SAU 95
Master Plan
Activities

SAU 95 Windham

Professional Development Master Plan
June 30, 2018 - June 30, 2023

Updated June 30, 2018

FORWARD

This document represents a plan designed to articulate the expectations, responsibilities, and opportunities for professional growth and recertification.

This manual covers all certified personnel in Windham and complies with the New Hampshire State Recertification Standards.

This represents the work of the following people: 2017-2018

Professional Development Committee

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SAU #95 PDMP
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SAU 95 PDMP
Section I

Statement of Purpose

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Purpose

The purpose of professional development is to continuously improve instruction and student learning. It consists of both individual and organizational responsibilities.

Through an alignment of curriculum, instructional practices and assessment, students will achieve the outcomes that are identified in each community and articulated in the standards.

Beliefs upon which the SAU #95 Professional Development Master Plan (PDMP) is based:

- All students and teachers can learn and perform at high levels.
- All students, regardless of race, culture, and gender, are capable of learning core academic subjects.
- Teachers facilitate the learning of students.
- The quality of teaching instruction directly impacts the outcomes of student's skills.
- Teaching is a complex job and involves reflecting on practice, making judgments and monitoring students' progress.
- Sharing responsibility among colleagues yields better outcomes than individual courses of action.
- Informed decisions based on data yield better results.

Key Components of Individual Professional Development

- Enhances student performance, attitudes, experiences and citizenship
- Strengthens personal commitment to a maximum growth process leading to effective change.
- Renews, refreshes, and broadens one's ability for new learning.
- Promotes reflection on new knowledge which can be incorporated into everyday classroom practice.
- Supports creative risk- taking and innovative explorations which are tied to student achievement.
- Sustains on-going study of the teaching and learning processes.
- Reflects school and district goals for instructional improvement.

Key Components of Organizational Professional Development

- Incorporates school and district goals.
- Recognizes and addresses diverse learning needs of students.
- Encourages risk taking, mutual trust, and support within the learning community.
- Engages in job embedded programs.
- Provides opportunities for best practices, reflection, and feedback.
- Focuses on collaborative analysis of student achievement.

Links between High Quality Professional Development (HQPD), Professional Competence, and Student Achievement

The critical role played by professional development is recognized at the national level. The U.S. Department of Education identified 10 principles of high-quality professional development to serve as guidelines for schools. These principles reflect and embody what research identifies as best practice for professional development opportunities

"Characteristics of High-Quality Professional Development
Based on a review of the literature, high-quality professional development exhibits the following five characteristics:

1. Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation
2. Focus on core content and modeling of teaching strategies for the content
3. Inclusion of opportunities for active learning of new teaching strategies
4. Provision of opportunities for collaboration among teachers
5. Inclusion of embedded follow-up and continuous feedback

These characteristics of high-quality professional development are consistent with those identified by researchers (e.g., Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman & Yoon, 2001) and organizations, such as Learning Forward – formerly the National Staff Development Council (Darling-Hammond et al., 2009) – and the Council of Chief State School Officers (Blank & de las Atlas, 2009)."
(From the National Comprehensive Center for Teacher Quality, February 2011)

High Quality Professional Development:

1. Focuses on teachers as central to student learning, yet includes all other members of the school community
2. Focuses on individual, collegial, and organizational improvement
3. Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community
4. Reflects best available research and practice in teaching, learning, and leadership
5. Enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
6. Promotes continuous inquiry and improvement embedded in the daily life of schools
7. Is planned collaboratively by those who will participate in and facilitate that development
8. Requires substantial time and other resources
9. Is driven by a coherent long-term plan
10. Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

Using these principles, the SAU #95 school district is infusing more job-embedded activities that promote collegial study and support the school improvement plans. The traditional model of professional development, focused on an accumulation of clock hours and activities that were usually individual workshops, were not always connected to the classroom. SAU #95's plan recognizes that true professional improvement comes with inquiry, reflection, and sharing strategies with colleagues. Educators who share their personal competence in certain professional areas, help improve their colleagues' knowledge and skills. Educators who focus on student achievement and ask questions about student learning, develop new strategies which improve their professional practice. The principles of high quality professional development help secure the focus on student achievement.

The link between professional development and instructional practices ultimately translates into improved student learning. This relationship has become the foundation of any effective professional development plan. SAU #95 recognizes this and is shifting its PDMP away from a traditional model to one that is based on the 10 principles of HQPD.

Supporting the District and School Improvement Goals

The SAU #95 Professional Development Master Plan outlines the process that certified educators align individual professional development goals with those of their schools and district. They analyze a variety of data to determine their own professional development goals.

The Windham School District uses Kim Marshall: Supervision and Evaluation to promote a common understanding of high professional standards. This framework serves as a foundation for teachers' professional growth plans and for observation and evaluation of teachers' work by school administrators.

Certified Educators develop an annual plan consisting of goals and objectives aligned with both school and district goals. These goals are identified in discussions with the building administrator and are annually reviewed. Teachers are responsible for showing evidence of progress being made toward achieving these goals. This process is aligned with the State of New Hampshire's recertification guidelines. Teachers are involved with, and held accountable for, continuous improvement of their practice. Professional development initiatives are linked to both recertification and performance evaluation. This process acknowledges educators as professionals and enables them to take responsibility for demonstrating professional growth in a meaningful way.

The School Board establishes district goals and school administration establishes school goals to support those district goals. Administrators, School Councils, and staff give input into developing individual school building goals.

Philosophical Statement: Why educators are expected to participate in HQPD.
High Quality Professional Development connects educators to results-driven instruction to help all students achieve. HQPD utilizes the knowledge and skills of the individual to build the collective capacity of the group/organization and to bridge the gap between research and practice in curriculum. Professional development is most effective when educators are engaged in a plan to achieve incremental improvements related to a set of common goals over a three-year period. Compelling evidence shows the difference in teacher effectiveness and student success with an approach that is driven by data to inform a results-oriented action plan.

Staff Expectations in Participating in High Quality Professional Development.
The expectation is that all professional and certified staff and certified paraprofessionals who are working full or part time will participate in this Master Plan. This includes the superintendent, assistant superintendents, business administrators, principals, assistant principals, district administrators, ESOL coordinators, technology coordinators, career and vocational teachers and counselors, Title I teachers, special education administrators, directors, department heads, counselors, social workers, teachers, media supervisors, specialists, school psychologists, and any other professional educators deemed appropriate by the Superintendent.

This plan also includes staff who are licensed such as OTs, PTs , and Nurses among others. The staff who are working on licenses, can incorporate much of their licensure requirements into this Master Plan in order to work on both simultaneously. There may be times when a Professional Development Activity for this Master Plan may not be able to coincide with a licensure requirement. This plan includes para-educators who hold certification from the N.H. Department of Education as a para-educator.

Certification, recertification, licensure requirements are ultimately the responsibilities of the educators and paraprofessionals. They are responsible for fulfilling the requirements of the Department of Education and/or their respective licensure board. The process outlined in this Master Plan is aligned with the requirements of the Department of Education and ED. 512 and is designed to help staff secure recertification.

Staff who are not paid as employees and are independent contractors or employed by other agencies are not included under SAU 95's Master Plan. They are responsible for their own certification in accordance with the procedures under the N.H. Department of Education.

Fulfilling Individual Professional Development Plans
Teachers will be trained in developing and fulfilling their annual, Individual Professional Development Plans (IPDP) that support their current job assignment. Professional Development Committee members, mentors, and administrators are all important in assisting the teacher in

fulfilling their plans. The IPDP can be merged with supervision and evaluation goals as acceptable to both systems. The IPDP process is explained in Section IV: Process and Requirements for Developing, Implementing and Documenting Completion of annual Individual Professional Development Plans.

SAU 95 PDMP

Section II

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PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee shall be composed of no less than eight (8) members as follows:

- 4 Certified Educators, one elected from each of the schools in Windham.
- 1 Paraprofessional who will represent all schools and is selected from the District instructional assistants.
- 1 Administrative Representative
- 1 Superintendent of Schools or designee (i.e.: Assistant Superintendent)
- 1 School Board Representative
- 1 Member who represent Special Education (Special Education Administrator)
- 1 Student Data Administrator
- The Assistant Superintendent will act as the Chair for meeting facilitation.
- Every certified staff member in SAU #95 is eligible for election to the Professional Development Committee. Committee vacancies shall be announced prior to the opening of each school year. If a vacancy occurs, the committee will request the group represented by the resigning member to select another representative to fill the unexpired term.
- The Professional Development Committee seeks input from parents and the community through a variety of ways. Each school has a School Council which is comprised of parents and teachers. These School Councils usually meet quarterly and professional development topics can be included as part of the agenda. These School Councils also represent the community. The Professional Development Committee representative is able to schedule items on the agenda when input is needed. The district also has an active PTA who gives important input. At the High Schools, students voice their concerns through the Principal's advisory group, School Board representation, student government and peer mentors. The district also has their own website (www.windhamsd.org) allowing the people in the community to log on and get information regarding the schools. Surveys are also conducted on an as needed basis.

Roles and Responsibilities of the Professional Development Committee:

Role Description

Professional Development Committee Representative

Goal:

To plan, promote, communicate, and evaluate high quality professional development for the school districts of SAU #95 and to monitor the implementation of the Professional Development Master Plan.

Requirements:

A full-time staff member who has worked in the district for at least one year. The ability to organize work tasks, communicates with faculty and administration, and collaborates with other committee members.

Stipend: as stipulated in Master Contracts

Functions of the Professional Development Committee:

1. To endorse the local Professional Development Master Plan, to revise and define professional development policy, and to submit the Plan to the NH Department of Education as required for approval.

2. To plan, approve and publicize in-district professional development activities. To keep up-to-date postings of PD activities at each school.

3. To review data, surveys, school goals, initiatives and teacher needs in planning workshops, courses or training both on a school basis and on a district basis.

4. To formally approve professional development activities for staff's re-certification compliance and school improvement goals.

5. To hear appeals from staff members aggrieved relative to the professional development process. To act upon grievances relative to professional development approvals, clock hour assignments, and goal setting process.

6. To communicate professional development business to other colleagues and to act as the conduit for PD business between the SAU and schools. To assist in communicating recertification status to teachers.

7. To act upon the recommendations of professional development subcommittees and district wide committees.

8. Orient staff on new professional development changes to the Master Plan.

9. Train and orient new staff members to the Master Plan requirements, and processes used for request approvals using *My Learning Plan* or other similar technology

10. Provide on-going evaluation to assess the effectiveness of the Master Plan and school or SAU sponsored professional development.

Role of Chair:
The Chair shall prepare agendas for the Professional Development Committee. Meetings will be held monthly. Minutes of these meetings will be recorded, approved, and distributed by the secretary.

Role of Secretary: rotating member
The secretary responsibilities for note-taking will be rotated among the PDC representatives for the monthly meetings.

Role of PDC School Members:
• Attends monthly meetings and all other meetings set by the chair.

- Serves on the professional development subcommittees.
- Reports to faculty.
- Solicits input from the faculty.
- Plans, promotes, communicates, and evaluates high quality professional development for the school districts of SAU #95.
- Reviews and approves Activity Approval and Completion Forms.
- Communicates with Administration regarding PD process.
- Assists colleagues with their individual professional development plan options outlined in the PDMP.
- Assists staff with the activity approval process and the use of *My Learning Plan*
- Monitors the implementation of the Professional Development Master Plan

Role of Administrator Representatives

The Administrator Representative will be the liaison to the District and SAU Leadership Team. He/she will represent the perspective of the Administrators during PDC meetings and assist the rest of the Administrators in implementing the PD process. They will also be the liaison to the school councils.

- **Role of Parent and Community Member**
  A person who represents parents of the SAU and/or the Community will attend meetings and help provide input in developing PD goals and activities. They will assist the Committee in providing the perspective of parents as it relates to PD goals, activities and process. They will help inform other community groups as needed, such as school councils and PTAs.

- **Role of Subcommittees**:
  To accomplish its goals, the Professional Development Committee may select certain representatives to work in subcommittees. For example, when it comes time to revise the Master Plan, the work might be done in a subcommittee and presented to the full committee for input and approval. It is important to gain consensus on revisions to the Master Plan. Changes connected to how SAU 95 conducts it professional development process can be made by consensus of committee members, if it is an internal process, forms or timelines which does not change the intent of the Master Plan content.

Process by which the Professional Development Committee developed the Master Plan.

In 2018, The Professional Development Committee (PDC) worked extensively on revising this Master Plan. They reviewed their current plan and envisioned the pieces they needed to add or revise. They reviewed the National Staff Development Standards in context, process and content areas. The PDC went through a visioning exercise that started with our beliefs and what High Quality Professional Development was. The PDC trained staff about the shift in thinking about using data and evidence rather than "seat time" for accounting for professional development. *My Learning Plan* also contains a data -base of activities so we can advertise activities geared to departments, schools and districts in a very clean way, not missing anyone. The schools can also enroll or register groups of people or the district staff in workshops or committees very quickly, thereby having immediate processing of completed hours. My Learning Plan has been used for 11 years, and it has become the routine way with which the SAU does activity approvals.

In 2018, the Professional Development committee reviewed each section of the PDMP, conducted surveys and made appropriate revisions. Staff and administrators were asked for input. SAU 95 does not offer significant changes to its PDMP for this current submittal.

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Section III

Statement of Purpose

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DATA COLLECTION, INTERPRETATION AND USE

DATA SOURCES Identify the types	COLLECTION Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	Responsibility and Decision Making What is the information being used for? How are results reported and to whom?
Staff Surveys	**Who: Superintendent, Assistant Superintendent, Directors, Professional Development Committee, Building Administrators** **How Often/When: Annually, at the end of each school year**	**Who: Superintendent, Assistant Superintendent, Directors, Professional Development Committee, Building Administrators** **Process: The Professional Development Committee writes and administers a Google Forms survey to staff.**	**The information is reported to the Professional Development Committee, district leadership, and building leadership.** **The information from the surveys is used to plan the professional development needs of staff for the upcoming school year and assess the support provided to staff for initiatives implemented during the school year.**

Student Assessment Data – (NHSAS; School Day SAT; PSAT)	**Who: Student Data Coordinator, Director of Student Assessment, Data Architect** **How Often/When: There is an on-going collection of data as results become available to school districts**	**Who: Director of Student Assessment, Data Architect** **Process: The Data Architect and Director of Student Assessment compile available student assessment data, and report to district and building leadership.**	**The information is being used to evaluate student performance and assess needs to improve student achievement. There is one major presentation of this information over the summer at the leadership retreat for district and building leadership. The presentation is aligned to, and supports, the schools and district goals.** **This information will also drive the focus of in-service professional development and other meeting times to ensure that the teachers and staff are highly trained, using best practices, and using data to track student achievement over time. This supports the K-12 curriculum.**

Student Assessment Data – (NHSAS; School Day SAT; PSAT; NWEA; aimsWebPlus)	**Who: School Data Teams, Building Administrators, Director of Student Assessment** **How Often/When: There is an on-going collection of data as results become available**	**Who: School Data Teams, Building Administrators, Director of Student Assessment** **Process: The School Data Teams have participated in district-wide data training and use protocols to analyze perceived areas of concern in the school**	**The information is being used to drive decision making regarding resources and staff based on student performance results.** **One way that the School Data Team can use this data is to monitor and evaluate curriculum and instructional practices as it impacts student learning. The School Data Team will also be referencing student dashboards to monitor student progress. If a problem of practice is identified, the building leadership will provide a structure to ensure consistent and continuous discussion about curriculum and instruction during PLC meetings.**

Dynamic Learning Maps (DLM) Alternate Assessment	**Who: Executive Director of Special Education** **How Often/When: There is an on-going collection of data as results become available to school districts**	**Who: Executive Director of Special Education, Special Education Administrators, Principals** **Process: The Executive Director of Special Education will analyze the results when they are receive.**	**The results along with multiple data points are used to make changes in curriculum or instruction, and to identify focus areas. Parents are provided with student reports.**
Use of formative assessments	**Who: Building administrators, Directors** **How Often/When: On-going throughout the school year during teacher observations and evaluations**	**Who: Building administrators, Directors** **Process: Through teacher evaluations and follow-up conversations with evaluator(s), teachers demonstrate how student understanding is assessed and how that data is used to drive instruction**	**The administrative team will use department meetings, teacher in-service and professional development days to ensure all teachers understand the value of formative assessments and have numerous forms they can utilize to assess student understanding.** **Building administrators and directors will also use the evaluation follow-up discussions to help teachers reflect on their progress toward their individual educator goals.**

PLC Meetings	**Who: Building administrators, Directors** **How Often/When: On-going throughout the school year during review of PLC agendas and notes**	**Who: Building administrators, Directors** **Process: Review of PLC agendas and minutes, discussions with team leaders as well as district leadership**	**The administrative team will take steps to develop norms to ensure efficient use of PLC time; provide appropriate curriculum resources; create and evaluate school schedules for appropriate instructional time; and evaluate and monitor curriculum pacing guides.** **The administrative team will also establish protocols, procedures, and structure for staff to analyze and discuss data in order to impact student learning. Assessment analytics software will be used by data teams and PLCs.**

Attendance	**Who: Teachers, secretaries** **How Often/When: Student attendance is entered into PowerSchool daily**	**Who: Teachers, building administration** **Process: The secretary reports and the Assistant Principal follows up with students who are absent or tardy. Teachers contact parents when students are not making progress and expectations are not being met.**	**Attendance is reported to students and parents per the school board policy and school's procedures outlined in the student handbook. Attendance is reported to the DOE annually. Student attendance may be used as part of student progress monitoring and as an additional data point during student support team meetings.**

Data related to IEP goals and objectives	**Who: Staff, Case Managers** **How Often/When: The schedule for which data is collected varies depending on the student**	**Who: Teachers, Therapists, Case Managers** **Process: Data is analyzed as collection is completed**	**The effectiveness of IEP goals and objectives are detailed on progress reports.**
aimswebPlus Data	**Who: Teachers, Building Administration, RtI Coordinators** **How Often/When: Testing is conducted for all K-5 students three times per year (fall, winter, spring) with additional progress monitoring for students identified for RtI and/or special education services**	**Who: RTI Teachers, Reading Specialists, Classroom Teachers, Special Educators, Administrators** **Process: Data interpretation takes place immediately following the administration of the assessment by RTI Teachers.**	**Assessment data is reviewed and intervention plans are developed by RtI teachers, in conjunction with classroom teachers and colleagues in PLCs. Reports are generated via aimswebPlus and can be used to inform instruction within the classroom, to identify students for Tier II and III intervening services and supports, and to monitor school-wide goals regarding student achievement. aimswebPlus is also used to screen students in Kindergarten, first grade, and ongoing as needed, in accordance with NH HB1644 writing intervention.**

Attendance Data	**Who: Teachers** **How Often/When: Daily, additionally. period attendance is taken at the high school**	**Who: Teachers and administrators look at patterns of attendance** **Process: The school secretary provides attendance reports to the assistant principal, who follows up with students marked absent or tardy. Teachers contact parents when students are not making progress and expectations are not being met.**	**Preschool attendance records are sent to Granite State Billing Services for Medicaid Reimbursement.** **Attendance data is reported to students and parents using the Student Information System and is provided on progress reports and report cards. Attendance data is also reported to the NH DOE annually. Attendance may be used to monitor individual student performance and is included as part of the decision making process for any possible retentions.**

Progress Report and Report Card Data	**Who: Teachers grade students on their work** **How Often: K-8 students receive 3 progress reports and 3 report cards per year (trimesters). High school students receive 4 progress reports and 4 report cards per year (quarters).**	**Who: Teachers** **Process: Teachers work in data teams in order to drive instructional decisions at the K-8 level.**	**Grades are reported to students, parents, and administration. Grade data is used to improve assessments and instruction to best engage students and promote their overall success. Grades serve as one tool to demonstrate student progress.** **Grades are used at the high school level to determine placement in classes with specific prerequisites, promotion to the next grade, and to track student progress over time.**

Phonological Awareness and Literacy Assessment (PALS)	**Who: PALS trained administrator** **How Often: PALS is administered during the month of May to incoming Kindergarten students.**	**Who: Teachers** **Process: Teachers collect, record, and score student performance. PALS assessment information is used to determine present levels of knowledge.**	**Kindergarten classroom teachers and administration review assessment data and use the information to note student achievement levels and as part of the placement process to create balanced classrooms for the upcoming school year.**

Fact Fluency Assessments	**Who: Classroom Teachers in grade 1 and 2, Math Department Heads** **How Often: Three times per year (January, April, and June) in grade 1. Five times per year (September, November, February, April, and June) in grade 2.**	**Who: Classroom Teachers** **Process: Teachers record assessment data on a detailed spreadsheet located on a shared network drive. Data is analyzed and student growth is monitored.**	**Upon completion of scoring and review by staff, results are made available to students and parents. Assessment data is reviewed and intervention plans are developed by classroom teachers, in conjunction with the support of colleagues in PLCs.**

Instant Words (High Frequency Words)	**Who: Classroom Teachers in grades K-2** **How Often: At the start of each school year and at the end of each trimester using the Fry Instant Word list. Kindergarten students will be responsible for the first 40 words by the end of trimester 3. All other grade levels are required to master 200 high frequency words each year.**	**Who: Classroom Teachers, Reading Specialists** **Process: Teachers record assessment data on a detailed spreadsheet located on a shared network drive. Interpretation of accuracy, reading fluency, and comprehension levels take place immediately following the collection of data. Data is analyzed and student growth is monitored.**	**Classroom teachers, interventionists, and administrators use high frequency words assessment data to assess student growth, to assist in the identification of RtI Tier II and Tier III students, and to inform classroom instruction. The data is reviewed each trimester and managed by the Reading Specialist.**
Running Records	**Who: Classroom Teachers in grades K-2** **How Often: Four times per year (September, December, February, and April)**	**Who: Classroom Teachers, Reading Specialists** **Process: Teachers record assessment data on a detailed spreadsheet located on a shared network drive. Interpretation of accuracy, reading fluency, and comprehension levels take place immediately following the collection of data. Data is analyzed and student growth is monitored.**	**Classroom teachers, interventionists, and administrators use Running Records data to assess student growth, to assist in the identification of RtI Tier II and Tier III students, and to inform classroom instruction. The data is reviewed each trimester and managed by the Reading Specialist.**

Fountas & Pinnell (F&P)	**Who: Classroom Teachers in grades K-5.** **How Often: Classroom teachers administer the F&P three times per year.**	**Who: Classroom Teachers, RtI Teachers, Reading Specialists** **Process: Teachers record assessment data on a detailed spreadsheet located on a shared network drive. Interpretation of accuracy, reading fluency, and comprehension levels take place immediately following the collection of data. Data is analyzed and student growth is monitored.**	**Classroom teachers, interventionists, and administrators use F&P data to assess student growth, to assist in the identification of RtI Tier II and Tier III students, and to inform classroom instruction. The data is reviewed each trimester and managed by the RtI Coordinator and Reading Specialist.**

NWEA	**Who: Classroom Teachers in grades 2-8** **How Often: Twice a year (fall and spring) for students in grades 2-7. Grade 8 students test in the fall only.**	**Who: Classroom Teachers, Special Education Teachers, RtI Coordinators, Administrators Process: The administrators analyze the school-level reports. Teaching staff reviews their grade, classroom, and individual student results.**	**The principals prepare reports, and review the results with teachers. Student reports are sent home to parents. The results are used to influence changes in instruction, and to identify focus areas for student, teachers, and the school.**

Common Math Assessments	**Who: Classroom Teachers in grades K-8** **How Often: Ongoing, throughout and at the end of each unit**	**Who: Classroom Teachers** **Process: Teachers review their assessment results in PLCs**	**The results determine whether expectations are being met. Results are discussed at PLCs, potential changes in curriculum and instruction to meet student needs are identified. Parents are notified of test results.**
Grade Distribution D, F, or I	**Who: High School Guidance Counselors** **How Often: Four times per year, after each report card**	**Who: High School Guidance Counselors and Curriculum Directors** **Process: The guidance department prepares a report of students who earned a D, F, or I (incomplete).**	**The high school guidance department analyzes the results looking for class and teacher issues. The Curriculum Directors analyze the results and address intervention strategies with teachers.** **Results are used to assist teachers in the planning and delivery of instruction and to assist students are struggling in classes. Some students may be referred to the Student Assistance Team for further analysis.**

Describe and elaborate on data use processes:

What structures and processes are in place to assure there are time and protocols to accomplish using data to improve curriculum, instruction and assessment? How is this information used to inform both district-wide and individual professional learning opportunities?

The district adopted its District Improvement Plan in September 2017. Throughout the process, many staff and community members were involved to create a vision and set actionable goals for the district. All of the data sources outlined in the data matrix are part of the District Improvement Plan. The Curriculum and Instruction goal of the district is to provide a comprehensive, accessible, and rigorous instructional program aligned with state frameworks and the common core comprised of curricula and instructional practices that are implemented and monitored effectively, and that lead to high levels of achievement for all students. The District Improvement Plan ensures there are both time and protocols to accomplish using data to improve curriculum, instruction, and assessment. Additional needs for professional learning opportunities that arise from any of these steps are communicated to district and building leadership, who are then responsible for creating additional training opportunities for staff.

Needs Assessments

Provide a description of the process used to:

a. **Identify student learning needs;**
b. **Determine individual educator goals;**
c. **Determine school or district goals**

Identification of student learning needs and goal setting occurs at multiple levels within the district. As outlined in the data matrix above, there is an annual review of the previous school year's student achievement with all the district and building administration. This overview highlights any differences in student performance from one year to the next, as well as any difference in achievement between selected populations (students with disabilities compared to the aggregate, for example). Once the district goals have been identified, the principals along with their leadership teams create the School Improvement Plans. The School Improvement Plans go into more details to explore and explain the needs of the school for the upcoming school year and outline the steps to improve achievement. From the School Improvement Plan, staff should be structuring their goals to best support their students. Staff can use available achievement data from the district overview, as well as a variety of sources including classroom reports available through NWEA and AimsWebPlus to support their goals.

During PLCs, educators should be working together to examine student work, and calibrate their grading practices. PLCs are another time when student learning needs are identified and the teams of educators and administrators can work to determine additional resources needed to support student learning.

EVALUATION

Professional Development Master Plan Evaluation

The Windham School District utilizes a reflective evaluation system to evaluate educator performance. The evaluation system includes goal setting and completion of evaluative rubrics. The evaluation system is aimed to provide a shared definition of the work educators do with students, fellow teachers, and within the community. Observations and rubric evaluations enable supervisors to develop and assess progress on the teacher's goals and identify areas for growth.

The Professional Development Committee continually monitors the implementation of the Master Plan. It will be the responsibility of the PDC to assure the degree to which the Master Plan accomplishes its purpose. Monitoring of Professional Development is imperative to remain current on the implementation of research based techniques to ensure continued educator growth and improving student learning.

Guskey and Roy suggest the following guidelines for evaluating professional development programs:

- Evaluation should be ongoing.
- Evaluation expectations and procedures should be explicit and public.
- Evaluation should be informed by multiple sources of data.
- Evaluation should use both quantitative and qualitative data.
- Evaluation should focus on all levels of the organization.
- Evaluation should be considerate of participants' time and energy.
- Evaluation results should be presented in forms that can be understood by all program participants and patrons.

Reflection is a process that is done at the individual educator level, at the school level and the District and SAU level regarding the professional development activities offered. This evaluation process is completed annually. The table below outlines the process used in SAU 95.

Level	Timeline? Who	Action	Guiding Questions
Individual	At the completion of a PD activity individuals complete a reflection of the activity. Individual reflections are compiled on My Learning Plan. (Teachers and Administrators)	Reflect on & Evaluate Activities and Prof. Growth Plans Review by Professional Development Committee Including Administrators	To what degree did it connect to our school or district goals? To what extent did the activity help me reach one of my personal goals? To what degree will what I learned in this activity have an impact on student success or achievement in my classroom or assignment? How do you plan to use what you have learned in your classroom or assignment?

School-wide	After a professional development activity Annual Professional Development Survey Collectively in the Spring by the Professional Development Committee (Administrators and PDC)	Review Activity Evaluation Forms and PDC meeting discussions and Administrative Reviews	Was the activity responsive to educators' needs? Was it delivered in an effective way? What are the next steps for this topic/activity? What could have been changed to make this better? Do you have any suggestions about presenters/trainers that you would recommend for the upcoming school year? Did it produce the outcomes that were intended?
District and SAU-Wide	At monthly PDC Meetings and after the District Wide PD day. Annual Professional Development Survey (Administrators and PDC)	Review Activity Evaluation Forms and review end of year Professional Development Surveys	How will what we did or what we learned and the resulting learner outcomes help direct us in District goal setting or designing activities next year? Were the activities responsive to educators' needs? Were they delivered in effective ways? How well attended were they? To what degree did they connect to the schools and SAU goals? Did they produce the outcomes that were intended? What were the feedback/evaluations on them? To what extent did we act as a professional learning community? What could have changed to make it better? What are the next steps for these topics/activities?

The preceding chart is a summary of the systematic approach we use in the evaluative process to determine the appropriateness, effectiveness, and level of success of our professional development plan.

The guiding questions help the district identify those activities that educators judged as helpful in achieving the goals. This process gives the district an idea of what PD activities are effective in reaching the school and district goals.

The school principals come together monthly to review the major PD activities done throughout the year. By reflecting on the activities, and getting educators' feedback, they are able to make informed decisions about future activities. During the retreat, guiding questions are asked of Principals, and they make judgments about appropriateness, effectiveness and level of success of the professional development plan. They make some determination about whether the activities

helped them reach the school goals. They review previous school and district goals and use this information to determine next year's targets, goals and activities.

The Professional Development Committee looks at the data from the previous year. They also make determinations about the appropriateness, effectiveness and level of success of our professional development plan. In the Spring, the PDC reviews the district wide Professional Development survey. Data from the survey is taken into consideration in regards to planning for enhancement of our professional development plan.

By Using *My Learning Plan,* the interactive web-based tool for tracking professional development, the PDC is able to introduce surveys to all staff at the same time to gather input and feedback regarding any issue. The PDC can also upload any rubrics or rating forms that it develops to assess the quality of professional development activities.
*see appendix

SAU 95 PDMP

Section IV

Statement of Purpose

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PROCESS AND REQUIREMENTS FOR DEVELOPING AND IMPLEMENTING AND DOCUMENTING COMPLETION OF IPDA

"MY LEARNING PLAN"

SAU 95 is using a web-based tool to assist educators in tracking their professional development activities and recertification hours. My Learning Plan in an interactive software that is available to educators and paraprofessionals through Internet access and secure logins. They keep their licensure information, personal goals, Individual Professional Development Plan, and Activity approval, completions and reflections all on their personal website account. They request activities through filling out an Activity Approval Request Form or a Course Request Form. They fill out their personal goals on the IPDP form. They select which option they will use to complete their activities on their IPDP. These forms are all included in the Appendix.

My Learning Plan (MLP) is valuable because it provides educators and paraprofessionals a place to have all this information organized in a concise way, and it allows them immediate access to their certification status. *MLP* also allows administrators to print out reports that show what activities have been done sorted by goals, content, or by purpose. It also allows for online approvals thereby reducing the time needed to approve activities. Updates of professional development hours are available to each educator, through their Internet portal in *My Learning Plan.* They have the report at their fingertips, which is in "real time" so educators will know the current status of their own recertification.

Newly hired staff and transferring credit for professional development hours.

Newly hired staff will have 90 days from the date of hire as signed on their contract, or from the start of the school year, to submit their approved professional development evidence from a previous public school district to Human Resources for approval. A form is provided to them on *My Learning Plan.* After that time, no transfer of hours previously attained will be allowed. Any corrections to hours that have been transferred has to be submitted to the Assistant Superintendent within 30 days after the approved transfer date.

In cases where new employees have not been covered under a school's professional development master plan, they need to submit a listing of activities with evidence of completion, and the Assistant Superintendent will award clock hours as is deemed appropriate. For employees who did not fall under a traditional clock hour system, the Assistant Superintendent will review the evidence collected in the portfolio and make a determinations as to the status of the clock hours or the project that will be accepted and transferred. The Assistant Superintendent will make the final decisions.

Staff who are entering into *My Learning Plan* in mid-cycle:

Staff who are hired into the district and are in mid-cycle will transfer the hours that they have accumulated from another district by completing the transfer process as described above. The approved activities are transferred in a "lump sum" under content areas and/or under school goals. Staff will finish their recertification requirements via MLP.

Requesting changes to allocated hours.
If educators wish to correct any errors made in MLP, it must be requested in writing to the PDC or the Assistant Superintendent. Any necessary changes must be made within 60 calendar days after the activity has been completed. Clock hours will not be reallocated or transferred between areas for the purpose of meeting recertification requirements, during the last year.

RECERTIFICATION PROCESS:

Certification is a condition of employment. It is the responsibility of each staff member to maintain and review records of his /her status in MLP, as it relates to New Hampshire's recertification requirements and his/her date of certification expiration.

Who will Participate?
The expectation is that all professional and certified staff and certified paraprofessionals who are working full or part time will participate in this Master Plan and develop an Individual Professional Development Plan (IPDP). This includes the Superintendent, Assistant Superintendent, business administrators, principals, assistant principals, district administrators, ESOL coordinators, technology coordinators, career and vocational teachers and counselors, Title I teachers, special education administrators, directors, deans, department heads, counselors, social workers, teachers, media specialists, school psychologists, and any other professional educators deemed appropriate by the superintendent. This plan includes instructional assistants who hold certification from the N.H. Department of Education as a para-educator.

Nurses and licensed professionals
This plan also includes staff who are licensed such as occupational therapists, physical therapists, school psychologists, speech therapists, and nurses, among others. The staff who are working on licenses can incorporate much of their licensure requirements into this Master Plan in order to work on both simultaneously. There may be times when a professional development activity for this Master Plan may not be able to coincide with a licensure requirement. Nurses, OTs, PTs, and speech therapists are not required to complete a portfolio unless they choose to.

PROCESS

1. Goal Setting:

Goals for developing the Individual Professional Development Plan (IPDP) are to be developed from:

(A)

a. **Analysis of student work**
b. **Analysis of student achievement data**
c. **A review of school or district goal**

(B)

a. **Knowledge of content area (s), subject or field of specialization, including requirements of individual certifications**
b. **Pedagogy and knowledge of learners and learning**

c. **Method and practice of teaching**
d. **Professional standards as referenced in the local evaluation system; and**
e. **Effective instructional practices related to school and district goals that increase student achievement**

District goals are set by the School Board in the spring and school goals are set by administrators during a reflective retreat before the start of the school year. The process for setting these goals is as follows:

Each educator will collaborate with his/her building administrator to mutually clarify, edit, and revise the goal(s) set forth in their Individual Professional Development Plan, (IPDP). This meeting will be held in September and/or October, each year. Each educator will be asked to create, at the minimum, two goals. All goals will be written in SMART format: Specific, Measurable, Attainable, Relevant, and Time-bound related to professional development needs. There may be times when educators are working on goals related to supervision and evaluation established by administrators, and those supervision goals take precedence. The IPDP should reflect those supervision goals. During progress monitoring, if it becomes evident that goals need to be adjusted, that is accomplished through a meeting with the administrator.

3. Individual Professional Development Plan (IPDP) Process

All certified educators need to complete an annual Individualized Professional Development Plan (IPDP) The IPDP is for the purpose of continuous professional growth and recertification. Each plan will be designed to support the current assignments of the educator with the ultimate goal of improving student learning. The goal(s) will support the educator's current teaching assignment, competencies and content-area standards; as well as, goals set forth by the school and district.

All educators will submit their IPDP indicating their choice of recertification option and goals using *My Learning Plan* by September 30, for approval from their administrators. Their Administrator will ask for more information, approve it or request a meeting in a timely manner. This approval is done on-line and if it is noted as "approved and in progress", it will carry the same weight as though it was approved in writing. The IPDP process should be concluded by November 30th.

The criteria used in approving the plan will include:

A. Correctly filling out the IPDP form
B. Selecting one of the options: 1, 2, or 3
C. Goals that are written in SMART format
D. Two goals related to professional development needs

Educators will keep a copy of their IPDP in their own professional file, and the original will be kept in *My Learning Plan.* The IPDP will include the goals, activities, choice of option, and timeline for accomplishing the goal. (See IPDP example from *MLP*) School administrators will approve the IDPD and at the end of each year be responsible for verifying and approving the

completion evidence. The criteria for verifying the evidence will be appropriately determined once one option for completing the plan is chosen.

Appeal of the IPDP

If there is a dispute or disagreement between the educator and administrator and the educator wishes to appeal the decision of the administrator, he/she will request an appeal in writing to the Assistant Superintendent, within 1 week of the final approval. The request must include the decision that they are appealing and the rationale for why they are appealing. The Superintendent will meet with the educator within 1 weeks' time of the receipt of the request to review the evidence. The Assistant Superintendent will render a decision within a week of the meeting and that decision will be final.

4. Choosing an option for recertification to complete activities

One of three options or methods for completing activities as outlined by the PD Master Plan will be mutually agreed upon and noted on the IPDP. This will be done by October 30th.
Educators must select one of the following three options to provide evidence of their growth in the knowledge of

- Increases in educator learning
- Growth in student learning and academic achievement
- Content area knowledge and pedagogy
- The individual, school, or district improvement goal(s); and
- Professional standards such as those in the local evaluation plan

a. Option 1: portfolio/project based (no hours tracked)
   The development of a body of evidence that documents job-embedded and/or professional development activities addressing the school and/or district goals and content areas;

b. Option 2: traditional clock hour and reflection activities
   An accumulation of a minimum of 75 continuing education units that documents job embedded and/or formal professional development activities addressing the school and/or district goals and content areas;

c. Option 3: hybrid; a combination of option 1 and 2
   A combination of less than 75 continuing education units and evidence that together document job embedded and/or formal professional development activities addressing the school and/or district goals and content areas.

5. Activity approval and completion

Educators submit requests for specific activities, cost reimbursements, and professional day(s) to a member of the PDC, administrator and director. They submit approval forms using MLP and other paper forms required by the district for reimbursement. ALL PROFESSIONAL DEVELOPMENT REQUESTS MUST BE PRE-APPROVED and submitted prior to the activity. If requests are not submitted for approval before the actual activity date, they will not be approved. Some considerations can be requested for specific case-by case reasons, such as an educator is asked to take someone else's place at the last minute. PD approval requests should be submitted 30 days in advance so the PD Activity Request Form

can move through the approval queues in MLP. Teacher who pay for courses and workshops before the approvals are given, do so at their own risk. Approval requests cannot be entered into MLP after the activity completion date, regardless of cost reimbursement.

Once the activity request form is submitted in MLP, Administrators make the decisions if the professional development opportunity is appropriate, whether the content meets the needs of job assignment, and whether the staff person can be excused from their job on the requested day(s).

Approval request appeals:
Educators cannot appeal a denial from their administrator or the SAU to attend the activity or for a request for a professional day. Appeals or disagreement concerning hours must be appealed to the Professional Development Committee, in writing, within 30 days of the completion of the activity. The PDC will make the final determination.

Activity completions and cost reimbursements:
After the activity requests are approved in MLP and educators attend the activity, educators submit completions verifications as stipulated in the timelines under each option. In order to complete activities in MLP, the educator must "mark it complete" and fill out the Activity Evaluation form on MLP. Educators should keep the certificate of attendance on file and be ready to show it, if they are asked by their administrators.

For cost reimbursements, educators print a checklist found in "My File Library", a copy of the PD Activity Request Form or Course Request form along with receipts of payments and grade reports or certificates of attendance and submit the packet to the SAU for any approved cost reimbursements. In some instances when mileage is approved, a" map must be included showing the mileage to and from the activity. (Typical mileage is given from the school or office to the event and back) Receipts for tolls and parking must be included. Staff should always keep a copy for their own records.

Completion timelines:
It is expected that educators will be prompt in submitting their online activity completions and reflections in MLP and receipts for financial reimbursement to the SAU Business Office. Staff members have 90 days from the completion date of the activity or when course grades or transcripts are posted to submit their reimbursements to the business office, and/or finish activity completions online using MLP. After this date, the educator loses their entitlement to hours, credit and reimbursement, as the activity expires, and cannot be processed.

All costs will be reimbursed within the same fiscal year as when it was requested, so at the end of the school year, the 90 days is reduced to 0 by June 30. If activities are not completed in MLP and completion packets are not submitted to the SAU by June 23, activities will be removed from MLP approval queues, without cost reimbursements. The only exception are for courses or workshops that span the June-July fiscal years. Activities that do not require cost reimbursement will be dropped from MLP approval queues if they are not marked complete by June 30 or if they have already expired. MLP approval queue "cleaning" is done every summer.

6. End of the three-year recertification and IPDP completion:

In the final year of recertification, all IPDP work must be concluded by February 14th, in order to meet the review timelines. All educators who are up for recertification may meet with their administrators to review the evidence of completion of certification requirements as outlined in this document. Final summaries or portfolios must be submitted between January 1 and March 1 as requested by their

administrators, so appropriate determinations can be made and appeals can be heard if there are any disagreements. (Administrators may adjust this timeline, as long as it is not any earlier). Educators will provide evidence of the professional learning gained over their three years through a portfolio, traditional clock hours, or a hybrid of both through the following evidence:

a. the completion of job-embedded or formal professional development activities,
b. the reflection on the total experience and the resulting professional learning,
c. the contribution of that learning to the fulfillment of their assignment and their IPDP's for each year of employment in the recertification cycle.

Meetings will be held with administrators, if needed, during the month of February. Criteria used to determine if the IPDP's were successfully completed are based on the documentation of successful completion of:

A. the Demonstrations of Skills,
B. a) the 30 hours in each endorsement and 45 in school/district goals, if Option 2 or
b) successful completion of the project/portfolio if option 1 or 3.
C. the comprehensive summary reflecting on the total experience and the resulting professional learning.
D. the extent to which the educator was able to fulfill their IPDP goals.

Administrators will review the recertification documentation to determine if the educator met the recertification requirements. Administrators will notify educators who have not met the requirements under the Professional Development Master Plan by March 15 and identify what has to be done for subsequent approval. Appeals of those determinations need to be written indicating what is being appealed and why, and given to the Assistant Superintendent by March 30th. The Assistant Superintendent will meet with the educator to view the evidence and notify the educator of the appeal decision by April 15th. His/her decision is final.

7. Completing the recertification process for the Department of Education:

Once the educator has completed his/her IPDP as determined by the Administrator, he/she must complete the SAU 95 Recertification Determination Form and attach the required documents to it. The administrator signs it signifying approval and submits it to the Human Resource Department at the SAU. This process should be completed by the date given by the Human Resources Department, usually in February.

Recertification determinations will be made by the Assistant Superintendent or her designee by using the online process provided by the State Department of Education. Technically, educators have until June 30th to meet the DOE's recertification timelines, but job contracts may not be issued, if the educator has not met the District's timelines.

The Human Resources department will complete the online process with the Department of Education. Once this step is completed, the educator will be notified by the Human Resources Office. At that time, educators will be able to log into the DOE's website using their secure username and password to complete the recertification transactions. This last step should be done in a timely manner during the month of May.

8. Submitting the new certifications to the SAU:

All educators and licensed staff must submit a copy of the new certification to their principal and SAU for file documentation. In some cases originals will be requested if copies cannot be read or if they have been altered. Consequences of not meeting the District's and/or State's requirements of recertification can include voiding an educator's employment contract or adding more costs or requirements to the educator from the State Department of Education.

NOTICE

The PDC can revise the timelines, forms or processes needed in this PD Master Plan for recertification purposes. Educators will be notified of changes to the timelines, forms, or processes through MLP information and news notices, faculty meetings notices, or school-wide emails.

PLAN REQUIREMENTS: DEMONSTRATION OF SKILLS

All educators will have to give evidence of a demonstration of skills and knowledge as discussed below.

The Master Plan includes a requirement of application of skills and learning. Once, during the three-year cycle, educators will have to include a demonstration as described below. Supervisors will pre-approve the demonstration and determine if the requirements have been met by reviewing the evidence submitted. This demonstration is not associated with any clock hours. **For all educators, specialists and counselors whose assignment includes any student instruction, there is one requirement that can be met by a number of options:**

A demonstration of integrating technology into instruction:
The goal is to show how educators increased their own skills in using technology for instruction to support student learning. Educators should discuss their plans for achieving this demonstration with their supervisors during the goal setting process. It does not have to be stated as a separate goal. An observation report, lesson plan or final product can be used to show evidence of this requirement. Examples could include using the SMART Board while teaching, developing a WEB Quest for students, using presentation software to introduce a lesson, using new technological tools for math or science.

A demonstration of differentiating instruction inclusive of students with special needs:
The goal is to show educators' differentiation in the classroom. This can include ways in which they modify lessons or enhance lessons for students who are gifted and talented or students with various learning needs, as well. An observation report, lesson plan or final product can be used to show evidence of this requirement.

A demonstration of assessment:
The goal is to show how educators utilize either formative or summative assessment to improve student learning.

Demonstration of content knowledge:
The goal is to show how educators reflect a high level of content integration to engage their learners.

Or any other best teaching practice outlines by the district, administrators.

For educators whose assignments do not include direct teaching (i.e., administrators, counselors, therapists etc.) the demonstrations will include the following:

PLAN REQUIREMENTS: OPTIONS

Windham educators who are employed by the district or SAU have the choice of choosing from Options 1, 2, or 3. The staff will have the option of a project-based portfolio using Option 1 or 3. One of three options or methods for completing activities will be noted on the IPDP.

a. Option 1: portfolio/project-based (no hours tracked)
b. Option 2: traditional clock hour and reflection activities
c. Option 3: Hybrid; a combination of option 1 and 2.

Option #1: A project based on student learning. (Portfolio: no clock hours)
This option is available to all educators who are covered in Section I under the Master Plan. This option allows educators to develop and implement specific action research plans of innovation or improvement to the teaching and learning process in their classrooms, school, and/or district. It also provides educators with the opportunity to improve instruction in a project-based format. Educators who wish to try out a specific instructional strategy and evaluate its merit might chose this option and develop a two or three year plan. This option must relate and apply to student achievement and student learning.

The work of Option 1 would be kept and presented in a portfolio. Successful development of a portfolio of significant depth and breadth will be approved by the supervising administrator and through them the Superintendent of Schools. It will lead to recertification under the provisions of Ed. 512. The project plan will identify multiple objectives under one unifying theme. To ensure the local and state requirements for recertification are met, the administrative supervisor will approve the successful completion of the plan. Educators will receive a rubric from the evaluator documenting successful completion. All materials will be returned to the educator.

Teachers who leave the district prior to completion of his/her portfolio will have the opportunity to write a progress report and present the work that has been completed to the Assistant Superintendent who will then make a recommendation for assigning a designated number of CEU/PD hours for work completed. The appropriate number of CEU/PD hours will be transferred into to the MLP account. The professional leaving the district should print the appropriate licensure reports in MLP before their account becomes inactivated.

Projects may either be individualized or developed collaboratively with one other professional colleague, but each must submit his/her own portfolio. A collaborative project differs from an individual project in that it allows for two colleagues to work together for the purpose of sharing experiences, having ongoing dialogue, providing support for one another, as well as feedback, and technical assistance to develop and refine skills.

For those educators who have multiple endorsement areas, a portfolio will count towards the completion of all requirements for a recertification cycle. Clock hours are not counted in this option. Educators will need to identify the learning that will occur in the project, and how it will address the specific content areas of the educator. There does not need to be a direct link between the specific project and the content area, but there should be some work toward each content area in that project. For example, a PE teacher with endorsements in Physical Education, General Special Education and Elementary Education, chooses a project

implementing a new wellness unit or curriculum. In order to cover the other two areas, the project should entail how he/she differentiates instruction. This will address a) the special education endorsement and b) the demonstration of learning requirement. The portfolio could also include any research that was done to supplement materials for diverse learners. Data could be given to show how students with special needs performed in comparison to the typical students. If this project is geared to elementary education students, then most endorsement areas have been addressed. The demonstration of using technology in instruction can be shown in the portfolio, thereby addressing all recertification areas and Demonstration of Skill requirements.

All activities associated with the IPDP or project that require professional days, release time or costs must be approved by the building administrator and the school's or district's PD representative, in accordance to this Master Plan and District Master Agreements. The Superintendent or designee will also approve any requests for professional days and costs associated with activities or courses. In some cases, parental permissions will need to be obtained if a project entails an experimental type of intervention where a control group of students is required, or surveys containing sensitive information are used. In those cases, informed consent notifications will be completed similar to the ones found in formal Action Research projects.

Timeline for submitting the project proposal:
Educators, in their first year of a recertification cycle, will meet with their administrators for an initial conversation regarding the goals and the formulation of IPDP action plan in September and October. They will complete and submit an initial proposal describing their project to their administrator by October 30, using *My Learning Plan*. There will be approximately a two-month window given to educators and their administrators to collaborate and draft a final project. All project proposals need to be submitted to the supervising administrator by December 15. There is no appeal to this IPDP planning process.

Progress monitoring:
In the spring, educators will schedule a time to meet with their administrator to review the progress of the project and portfolio. They will submit their project/portfolio progress form by May 1, using *My Learning Plan.* Administrative reviews of the project/portfolio will be done, at the minimum, by June 1, every year. In the final year of recertification, the final submittal of portfolios will be done by February 1, and the portfolio evaluation using the rubric from the administrator will be concluded by March 1, so recommendations for recertification can be made to the Superintendent.

Appeals of portfolio/project-based completions:
Evaluations of portfolio evidence will be done through a rubric used by the administrators. They will make the determination of whether educators have met the PDMP requirements for recertification to the Superintendent of Schools, based on the project and portfolio completion. Any appeals of an Administrator's determination will have to done in writing and received by the Superintendent by March 30th, or an educator loses his/her ability to appeal. The final determination will be made by Superintendent by April 15th and will be made in writing.

Elements of a Portfolio:
In general the portfolio is an organized way to keep track of the journey that the educator is taking for the project or intervention. This project has student learning at its foundation and covers a time span of at least two years. There is some flexibility to these sections for educators who are not directly working with students. This sheet may be modified each year, as the Professional Development Committee updates and revises the portfolio process. Administrators will review the project and portfolio giving feedback on sections that need improvements or clarifications.

DESCRIBE THE SEQUENCE OF ACTIVITIES AND DUE DATES

Timelines for: Option 1 Project-based / Portfolio

Year	Action	Deadline	Who
Year 1 (newly hired)	Transfer of PD hours/credit from previous employment. (does not count towards Option 1)	With 90 days of date contract is signed by the Board Chair	Educator submits evidence and Transfer Request Form to the Assistant Superintendent/Human Resources
Year 1	Initial meeting with Administrator for discussion of Self-evaluation, selection of Goals and Action Plan and choice of Options	By September 30	Educator meet with supervising administrator
Year 1	**Choice of Option 1- Portfolio**	By October 30	Educator submits Project Proposal building principal
	Approval of proposal draft using Option 1	By November 15	Administrator approves
	Engage in activities for Option 1 (Requests for approvals of activities requiring release time, professional days and costs, using MLP.)	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using MLP & SAU forms
	Year 1 Progress Monitoring of project. Educator submits progress forms to Principals	By May 1	Educator submits progress forms to Principals
	Administrator approves and gives feedback on progress	By June 1	Administrator approves and gives feedback on progress
Year 2	Engage in activities for Option 1 Check in with administrator:	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using MLP & SAU forms
	Year 2 Progress Monitoring of project Check in with administrator (April)	By May 1	Educator submits progress forms to Principals
	Year 2 Progress Monitoring of project feedback.	By June 1	Administrator approves and gives feedback on progress
Year 3	Engage in activities for Option 1 Check in with administrator: (Oct)	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using MLP & SAU forms

	Demonstrations of skills must be complete	December 1	Educators use MLP Demo Forms and rubrics and add evidence to the Portfolio
	Meet with Administrators to discuss and view evidence of the completion of the project, the Portfolio and IPDP	By January 31	Educator meets with supervising administrator to review project evidence and Portfolios. Revisions can be made based on input.
	Reflective Evaluation of project	By Feb 1	Educator evaluates project
	Submit Portfolio project.	By March 1	Administrator evaluates portfolio with rubric found in My File Library
	Feedback provided by Principal	By March 15	Administrator provides feedback and determination
	Appeals to the Superintendent	By March 30	Educator submits written appeal
	Appeals determined	By April 15	Superintendent written notification
	Submittal of recertification using on-line Department of Education process	By April 30	Educator completes online forms and sends money to the DoE.
	Submit new certifications to the SAU	June 30	Educator sends a copy to the SAU

Timelines for Individual Professional Development Plan: Option 2 (Traditional Clock Hour) For those staff who are on a new recertification cycle

Year	Action	Deadline	Who
Year 1	Transfer of PD hours/credit from previous employment. (does not count towards Option 1)	With 90 days of date contract is signed by the Board Chair	Educator submits evidence and Transfer Request Form to the Assistant Superintendent
Year 1	Initial meeting with Administrator for discussion of Goals, Action Plan and choice of Options for recertification	By September 30th	Educator meet with supervising administrator
Year 1	**Choice of Option 2**	By September 30	
	Submittal of year 1 IPDP on *My Learning Plan* for administrator approval	By September 30	Educator submits IPDP on MLP
	Approval of IPDP using Option 2	By September 30	Administrator approves using MLP
	Engage in activities (Requests for approvals of activities and release time, professional days and costs, using MLP & SAU forms)	ongoing	Educator submits activity requests
	Reflection on the IPDP	By June 1	Educator reflects on year-long professional development opportunities.
Year 2	Submittal of year 2 IPDP on *My Learning Plan* for administrator approval	By September 30	Educator submits IPDP on MLP
	Approval of IPDP	By September 30	Administrator approves using MLP
	Engage in activities for professional development.(Requests for approvals of activities and release time, professional days and costs, using MLP & SAU forms)	Ongoing	
	Reflection on year 2 IPDP	By June 1	Educator reflects on year-long professional development opportunities.
Year 3	Submittal of year 3 IPDP on *My Learning Plan* for administrator approval	By September 30	Educator submits IPDP on MLP
	Approval of IPDP	By September 30	Administrator approves using MLP
	Engage in activities for professional development.(Requests for approvals of activities and release time, professional days and costs, using MLP & SAU forms)	Ongoing	
	Reflective Evaluation of IPDP	By February 14	Educator submits Reflective
	Development and submittal of the Demonstration of skills form	By February 14	
	Evidence and written determination if requirements submitted to administrator	By March 1	Administrator evaluates Reflective Evaluations & portfolios and gives written determination to educator
	Appeals to the Assistant Superintendent	By April 1	Educator submits written appeal
	Appeals determined	By April 15	Assistant Superintendent written notification
	Submittal of recertification forms	By April 30	Educator completes online forms and sends money to the DoE.
	Submit new certifications to the SAU	June 30	Educator sends a copy to the SAU

Timelines for Individual Professional Development Plan: Option 3 (Hybrid Combination of Project-based/Portfolio and Clock Hour)

For those staff who are on a new recertification cycle

Year	Action	Deadline	Who
Year 1 (newly hired)	Transfer of PD hours/credit from previous employment. (can count toward the traditional portion of Option 3: Hybrid)	Within 90 days of date contract is signed by the Board Chair	Educator submits evidence and request to the Assistant Superintendent
Year 1	Initial meeting with Administrator for discussion of Needs Assessment, selection of Goals and Action Plan and choice of Options	By October 31	Educator meet with supervising administrator
Year 1	**Choice of Option 3**	By October 30	
	Final Submittal of IPDP on *My Learning Plan* for administrator approval	By December 15	Educator submits IPDP on MLP
	Approval of IPDP using Option 3	By January 1	Administrator approves using MLP
	Engage in activities for Option 3 (Requests for approvals of activities requiring release time, professional days and costs, using MLP.)	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using MLP.
	Year 1 Progress Monitoring of IPDP Check in with administrator (April)	By May 1	Educator submits Progress Reflective Summaries on MLP.
	Year 1 Progress Monitoring of IPDP	By June 1	Administrator approves and gives feedback on Progress using MLP
Year 2	Engage in activities for Option 1 Check in with administrator: (Oct)	ongoing	Educator submits requests for approvals of activities, release time, professional days and costs, using MLP & SAU forms.
	Year 2 Progress Monitoring of IPDP Check in with administrator (April)	By May 1	Educator submits progress to Principals
	Year 2 Progress Monitoring of IPDP	By June 1	Administrator approves and gives feedback on progress.
Year 3	Engage in activities for Option 1 Check in with administrator: (Oct)	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using MLP & SAU forms.
	Demonstrations of skills must be complete	December 1	Educators use MLP and add it to the Portfolio
	Meet with Administrators to discuss and view evidence of the completion of the project, the Portfolio and IPDP	By January 31	Educator meets with supervising administrator to review project evidence and portfolios. Revisions can be made based on input
	Year 3 Reflective Evaluation of IPDP	By Feb 1	Educator submits Reflective Evaluation on MLP, and final portfolios to Administrators
	Year 3 Evaluation of IPDP evidence and written determination if requirements were met	By March 1	Administrator evaluates Reflective Evaluations & portfolios and gives written determination to educator
	Appeals to the Superintendent	By March 15	Educator submits written appeal
	Appeals determined	By April 15	Superintendent written notification
	Submittal of recertification forms	By June 30	Educators submits forms and money to the D. E.
	Submit new certifications to the SAU	June 30	Educator sends a copy to the SAU

DESCRIBE THE APPEALS PROCESS TO BE USED

Recertification Appeals:

Administrators will review the recertification documentation to determine if the educator met the recertification requirements. Administrators will notify educators who have not met the requirements under the Professional Development Master Plan by March and identify what has to be done for subsequent approval. Appeals of those determinations need to be written indicating what is being appealed and why and given to the Assistant Superintendent by March 30. The Assistant Superintendent will meet with the educator to view the evidence and notify the educator of the appeal decision by April 15th. His/her decision is final.

Approval Request Appeals (activity & hours):

Educators cannot appeal a denial from their administrators or the SAU to attend the activity or a request for a professional day. Appeals or disagreement concerning hours must be submitted in writing to the Professional Development Committee (PDC) within 30 days of the completion of the activity. The PDC will make the final determination.

Appeals of portfolio/project-based completions:

Evaluations of portfolio evidence will be done through a rubric used by the administrators. They will make the determination of whether educators have met the professional development master plan requirements for recertification to the Assistant Superintendent of Schools, based on the project and portfolio completion. Any appeals of an Administrator's determination will have to be done in writing and received by the Assistant Superintendent by March 30th, or an educator loses his/her ability to appeal. The final determination will be made by the Assistant Superintendent or the Superintendent by April 15th and will be made in writing.

DESCRIBE THE REQUIREMENTS FOR CERTIFIED PARAEDUCATORS TO RENEW THEIR CERTIFICATION. INCLUDE ANY FORMS/REQUIREMENTS FOR THE PARA-EDUCATORS

COMPETENCY				HOW ACQUIRED	Met	Not Met
Ed 504.05 Certification as a Para-educator II. The following shall apply to the certification of a Para-educator II:						
(a)	To be certified as a Para-educator II, an individual shall meet the following entry level requirements relative to education and experience:					
	(1)	Possess a high school degree or HiSET equivalent; and				
	(2)	Meet one of the following requirements:				
		a.	Hold an Associates' degree or a minimum of 48 college credit hours;			
		b.	Demonstrate a passing score on a nationally recognized assessment such as the ParaPro offered by ETS; or			
		c.	Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, and mathematics as evidenced by a formal assessment of a portfolio submitted by the individual, that demonstrates knowledge and skills in each of the following areas: 1) Professionalism; 2) Literacy; 3) Mathematics; 4) Child Development; and 5) Individualized instructional strategies; and		
(b)	The portfolio assessment may be managed by the department and administered by the department, the department's agents(s), or the local district; and					

COMPETENCY				HOW ACQUIRED	Met	Not Met
(c)	Qualifications for a Para-educator II shall include the following skills, competencies, and knowledge to be demonstrated by evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice:					
	(1)	As relating to professionalism, the individual shall demonstrate the knowledge of and ability to work under the direct supervision of a certified educator by:				
		a.	Interacting professionally in various and social group settings;			
		b.	Participating in ongoing professional development and self-evaluation;			
		c.	Applying constructive feedback to improve performance;			
		d.	Maintaining confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students;			
		e.	Reflecting on the effects of one's choices and actions on students, parents and others in the community;			
		f.	Understanding the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments;			
		g.	Assisting in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures;			
		h.	Functioning in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences;			

		i.	Communicating, following instructions and using problem-solving skills that will enable the individual to work as an effective member of the instructional team;			
		j.	Assisting with maintaining student records including using any technology employed by the district;			
		k.	Seeking help from appropriate sources as necessary; and			
		l.	Supporting the instructional choices made for students;			
	(2)	As relating to knowledge of literacy, the individual shall demonstrate competency at a level equivalent to the second year of college by:				
		a.	Reading and comprehending passages written in English;			
		b.	Identifying key elements in a written passage;			
		c.	Using standard spoken English correctly;			
		d.	Clearly communicating thoughts, ideas, information, and messages in both spoken and written language;			
		e.	Using language, style, organization, and format appropriate to the subject matter, purpose, and audience;			
		f.	Proofreading, editing and revising written works to ensure correct information, appropriate emphasis, form, grammar, spelling, usage, and punctuation; and			
		g.	Retrieving information from print and electronic resources;			
	(3)	As relating to instructional skills associated with literacy, the individual shall demonstrate the ability to:				
		a.	Assist students to use study skill strategies;			
		b.	Read aloud to students using appropriate phrasing and inflection;			

		c.	Help students explore literature as a source for understanding their own experience and those of others;			
		d.	Reinforce reading skills in small group or one-on-one settings;			
		e.	Use a variety of technologies, including assistive technologies, to help students develop reading, writing, and learning skills; and			
		f.	Use a variety of strategies to reinforce literacy skills including the essential components of reading and writing;			
	(4)	As relating to knowledge of mathematics, the individual shall demonstrate competency at a level equivalent to the second year of college by:				
		a.	Performing the 4 basic operations of addition, subtraction, multiplication, and division with whole numbers, positive and negative integers, rational and irrational numbers;			
		b.	Demonstrating the ability to estimate mathematical results;			
		c.	Using tables, graphs, diagrams, and charts to obtain or convey quantitative information;			
		d.	Choosing appropriate techniques to approach mathematical problems;			
		e.	Using quantitative data to construct logical explanations for real-world situations;			
		f.	Expressing mathematical ideas and concepts orally and in writing;			
		g.	Understanding the role of chance in the occurrence and prediction of events;			
		h.	Extracting key elements from a word problem and translate the information into accurate mathematical expressions; and			
		i.	Applying mathematical concepts to real life situations;			

(5)	As relating to instructional skills associated with mathematics, the individual shall demonstrate the ability to:				
	a.	Reinforce mathematical skills presented by the teacher;			
	b.	Assist in the review and evaluation of student work in mathematics;			
	c.	Use technologies to help students create charts, graphs, and projects that express mathematical ideas;			
	d.	Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills;			
	e.	Demonstrate how manipulatives can be used to represent and solve mathematical problems; and			
	f.	Use a variety of instructional strategies to reinforce mathematical skills;			
(6)	As relating to human development, the individual shall demonstrate understanding of:				
	a.	Developmental stages through which children progress from birth to age 21;			
	b.	Various risk factors that might prohibit or impede typical development;			
	c.	Different learning styles;			
	d.	The influence families have on childhood learning and development;			
	e.	Multiple intelligences;			
	f.	Various personality types; and			
	g.	The existence of a variety of developmental disorders and delays; and			
(7)	As relating to individualized instructional strategies, the individual shall demonstrate the ability, under the supervision of a professional, to:				
	a.	Implement various approaches to reading, writing, and mathematics;			

		b.	Use strategies and techniques for facilitating the inclusion of individuals with exceptional learning needs into various settings;			
		c.	Prepare and organize materials to support teaching and learning;			
		d.	Implement strategies that promote student independence;			
		e.	Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support student learning;			
		f.	Use a variety of instructional strategies appropriate to unique needs of the student;			
		g.	Respect diversity in cultural heritages, lifestyle, and value systems among children, youth and families when delivering instruction or support;			
		h.	Support and implement a variety of behavior management strategies to create a climate conducive to learning;			
		i.	Monitor and record student learning in a variety of ways, such as but not limited to: observation, conversation, and testing;			
		j.	Use approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student behavior;			
		k.	Use strategies that support strengthening appropriate social skills of students;			
		l.	Carry out activities to collect and document objective information about student strengths and needs; and			
		m.	Support and work within a tiered system of instructional services.			

Windham School District
IA Check List FY18
(To Be Submitted with any PD Reimbursement Request)

Name: _____ School: _____

Name of Course/Conference: _____

Date: _____ Year of reimbursement:

FY18 Phone Number (s) where you can be reached
_____

Please check off all applicable items that have been included in this packet.

_____ Mark your activity "complete" in MLP if applicable

_____ Print out your completion form from MLP if applicable

_____ Original, detailed itemized receipt (REGISTRATION ONLY), tuition: must state name of course and amount paid, etc.)

_____ Original Prior and Final Approval Form signed

_____ Official certification of attendance for workshops/conferences

_____ Grade report for courses

Please send all information to the following address:
MLP
c/o Donna DiZazzo
Windham High School
within one week of activity completion
(marked complete and all supporting documents attached)

PLEASE NOTE: IF YOU DROP A COURSE/WORKSHOP:
PLEASE SEND AN E-MAIL TO Donna DiZazzo at MLP@windhamsd.org

Thank You!

TO: Members of AFCME
FROM: Kori Becht, Donna DiZazzo
DATE: July 1, 2017
RE: FY 18 Procedures for Professional Development Course/Workshop Reimbursement

The following procedures must be followed for all reimbursement requests. Please refer to your AFCME Agreement for guidelines:

• Submit your request for approval into My Learning Plan if you are a certified Instructional Assistant or submit your request to your principal (be sure all dates and tuition amounts are correct, adjustments will take place at the SAU level for 75% allotment). These reimbursement request documents can be obtained in your main office. This will now go through the approval process which is as follows:

- ✓ School Principal
- ✓ SAU 95 Business Office
- ✓ SAU 95 Administration

• Your activity request is not approved for reimbursement until all three prior approvals have been made. Once the approval process has reached this point your request will stay in queue until you have finished your course/ workshop
• At the completion of your course/ workshop and when all paperwork is complete (including final grade), you will need to do the following within one (1) week of its completion:

- ✓ Go into My Learning Plan and mark your activity complete or send your original request with the prior approvals. These final approval requests will then have to follow the same approval thread as the prior approval.
- ✓ Submit your reimbursement packet with these supporting documents in the following order:
    1. District Checklist FY18 Cover Page
    2. Activity Completion Form (marked complete, MLP only) The original request completed and signed
    3. Original detailed receipts (no reimbursement without detailed original receipts) Courses must have course listed that matches the original request
    4. Official certificate of attendance (make sure that the hours requested match the hours completed on the certificate of attendance and highlight both)
    5. Official grade for course

• Send these forms in a complete packet to the attention of MLP c/o Donna DiZazzo Windham High School (clearly marked) within one week of course and supporting document completion

10-17-17

Windham School District Check List FY18
(To Be Submitted with any PD/Course Reimbursement Request)

Name: _____ School: _____

Name of Course/Conference: _____

Date: _____ Year of reimbursement: FY18 Phone

Number (s) where you can be reached: _____

Please check off all applicable items that have been included in this packet.

_____ I have marked my activity "complete" in MLP

_____ I have printed out my completion form from MLP

_____ I have included the original, detailed itemized receipt (for workshops, REGISTRATION FEE ONLY-Mileage is not a benefit in the new Addendum, For Tuition Reimbursement: I have submitted my receipt which states the name of course and the amount that I paid. My receipt shows a zero (0) balance.

_____ I have included my official certification of attendance for this workshop/ conference that I attended.

_____ I have included my grade report for courses

Please send all information to the following address:
MLP
c/o Donna DiZazzo
Windham High School
within one week of activity completion
(marked complete and all supporting documents attached)

PLEASE NOTE: In the event that your plans change and you do not attend your activity, please follow these steps:

1. Cancel the activity in MLP
2. Send a quick e-mail to MLP@windhamsd.org to notify them of the dropped activity.

*Remember that when you put an activity request into MLP, a purchase order is approved and earmarked with your name for the amount requested. FYI…MLP does not notify the business office when an activity is dropped. Thank you!

TO: All Windham Professional Staff
FROM: Kori Becht, Donna DiZazzo
DATE: June 21, 2017
RE: Procedures for Professional Development Course/Workshop Reimbursement

The following procedures must be followed for professional development and all reimbursements requests:

• Submit your request for approval into My Learning Plan (be sure all dates and tuition amounts are correct. This request now will go through the approval process which is as follows (could involve others depending on your position).

- ✓ Building PDC Representative
- ✓ School Principal
- ✓ SAU 95 Business Office SAU 95 Administration

• Your activity request is not approved for reimbursement until all prior approvals have been made. Once the approval process has reached this point your request will stay in queue until you have finished your course/ workshop. Remember that at this point a purchase order has been generated and funding earmarked for you in the amount requested.
• At the completion of your course/ workshop and when all paperwork is complete (including final grade), you will need to do the following within one (1) week of its completion:

- ✓ Go into My Learning Plan and mark your activity complete. From this completion page you must print a copy of this completed activity (clearly marked complete) and attach to your supporting documents. Once you mark this activity complete it will begin the final approval process which is the same as mentioned above.
- ✓ Submit your reimbursement packet with these supporting documents in the following order:
    1. District Checklist FY18 Cover Page with all fields completed
    2. Activity Completion Form (marked complete)
    3. Original detailed receipts (no reimbursement without detailed original receipts) Courses must have course listed that matches the original request reflecting a zero (0) balance. All conference and workshops registration fees reimbursed up to $200.00.
    4. Official certificate of attendance (make sure that the hours requested match the hours completed on the certificate of attendance and highlight both)
    5. Official grade for course

• Complete your evaluation form
• Send these forms in a complete packet (hard copy) to the attention of MLP c/o Donna DiZazzo at Windham High School (clearly marked) within one week of course and supporting document completion

FYI: Most correspondence will take place though e-mail so it is important to be mindful of any mail that comes from MLP@windhamsd.org. This is important all year especially in summer or the vacation weeks if you are expecting reimbursement.

For your convenience…
Professional Staff Updated Instructions for Reimbursement FY18, the Professional Staff Updated District MLP Reimbursement Checklist FY18 and the Addendum to the CBA can be found in My File Library on your MLP account

MLP Create New Activity - Request Form

Person Requesting Activity: | **School/Bldg:** | **Today's Date:** | **Date Entered in MLP:**

Basic Information

Activity Title:

Brief Description:

Activity Format: *(Select One)*

Committee Work	Early Release	Portfolio Activity	Other, please describe:
Conferences	Faculty Meetings	Study Group	
Curriculum Development	Mentoring	Teacher In-service	
Dept. Meetings	On-line PD	Workshop	

Category: *(Choose One)*

____ Content - *Teachers must Self-Register & Select Endorsement Area!* "User Can Edit Form" MUST be set to YES.

____ District/School Goals - In order to pre-enroll teachers, you *must* choose District/School Goals. This means that *teachers can NOT select a content area*.

Hours of the Activity (Total hours for all meetings, minus lunch if applicable):

Session Dates and Information

Total # of Meetings: For each meeting, indicate the date, times, & location. Use an additional form if more room is needed. (Ex. Sem1 dates on one form & Sem2 dates on another.)

#	Meeting Date	Start Time	End Time	Location
1.				
2.				
3.				
4.				
5.				

Provider Information

Provider(s) (*Note, if none listed, default will be WSD*):

Registration & Approval Settings

Allow staff to edit the form to enter Content? Yes / No

Max # Participants:

Any Registration Restrictions? Yes / No

If yes, to which school, dept. and/or group is this activity restricted?

Event this activity is part of: Early Release / Workshop Day / Other

Wait List? (Circle One) Yes / No **If Yes, # people allowed on wait list:**

Is the SAU Workshop Evaluation Form required? Yes / No

Instructor(s) /Committee Coordinator/Dept. Admin/Organizer - RESPONSIBLE for PRINTING OFFICIAL MLP ATTENDANCE ROSTER & Submitting official signed roster in a timely manner, for Hours to be awarded. For help with printing, if needed, please see your building Admin. Assistant/Secretary in charge of MLP.

Activity Instructor, Committee Coordinator, Organizer:
(Primary contact for questions)

For Curriculum or Committee Work, please list Members on the back of this form. *Remember*, for CONTENT, *members* must SELF-Register.

Goals and Objectives

Select the Goal or Objective this activity is most correlated to. Do NOT select ANY if Category is CONTENT.

Goal: Effective Instructional Practices
- ☐ Differentiating Instruction
- ☐ Integrating Technology

Goal: Highly Qualified Staff
- ☐ Keeping Current in Content Areas
- ☐ Mentoring Staff

Goal: School Climate and Culture
- ☐ Reducing bullying and improving discipline

Goal: Standards-based Curriculum
- ☐ Developing and Aligning Curriculum
- ☐ Implementing Common Assessments
- ☐ Standards Based

Goal: Student Support Services
- ☐ Health and Wellness
- ☐ Supporting Student Achievement

Goal: Using Data for Instruction & School Improvement
- ☐ Using Science NECAP, NWEA, SAT, Dibels, & SBAC

Goal: Increasing Student Proficiency
- ☐ Increasing Proficiency in Math
- ☐ Increasing Proficiency in Other Subjects/Disciplines
- ☐ Increasing Proficiency in Reading
- ☐ Increasing Proficiency in Writing

ARTICLE VIII - PROFESSIONAL IMPROVEMENT

A. **COURSE REIMBURSEMENT** — Full reimbursement will be made for up to nine (9) credits per contract period. To be eligible, a teacher must be enrolled in an advanced degree program. Reimbursement for four (4) credits per contract period will be made to any teacher who is not in a degree program. Cost reimbursement shall not exceed the University of New Hampshire's rate. The cost of the texts for the course are not eligible for reimbursement. Courses taken during the summer session may be applied to the previous year provided course approval has been granted by June 30 of the current school year. However, in no event shall the School District pay more than a total of $125,000 per contract year for all teachers under Article VIII(A) of the contract. In the event a teacher is denied reimbursement for a course or courses because the $125,000 cap on course reimbursement has been exhausted in one year, that teacher will be given first preference for reimbursement for a course or courses the following year.

B. **CONFERENCE REIMBURSEMENT** - Full time teachers shall be reimbursed for costs and mileage at the current IRS rate per mile, incurred while attending conferences and workshops that are curriculum oriented. Such conferences and workshops must be approved in advance by the Superintendent's office. After an employee has been reimbursed by the district for $600 per contract year, any additional conference, workshop or seminar expenses shall be eligible for reimbursement under the provisions of Article VIII(A)(1).

C. **TIMING OF FUNDS FOR COURSE REIMBURSEMENT** – Money budgeted for reimbursement for professional development and educational improvement will be divided in the following manner and course requests will be accepted on a first come/first served basis:

1. Fifty percent (50%) of the funds will be spent on courses which have been attended and completed during the period of June 26 – December 31.

2. Funds not expended during June 26 – December 31 will automatically be applied to the period covering January 1 – June 25.

3. Fifty percent (50%) of the funds will be spent on courses which have been attended and completed during the period of January 1 – June 25.

D. **SALARY SCHEDULE ADVANCEMENT** - College and/or university credits may be applied to both Professional Development clock hours and toward advancement on the salary schedule. Salary track changes will be made twice yearly (August and January). Teachers will notify the Superintendent of the pending change one year in advance. (By September 1 and February 1 of the preceding year). Such notice shall be in writing and will be confirmed by the Superintendent in writing.

Teachers who earn a master's degree shall carry with them all credits from their salary schedule bachelor lane status that are not applied to the master's degree. The non-applied credits shall be used for the purpose of salary schedule placement in the lanes that follow the master's lane in the same manner they were applied in the bachelor's lane.

E. **TGIF COMMITTEE** - The committee shall be composed of a school board member and an administrator selected by the District, four teachers selected by the Association, and a community member annually selected by the Committee's District and Association representative members. (A total composition of 7 members). The Committee Chairperson shall be responsible for informing the Superintendent's Office that their committee may meet the requirements of reimbursement. Committee members will be reimbursed for the meetings that they attend. The schedule and methods for reimbursement will be the same for all committees.

F. **TEACHER GRANTS AND INCENTIVES FUND** - An incentive program for both motivating and rewarding employees, and designing opportunities for work, achievement, and professional growth that will enrich the work experience while making important contributions to the district's programs will be instituted. It will be the intent of the Teacher Grant and Incentive Fund to compensate teachers for performing services and assuming responsibilities that support school district and building goals and that are beyond the usual high expectation for Windham classrooms.

The Fund will have two component areas, which will be funded and distributed with a total of $55,000:

1. Committee Service Program
2. Teacher Improvement Program

The administration will determine each year how much of the $55,000 will be allocated to each program.

A Teacher Grants and Incentives Program Committee is an integral part of this model. It should represent the stakeholders of the Windham educational community (board, community, administrators, and teachers) with a majority representation comprised of teachers.

Committee Service - Active participants on committees are eligible to receive additional compensation for their time and efforts. Such committees must serve the interest of multiple schools and include representation from multiple schools. Curriculum committees may meet these criteria, including those that primarily serve the needs of one building, such as Health Education. In order to be eligible, a committee must meet a minimum of ten (10) hours of formal meeting time between September 1 and June 30. Current Windham Committees that might be eligible include Professional Development, PERC, Communications, local planning groups, or curriculum committees. The rate of compensation shall be at $38.50 per hour of meeting time. Eligible committees will be determined by the Superintendent of Schools based on meeting eligibility criteria, availability of funding, and committee recommendation.

Teacher Improvement Program -Skills application monies are made available to teachers who acquire skills that have been identified by the Professional Development Committee as supporting the goals and priorities of the school and/or the district's education improvement plan. Assessments will be developed by the principal and will define the required standards for demonstrating these skills.

Additional skill development monies will be awarded to teachers who train colleagues to apply the same skills in their classrooms. Payment will be two hundred dollars ($200.00) for acquiring and using and two hundred dollars ($200.00) for sharing with colleagues. Ten thousand dollars ($10,000) is available for skills application for each year of this contract.

A week long summer workshop will be made available to teachers who will be compensated at a rate of $38.50 per hour for participation on all days of the program. These workshops will focus on improving teacher effectiveness, learning new successful teaching practices, and applying research to improving teaching and learning. They will be from three to five days in duration. The Windham representatives to Professional Development and the Superintendent will act as the planning committee that will identify, arrange, and oversee the summer workshop.

Application materials and procedures and grant awards will be the responsibility of the TGIF Committee with approval of the Superintendent.

DEMONSTRATIONS OF SKILLS REQUIREMENT

(once every 3 years for recertification, or for those who are licensed, during the license cycle)

All educators have to give evidence of 2 demonstrations of skills and knowledge. The Master Plan includes two new requirements of applications of skills and learning. Once, during the three-year cycle, educators will have to include two demonstrations as described below. Supervisors will pre-approve the demonstrations and determine if the requirements have been met by reviewing the evidence submitted. These demonstrations must be complete and assessed by supervisors by December 1, of the year of certification renewal. These demonstrations are not associated with any clock hours.

For all educators such as teachers, specialists and counselors whose assignment includes any student instruction, there are two requirements:

1. A demonstration of integrating technology into instruction

All Options will include a demonstration of integrating technology into student learning and instruction, applicable to each educator's assignment. The goal is to show how educators increased their own skills in using technology for instruction to support student learning. Educators should discuss their plans for achieving this demonstration with their supervisors during the goal setting process. It does not have to be stated as a separate goal. An observation report, lesson plan or final product can be used to show evidence of this requirement. Examples could include using the Smart Board while teaching, developing a WEB Quest for students, using PowerPoint to introduce a lesson, using new technological tools for math or science. It is hoped that teachers will demonstrate how they have grown in their skill, and not use a lesson with technology that was already a part of their established teaching routine.

2. A demonstration of differentiating instruction

All Options will include demonstration of differentiating instruction especially focused on students with special needs, applicable to each educator's assignment. This can also include ways in which they modify lessons or enrichment for students who are gifted and talented, as well. An observation report, lesson plan or final product can be used to show evidence of this requirement.

DEMONSTRATIONS OF SKILLS REQUIREMENT
(once every 3 years for recertification, or for those who are licensed, during the license cycle)

For educators whose assignments do not include direct teaching
(i.e., administrators, counselors, therapists etc.) the demonstrations will include the following:

1. A demonstration of integrating technology into their assignment.
The demonstration can be examples of using a new technology application to support their assignment and benefit students, parents, staff or the community. Examples could be learning to use Excel to help analyze test scores, conducting research using the ERIC database, compiling a bibliography for parents using internet search skills, setting up and maintaining a webpage for student and parent communication. It is hoped that educators will demonstrate how they have grown in their technological skill, and not demonstrate technology that was already part of their established routine.

2. A demonstration of how they support the needs of special education students and/or those who are gifted and talented.
Examples could include facilitating book studies with colleagues on the topic, disaggregating and analyzing test data, grant writing, implementing an initiative for behavior interventions, conducting parent or staff training, helping to facilitate enrichment activities, diversifying group therapy to meet individual goals, etc.

NH Certification Standards for Educational Personnel by Subject Area

Following is a sample of certification levels and endorsement areas, accompanied by their corresponding rule number as defined by the NH DOE.
Details for these and additional standards can be found at:

http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html

CHAPTER Ed 500

PART Ed 504 PROFESSIONAL CREDENTIALS

o Ed 504.01 Beginning Educator Certificate
o Ed 504.02 Experienced Educator Certificate
o Ed 504.03 Intern License
o Ed 504.04 Permission to Employ
o Ed 504.05 Certification as a Para-educator II
o Ed 504.06 Certification as a Para-educator I

PART Ed 506 CERTIFICATION FOR EDUCATIONAL LEADERSHIP & ADMINISTRATION

o Ed 506.01 Superintendent
o Ed 506.02 Assistant Superintendent
o Ed 506.03 Business Administrator
o Ed 506.04 Principal-Instructional Leader and Associate Principal Leader
o Ed 506.05 Curriculum Administrator
o Ed 506.06 District Administrator
o Ed 506.07 Special Education Administrator

PART Ed 506 CERTIFICATION FOR EDUCATIONAL PERSONNEL IN SPECIFIC AREAS

o Ed 507.01 Career and Technical Education Director
o Ed 507.02 Career and Technical Education Teacher
o Ed 507.05 Comprehensive Technology Education Teacher
o Ed 507.06 Guidance and Counseling Director
o Ed 507.07 School Guidance Counselor
o Ed 507.08 School Psychologist
o Ed 507.09 Visual Arts Teacher
o Ed 507.11 Elementary Education Teacher
o Ed 507.12 Reading & Writing Specialist
o Ed 507.14 School Social Worker
o Ed 507.15 Health Educator
o Ed 507.16 Physical Education Teacher
o Ed 507.17 ESOL Teacher
o Ed 507.18 Early Childhood Education Teacher
o Ed 507.19 Specialist in Assessment of Intellectual Functioning (SAIF)
o Ed 507.20 Library Media coordinator
o Ed 507.21 Library Media Specialist

- o Ed 507.22 Education Technology Integrator
- o Ed 507.24 Educator in Language Arts for Grades 5-12
- o Ed 507.25 Educator in Mathematics for Grades 5-8
- o Ed 507.251 Elementary Mathematics Specialist for Grades K-6
- o Ed 507.26 Educator in Secondary Mathematics for Grades 7-12
- o Ed 507.27 Social Studies Teacher for Grades 5-12
- o Ed 507.271 Social Studies Teacher for Grades 5-8
- o Ed 507.28 Middle Level Science Teacher for Grades 5-8
- o Ed 507.29 Science Teacher, General Requirements
- o Ed 507.30 Earth Space Science Teacher for Grades 7-12
- o Ed 507.31 Life Sciences Teacher for Grades 7-12
- o Ed 507.32 Chemistry Teacher for Grades 7-12
- o Ed 507.33 Physics Teacher for Grades 7-12
- o Ed 507.34 Theatre Teacher
- o Ed 507.35 Educational Interpreter/Transliterator for Children and Youth Ages 3-21
- o Ed 507.36 Classical Languages Teacher
- o Ed 507.37 Modern Language Teacher
- o Ed 507.38 Music Teacher
- o Ed 507.39 General Special Education Teacher
- o Ed 507.40 Special Education Teacher in Area of Intellectual Developmental Disabilities
- o Ed 507.40 Special Education Teacher in Area of Deaf and Hearing Disabilities
- o Ed 507.42 Special Education Teacher in Area of Emotional & Behavioral Disabilities
- o Ed 507.43 Special Education Teacher in Area of Specific Learning Disabilities
- o Ed 507.44 Special Education Teacher in Area of Physical and Health Disabilities
- o Ed 507.45 Special Education Teacher in Area of Blind and Vision Disabilities
- o Ed 507.46 Comprehensive Marketing Education Teacher
- o Ed 507.47 Comprehensive Business Education Teacher
- o Ed 507.48 Comprehensive Family and Consumer Science Education Teacher
- o Ed 507.49 Dance Teacher
- o Ed 507.50 Reading and Writing Teacher
- o Ed 507.51 Physical Science For Grades 7-12

Who is required to participate in SAU 95 Professional Development Master Plan?

The expectation is that all professional and certified staff and certified paraprofessionals who are working full or part time will participate in this Master Plan. This includes the superintendent, assistant superintendent, business administrators, principals, assistant principals, district administrators, ESOL coordinators, technology coordinators, career and vocational teachers and counselors, Title I teachers, special education administrators, directors, deans, department heads, counselors, social workers, teachers, media supervisors, specialists, school psychologists, and any other professional educators deemed appropriate by the Superintendent. This also includes staff who are licensed such as OTs, PTs , and Nurses among others. The staff who are working on licensure can incorporate much of their licensure requirements into this Master Plan in order to work on both simultaneously. There may be times when a Professional Development Activity for this Master Plan may not be able to coincide with a licensure requirement. This plan includes para-educators who hold certification from the N.H. Department of Education as a paraprofessional.

Certification, recertification, licensure and HQT requirements are ultimately the responsibilities of the educators and paraprofessionals. They are responsible for fulfilling the requirements of the Department of Education and/or their respective licensure board. The process outlined in this Master Plan is aligned with the requirements of the Department of Education and ED. 512 and is designed to help staff secure recertification.

Staff who are not paid as employees and are independent contractors or employed by other agencies are not included under SAU 95's Master Plan. They are responsible for their own certification in accordance with the procedures under the N.H. Department of Education.

SAU 95 Portfolio Progress Form

Please complete this form if you are doing a portfolio project. It summarizes the progress you are making and is due each Spring. Please save it to your computer and email or give a hard copy to your administrator.

Name:

Date:

School:

Project Title:

Please give a summary on what you have accomplished this year towards your project. (Think of the steps you have taken: ex: selecting the idea, writing the proposal, researching, conducting pre-intervention steps, conducting the intervention, collecting evidence, completing the analysis of the data, finalizing the portfolio.)

Identify any problem areas you are experiencing, or changes you think you need to make.

Principal signature: Date:

Comments/Notes:

March 2017

Name: _____ **School:** _____ **Date:** _____

CHECK ONE: □□Teaching Portfolio or □□Administrative Portfolio

CHECK ONE: □□Option 3: Hybrid or □□Option 1: Full Portfolio

Supervising Administrator: _____

Recertification Cycle Years: _____

List all recertification Endorsement Areas to be covered by this project:

_____

A. Project Name: _____

B 1. Student Learning Focus Area: _____

B.2. School or District Goal to which this corresponds, if applicable: _____

C. Description of the problem being addressed: _____

_____

D. 1. Description of the intervention and strategies to be used: _____

_____

D. 2. If this will cover multiple endorsement areas - How I will integrate my other endorsements into this project: _____

_____

E. Projected outcomes and how they will be measured: _____

F. Research Evidence: What makes this an effective strategy?

G. Examples of surveys, tests, permission slips and forms to be used with students.

H. Other comments to help explain your project: _____

_____

_____

Save this as a document as shown: RWilson Project Proposal 20016-2017
(First Initial Last Name Project Proposal year of cycle)

Print it out and make 1 copy. Send <u>both</u> to your administrator for approval. He/she will return one with his/her approval signature or ask to meet with you for further discussion. He/she will keep one for his/her file.

Signed: _____ **Date Submitted:** _____

Administrator Approval: _____ **Date Approved:** _____

SAMPLE:
Project Proposal for Recertification Portfolio

Name: Gloria Teacher **School:** WPS **Date:** October 1, 2016

Supervising administrator: Mr. Smith, Principal ☐Teaching Portfolio or ☐Administrative Portfolio

Recertification cycle years: 2016-2018 ☐Option 3: Hybrid or ☐Option 1: Full Portfolio

List all recertification Endorsement Areas to be covered by this project:
1811 Elementary Education and 1900 General Special Education

A. Project name: Student Conferencing for Writing

B.1. Student learning focus area.
I will be using the 6 Traits Writing Program in my classroom instruction. I will also be using a new strategy of conferencing with students about their writing.

B. 2. School or District Goal to which this corresponds:
This fits well under our District goal of having cohesive and consistent curriculum and improving student writing.

C. Description of the problem being addressed.
I want to improve my students writing skills. Last year, 18 out of the 26 students achieved a level 4 in their writing prompts, but 8 were still on level 3 or lower. Currently we use the Basal Program to instruct writing. I have been learning more about the 6 Traits program and had training this summer. I want to use this instructional approach in my classroom. I also have been learning about the benefits of conferencing with students to improve their metacognitive skills in learning to write well. By doing these 2 strategies, I think my student's writing skills will improve so 90 % are scoring at a 4 or above.

D.1. Description of the intervention and strategies to be used.
In the fall of 2008, I plan to research best practices in student conferencing and gather information from a variety of national and local resources. I will pre-test the students on their writing skills using the January Writing Prompts. I will take the bottom 20% (5-6 students) and set up 15 minute conferencing time to meet with each of them 2 x per week from January to May. I will use a conferencing checklist that will be developed after I conduct the research. I will then post test them with a writing prompt in June and see what the difference is. I will ask 2 other teachers to score these 6 pieces of writing without names, to see how close I was in being objective. I will use specific strategies that are recommended through the research. All students will be introduced to the 6 Traits of writing during my LA class time. In the summer, I will reflect on the results and write up a conclusion based on my results. In the Fall of 2017. I will share my results with my grade team and department. My portfolio of my project, student examples and research will be complete by January 2018.

D 2. If this will cover multiple endorsement areas: How I will integrate my other endorsement areas into this project:

I want to improve the skills of students who are below standard and I know that 3 of them are on IEPs. Two of these students have Language Learning Disabilities so I will investigate and research strategies to use in writing for these 2 students. I will incorporate these strategies into my teaching as much as possible. I will also use exemplars as a way to help all students picture what their writing should look like for each trait.

E. Projected outcomes and how they will be measured.

1. 90 % of the students will score a 4 or above in writing by June 2017.
    a. Measured by blind scoring from at least 2 other teachers.
2. All students will be able to identify what the 6 traits of writing are.
    a. Measured by an oral test in May and verified on a checklist.
3. 100 % of the students on IEPs will improve their writing by at least one rubric point.
    a. Measured by the final writing prompt.
    b.

F. Research evidence: what makes this an effective strategy?

I will gather the research about effective instructional practice for student writing conferences. I will gather information about writing strategies for students with special needs and language disabilities. I will use State resources at the Department of Education, the Online Writing Center at Purdue University, the ERIC database and our special education department.

G. Examples of surveys, tests, permission slips and forms to be used with students.

I have none at this time (10-1-08) . I will show the administration the informational letter to go home with parents before I start the conferences. I will also include the Conference Checklist in my portfolio.

H. Other comments to help explain your project:

My main goal is implementing student conferencing for a select group of students, but I will use the 6 Traits as an approach and a way to talk to students about their writing.

Save this as a document as shown: GTeacher Project Proposal 2016-2018
(First Initial Last Name Project Proposal year of cycle)

Print it out and make 1 copy and send both to your administrator for approval. He/she will return one with his/her approval signature or ask to meet with you for further discussion: He/she will keep one for his/her file.

Signed: _____ **Date submitted:** _____

Administrator Approval: _____ **Date:** _____

PD Opportunities Quick Reference Guide

Event/ Opportunity	Hours	Who Enters Hours	Time Frame	Notes
Student Teacher	20 Hours	Supervising Teacher	Beginning of student teaching.	
Mentoring	20 Total Hours - 12 Hours Fall - 8 Hours Spring	Admin Assist. Creates activity	Fall & Spring Entries	Special Situation: Mentor & Mentee self-enrolls to put in hours for content specific hours
PLC	10 Hours	Admin. Asst. at each school- twice a year		
Summer Curriculum Hours				
Presentation Preparation	2:1 ratio 2 hours of preparation for each hour presentation	Teacher		
Opening Day	1 hour	Admin Assist.	Breakfast and Meeting	
Professional Book Reads	Cap 10 hours	Teachers	Prior to starting book	May also be a "group" book read. In the case, Admin Asst. would enter activity and teacher would self-enroll.
District PD Day	10 hours for planning and presentation with an additional 5 hours for that day's activities	Presenter – Enters 10 hours for Content Admin Asst. – Enters 5 hours for Goals	Presenter hours must be marked complete to receive hours. Goal hours awarded by Admin Asst. soon after completion of activity day.	
Webinar	Cap 10 Hours	Teacher – Content or Goals	Entered prior to start of webinar. Approved after marked complete and certificate of completion is uploaded or survey submitted.	Please download the certificate of completion form, complete & then upload to your file library. Then attach to the activity form prior to marking complete.

SAU #95 PDMP
Recertification Completion and Determination Form

Name: _____ Recert. Year: _____ School: _____
(Please print)

Endorsements *(Please list all)*: _____

Please Check One: Option 1 □ Option 2 □ Option 3 □

Part I:

A. I have completed my Individual Professional Development Plan.
□Attach a copy of the Individual Professional Development Plan found in My Learning Plan.
□Attach a copy of the MLP Reflective Summary of the IPDP .

B. I have completed my Demonstrations of Skill and Knowledge
□Demonstration of Skills Approved in MLP

C. I have completed at least **30 clock hours** in ***each*** **content area** I have. (Only for Option 2 or 3)
□Attach the MLP Licensure Report for Content Areas.

D. I have completed **45 clock hours** in supporting **school/district goals**. (Only for Option 2)
□Attach the MLP Licensure Report for School/District Goals.

E. I have completed my portfolio. (Only option 1 or 3)
□I have submitted my portfolio for evaluation.

I certify that I have met the professional development requirements as outlined in the SAU #95 Professional Development Master Plan.

Educator: _____ **Date:** _____
(Signature)

** Make a copy and submit the original packet to your Principal.*

Part II. Administrator's Determination:

I have reviewed the evidence submitted and attest that this educator □ **has**, □ **has not** adequately completed the professional development requirements as outlined in the SAU #95 Professional Development Master Plan.
A re-submittal will need another Determination Form attached over this one, when it is resubmitted. In addition, if " has not" is selected, what must be revised or added?

Renewals of BEC licenses are no longer upgraded to an EEC based solely on experience. Please indicate if the educator has been evaluated as effective or above according to the local evaluation system, for two consecutive years, and the educator has been employed full-time, for three years under an educator credential (teacher, administrator or specialist).

□**Yes (effective 2 year and employed 3 years)**
□**No (educator will be renewed under BEC)**

Administrator: _____ **Date:** _____
(Signature)

Assistant Superintendent: _____ **Date:** _____
Dr. Kori Alice Becht

SAU #95

Request to Transfer Professional Development Activities from Previous District

In order to transfer the activities or "clock" hours, the activities must be approved or sanctioned by the Professional Development Master Plans of other public schools or districts. An official report which summarizes the activities and hours that were obtained during the recertification cycle will be accepted upon approval from the Assistant Superintendent. If no report exists, or if a person did not participate in a public school's Professional Development Master Plan, all activities will be considered only if certificates of attendance or transcripts are included. If the previous district used a portfolio process instead of counting clock hours, the employee must make an appointment with the Assistant Superintendent and show its connection to student achievement, school goals and improved content knowledge and skills.

New employees have 90 days from the 1st day of school (or from the date of hire, if they are hired during the school year) to request to transfer their activities or they forfeit their ability to do so. **The Activities must be associated with either improving the person's knowledge and skills in their content or subject area, or supporting the improvement goals of the school or district.** The Assistant Superintendent will make the final determination of what is accepted.

Download, print and fill out this form and attach it to the back-up reports or materials you have. Submit them to Kori Becht at the SAU.

Name: _____ Date: _____

Date hired: _____(contract signed) NH Recertification 3-year cycle dates: _____
Ex: 2017- 2020

New Position: _____ Grade(s) _____

School:(check off one) ☐GBS, ☐WCS, ☐WMS, ☐WHS ☐SAU

Previous School: _____

Town: _____ State: ____

Previous Assignment:_____ Grade(s):_____
(position and content)

Please describe your activities on the form on the following page.

SAU #95

Request to Transfer Professional Development Activities from Previous District

No.	Title of Activity and Brief Description	Dates of Activity	Select only one 1) **Content** knowledge (identify which area) 2) Supporting **School Goals?** (does not relate to content)	Clock hours Insert the hours earned	Approval Please Leave Blank
EX	EXAMPLE EnVision's Training	12/10/09	☐Content: Elem ED 1811 ☐School Goals	6	
1			☐Content: _____ ☐School Goals		
2			☐Content: _____ ☐School Goals		
3			☐Content: _____ ☐School Goals		
4			☐Content: _____ ☐School Goals		
5			☐Content: _____ ☐School Goals		
6			☐Content: _____ ☐School Goals		
7			☐Content: _____ ☐School Goals		
8			☐Content: _____ ☐School Goals		
9			☐Content: _____ ☐School Goals		

(Copy and complete extra pages as needed) **(Version: March 2017)**

Attach all reports from your previous district or certificates of attendances or transcripts and submit to the Assistant Superintendent at SAU #95.

SAU #95

Option 1 and 3: Evaluation Rubric for the Project-based Portfolio

School : _____ Highlight the box which corresponds to your rating. Add your notes and fill in the rating on the following page

Teacher:_____ **Administrator:**_____ **Date:**_____

Sections		1. Emerging: *Not Acceptable*	2. Proficient: *Acceptable*	3. Distinguished: *Exemplary and a model to follow*	Evaluator Notes
I. Information	Name, assignment, school, recertification year, endorsement areas, table of contents, other personal information you wish to include	Information is missing or not clear.	All information is included.	All information is included, extra information is included to help explain the project.	
II. IPDP Plan	Individual Professional Development Plan includes A. Need Assessment B. IPDP w/ SMART Goals C. End of cycle reflection of the IPDP goals.	Information is missing or not clear or not in SMART format.	Plan is complete. Goals are in SMART format and the goals and the Needs Assessment link to project.	Plan is complete, and includes a comprehensive reflection. Goals are in SMART format and the goals and the Needs Assessment link to project.	
III. Project Description ***Before you start the project*** *Use the Project Proposal Form to complete this section.* *Approvals for all surveys to be used by students must be given.*	Project Proposal Abstract: A. Project Name: Title B. Student learning focus area. C. Description of the problem being addressed. D. Description of the intervention, and strategies to be used. E. Projected outcomes how they will be measured. F. Research evidence: what makes this an effective strategy? G. Examples of surveys, tests, permission slips and forms to be used with students.	Information is missing, or the project is not strongly focused on to student achievement, or the research is weak. Examples do not take student equity or confidentiality into consideration.	All information is included. The project connects to student achievement in the classroom and the outcomes are measurable. There is a description that the strategy or intervention is researched based. Examples comply with NCLB, equity and confidentiality requirements.	The Project goal is substantial and can inform the practice of other teachers. The Abstract includes all areas and it is clear, and well written. The project includes research from at least 3 different perspectives, and at least one nationally known researcher. Examples comply with NCLB, equity and confidentiality requirements.	
IV. Project Intervention ***While you are doing the project***	A. Log of activities or intervention describing the steps that were actually followed. B. Reflection summaries or journals of the intervention experience. C. Explanations of mid-course corrections that were made, if needed, and why.	Information is missing, or the log of activities is too brief, or the supporting student evidence is not linked to the outcome, or evidence is not substantial.	All areas are included. The documents are comprehensive and fully explain how the project went. The data is presented so it can be easily followed in tables or charts. The supporting student evidence is used to support the	The logs, reflection summaries, and mid-course corrections clearly contain questions and critical thinking. The data includes use of excel charts, and graphs and statistical analysis. The supporting student evidence is coded such that it shows examples	

SAU #95

Option 1 and 3: Evaluation Rubric for the Project-based Portfolio

	D. Data and explanations of the data: Ex: surveys, charts, graphs to show the results. E. Student evidence, or samples of work to show the intervention.		intervention outcomes.	of intervention outcomes.	
V. Conclusion	The "So What?" A. The reflective summary indicating to what extent this project met the IPDP goals, the student outcomes and how it impacted student learning, B. The completion of job-embedded or formal professional development activities, C. The reflection on the total experience and the resulting professional learning, D. The contribution of that learning to the fulfillment of your assignment.	Information is missing. The IPDP goals were not strongly connected to the project outcomes. The refection was not analytic nor substantial.	All information is included. Refection includes critical thinking about the whole experience relating to the IPDP goals, student learning, and the local assignment.	Refection includes critical thinking about the whole experience relating to the IPDP goals, student learning, and the local assignment. Reflection also links back to the research and it adds to the contribution of the professional practice of teaching	
VI. Demonstrations of Skills	A. Evidence of technology integration in the classroom. B. Evidence of differentiating instruction	(A) or (B) was not done to acceptable standard.	Evidence that (A) and (B) was done.	Evidence that (A) and (B) were embedded into to the project.	
VII. Evidence of Professional Development	A. Job embedded professional development relating to the project B. Traditional PD activities relating to the project	No evidence of professional development.	Evidence that professional development was done.	Evidence and reflection of how the PD that was done helped to influence the project.	

7 sections x 3 = 21 possible points.

Fill in the rating number below and meet with the staff member to review the evaluation

_____ Ratings: 1-12- Unacceptable, teacher did not meet the standard under the PD Master Plan requirements. The SAU cannot recommend the teacher for re-certification.

_____ Ratings 13-18- Acceptable, teacher did meet the standard and did meet the PD Master Plan requirements. The SAU can recommend the teacher for re-certification.

_____ Ratings 19-21 Exemplary, teacher went beyond the standard and did meet the PD Master Plan requirements. The SAU can recommend the teacher for re-certification.

Signature of Administrator: _____ Date: _____

Signature of Teacher: _____ Date: _____

Any appeals of an Administrator's determination will have to be done in writing and received by the Superintendent by March 15, or an educator loses his/her ability to appeal. The final determination will be made by the Superintendent by April 15th and will be made in writing.

SAU #95

Request to Take Workshop as a Course Information

Name:_____

School:_____

Date:_____

Workshop Title: _____

Please respond to the following questions if requesting to take a Workshop as a Course then upload and attach this file to your PD Activity Request form in MyLearningPlan.

1. How will you share the information you will get from this activity with staff?

2. What do you intend to do with the information you will be learning from this workshop?

3. How does this workshop connect to school and district goals and your own personal goals?

State of New Hampshire, Department Of Education Bureau of Credentialing

101 Pleasant Street
Concord, N.H. 03301
Tel: 603-271-2409
Fax: 603-271-4134
cert.info@doe.nhgov

PROFESSIONAL GROWTH REQUIREMENTS FOR PARAEDUCATORS

All certified New Hampshire Paraeducators who are not enrolled in an approved professional development plan are required to submit evidence of satisfactory professional growth and the **NON-REFUNDABLE $25.00** renewal fee to the Bureau of Credentialing for renewal. The check should be made payable to the **State Of New Hampshire.** This applies to current and expired Paraeducator licenses.

Professional growth is the acquisition of additional information or skill related to one's role as a Paraeducator. It consists of such activities as college courses, local in-service seminars or workshops, institutes, independent study and research. While we recognize the value of work experience and volunteer activities in one's personal growth, these experiences do not in themselves constitute professional growth for recertification purposes. However, if one receives training for such experiences, that training may constitute growth if it relates to improved performance as a paraprofessional.

A minimum of Fifty **(50)** continuing educational units of paraprofessional growth is required during the three years preceding the date of application for recertification. Participation in growth activities must be documented **AND** verified. One continuing educational unit equates to one clock hour.

EXAMPLES OF ACCEPT ABLE PROFESSIONAL GROWTH ACTIVITIES

The following list describes acceptable professional growth activities and appropriate verification of those activities:

1. **WORKSHOPS, CONFERENCES, SEMINARS, SYMPOSIA, IN-SERVICE TRAINING, ETC:** Submit dates, explanation of topic and verification of participation on a certificate or letterhead of the sponsoring organization.

2. **COLLEGE COURSE{S}:** Submit transcript or grade report and a course description. If a course is taken for credit each awarded semester hour of credit equals 15 educational units. If you are auditing a course, you will need written verification from the instructor on college letterhead as to topic(s) and time spent in class.

3. **RESEARCH:** Submit topic(s) outline, bibliography and an explanation of how the information will be used in a classroom or curriculum. Estimate the educational units spent in research.

4. **PROFESSIONAL READING:** Submit a bibliography with a description of the knowledge gained through this reading and how this knowledge will be useful to you in a classroom. An estimate of educational units spent must also be provided. Video courses or self-teaching activities will be considered under this area.

5. **WRITING PROFESSIONAL ARTICLES:** Submit a copy of the published article, or draft submitted for publication, and an estimate of clock hours spent.

6. **TRAVEL:** Submit a description of the trip and several classroom activities resulting from your travel demonstrating how the activity would be used in the classroom.

7. **CURRICULUM/PROGRAM DEVELOPMENT:** Submit a copy of the curriculum, or unit of instruction, and an estimate of educational units spent in preparing it. Include goals, objectives, sample activities, and evaluation strategies.

8. **OBSERVATION:** Submit a log of actual hours spent observing activities germane to your certification. Observation time must be verified by staff member(s) observed. The log should be accompanied by an explanation of what was learned and how it will be used.

Persons not currently employed in New Hampshire schools, who desire to maintain their educational certification, may submit professional growth to the Bureau of Credentialing. All hours necessary for professional growth must be submitted together. Partial submittals will be returned. Persons who are currently employed in New Hampshire will submit professional growth activities to their