

SAU #9
PROFESSIONAL DEVELOPMENT MASTER
PLAN

June 2011 – 2016
Approved by the
NH Department of Education
October 2011

An organization's commitment to and capacity for learning
can be no greater than that of its members.

Peter Senge

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Statement of Purpose

The primary purpose of professional development in SAU #9 is to increase student achievement. This purpose is built upon the understanding that as educators we work within an interdependent system in which everyone in the organization is accountable and responsible for advancing student learning.

To improve student learning we apply a continuous learning model at the district, school, and classroom level. The model involves staff in

- Collecting and analyzing evidence to assess the strengths and needs of our students
- Identifying focused improvement targets
- Developing action plans for curriculum, instruction, and staff development to address the improvement targets
- Collecting and analyzing formative and summative evidence of change
- Repeating the cycle annually

Indeed, for public schools, the bottom line of professional development is improved student learning. A new vision of professional development is needed to ensure that professional development is

- Driven by results.
- Embedded in the daily work of teachers and school.
- Focused on the content and pedagogical knowledge that teachers need in order to reach high standards of student achievement.
- Empowers teachers with the skills to meet the individual needs of all students.
- Utilizes professional development opportunities that support individual teacher growth that enhances school and district goals

In SAU #9 we continue to move toward professional development that places

LESS EMPHASIS ON.....

and MORE EMPHASIS ON.....

- | | |
|--|---|
| <ul style="list-style-type: none">• Seat time and clock hours• Adding of knowledge and skills | <ul style="list-style-type: none">• Educators learning and doing what matters most in support of their work with students• Supporting deeper understanding and ways of thinking about how to apply knowledge and skills meaningfully to enhance student learning |
|--|---|

LESS EMPHASIS ON.....

AND MORE EMPHASIS ON.....

- | | |
|--|--|
| <ul style="list-style-type: none">• Evaluating professional development on the basis of participant satisfaction• Individual learning and development | <ul style="list-style-type: none">• Evaluating professional development on the basis of what participants learn, the application of their learning within the classroom, and the impacts of this application on student learning• Individual learning and organizational capacity building at the building and district level |
|--|--|

- Professional development as individual, fragmented, unrelated events
- Educators as recipients of training provided by “experts” from outside
- Professional learning as events which take place away from the classroom/school/district
- Professional development as an individual responsibility
- Telling the community about effective professional development
- State-level monitoring of professional development
- Recertification as the primary focus of professional development
- Use of assessment for student and school ranking
- Professional development as a purposeful and focused process driven by a locally developed professional development master plan
- Educators as experts and leaders in providing professional development
- Professional learning as an ongoing process occurring both in & out of the classroom
- Professional development as a shared responsibility of individuals and the organization
- Engaging the community in defining, experiencing, and providing effective professional development
- Continuous assessment of professional development by local educators particularly in the context of its impacts on student learning
- Professional development as a process of professional learning that leads to recertification
- Use of assessment data for identifying improvement goals and professional development needs

The professional development system of the future is one that is “designed to build a community in which educators grow continuously by striving to improve student learning.”

Joyce and Showers 1996

Professional Development Committee

The professional development committee for SAU #9 is made up of representatives from the School Boards, the community, the teaching staff, administration and central office personnel. The following is a list of the present members:

- ** Jocelyn Judge..... Teacher
- ** Margot Robert..... Teacher
- ** Dexter Harding..... Teacher
- ** Val Jackson..... Teacher
- ** Genn Anzaldi..... School Board Member
- ** Pat Phibrick..... School Board Member
- ** Janine McLauchlan..... School Board Member
- ** Rob Clark..... School Board Member
- ** Robert Gadomski..... Assistant Superintendent
- ** Penny Kittle..... Director of Staff Development/Mentoring
- ** Brian Hastings.....Principal
- ** Kevin Richard.....Principal
- ** Lori Babine..... Principal
- ** Gayle Dembowski..... Principal
- ** Joe Voci..... Principal

The role of the Professional Development Committee Members is to gather feedback from their constituents throughout the year, which will be shared with the complete committee at bi-annual meetings. Feedback will be gathered through staff surveys. In addition, student achievement data will be analyzed to ensure appropriate staff goals are being set and corresponding professional development is encouraged. At those bi-annual meetings, feedback will be discussed and necessary revisions will be implemented.

Immediately after this plan has been approved, revisions and improvements to the plan are scheduled to occur. Over the next year, feedback from all constituents will be taken to effect changes which encourage an even more inclusive system of job embedded professional development. It is the vision of this committee to further encourage the utilization of goal plans and a wider variety of avenues to demonstrate professional growth, as well as to assess the ongoing effectiveness of the overall professional development system in SAU #9.

DATA COLLECTION, INTERPRETATION, AND USE

“We live in a society that is data rich and information poor. While data are not information, translating fact to understanding means relating data to something you already know.”

Robert H. Waterman

SAU #9 schools recognize that our commitment to improving student achievement through continuous improvement means we must analyze existing data and, when appropriate, collect and analyze additional data in order to understand:

- The strengths and weaknesses of our curricula and programs.
- The needs of the school, students, parents, teachers, and community.
- How well the current programs and processes meet the needs of these clients.
- The ways in which the school and community are changing.
- The root causes of identified problems.
- The types of education programs and expertise that are making a difference in student achievement.

WHAT DATA DO WE COLLECT AND USE?

Across SAU #9 we collect and use multiple measures to identify improvement targets at the individual, school, and district level. These local, state, and national tools include, but are not limited to the following qualitative and quantitative measures. Note that SAU #9 is committed to applying appropriate and legal guidelines for maintaining privacy of information.

| Grade(s) | Tool | Local | State | National |
|-----------------|--|--------------|--------------|-----------------|
| K-12 | Student health data | X | | |
| K-12 | Student demographic data | X | | |
| K-12 | Student Free and reduced lunch data | X | | |
| K-12 | Student attendance and tardy data | X | | |
| K-12 | IEP and 504 plans | X | | |
| K-12 | Report card grades and assessments | X | | |
| K-6 | SAU #9 Literacy Assessment and Profiles | X | | |
| K-1 | SAU #9 Math Assessment | X | | |
| 2-6 | Math Performance Tasks | X | | |
| 2-6 | Math Computation Tests | X | | |
| K-12 | Classroom based student self-assessments | X | | |
| 3-8, 11 | NECAP | | x | |
| 5,7,9 | Stanford 9 Achievement Tests and OLSATs | | | x |
| 4,8,11 | New Standards Tests | | | x |
| 12 | Lifetrack Exiting Student Survey | | | x |
| 9-12 | Advanced Placement Exams | | | x |
| K-8 | NWEA | X | | |
| K-6 | Aimesweb | X | | |

HOW DO WE USE DATA TO IDENTIFY STUDENT NEEDS AND MONITOR IMPROVED ACHIEVEMENT?

“Data have no meaning. Meaning is imposed through interpretation.”

B. &L. Lipton in Willman, Journal of Staff Development, Winter 2000

Collecting data is relatively straightforward. However, we recognize that analyzing and using multiple measures to identify improvement targets, track progress on goals, and compile meaningful summative reports is considerably more complex. Schools across SAU #9 will use the Socrates relational database to manage data collection, analysis, and reporting. This database allows staff to query data from a wide variety of sources, and learn answers to their questions such as the following:

- How does achievement as measured by classroom grades correlate to NECAP achievement?
- Does poor attendance correlate with classroom grades?
- How does student performance data guide the teacher to individualize instruction and ensure that local curriculum and Grade Level Expectations are met?
- What factors do grade 7 students who are failing two or more subjects have in common?
- What percentage of students who have attended the Kindergarten Summer of Learning Program require special services after grade 2?
- How does the performance of boys compare to that of girls on local, state, and national science measures?
- How does participation in a mentor program affect students' grades?

Staff development efforts will include training in the use of Performance Pathways to eventually enable staff to manage, monitor, and evaluate progress in student achievement using technology. Performance Pathways will also help us assess the impact of staff development activities on student achievement.

The managing of data (NWEA and NECAP) will become more infused as it is better managed and analyzed through the use of Performance Tracker. Individuals, grade level teams and district wide committees will be responsible for complete and effective use of all data gathered to best benefit the individual needs of the students.

HOW DO WE SHARE DATA WITH STAFF, PARENTS, AND COMMUNITY?

Across SAU #9 we share student progress and achievement with parents through formative and summative measures including the following:

| Grade(s) | Items shared |
|----------|---|
| K-12 | Quarterly progress reports |
| K-6 | Parent conferences |
| 7-8 | Parent team meetings |
| K-6 | Student Literacy Profiles |
| K-12 | IEPs and 504 plans |
| 3,6,10 | Student profiles from NHEIAPs |
| 5,7,9 | Student profiles from Stanford Achievement Tests and OLSATs |
| 4,8,11 | Student profiles from New Standards testing |
| 7-12 | Edline |
| K-8 | NWEA |

Data regarding student achievement on the NECAP's is available on the New Hampshire Department of Education website. Compiled annually, these data rank schools and districts across the state in various areas of student performance. In addition, to provide parents and the community with summative information about student achievement, in SAU #9 we provide the following local Report Cards.

- **SAU #9 Report Card:** This annual report provides a summary of data about student demographics and achievement for all of the schools within SAU #9. It offers a composite snapshot of the schools, and goes beyond the State Report Card to provide information about student results on the SAT 9s, New Standards Tests, Advanced Placement tests, graduation rates, discipline statistics, and colleges graduates attend.
- **School Report Cards:** Each SAU #9 school compiles an annual School Report Card.

DATA MATRIX

| DATA SOURCES Identify the types | COLLECTION Who collects it? How often? When? | ANALYSIS Who analyzes it? What is the process? | DECISION MAKING What is the information being used for? How are results reported and to whom? |
|---|---|---|--|
| NECAP | Annually | Ongoing w/individual and teams of teachers | Used to assist teachers with individual students and to influence curriculum changes |
| NWEA | Fall/spring classroom teacher | Ongoing w/individual and teams of teachers | Used to assist teachers with individual students and to influence curriculum changes |
| Aimesweb | Classroom teacher every 4-6 weeks | Classroom teacher/Title I and SPED staff through student meetings | Data used to influence early interventions (RTI) |
| Grades/informal assessments | Weekly by the classroom teacher | Classroom teacher in an ongoing manner | Used to immediately monitor and adjust instruction to meet the needs of the students |
| Literacy assessments | Annually by classroom teachers and reading specialists | Reading specialists and LA teachers | Used to adjust individual programs and to influence curriculum development |
| Student Demographic Data | Annually by adm. Assistants | Administration | Writing grants, evaluating total program effectiveness |
| IEP and 504 plans | Annually/as needed by SPED professionals | Used by SPED and classroom teachers | Used to monitor and adjust student programs |
| Advanced Placement Exams | Annually, Core teacher | Core staff through PLC's | Used to monitor and adjust curriculum |

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

WHAT DO WE BELIEVE ABOUT EFFECTIVE PROFESSIONAL DEVELOPMENT?

Over the last three decades, research on staff development effectiveness has yielded a useful set of principles and standards. The schools in SAU #9 are committed to professional development that is both effective in increasing teacher expertise, and in contributing to school improvement. Based on research, we believe that high quality professional development:

- Is determined by patterns of student data.
- Is embedded in current assignments of staff, school settings and linked to schoolwide efforts.
- Promotes professional exchange among teachers as members of a community of learners.
- Is enhanced by a variety of training activities.
- Involves teachers in active roles, choosing goals and activities that reflect best practices.
- Provides ongoing assistance and support.

In addition, we recognize that high quality professional development:

- Has been aligned with the school's and the district's strategic plan, and is funded by a line item in the budget.
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the community.
- Reflects the best available research and practice in teaching, learning, and leadership.
- Fosters a deepening of subject-matter knowledge, a greater understanding of learning, and a greater appreciation of students' needs.
- Provides for three phases of the change process: initiation, implementation, and institutionalization.
- Provides a framework for integrating innovations, and relating those innovations to the mission of the organization.
- Helps teachers and other school staff meet the needs of students who learn in different ways and who come from diverse cultural, linguistic, and socioeconomic backgrounds.
- Links directly to their current job assignment to positively effect student learning
- Provides adequate time during the workday for inquiry, reflection, and mentoring.
- Is driven by a coherent long-term plan, and sustains long-term change in practice.
- Involves participants in planning and making decisions designed to improve the school.
- Supports a clearly articulated vision for student success.
- Uses systematic evaluation to assess its impact on teacher effectiveness and student learning, and uses information from this evaluation to guide subsequent professional development efforts.

WHAT TEACHER COMPETENCIES DO WE VALUE?

The following teacher competencies are a focus of our professional development activities:

- Reinforce school and/or district improvement goals
- Increase student achievement
- Increase knowledge of content areas being taught for each certification
- Increase knowledge of learners and learning
- Increase knowledge of developmentally appropriate teaching strategies
- Promote continuous professional improvement

As a framework to systematically implementing the above components, the districts in SAU #9 endorse the Framework for Teaching developed by Charlotte Danielson. Danielson explains that this framework identifies “those aspects of a teacher’s responsibility that have been documented through empirical studies and theoretical research as promoting student learning.” In this framework, teaching practices are divided into 22 components clustered into four domains as noted below.

TEACHER COMPETENCIES WE VALUE

Planning and Preparation

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student Assessments

The Classroom Environment

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Instruction

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Professional Responsibilities

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

Charlotte Danielson, 2007

In addition to providing a focus for professional development activities, this structure of teacher competencies is embedded in the teacher evaluation practices across SAU #9. The goals of the professional evaluation system complement this Professional Development Master Plan. The goals of the Professional Evaluation System are to:

- Improve curriculum and instruction
- Encourage reflective practice
- Foster professional dialogue
- Provide a mutually understood set of priorities focused on improvement
- Foster continuous improvement and professional growth
- Provide a mechanism for differentiating performance and awarding compensation
- Provide districtwide needs data for providing staff development

For additional information and helpful rubrics related to the domains and their components refer to Enhancing Professional Practice: A Framework for Teaching, 2nd edition by Charlotte Danielson (ASCD 2007). Copies of this is available in each school's professional library.

Professional Development Activities

WHAT PROFESSIONAL DEVELOPMENT STRATEGIES DO WE RECOGNIZE FOR RECERTIFICATION CREDIT?

“People learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners in much the same way as they wish their students would.”

Ann Lieberman, 1995

Across SAU #9 we commit to job-embedded professional development practices that engage teachers in the process of inquiry related to improving student learning. Among the strategies that the Professional Development Committee encourages teachers to build into their three year plans are the following. Brief definitions are included for each practice. Additional descriptive and how-to resources and assistance are available by request through the committee.

PROFESSIONAL DEVELOPMENT STRATEGIES

1. **ACTION RESEARCH:** A form of disciplined inquiry that involves educators in a process of selecting a focus, collecting data, analyzing and interpreting the data, and taking action.
2. **BOOK READING:** The reading of agreed upon book(s) that may offer insight into the improvement of education and the discussion of the content of the book(s) in regularly scheduled sessions. This may also transfer to the listening and discussion of audiocassettes.

3. **CONFERENCES:** Local, state or national experiences selected to broaden knowledge and to assess adaptability of outside programs.
4. **COURSES/CLASSES:** A designated course of study for which district or university credit is offered.
5. **CURRICULUM DEVELOPMENT AND ADAPTATION:** Creating new curriculum or instructional materials and strategies, or tailoring existing ones to meet the learning needs of student.
6. **DATA ANALYSIS AND REPORTING:** Reviewing and analyzing data related to student achievement and reporting it out with the purpose of adjusting instruction to improve student achievement.
7. **INDEPENDENT STUDY:** A designated course of study completed independently, including checkpoint evaluation of progress and an end assessment of accomplishment.
8. **INSTITUTES:** Events scheduled over one or more days, offering a menu of sessions revolving around integrated themes, with expert presentations and opportunities for collegial discussion and planning.
9. **MENTORING:** Working one-on-one in a formal relationship with another teacher to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving and troubleshooting, and co-planning.
10. **PARTNERSHIPS WITH PRACTITIONERS IN BUSINESS, INDUSTRY, OR COLLEGE/ UNIVERSITY:** Working collaboratively with practitioners, with the focus on improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information.
11. **PEER COACHING:** Cooperative activities between educators that result in increased learning for both parties. An example would be teachers coaching one another as they implement a new student assessment tools.
12. **PROFESSIONAL NETWORKS:** Linking in person or through electronic means with other teachers or groups to explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems.
13. **PILOT PROJECTS:** Establishment of core teams of teachers and administrators at given sites to implement specific programs or strategies.
14. **PROFESSIONAL PRESENTATIONS:** Preparing and presenting information to colleagues in a structured professional meeting, workshop, or other professional setting.
15. **PUBLISHING:** Preparing a manuscript and submitting it for publication

16. **SEMINARS OR RETREATS:** Events with a central theme, utilizing expert consultants or facilitators and group participation.
17. **SITE VISITS:** Visitation to recognized resources related to a local improvement target, with the purpose of replicating the resource in the District.
18. **STUDY GROUPS:** Engaging in regular, structured, and collaborative interactions regarding topics identified by the group, with opportunities to examine new information, reflect on their practice, or assess and analyze outcome data.
19. **TECHNOLOGY FOR PROFESSIONAL LEARNING:** Using a technology program such as Tech Tutor or a distance learning course to learn content and pedagogy related to improving student learning
20. **TRAINING OF TRAINERS:** Participating in concentrated study to develop expertise with a commitment to provide professional development training for the district in the area of concentration
21. **WORKSHOPS:** Using structured opportunities outside of the classroom to focus intensely on topics related to improving student achievement, and learn from others with more expertise.
22. **WEBINARS:** Informational trainings provided through an online technological format.

Documentation of Professional Learning

WHAT GUIDELINES APPLY TO SELECTING AND IMPLEMENTING STAFF DEVELOPMENT STRATEGIES?

Not all staff development activities count toward recertification. Note that in every case in order to be considered for recertification credit, all professional development activities should

- be pre-approved by the principal or designated evaluator with as much lead time as possible
- be consistent with the educator's three year plan
- be job-embedded
- be directly related to district, school, or classroom improvement targets
- be clearly linked to improving student achievement
- detail as evidence for completion the impact of the activity on student performance
- be shared with colleagues
- be reflected upon to positively impact instructional improvement in the future

Options for sharing with colleagues include, but are not limited to sharing in a faculty, team, or department meeting; developing a website or contributing to an e-resource bank; writing and sharing an article; or distributing reports or packets of information.

As each educator works with the principal or designated evaluator to establish goals and plan staff development activities, strategies should be varied and represent at least 5 of the strategies above per 3 year cycle. Job-embedded strategies are those which are carried out within the educator’s role. Job-embedded staff development relates to improving student learning, and frequently take place during the school day or on designated early release and teacher workshop days.

Exceptions to any of the guidelines above may be made at the discretion of the principal or designated evaluator.

Staff development goals, which will be quantified through hours counting towards recertification may be of two types with state requirements as noted below:

- Activities related to knowledge of subject field (30 hours per certification area) must be consistent with the educator’s annual professional goals AND his/her area of specialization
- Activities for the 45 hours related to school improvement must relate to department, school, and district improvement targets

IMPORTANT NOTE: The educator is responsible for maintaining a complete file of all documentation during the multiyear recertification process, and for up to one year after recertification.

The following chart outlines the documentation needed to receive recertification credit for each of the professional development strategies:

| Strategy | Form(s) required | Documentation required for recertification credit |
|--------------------------------|-----------------------|---|
| 1. Action research | Project Proposal Form | Final Report |
| 2. Book reading | Project Proposal Form | Summary; applications |
| 3. Conferences | Conference form | Certificate of attendance |
| 4. Courses/classes | Course approval form | Transcript |
| 5. Curriculum development | Project Proposal Form | Final product |
| 6. Data analysis and reporting | Project Proposal Form | Final report |
| 7. Independent study | Project Proposal Form | Final report |
| 8. Institutes | Conference form | Certificate of attendance |
| 9. Mentoring | Board appointment | Calendar; Log; agendas |
| 10. Partnerships out of school | Project Proposal Form | Log; final report |
| 11. Peer Coaching | Project Proposal Form | Log; final report |
| 12. Professional networks | Project Proposal Form | Log; final report |
| 13. Pilot projects | Project Proposal Form | Final report |
| 14. Professional presentations | Project Proposal Form | Agenda; packet |
| 15. Publishing | Project proposal form | Piece submitted for publication |
| 16. Seminars or retreats | Conference form | Certificate of attendance |
| 17. Site visits | Project Proposal Form | Report of visit |
| 18. Study groups | Project Proposal Form | Log; agendas; packet |
| 19. Technology | Project Proposal Form | Product outcome |
| 20. Training of trainers | Project Proposal Form | Agendas; packets |
| 21. Workshops | Conference form | Certificate of attendance |

APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS PRIOR TO IMPLEMENTATION

HOW SHOULD AN EDUCATOR DEVELOP A THREE-YEAR PLAN?

Prior to the development of the plan, teachers will conduct a self-assessment that will assist them in establishing professional development goals that will ensure continuous professional improvement. The self-assessment should explore the four domains set forth by Charlotte Danielson's Framework for Professional Practice.

Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student assessments

Domain 2: The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain 3: Instruction

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

In addition, educators should develop their IPDP to support the following:

- Reinforce school and/or district improvement goals
- Increase student achievement
- Increase knowledge of content areas being taught for each certification
- Increase knowledge of learners and learning
- Increase knowledge of developmentally appropriate teaching strategies
- Promote continuous professional improvement

The process for developing a three year plan is as follows. Years 1, 2 and 3 refer to the years of the certified educator’s three year cycle. Educators with multiple certifications may request an extension for recertification from the principal or designated evaluator. The evaluator may grant this according to Department of Education guidelines.

| YEAR | PROCESS | BY DATE |
|--|--|---|
| Year 1 | <ul style="list-style-type: none"> • Each certified educator works with the building administrator or designated evaluator to develop a three year IPDP plan as part of the annual goal setting process. The educator submits page 22 of the IPDP plan to the Professional Development building representative as documentation of verified hours acquired since the previous April 15. • The Professional Development building representative returns the form to the educator. • As part of the end of year evaluation, each certified educator meets with the principal or designated evaluator to review the staff development strategies, appropriate documentation, and evidence of improved student achievement. The principal or designated evaluator signs the IPDP to certify hours approved. Hours not submitted by this time will only be eligible for the given year under special circumstances. • When certified by the principal or designated evaluator, the educator submits completed page 22 of the IPDP form to the Professional Development representative for approval and logging. | <p>By October 15</p> <p>By October 31</p> <p>By April 15</p> <p>Logging to be complete by By May 30</p> |
| Year 2 | <ul style="list-style-type: none"> • The process above is repeated. In some instances the certified educator may work with the administrator or designee to revise the 3 Year plan based on changing needs and/or data driven targets. | <p>The dates from Year 1 apply</p> |
| Year 3 | <ul style="list-style-type: none"> • The process as detailed in Year 2 is repeated. • When the Professional Development representative receives documentation of completion of the plan in year 3, s/he submits it to the SAU #9 office where it will be processed and ultimately approved by the Superintendent, then returned to the educator with directions for payment and submission to the Department of Education. | <p>The dates from Year 1 apply</p> <p>June 1</p> |
| <p>Note that any educator who has not completed the recertification requirements by April 15 of the final year of the recertification cycle will not be recommended for renewal and his/her position will be advertised as vacant and filled as soon as possible.</p> | | |

REVIEW OF PLAN EVIDENCE AND APPROVAL OF PLAN COMPLETION

HOW WILL ALL COMPONENTS OF THE PROFESSIONAL DEVELOPMENT MASTER PLAN BE EVALUATED?

The SAU # 9 Master Plan for Staff development will be evaluated systematically as follows using student achievement data as noted on Page 12:

| Component | By Whom | By Date |
|---|--|---|
| Individual Three Year Plans | Principals or designated evaluators | annually |
| SAU #9 Professional Improvement Plan | PD Councils | Annually by June 30 |
| Professional Development Master Plan | Professional Development Council | Annually by June 30 |
| Improvement in student achievement at SAU #9 level As related to student achievement | Assessment Council Professional Development Council | Formative- ongoing Summative by Jan. 30 for SAU #9 Report Card and school report cards |
| Site based professional development | Site based teams and administrators | Formative- ongoing Summative by June 30 for School Report Card |

ADDITIONAL CERTIFICATES

Certification areas

Certification codes

| | | Goal 1 Code: | Totals | Goal 1 Code: | Totals | Supervisor signature and date | PD rep signature and date |
|--------|-----|--------------|--------|--------------|--------|-------------------------------|---------------------------|
| Year 1 | Oct | | | | | | |
| | Apr | | | | | | |
| | | | | | | | |
| Year 2 | Oct | | | | | | |
| | Apr | | | | | | |
| | | | | | | | |
| Year 3 | Oct | | | | | | |
| | Apr | | | | | | |

Certification areas

Certification codes

| | | Goal 1 Code: | Totals | Goal 1 Code: | Totals | Supervisor signature and date | PD rep signature and date |
|--------|-----|--------------|--------|--------------|--------|-------------------------------|---------------------------|
| Year 1 | Oct | | | | | | |
| | Apr | | | | | | |
| | | | | | | | |
| Year 2 | Oct | | | | | | |
| | Apr | | | | | | |
| | | | | | | | |
| Year 3 | Oct | | | | | | |
| | Apr | | | | | | |

SAU #9 PROFESSIONAL DEVELOPMENT PROJECT PROPOSAL FORM

Submit this proposal to your principal or designated evaluator

Name: _____ Date submitted: _____

Staff development Strategy and number: _____ # _____

Proposed number of hours for each certification hour:

| Certification area | Certification number | Proposed hours |
|--------------------|----------------------|----------------|
| | | |
| | | |
| | | |
| | | |

Description of project:

Portfolio Presentation Materials:

Identify evidence of student achievement you will gather to document the project:

Reflection on how the activity has affected student learning.

Preapproval by principal or designated evaluator: _____
on date _____ (Note preapproval is not required, but highly recommended.)

Final approval by principal or designated evaluator: _____
on date _____

Comments:

Annual Statement of Goals and Hours

School year _____

Educator name _____

Endorsement: _____

Supervisor _____

Recertification cycle ending June 30, 20_____

During a 3 year cycle, 30 hours are required in goal 1 and 45 in goal 2.

| Goal | CATE ref # | Activities | Date of Activity | Evidence | Goal 1 hours cert # _____ | Goal 2 hours | suprv initials |
|-------------|------------|------------|------------------|----------|------------------------------|--------------|----------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total hours | | | | | | | |

PD rep signature of record of hours _____

Educator Signature: _____

Supervisor Signature: _____

Date: _____

Date: _____

HOW DO WE SET DISTRICT, SCHOOL, AND INDIVIDUAL GOALS THAT FOCUS PROFESSIONAL DEVELOPMENT ON IMPROVING STUDENT ACHIEVEMENT?

“Award winning schools embed professional development goals in district and school educational goals.”

Professional Development: Learning From the Best
USDOE, NCREL, and McREL, 2000

HOW ARE DISTRICT, SCHOOL, AND EDUCATIONAL GOALS ALIGNED?

The SAU #9 Professional Development Master Plan is based on a three tiered approach, with all decisions about staff development data-driven at each level. This approach allows all components of the system to

- Align staff development to continuous improvement targets at all levels within SAU #9
- Coordinate congruence of student improvement goals through assessment data and RTI initiative.
- Provide consistency with the district teacher evaluation process
- Focus all levels of the system on data driven improvement in student achievement

The following chart shows the relationship between district, school, and individual goals.

| |
|---|
| <p style="text-align: center;">SAU #9 District Level</p> <p>SAU #9 level staff development is based on district goals and needs. The Professional Development and Assessment Committees meet regularly to collect and analyze districtwide data, and plan and implement relevant staff development activities in support of districtwide goals and initiatives.</p> |
| <p style="text-align: center;">School site level</p> <p>Site based teams (grade levels, teams, departments, etc.) meet regularly to review SAU #9 level improvement targets, collect and analyze site based data, develop and implement action plans based on SAU #9 priorities and site based data, and monitor progress. The priorities in these action plans provide the focus for site based staff development activities.</p> |
| <p style="text-align: center;">Individual Level</p> <p>Each certified educator completes a three year Individual Professional Development Plan, an annual self-evaluation, and participates in site based team continuous improvement planning. Using information from these sources, s/he develops individual level staff development goals focused on student improvement, implements activities in support of those goals, and monitors and documents progress toward reaching these goals. Additional self-reflection ensures that goals are continually improved upon and aligned to student achievement.</p> |

WHAT IS THE PROCESS AND TIMELINE FOR ALIGNING GOALS?

The Continuous Improvement Model

All schools in SAU #9 are committed to a continuous improvement cycle with the following steps:

- **Understanding the current status:** The first step of that process that involves collecting and analyzing data on student achievement goals at the district, school and department, and individual teacher level.
- **Developing Action Plans:** The next step of the process is developing action plans around those targets, and monitoring progress throughout the year.
- **Implementing Action Plans:** This step of the process involves carrying out the plans for improving student achievement. Staff development activities related to improvement targets are conducted in this phase of the process.
- **Analyzing the evidence:** At this step of the process, formative evaluation allows for midcourse corrections to action plans. Summative evaluation leads back to the first step of the process for the subsequent year.

Staff development activities and priorities grow from, and are embedded in, that planning process. This cycle serves to align district educational goals to individual three year plans and district, team or department goals. Aligning goals in this way allows district and school professional development goals and activities to be focused on student achievement.

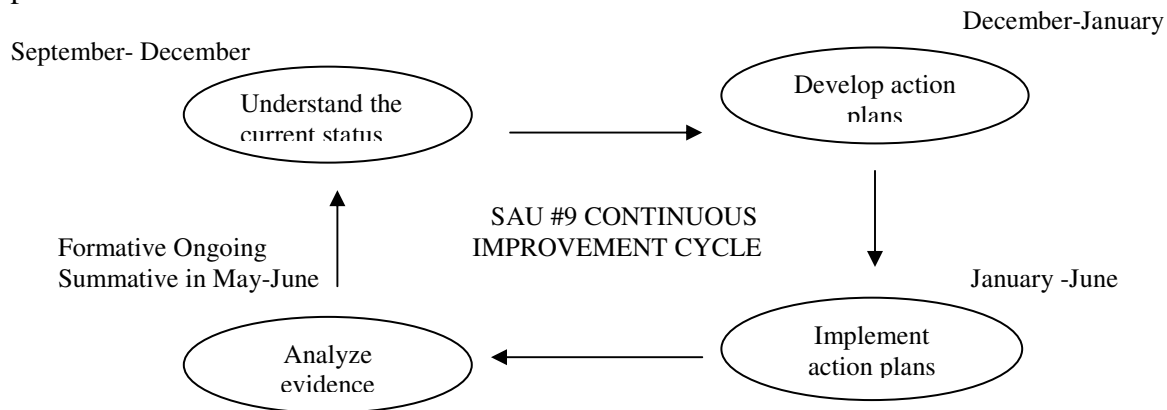
The continuous improvement cycle is a systematic and ongoing commitment to improving student achievement through analyzing data, identifying improvement targets, developing and implementing action plans to address needs, monitoring progress and adjusting plans as needed. The data driven decision-making process allows staff to focus energies and concentrate resources toward the end goal of improving student achievement in targeted areas. The process is part of a larger system that has the benefits of

- providing communities, teachers, parents and students with feedback on performance
- measuring program success and effectiveness
- guiding curriculum development and revision
- providing focus for staff development
- understanding what is making a difference
- providing guidance in budgeting and resource allocation

Each district and the SAU #9 budget contain a budget line to support the activities above.

WHAT IS THE TIMELINE FOR THE CONTINUOUS IMPROVEMENT PROCESS?

The following graphic illustrates the annual cycle of the SAU #9 continuous improvement process:



WHAT OVERARCHING GOALS DO WE COMMIT TO?

“The Mission of SAU #9 is to provide appropriate opportunities for learning, developing, and functioning as lifelong learners and responsible citizens in a global community.”

The overarching goal across SAU #9 is to improve student achievement in targeted areas identified and measured through local, state, and national assessments. This general SAU #9 goal must be interpreted and defined annually at each site in order to provide a focus for improving student achievement.

In order to provide the necessary specificity, classroom, school, department, and district goals will be developed annually based on systematic analysis of local, state, and national assessment data. The template below provides a framework for developing data driven student achievement targets at the educator, classroom, school, department, or district levels.

Goal: To improve student achievement for at risk students as identified by State and Local testing . Evidence of improved student achievement will be measured by state and local testing and RTI interventions.

The samples below illustrate the use of the template in goals at various levels:

Goal: All students who scored in the below proficient level on the NECAP writing tests will consistently achieve a score in the Proficient or above range on prompts selected from previous NECAP tests.

Goal: To reduce the failure rate for grade 8 student on our team who failed more than two courses last year. The goal for each of these students is no more than one failure this year. The measure of success will be local grades.

Goals and improvement targets such as these provide a foundation for the action plans needed to make systematic improvement consistent with curriculum guidelines. As schools and districts operating within the State of New Hampshire, all SAU #9 schools are committed to teaching students the “general expectations of what New Hampshire students should know and be able to do as drawn from the goals established in the New Hampshire *Minimum Standards for Public School Approval*.

The SAU #9 Curriculum Committees coordinate long-term curriculum planning for review and revision of all areas of the curriculum based on New Hampshire Curriculum Frameworks and the State Board Minimum Standards as noted above.

Specific data gathered annually from the multiple measures identified in this plan provide the focus for setting individual, school and district student achievement targets. Therefore, student improvement goals will be revised annually and shared with staff and community.

We believe that to make significant improvement in student achievement, goals should be few in number and move from general areas of concerns at the SAU #9 level, to more specific targets at the school and individual levels. This approach allows us to align goals, yet tailor continuous improvement action planning to data based on the specific student needs in each school, team, department, or planning unit.

HOW IS PROFESSIONAL DEVELOPMENT DETERMINED BY THE GOALS WE SET?

Staff development activities grow from data driven needs identified through the Continuous Improvement action planning process. If building level funds are requested, the principal and building staff will have final approval for expenditures. If district level or grant funds are requested, the Professional Development Committee makes the final decision on expenditures.

| Organization Level | Who identifies staff development content and strategies? | Who makes decisions about staff development resources? |
|---------------------------|--|---|
| Individual | Teacher working with principal or designated evaluator; based on 3 year IPDP year plan and student needs | Educator and principal or designated evaluator |
| School site | Grade level, department, team or other continuous improvement group working with principal and designated evaluators | Principal or designated evaluators working with grade level, department, team or other continuous improvement group |
| SAU #9 | Professional Development, Assessment, and Curriculum Committees | Professional Development Committee |

WHAT RESOURCES ARE AVAILABLE FOR PROFESSIONAL DEVELOPMENT?

Professional development funds for each district are built into the S.A.U. # 9 and district budgets. In addition, grant funds from all available grant sources will be directed to continuous improvement targets that are data driven.

Professional development resources will be allocated based on the priority of student learning needs identified through Continuous Improvement Action Planning. Each school and department will develop action plans for each continuous improvement target. These plans include information regarding staff development needs. These needs listed on action plans will be used to allocate funds for professional development activities.

The data driven approach is also used to identify curriculum and program related weaknesses. This process is monitored as part of the Curriculum Committees' development process. These groups will maintain a long-range five year plan for priority curriculum needs.

WHAT IS THE PROCESS USED TO RECERTIFY ALL CERTIFIED EMPLOYEES INCLUDING PARAPROFESSIONALS?

All certified professional employees are covered by the concepts, philosophy, and procedures of this Master Plan. The needs of paraprofessionals or others holding current Department of Education approved certificates wishing to be recertified will be met by one of the following two approaches:

- SAU #9 will complete the necessary proof of employment information to enable the paraprofessional to seek Department of Education or CLL recertification
- SAU #9 requires all paraeducators to document 50 continuing education hours per 3 year cycle for recertification. The areas recommended for professional development are consistent with the Charlotte Danielson Teacher Frameworks.

HOW DOES THE INDIVIDUAL EDUCATOR PLAN FOR AND DOCUMENT GROWTH TOWARD RECERTIFICATION?

WHAT ARE THE NEW HAMPSHIRE DEPARTMENT OF EDUCATION REQUIREMENTS FOR RECERTIFICATION?

According to 512.02 (d) (4), each certified educator shall develop a three-year individual professional development plan as follows:

The plan shall

- Focus on and provide evidence of, increased student performance
- Satisfy the requirements in Ed 500
- Describe how the plan is linked to the Master Plan
- Reflect on the content of the district's curriculum, areas of certification, state frameworks, and national standards, as related to an individual's expertise
- Describe how the plan addresses the teacher competencies in ED 610
- Include activities for both personal and professional growth and school improvement
- Includes a component for self evaluation

Consistent with ED 512.04, in developing the three year plan, every educator applying for renewal of his or her professional credential must establish goals that will help them acquire the following number of hours in each of the following categories. SAU #9 recognizes that professionals have the option of either following the traditional gathering of hours for recertification through job embedded professional development, establishing goals that will be evaluated through a portfolio presentation, or some combination of the two mentioned processes. Ultimately, either of the aforementioned processes will be equated to hours to be utilized to fulfill criteria for recertification.:

1. A minimum of 75 hours of approved professional development activity every 3 years
2. A minimum of 45 hours of the total hours required shall be devoted to approved professional development activities to meet district needs, school goals, and/or school improvement plans
3. A minimum of 30 hours of the total hours required shall be devoted to approved professional development activity in each subject area and/or field of specialization, which shall include the knowledge requirements of ED 512.02 for which re-certification is sought; and
4. In addition to the requirements in 1, 2, and 3 above for each endorsement thirty hours shall be devoted to approved professional development activity in each subject area and/or field specialization

WHAT APPEAL PROCEDURE IS IN PLACE?

An appeal procedure is available in cases where the individual educator wishes to appeal

- either the principal's or designated evaluator's decision on the three year IPDP
- or decisions related to the awarding of credit for hours
- or decisions regarding differences between professional/district/and school goals

The appeal process is as follows:

- First line of appeal- Educator puts the concern in writing and schedules a meeting with the principal or designated evaluator to discuss concern. This is followed by a principal or designated evaluator's review and decision with rationale in writing.
- Second line of appeal- Educator forwards documentation of the above process to the Assistant Superintendent. The Assistant Superintendent makes a decision and responds in writing to the educator including a rationale for the decision.
- Third line of appeal- Review of the decisions above by the Superintendent. A response will be given in writing including a rationale for the decision. This decision will be binding.

Decisions at each level of the process will be returned in a timely manner.

At any stage of the process, an educator is encouraged to attend in person in order to provide clarification.

WHAT RESOURCES ARE AVAILABLE TO ASSIST?

Through the Professional Development Committee, the SAU #9 will schedule teacher workshops to assist teachers in developing three year plans and documenting ongoing implementation. The SAU #9 New Teacher Orientation will also include information about the process for all teachers new to the district.

Each SAU #9 building has representation on the Professional Development and Curriculum Committees. These members are knowledgeable about the process of developing and implementing a three year Individual Professional Development Plan according to state guidelines. Local building staff can share models of effective plans, assist individuals in completing plans, and/or refer individuals to others within SAU #9 and beyond who can field specific questions problems.