. The form must be submitted to one of the respective Building Representatives within 10 (ten) school days of the refusal date.

The Building Representative will call a meeting of the Professional Development Appeals subcommittee to review the appeal. The subcommittee, consisting of the Chairperson, SAU Liaison, respective Building Representative, and one other elected member, will return a verdict to the staff member within 5 (five) school days of the receipt of the Appeal Form.

If the staff member is unsatisfied with that verdict, he or she may submit the Appeal notice to the Superintendent for review. It must be submitted within 5 (five) school days of receipt from the Professional Development Appeals Subcommittee and include the Appeals Subcommittee’s reasons for denial.

The Superintendent will have 5 (five) school days to review the Appeal and will render his or her decision to the staff member. The decision of the Superintendent will be final.

Miscellaneous Documentation Information

- Paperwork will remain on file for the staff member’s three year recertification cycle. At the end of that cycle, all paperwork will be returned to the employee or shredded, with the exception of the Professional Development record. This document will be kept on file until the staff member retires or is no longer employed by the district.
- Administrators are required to keep their own Professional Development file. The Superintendent of Schools will be the endorsing official for administrators.

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Educator Endorsement Collection Form

Name _____ Certification _____

Renewal Date _____

This form is for personal use. Teachers need 45 CEUs in the area of Professional Standards and 30 CEUs in **each additional** endorsement area.

Professional		Endorsement 1		Endorsement 2		Endorsement 3	
Activity/Date	H	Activity/Date	H	Activity/Date	H	Activity/Date	H

Para-Educator Endorsement Collection Form

Name _____ Certification _____

Renewal Date _____

This form is for personal use. Paras need 50 CEUs for recertification. It is good to have a mix of hours from district, building, and personal goals.

Activities to meet Personal Goals	H r	Activities to meet District Goals	H r	Activities to meet Building Goals	H r

SAU 62 Individual Professional Development Plan

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Certification Area(s): _____ Recertification Due: _____

I will document my professional learning through the use of:	CEUs <input type="checkbox"/>	Portfolio <input type="checkbox"/>	Combo <input type="checkbox"/>
<p>Goal 1:</p> <p>Evidence:</p>	<p>Goal Review Completed</p> <p>CEUs Collected/Portfolio in Evidence</p> <p>Evidence of Professional Growth Attached</p> <p>Administrator initials: _____ Date: _____</p>		
<p>Goal 2:</p> <p>Evidence:</p>	<p>Goal Review Completed</p> <p>CEUs Collected/Portfolio in Evidence</p> <p>Evidence of Professional Growth Attached</p> <p>Administrator initials: _____ Date: _____</p>		
<p>Goal 3:</p> <p>Evidence:</p>	<p>Goal Review Completed</p> <p>CEUs Collected/Portfolio in Evidence</p> <p>Evidence of Professional Growth Attached</p> <p>Administrator initials: _____ Date: _____</p>		

Signatures and dates

Staff Member

PD Building Representative

Building Principal

SAU 62 Non-Monetary P.D. Activity

Employee _____ Date _____

This form is required for all activities where the employee is not seeking reimbursement.

Activity Title _____

- Activity Type:
- | | |
|---|--|
| <input type="checkbox"/> Mandatory Training | <input type="checkbox"/> District Sponsored Activity |
| <input type="checkbox"/> Webinar | <input type="checkbox"/> Study Group/PLC |
| <input type="checkbox"/> Professional Reading | <input type="checkbox"/> Observation/Visitation |
| <input type="checkbox"/> Committee Work | <input type="checkbox"/> Community Work |
| <input type="checkbox"/> Workshop | <input type="checkbox"/> Other: _____ |

Brief Reflection:

- Assignment of CEU Hours:
- Knowledge of subject/content
 - Knowledge of learners or learning
 - Knowledge of school's role, organization or operation
 - Endorsement area _____

Evidence of Completion: Attach certificate of attendance or learning log.

Signature and date

Employee

Date

SAU 62 P.D. Activity with Reimbursement Request

Requires administrator approval prior to completion of activity.

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Activity Title _____

Activity Type: Course Seminar/Conference
 Workshop Other: _____

Brief Description:

Projected Cost:

<u>Projected Costs</u>		
Graduate Course Tuition _____	Mileage _____ x _____	\$_____ Workshop/ Conference fee _____
_____	Tolls/Parking _____	Other _____
_____	Meals _____	Lodging _____
Total: \$_____		

- Approved
- Denied

Administrator's Initials _____
 Date: _____

SAU 62 P.D. Activity with Reimbursement Request (2)

Employee _____ Activity _____

Brief Reflection:

1. What new knowledge was acquired through participation in this activity?
2. What will I bring to my daily work based on this activity that will positively impact student learning?
3. How will I know that I have impacted learning? (data)
4. How does this activity help me reach my goals?

<p>Assignment of CEU Hours:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of subject/content <input type="checkbox"/> Knowledge of learners or learning <input type="checkbox"/> Knowledge of school/organization <input type="checkbox"/> Endorsement area _____ 	<p>Documentation attached:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop/Course Payment (cancelled check or credit card receipt) <input type="checkbox"/> Transcript/Grade <input type="checkbox"/> Certificate of Attendance <input type="checkbox"/> Mileage Receipt <input type="checkbox"/> Meals Receipts <input type="checkbox"/> Tolls/Parking Receipts <input type="checkbox"/> Book/Information Receipts (Copy of syllabus required)
---	---

If the employee has expended all allowable PD funding, he/she may be partially funded for the activity at the present time, and may resubmit this form to his/her PD building representative prior to June 1st of the current year. If any funding remains in the district PD account, it will be split equitably between any employees resubmitting PD activity forms.

Staff Member Signature: _____ Date: _____

SAU 62

Professional Development Learning Log (Job Embedded Professional Development)

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Activity
Description:

<p>Assignment of CEU Hours:</p> <ul style="list-style-type: none"><input type="checkbox"/> Knowledge of subject/content<input type="checkbox"/> Knowledge of learners or learning<input type="checkbox"/> Knowledge of school/organization<input type="checkbox"/> Endorsement area _____	<p>Evidence attached:</p> <ul style="list-style-type: none"><input type="checkbox"/> Chapter synopsis with reflection<input type="checkbox"/> Webinar synopsis with reflection<input type="checkbox"/> Notes from group meetings/ discussions with reflection<input type="checkbox"/> Lesson/unit plans with notations about skills or strategies acquired through professional reading<input type="checkbox"/> Student data related to an action research project<input type="checkbox"/> Published article<input type="checkbox"/> Other approved by administrator
--	--

Signatures and Dates

Staff Member PD Building Representative Building Principal

SAU 62

Request to Conduct an In-district Workshop

Employee _____ Date _____

Building: MHS IRS CES EVS SAU

Workshop Title: _____

Scheduled Date: _____ Scheduled Site: _____

Target Audience: _____

Maximum Number of Participants: _____

Materials/Equipment Needed: _____

Brief Explanation of Workshop:

Explain how the workshop supports District or Building Goals or Needs:

*Each facilitator will receive a \$100.00 honorarium **per original workshop**. Reimbursement is given **after** the facilitator submits Workshop Evaluation forms to the Professional Development Committee Representative.*

Honoraria are not offered for Tech Boot Camp or the Teacher Work Day.

Approved by: _____ Date: _____

Building Administrator

Approved by: _____ Date: _____

Professional Development Committee Representative

SAU 62
Professional Development
Appeal Record Form

Name _____ Date _____

School _____ Appellant's Signature _____

Submit three copies of the Appeal Record form to the Chairperson of the Mascoma Professional Development Committee and request a review within 10 days of the professional development issue.

State your reason for appeal:

Disposition of the Appeals Subcommittee:

Disposition of the Superintendent:

Signatures and dates:

Appellant: _____ Date: _____

Subcommittee Chair: _____ Date: _____

Superintendent: _____ Date: _____

This certifies that

has completed _____ hours of Professional Development in
a Mascoma School District sponsored activity:

The session was completed on: _____

in the Mascoma School District.

The session was facilitated by: _____

Facilitator/Date

This certifies that

has completed _____ hours
of Professional Development in
a Mascoma School District sponsored activity:

The session was completed on: _____

in the Mascoma School District.

The session was facilitated by: _____

Facilitator/Date

Mascoma Valley Regional School District

District Mission: We are a community that values creativity, curiosity and the pursuit of excellence, cultivating our strengths and interests to inspire partnerships in the district, community and the world beyond.

School Board Overarching Goal

A clear and successful implementation of the Strategic Plan across the district as well as the adoption of a progress monitoring tool.

Facilities Goals- Finance and Facilities Committee

- Enhance the safety and security of all facilities and the safety of students and staff at all venues.
- Improve oversight of staff and implement a successful method of regulating and monitoring the upkeep of our venues.
- Maintain, update and fund the capital improvement plan.

Education Goals- Educational Issues Committee

- Expand and monitor (SEL) Social Emotional Learning curriculum and practices across all grade levels to support student learning and health.
- Support the staff and programming making gains in proficiency at all grade levels as measured by local and state mandated assessments.
- Expand and monitor public speaking and track effectiveness of STEM experiences across the curricula.

Personnel-Personnel and Negotiations Committee

- Recruit and retain high quality staff for all positions.
- Expand and monitor high quality staff development for all staff to improve academic and social emotional student achievement.
- Negotiate a fair contract to include an updated schedule for Appendix B with the Mascoma Valley Regional Education Association that will be approved by the voters.

Communications – Communications Committee

- Continue to build engagement for the Mascoma Valley Regional School District through a variety of positive communications.
- Clear, timely, proactive, communication of the Mascoma Valley Regional School Budget.
- Showcase faculty/staff and student achievements and continue to foster community involvement.
- Create a website experience that is user friendly and that actively promotes the achievements of our students and staff.

Co-Curricular Committee

- Align a comprehensive training program for coaches and co-curricular advisors at all grade levels.
- Expand access to after school STEM based enrichment programs with a focus at the middle school level.

- Grow student engagement with the broader community as a whole.
- Partner with Athletic Directors to improve and expand co-curricular experiences for all students.

2019-2020 Mascoma Valley Regional High School Goals

Discipline: Discipline is clear and consistent with appropriate consequences.

- Administration will provide updated Google Form for behavioral referrals.
- Administration will oversee data entry into Rediker.
- Administration will contact staff members if the consequence requested is different from the consequence given.
- Staff will post classroom expectations, and explain to students the expectations of the classroom.
- Staff will utilize the Google Form for behavioral referrals for all behaviors.
- Staff will tell students when they have been written up, and give them the opportunity to be heard.

Rigor: Rigorous courses foster curiosity, creativity, academic excellence and collaboration, while preparing the whole child for life after high school.

- Administration and staff will determine what best practices should be addressed, and identify PD opportunities that might exist that would support the work.
- Administration will provide PD around best practices chosen to create rigorous and challenging coursework that can be accessed by all students.
- Administration will provide staff the time to collaborate around these best practices.
- Staff will attend PD sessions
- Staff will communicate with administration about the experiences they are having in implementing the best practice(s) chosen.

Cell phones: Devices are not a distraction from the learning process, but instead are used for academic purposes if necessary.

- Staff and administration will explain School Board Policy JICJ: Acceptable Uses of Electronic Devices in School and set clear and consistent expectations within the building.
- Administration will present these expectations to students at the beginning of the school year.
- Board policy JICJ will be adhered to by students, staff, faculty and administration.

Communication: Establish and maintain clear and efficient lines of communication and collaboration between parents, students, teachers, and administration.

- *Administration*
 - Work with staff, students, and community to create pathways for clear communication.
 - Meet with both MIT and Curriculum Coordinators once a month to create action plans for the future.
 - Work with students, staff, and community to continue to update and clarify building goals.
- *Departments*
 - Departments will meet monthly to discuss students, data, and choose a nomination for student of the month and for staff spotlight. Additionally, each department will be assigned a month during which they will write up department news for our monthly newsletter.
- *Staff*
 - The MIT and administration will work with staff to create community building events.

- The MIT, staff, and administration will brainstorm ideas to collect data from students, staff, and community in order to increase a sense of connectedness among all parties.
- *Students*
 - Students will participate in the Student Connectedness Survey.
 - A student member will be elected to membership in the MIT.
 - Students will participate in other data collection activities created by the staff and administration in order to increase student input and investment in the school community.
- *Community*
 - The MIT will continue to have at least one community representative.
 - The MIT will conduct a "Community Forum" to explain changes at the high school that have resulted from the work of the MIT, and to share planned changes in programming, extra-curricular activities, and opportunities for community involvement.

2019-2020 Indian River School Goals

The IRS faculty is dedicated to student learning. We focus on students' academic and developmental needs. We acknowledge our students' human needs for autonomy, relationship, competence, and enjoyment. With these ideas providing focus, the IRS faculty endeavors to meet the following goals:

Academic:

- Implement high quality instruction with respect to Common Core Standards, emphasizing literacy and math across all disciplines.

Developmental:

- Help students to demonstrate an increase in their ability to:
 - self-regulate behavior
 - prevent conflict
 - restore relationships when conflicts do occur
 - organize, plan ahead and complete assignments

Enfield Village School

Goal 1:

To improve students' behavioral choices by establishing a proactive and reactive Student Support Center, by using *Responsive Classroom* to model and articulate expectations for student behavior, and by integrating *Social-Emotional Learning* topics into the curriculum (ie. *DESSA, Second Step*).

Goal 2:

To improve organizational fitness and readiness by creating and using common language, consistent communication, and thoughtful practices across the school community (ie. students, staff, parents, community members, administration).

Canaan Elementary School

CES Mission Statement: *In partnership with the parents and the community, CES challenges our students to excel in learning.*

COMMUNICATION: Expand and improve communication within the building between cohorts of teachers (i.e.) Special Educators, Reading Specialists, Regular Education teachers and paraprofessionals

- Continue alignment of common planning time to allow for meetings times with Special and General Educators
- Align services to meet the needs of all learners

INSTRUCTION: Expand focus on instructional strategies to meet the needs of all students

- Continue collaborative teaching at each grade level with General and Special educators
- Explore/Expand use of tiered approach to reading, math, writing and SEL
- Introduce assistive technology
- Track time special education students remain in class
- Track the achievement gap and progress rate between special and general education using Aimsweb and/or NWEA data

SUPPORT: Expand the positive behavior support program to support all students with a focus on students that have experienced trauma

- Provide professional development to staff on trauma, impacts of trauma and methods of trauma informed instruction and behavior supports
- Expand the use of a Check-In and Check-Out system
- Continue use of the Non-Contingent adult time, work by TASK force and Homework Club
- Explore SEL curriculum
- Hold school wide pride celebrations to celebrate meeting behavior goals
- Track data and referrals through Rediker with monthly presentations to staff

CULTURE: Create a collaborative school pride movement that extends beyond the school into the district and community

- Collaborate with the PTA, Canaan Rec, EVS and other organizations
- Participate in public events
- Partner with local businesses such as D'Acres, Dorchester Grange, Canaan Hardware, etc. to expand opportunities for CES students
- Measure the showcasing of achievements of CES students in various public media services

APPENDIX C

SMART GOALS – TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

Specific (and strategic): Linked to position summary, departmental goals/mission, and/or overall School of Medicine goals and strategic plans. Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time framed: Goals have a clearly defined time-frame including a target or deadline date.

Examples:

Not a SMART goal:

- Employee will improve their writing skills.

SMART goal:

- The Department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15th of each month.

SMART Goal Planning Form

Specific – WHO? WHAT?

Measurement/Assessment – HOW?

Attainable/Achieve – REASONABLE?

Relevant – EXPECTED RESULT?

By

Timed – WHEN?

APPENDIX D

CHAPTER Ed 500 CERTIFICATION STANDARDS FOR EDUCATIONAL PERSONNEL

Statutory Authority: RSA 21-N:9,II(s); 186:8,II; 186:11,X; 189:39

Ed 501.01- Purpose: The rules of this part implement the statutory responsibilities of the New Hampshire board of education to: (a) Develop and administer credential standards for educational personnel; (b) Provide oversight and discipline of credential holders; (c) Develop ethical and professional standards to be followed by credential holders; (d) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders; and (e) Provide adjudicatory proceedings required for the oversight and discipline of credential holders while providing such with fair hearing practices and rights of appeal.

[Source.](#) #6349, eff 10-5-96, EXPIRED: 10-5-04 [New.](#) #8194, eff 10-26-04

Ed 504 Contains the certification standards for Para I and Para II certification

Ed 506 Contains the standards for all Administrator certification

Ed 507 Contains the standards for all areas of Teacher certification (ie. Math, Driver's Ed, Elementary, Music, etc.)

Ed 512 PROFESSIONAL DEVELOPMENT MASTER PLAN AND RECERTIFICATION

Ed 512.01-Basic Requirement. Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5 year master plan in accordance with requirements of this part.

[Source.](#) #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

[New.](#) #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ssby #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.02- Criteria for State Approval of Local Professional Development Master Plan. The following criteria shall apply to the approval of the master plan:

(a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 512.01;

(b) The local superintendent, district administrator, or non-public school administrator shall establish a local professional development committee as follows:

(1) Include representation of certified educators including teachers, para-educators, certified licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons; and

(2) Develop and monitor the master plan according to Ed 512.02 (c) through (g) under the direction of the local superintendent district administrator or non-public school administrator in accordance with local school board policies, state statutes and state board rules;

(c) The professional development master plan shall include the following:

(1) The process and procedures for establishment of a local professional development committee;

(2) A statement describing the purpose of the master plan that includes but is not limited to:

a. The district's definition of professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students;

b. The role of the plan in increasing educator effectiveness and the relationship between professional learning and the local evaluation system;

c. The role of the plan in increasing student learning and academic achievement;

- d. The alignment with local, state, and national professional development standards; and
 - e. The function and role of the plan for recertification of all staff;
- (3) A statement describing the role and function of the local professional development committee which includes, but is not limited to how:
- a. The committee will develop, monitor, implement, evaluate and propose changes to the plan;
 - b. The committee will collaborate with other district committees or teams such as school improvement , local improvement and leadership teams in developing an overarching framework for professional development; and
 - c. The committee will be involved with individual educator recertification and how appeals of decisions in that process will be handled;
- (4) A description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:
- a. Identify student learning needs;
 - b. Determine individual educator goals;
 - c. Determine school or district goals;
 - d Evaluate student learning and educator growth;
 - e. Measure the effectiveness of an individual professional development plan; and
 - f. Evaluate the effectiveness of the master professional development plan on an ongoing basis;
- (5) Procedures for recommending individuals for recertification that provide evidence of each educator’s growth in:
- a. Knowledge of content area(s), subject or field of specialization including requirements of individual certifications 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 as demonstrated by data such as but not limited to:
 1. The education improvement and assessment program, RSA 193C:3, III;
 2. Portfolios;
 3. Analysis of student work;
 4. Standardized and other local assessment instruments; and
 5. Performance evaluations and portfolios of professional work;
- (6) A description of the job-embedded and formal professional development activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving teacher and administrator effectiveness in raising student achievement such as but not limited to:
- a. Observations;
 - b. Independent study;
 - c. Study groups and professional learning communities;
 - d. Action research;
 - e. Educational peer coaching;
 - f. Mentoring;
 - g. Curriculum, instruction, and assessment development;
 - h. Lesson study;
 - i. Collegiate or graduate course work; and
 - j. Workshops, webinars and professional conferences;
- (7) How the activities in (6) shall:
- a. Be facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

- b. Engage educators in a continuous cycle of improvement;
 - c. Foster collective responsibility for improved student performance;
 - d. Support coherent, sustained, and evidenced-based learning strategies; and
 - e. Provide coaching or other forms of support to transfer new knowledge and skills to the classroom; and
- (8) Describe differentiated processes to address the unique professional learning needs of all employees, including teachers, administrators, educational interpreters, para-educators, and other certified or licensed professional staff as well as the unique developmental needs of interns, Alternative IV and V candidates, beginning educators, experienced educators and master teachers;
- (d) The professional development master plan shall comply with state certification rules and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications;
- (e) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans that describe how:
- (1) Individual plans are developed and goals are determined;
 - (2) Individual plans and goals are approved;
 - (3) Individual plans are formatively assessed and summatively evaluated;
 - (4) Progress is documented and recorded by the district;
 - (5) Activities and documentation from in-progress plans are accepted and transferred into the school or district including how district requirements are pro-rated for the remainder of the 3 year cycle;
 - (6) Requirements for endorsements that are added mid-cycle are pro-rated;
 - (7) Disputes are handled including an appeals process;
 - (8) Educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning; and
 - (9) Recommendations for re-certification are determined;
- (f) The professional development master plan shall allow individuals to document and provide evidence that they have met the requirements for recertification as part of the differentiation of professional learning for the unique needs of educators as follows:
- (1) For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:
 - a. Increases in educator learning;
 - b. Growth in student learning and academic achievement;
 - c. Content area knowledge and pedagogy;
 - d. The individual, school, or district improvement goal(s); and
 - e. Professional standards such as those in the local evaluation plan; and
 - (2) Using any one of the following methods:
 - a. The development of a body of evidence that documents job embedded or formal professional development;
 - b. An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours documenting job embedded or formal professional development; or
 - c. A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school or district improvement goal(s) and content area;
 - (g) The master plan shall be submitted to the division director or designee of the department;
 - (h) The division director or designee shall review each professional development master plan and:
 - (1) Approve such plan in writing if it meets the requirements of this section; or

(2) Confirm in writing that the plan needs modification and a timeline for completing the required revisions;

(i) If the professional development master plan is amended by the school or district, the amendments shall be made in accordance with this section, as confirmed by the division director or designee; and

(j) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

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 as defined in the local master plan; referenced in Ed 512.02(f)(2);

(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 Ed 505.07 and the content area standards referenced in Ed 506 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; and

(4) The individual professional development plan shall outline the educator's growth in the following:

a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, 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.

(b) Each certified educator whose credentials expire in a given year shall provide evidence of their individual plan including reflection. The individual plan shall be summatively evaluated as specified in the local professional development master plan.

(c) Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

(d) 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.

(e) For multiple endorsement areas, the individual professional development plan shall address each endorsement area.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.04 -Criteria for Recertification of Educators under the Professional Development Master Plan. The following criteria shall apply for recertification of educators under the professional development master plan:

(a) The professional development master plan shall require that every educator applying for renewal of his/her credential has the approval of the local superintendent or district

administrator or nonpublic school administrator for the successful completion of the educator's individual professional development plan, based on one of the options referenced in Ed 512.02(f)(2); and

(b) The individual professional development plan shall address the elements described in Ed 512.03(a)(4).

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05;
ss by #10245, eff 12-21-12

Ed 512.05 Criteria For Recertification of Educators Not Under the Local Professional Development Master Plan. Certified educators seeking recertification who are not employed by a school administrative unit, a local school district, or a participating nonpublic school shall:

(a) Comply with a professional development master plan prepared by the department; and

(b) Submit an individual professional development plan developed for a 3-year period, consistent with the educator's certification(s), to the bureau for review, which shall be approved by the bureau if it meets the following requirements: (1) An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours aligned with Ed 505.07 or a body of evidence as an alternative to the hours; and

(2) Two or more goals for improving student learning, as developed from 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.

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05;
ss by #10245, eff 12-21-12

Ed 512.06 Certified Para-educators II,I. Requirements for para-educators certified under Ed 504.05 shall be as follows:

(a) For those certified para-educators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units shall be required in areas determined by the local professional development master plan required by this part; and

(b) For those certified para-educators who are not employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units of para-educator growth shall be required.

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05;
amd by #8667, eff 7-1-06; ss by #10245, eff 12-21-12

CURRENT PARA I & II EVALUATION FORM

Name _____

Date _____

School _____

Para-educator Performance Rating

I = Independent - Para-educator performs this task with no guidance

D = Developing - Para-educator performs this task with some cues, prompts, guidance

= Emerging - Para-educator performs this task with significant guidance, assistance

Unable to perform - Para-educator does not perform this task, even with guidance, assistance

Not applicable

E

U =

N/A =

Teacher/Para-educator/Principal will complete form separately.

	Teacher	Para	Principal
1. Delivery of Instruction			
2. Activity Preparation/Follow Up			
3. Supervision of Groups of Students			
4. Behavior Management			
5. Personal Attention to Students			
6. Ethics			
7. Team Participation/Membership			
8. Clerical Work			
9. Work Characteristics			

Summary or Additional Comments:

Signature of Para-educator

Date

Signature of Supervisor

Date

(See reverse side for specific tasks associated with each evaluation area.)

<p>Delivery of Instruction</p> <ul style="list-style-type: none"> -Helps students in drill and practice lessons -Read or repeat tests or directions to students -Listen to students read orally -Help students with workbooks/written assignments -Tape record stories, lessons, assignments -Read to students (texts, materials, stories) -Help students work on individual projects -Assist students to compose original work (stories, essays, reports, etc.) 	<p>Activity Preparation/Follow Up</p> <ul style="list-style-type: none"> -Finds and arranges materials/equipment -Help prepare and clean up snacks -Help students clean up after activities -Distribute supplies/materials/books to students -Collect completed work from students -Organize classroom supplies/materials -Operate equipment (e.g., tape recorders, VCRs) -Modify or adapt materials/equipment for a particular student
<p>Supervision of Groups of Students</p> <ul style="list-style-type: none"> -Supervises groups of students on arrival/departure -Supervises groups of students during lunch -Supervises groups of students during breaks -Supervises groups of students unloading/loading buses -Monitor students during passing periods -Escort groups of students to bathroom, library, gym, etc. 	<p>Behavior Management</p> <ul style="list-style-type: none"> -Give positive reinforcement/support as directed by IEPs or plans -Circulate in classroom to provide behavioral support -Enforce class and school rules -Assist students who are self-managing behavior -Teach pro-social skill lessons -Facilitate appropriate social interactions -Assist other students in coping with the behavior of a specific student -Help students develop/self-monitor organizational skills
<p>Personal Attention To Students</p> <ul style="list-style-type: none"> - Help students get dressed/undressed -Help students eat -Provide cues/prompts to students who are mediating -Help students with toileting -Help students to get to other locations -Observe and chart student behavior -Assist student with grooming, cleanliness 	<p>Ethics</p> <ul style="list-style-type: none"> -Maintain confidentiality of all info regarding students -Protect the privacy of students during personal care -Respect the dignity/rights of every child at all times -Abide by school district policies, school rules and standards -Respect the privacy/dignity of other adults -Carry out all assigned duties responsibly in a timely manner -Protect the welfare & safety of students at all times -Maintain composure/emotional control while with students -Demonstrate punctuality, good attendance -Handle absences appropriately
<p>Team Participation/Membership</p> <ul style="list-style-type: none"> -Meet with team as scheduled -Participate in team meeting appropriately -Participate in team meetings by listening carefully to others -Engage in appropriate problem-solving steps to resolve problems -Communicate with parents/families as indicated by team -Provide accurate information about students to team members 	<p>Clerical Work</p> <ul style="list-style-type: none"> -Take attendance, record grades, collect fees -Make copies, sort, file student papers -Correct assigned student lessons/homework -Help w/paperwork to facilitate parent/teacher appointments -Inventory materials and fill out routine forms -Maintain files for IEPs, assessment reports, etc. -Maintain databases of student information
<p>Work Characteristics</p> <ul style="list-style-type: none"> -Is flexible (can adapt to new situations) -Adjusts readily to unclear situations -Is well organized and has the ability to set priorities -Offers suggestions in a positive, constructive manner 	

Amanda Isabelle, Interim Superintendent

Christopher Beeso, Special Education Director, 504 Coordinator Debra Ford, Business Administrator

Nancie Murphy, Director of Curriculum Craig Suttie, Director of Technology

Diane Adam, Title IX – 632-4357 Cynthia Collea, Homeless Liaison - 632-4308

**Teacher Summative Evaluation
Mascoma Valley Regional School District**

Teacher: _____

Evaluator: _____

Dates covered by this evaluation: _____

Copy of Educator's Professional Development Plan

Professional Domain One

Instruction for Student Growth

Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Instructional strategies that I have used and how effective each strategy was with my students.

Example: Attended workshop on Enhancing Classroom Discussions. Added Think-Pair-Share to my literature circle. Noticed increased participation especially by the students who tend to be less engaged.

Educator Reflection

Evaluator Reflection

Professional Domain Two

Data Use/Planning

Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide instructional decision making.

Plans instruction that supports every learner in meeting learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, knowledge of learners, and the community context.

Assessment data that I have used to meet the needs of individual students and how it impacted student learning.

Example: Using my formative test data from the Weather unit, I created tiered assignments to meet the needs of individual students. My summative Weather test showed that despite using tiered assignments my struggling learners did not quite achieve their objectives. I will meet with the students' case manager to refine my next set of tiered assignments.

Educator Reflection

Evaluator Reflection

Professional Domain Three

Student Management

Works to create an environment that supports individual and collaborative learning, encourages positive social interaction, actively engages students in learning, and ensures the safety of all students.

Classroom environment examples that support positive social interaction, as well as individual and collaborative learning.

Example: Rules for classroom discussions are posted and reviewed at the beginning of each discussion. I notice that my students take turns, listen actively, and respond to the previous speaker before offering support or giving a different opinion.

Educator Reflection

Evaluator Reflection

Professional Domain Four

Content/Curriculum Expertise

Understands the central concepts, tools of inquiry and structure of his/her discipline and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of content.

Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

Content instruction that is thorough, meaningful and relevant to students, and connects to the real world.

Example: After attending a workshop on fractions, I designed a lesson on cooking with fractions requiring students to halve a recipe and measure ingredients.

Educator Reflection

Evaluator Reflection

Professional Domain Five

Learner Development/Differences Expertise

Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Uses understanding of individual differences and diverse families to ensure inclusive learning environments that enable each learner to meet higher standards.

Examples of how I design and implement developmentally appropriate instruction for the diverse needs of each learner.

Example: On the Composer/Musician project, students can select a composer from a menu and choose how they want to present the biographical information (i.e.) brochure, poster, powerpoint presentation, etc.

Educator Reflection

Evaluator Reflection

Professional Domain Six

Communication

Uses listening, speaking, reading and writing to communicate clearly with all students. Adapts the style of communication to the needs of the student.

Understands diverse families to ensure that school to home communication is clear and tactful.

Engages in ongoing conversations with all colleagues, shares ideas, offers and accepts support in a respectful, professional manner.

Clear and effective communication with students, families, and colleagues.

Example: I have concentrated on improving communication with families this year. I have sent home a weekly newsletter. I have set up a classroom website. Monthly “Good Job” emails or phone calls are made to each family.

Educator Reflection

Evaluator Reflection

Professional Domain Seven

Professional Responsibility

Seeks opportunities to collaborate with learners, families, colleagues, and other community members to ensure learner growth and to advance the teaching profession.

Engages in ongoing professional learning and uses evidence to continually evaluate his/her practices and adapts practices to meet the needs of learners.

Completes reporting responsibilities efficiently and effectively.

Carries out professional responsibilities in a timely manner.

Examples of how I demonstrate professionalism.

Example: I joined a PLC on co-teaching. I was paired with a special educator and began planning and implementing co-teaching in our classroom. The results have been phenomenal. All students met their NWEA growth targets and discipline referrals dropped.

Educator Reflection	Evaluator Reflection
Professional Domain Eight <u>Educator Goals</u> <i>From my PGP</i>	
<i>Examples of how I met the goals in my Professional Growth Plan. Please address all three of your goals separately (district, school, personal)</i>	
Educator Reflection	Evaluator Reflection

Choose an item.