

**Fremont School District
SAU #83
Master Plan for Professional Development
2012-2017**

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1. Introduction

The Fremont School District, SAU #83, currently represents one (1) PreK-8 elementary school, known as Ellis School. The Fremont School District sends its high school students to Sanborn Regional High School as part of a contractual agreement with the Sanborn Regional School District, SAU #17.

The plan presented herein was prepared by the Professional Development Committee. Members who contributed to this plan include:

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Jill Leveille, Elementary Case Manager
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Sara Dolan, Paraprofessional
John Herrmann, Science Teacher
Sherri Ficker, School Secretary (Recertification Liaison)
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1.1 District Mission Statement

The mission of the Fremont School District, in partnership with the parents and community, is to ensure that students achieve their full potential through educational excellence in teaching. Students will be able to apply their knowledge to solve problems and think critically, both independently and working cooperatively with others. They will acquire a “thirst to learn,” develop a strong confident character, show empathy for others and value community involvement.

1.2 Statement of Purpose

The purpose of this staff development plan is to provide guidance and structure to facilitate and inspire educators as they continue learning and growing as professionals. This master plan provides procedures and tools which are intended to promote individual teaching goals and the collective goals of the district. This plan broadens the options available, encourages embedded professional development, provides the opportunity for participation in professional learning communities, and acknowledges the importance of self-evaluation and the local evaluation system in the professional development process. Procedures for collecting and interpreting relevant student and teacher data are outlined in this plan. Furthermore, this plan provides teachers with flexibility allowing learning goals to be analyzed, modified, and achieved according to teachers' and students' individual and collective needs.

The Fremont School District values professional development as fundamental to the success of the district. Professional development increases educators' knowledge and expands professional skills. It deepens understanding and appreciation for the varied needs of students, thus enhancing the capacity to facilitate the success of all students. This Professional Development Master Plan has been written to provide the structure and means through which educators continue to improve their professional competency while completing the New Hampshire recertification requirements in ED 512.

Therefore, in conjunction with the New Hampshire Department of Education's Professional Development Master Plan guidelines, a committee was established to develop a new SAU 83 Professional Development and Recertification Master Plan.

1.3 Overview of Options

Fremont's educators will have four options for developing a comprehensive 3-year individual professional development plan:

Option 1—Traditional Model (Clock Hours)

Complete the minimum of 75 clock hours in accordance with ED 512.02 with 30 hours for each endorsement area and 45 hours in the remaining **major professional development components** as listed below:

- Knowledge of Subject/Content Area (30 hours)
- Knowledge of Learners and Learning
- Developmentally Appropriate Teaching Strategies
- Professional Responsibilities and Obligations such as those in the district professional evaluation system
- Reinforcement of the Fremont School District Goals
- Increasing Student Achievement

Para-educators need to complete a minimum of 50 clock hours in any of the **major professional development components**.

Staff members who are choosing Option 1 will fill out an Activity Completion Form (Form D) for each activity and be prepared to present to administrator upon annual review. For your convenience, you may complete an Hours Tracking Form over the course of your 3-year cycle.

The educator will have a conference with the appropriate administrator if revisions are needed. Appeals of any non-approval can be made to the professional development committee (see Section 4.7).

Option 2—Action Plan Model

Develop a Professional Learning Community (PLC) with your colleagues. Professional development activities need to be in the **major professional development components** as listed in Option 1. While the action plan model does not require the counting of hours, it is intended that the evidence will indicate substantial time and effort toward the goals.

Para-educators may participate in a PLC and apply clock hours to their re-certifications.

This model is structured to encourage individual educators to:

- examine their teaching;
- identify the knowledge that needs to be gained and the practices that need to be altered or enhanced to increase student achievement; and
- set in motion a plan to make those changes in collaboration with colleagues.

This professional process is designed to promote professional dialogue and includes peers and supervisory components as well.

The educator(s) will have a conference with the appropriate administrator if revisions are needed. Appeals of any non-approval can be made to the professional development committee (see Section 4.7).

Option 3—Portfolio Model

A portfolio is a selection of materials which illustrate your professional growth as a teacher. It is a work in progress and helps you to identify, focus and reflect on areas of interest to you as a teacher. Portfolio activities should address all of the major **professional development components** as listed in Option 1. While the portfolio model does not require the counting of hours, it is intended that the evidence will indicate substantial time and effort toward the goals.

This model is structured to encourage individual educators to:

- examine their teaching and student achievement;
- identify the knowledge that needs to be gained and the practices that need changing, and set in motion a plan to make those changes; and
- create a collection of evidence toward goals including student data and/or work.

Evidence will be collected using a portfolio. This process may include, but does not require, professional collaboration.

Para-educators may build a portfolio provided that the portfolio developed is comparable to clock hours required for their certification and is directly related to their job responsibilities with students.

The educator will have a conference with the appropriate administrator if revisions are needed. Appeals of any non-approval can be made to the professional development committee (see Section 4.7).

Option 4 – Combination

This model is structured to allow flexibility so educators may incorporate any combination of the above options to best meet their goals and account for changes in curriculum, student needs, teaching assignments, and professional growth.

Option 4 can be a combination of less than 75 continuing education units and evidence (e.g., a portfolio) that together document job-embedded or formal professional development addressing all of the **major professional development components**.

The educator will have a conference with the appropriate administrator if revisions are needed. Appeals of any non-approval can be made to the professional development committee (see Section 4.7).

(Recommended for transitioning employees who are new to the district; however, this option is open to all district educators including paraeducators).

1.4 Paraprofessionals

Paraprofessionals shall have the same requirements as regular educators, with the exception that they are required to complete the equivalent of **50** continuing education hours.

Paraprofessionals who hold a NH teacher certification may be recertified for teaching through the SAU 83 Individual Professional Development Planning Process. This process will satisfy their paraprofessional certification as well, provided that there is a focus on their current paraprofessional assignment.

2. Roles and Responsibilities of the Committee

Chair:

- Presides at each meeting
- Prepares agendas for meeting
- Communicates with Local Professional Development Committees as needed
- Calls any special meetings

Secretary:

- Records, publishes and distributes minutes of all meetings to committee members and building principal

Local Professional Development Committee

- Develops and endorses the Professional Development Master Plan
- Supports staff members with the master plan
- Orients staff to changes whenever the Master Development Plan is modified
- Adds members as needed
- Monitors implementation
- Suggests any revisions/refinements to the master plan
- Assesses and evaluates the master plan annually
- Communicates needs of the staff to the committee
- Participates in the appeals process

2.1 How will the Committee be Organized

Appointment of Members:

The Master Staff Development Committee will be appointed by the Superintendent with input from the administration.

Length of Term:

Members will serve on the committee for a term of two years with some of the members rotating annually. Members may have the option to resign before the end of their term.

Meetings:

The committee will meet three times a school year. The committee will also meet whenever necessary to formulate the master staff development plan, to monitor the implementation of the plan, and to evaluate the plan.

Communication:

Parents and other share holders will be informed of the district's professional development plan, implementation, efforts, and accomplishments through the school newsletter, the school website, and PTA.

Evaluation:

The committee will determine the effectiveness of the professional development activities that have been offered by Fremont School District through the analysis of staff development evaluations, surveys, and teachers' input.

The committee will use the Professional Development Master Plan Review Form provided by the NH DOE as the rubric to evaluate the Professional Development Master Plan.

Procedures to Amend the Master Plan:

1. Proposed amendments should be submitted in writing to the Committee.
2. Proposed amendments and revisions may come from the staff, federal/state mandates, and/or revised district goals.

3. A majority of the current voting membership of the Committee is required to amend the plan after adequate consideration of the proposed amendment by the Committee members.
4. Amendments approved by the Committee shall be submitted for final approval to the following in this order:
 - a. Superintendent
 - b. Principal
 - c. Fremont School Board
 - d. State Department of Education, New Hampshire

2.2 What Process was followed for the Plan Development and how will it be Implemented

This master plan was developed in the following manner:

1. The Committee was formed and began writing each section of the plan using the existing plan and the new NH Professional Development Master Plan and Certification requirements.
2. Master plans were reviewed from other districts.
3. Current staff questions and concerns were considered when writing the plan.
4. Presentation was made to the Fremont School Board with a formal adoption in August 2012.
5. Staff will be trained on the requirements of the plan during a staff development day and/or staff meeting.
6. Administration will provide reminders before October of each year and work sessions to implement, monitor, and assess individual plans.

3. Data

3.1 How will District professional development goals align with student needs

Priorities and goals of professional development need to be data driven. Data is used to ensure that our educational programs continuously improve.

To identify areas of student learning that are in need of improvement, the District and individual educators will:

- review New Hampshire Curriculum Frameworks and Common Core Standards;
- review New Hampshire Grade Level Expectations; and
- review best practices and current research; and
- collect and analyze student assessment data.

3.2 What data/information will be regularly and systematically collected, analyzed, and interpreted

Data Sources	Collection	Analysis	Who Uses
NWEA (Grades 5-8)	Administration	Fall/Winter/Spring	Admin. and Professional Staff
NECAP (Grades 3-8)	Administration	Spring	Admin. and Professional Staff
AIMS Web (Grades K-5)	Professional Staff	Fall/Winter/Spring	Admin. and Professional Staff
SWIS Data	PBIS Team SAT Team	On-going (monthly meetings)	Admin., PBIS , SAT, and Universal Team
Classroom Assessments – writing samples, portfolios, summative and formative assessment	Professional Staff (with help from admin., reading spec., etc.)	On-going samples for select or all students, dep. on purpose of collection	Admin., Professional Staff, and parents
Report Cards	Web2School and Office files	Trimesters	Admin., Professional Staff, and Guidance
Progress Reports	Professional Staff	Trimesters	Admin., Professional Staff and Guidance
RTI	RTI Leadership Team	Continuous	Admin. and Professional

			Staff
Preschool/K – (Child Find) screening inventory and information	Professional Staff	Late Spring Early Fall	Pre-school and kindergarten professional staff
Parent/Community Input	Administration, Guidance, P.T.A., Parent Forum	Ongoing	Community Members, Professional Staff, and Administration
Attendance	Guidance, office	As needed for individual student issues for problem solving	Admin., guidance, Professional Staff, and parents
Special Education, 504, Title 1, and ESOL	Administration and Professional Staff	Ongoing	Administration and Professional Staff
School-wide Assessment (mathematics)	Administration and Professional Staff	Trimester	Administration and Professional Staff
Administrative Focus/Team Meetings with teachers	Administration and Professional Staff	Ongoing	Admin. and Professional Staff

3.3 By what methods will the data be collected, analyzed, and interpreted

Data from the sources listed above will be disseminated to the appropriate staff and the local school board. Strengths and weaknesses in curriculum, instruction, and assessment will be utilized to provide appropriate, sufficient, and valid evidence for examining student learning and evaluating student achievement. Data will be utilized by professional staff to teach skills and strategies to students having difficulty in targeted areas. School administration will work closely with various school-based teams and use the information to develop school goals. These goals will be utilized by professional staff to help establish individual professional goals. The Professional Development Committee will use all of this information to determine the effectiveness of this Professional Development Plan.

4. Individual Plan

4.1 Who will complete an Individual Professional Development Plan

Fremont School District requires all certified educators including:

- Superintendents
- Business Administrators
- Principals, Assistant Principals
- District Administrators
- Special Education Administrators
- Directors
- Counselors
- Teachers
- Media Supervisors and Specialists
- Any other professional educator
- Paraeducators

to develop and fulfill 3-year individual professional plans for the purposes of continuous professional growth and recertification that supports their current job assignment. Paraeducators must complete a minimum of 50 continuing education units.

4.2 Steps toward developing an Individual Professional Development Plan

Each educator will use the following information to assist in writing of the 3 year plan:

Self-Assessment (this Form C is mandatory for all options) of his/her professional learning based on the following areas:

- Common Core Standards
- Fremont School District Goals
- Student Assessment Data
- Teacher Supervision and Evaluation Forms
- Criteria from area(s) of certification

Goal Setting – Individual Professional Development Goals (this Form A is mandatory for all Options)

Each educator will have 2 goals (or more) for the 3 year plan. One goal must be about improving student learning, and one goal must support the goals of the district/school improvement plan. The goals of the 3 year plan will address:

- Knowledge of Subject/Content Areas taught and field(s) of specialization for each recertification sought.
- Knowledge of Learners and Learning
- Developmentally Appropriate Teaching Strategies, scientifically, researched-based and/or peer reviewed strategies and best practices
- Professional Responsibilities and Obligations such as those in the district professional evaluation system
- Reinforcement of the Fremont School District Goals
- Increasing Student Achievement

4.3 What does the Individual Professional Development Plan include? What is the process for the Individual Professional Development Plan? When should forms be submitted

SAU 83 Individual Professional Development Planning Process

Option 1 <i>Traditional Model</i>	Option 2 <i>Action Plan Model</i>	Option 3 <i>Portfolio Model</i>	Option 4 <i>Combination</i>
1. Review District/School goals.	1. Review District/School goals.	1. Review District/School goals.	1. Review District/School goals.
2. Staff member completes a self-assessment (Form C).	2. Staff member completes a self-assessment (Form C).	2. Staff member completes a self-assessment (Form C).	2. Staff member completes a self-assessment (Form C).
3. Develop individual professional development goals using (Form A).	3. Develop individual professional development goals using (Form A).	3. Develop individual professional development goals using (Form A) and review plan with supervisor by October 31 st .	3. Develop individual professional development goals using (Form A) and review plan with supervisor by October 31 st .
4. Identify specific activities to achieve goals.	4. Assemble a professional support team and complete Action Plan (Form E2).	4. Create your portfolio using the information on (Form E3).	4. Complete preferred option choices (from Options 1, 2, and or 3) as needed.
5. Write, then review plan with supervisor using (Form A) by October 31 st .	5. Write, then review plan with supervisor using (Form A) by October 31 st .	5. For any staff development/workshops fill out (Form D) and optional (Form E1).	5. Follow the SAU 83 Individual Professional Developing Planning Process for each option you have chosen.
6. Carry out plan and complete (Form D) at the end of each activity to document hours (Form E1 Optional).	6. Conduct and log your year’s activities and document progress including meeting dates. Create your own data collection tool and use (Form D) for workshops.	6. Conduct and log your year’s activities using the portfolio method. Your final product may be through the use of a binder or digital media.	6. Complete a Goals Reflection and Evaluation Form (Form B) by May 1st.
7. Complete a Goals Reflection and Evaluation Form (Form B) by May 1st.	7. Complete a Goals Reflection and Evaluation Form (Form B) by May 1st.	7. Complete a Goals Reflection and Evaluation Form (Form B) by May 1 st .	7. Obtain supervisor signature for yearly “progress summary” on Form B by May 15.
8. Obtain supervisor signature	8. Obtain supervisor signature	8. Obtain supervisor signature	8. Upon completion of your

for yearly “ <i>progress summary</i> ” on Form B by May 15.	for yearly “ <i>progress summary</i> ” on Form B by May 15.	for yearly “ <i>progress summary</i> ” on Form B by May 15.	Individual Three-Year Professional Growth Plan complete (Form G) and submit to supervisor.
9. Upon completion of your Individual Three-Year Professional Growth Plan complete (Form G) and submit to supervisor.	9. Upon completion of your Individual Three-Year Professional Growth Plan complete (Form G) and submit to supervisor.	9. Upon completion of your Individual Three-Year Professional Growth Plan complete (Form G) and submit to supervisor.	

4.4 Form Titles

Form A—Individual Professional Development Goals Form
 Form B—Goals Reflection and Evaluation Form
 Form C—Self-Assessment Form
 Form D—Activity Completion Form
 Form E1—Hours Tracking Form
 Form E2—Action Plan Model Form
 Form E3—Portfolio Plan Model Form
 Form F—SAU 83 Professional Development Right To Appeal Form
 Form G—Recertification Summary Form
 Form H—SAU 83 Individual Professional Development Planning Process

4.5 How will Individual Professional Development Plans be documented

Evidence:

- ◆ Educators need to collect rather than create evidence.
- ◆ Pieces of evidence should be natural to the activities that are done.
- ◆ Needs to include evidence of the educator’s learning and the impact of the activity on students’ learning.
- ◆ Needs to be a concise collection of carefully selected evidence.
- ◆ It is more about what the educator learned than the activity.
- ◆ Needs to show how they fulfilled their individual professional development goals.
- ◆ Needs to show growth in knowledge of subject or field specialization.
- ◆ Needs to show growth in knowledge of learners and learning as they relate to district/school improvement goals.

Evidence examples of educator’s learning:

- ◆ Written reflection
- ◆ Application of new learning through lesson plans, instructional materials, video or audio of lessons/activities, formal observations by principal, peer observation, etc.
- ◆ Samples of students’ work
- ◆ Projects, papers, etc. from courses, workshops, or conferences

Evidence examples of impact on students’ learning:

- ◆ Standardized assessment results
- ◆ Classroom assessment results
- ◆ Student projects, papers, daily work
- ◆ Student portfolios
- ◆ Video of students’ presentations or activities
- ◆ Skill inventories or checklists
- ◆ Anecdotal notes

Evidence examples of the impact on other student outcomes:

- ◆ Discipline data
- ◆ Attendance data
- ◆ Extra curricular participation
- ◆ Health records

Documentation will also include the Individual Professional Development Plan (All Required/Optional Forms).

4.6 What Criteria will be used to approve an Individual Professional Development Plan

A supervisor will review the evidence collected (all required forms for the Option(s)). In order to meet the criteria for approval, the Goals Reflection and Evaluation Form and supportive evidence must encompass all six professional development components.

- Knowledge of Subject/Content Area (30 hours)
- Knowledge of Learners and Learning
- Developmentally Appropriate Teaching Strategies
- Professional Responsibilities and Obligations such as those in the district professional evaluation system
- Reinforcement of the Fremont School District Goals
- Increasing Student Achievement

Approval will be documented in writing and become part of the body of evidence. The educator will have a conference with the appropriate administrator if revisions are needed. Appeals of non-approval can be made to the professional development committee (see Section 4.7)

4.7 Appeal Process

If you are dissatisfied with your administrator's decision, you must submit a "SAU 83 Professional Development Right of Appeal" (*Form F*) along with three copies of each of the following forms:

- "Denied Recertification Summary Form" (*Form G*)
- "Goals Reflection and Evaluation Form" (*Form B*)
- "Individual Professional Development Goals Form" (*Form A*)

These forms must be delivered to the members of the SAU Professional Development Committee within **10 days** of receipt of the decision. The SAU 83 Professional Development Committee will convene a meeting with a minimum of three members of the SAU 83 Professional Development Committee including at least one administrator to review your request. A meeting will be set within **10 school days** if possible, and the appellant must be present at the review.

(Note: The appellant and the PDC Appeals Committee have the right to have a union representative present at the meeting.) If the decision of the Appeals Committee is unacceptable, the appellant may request review of the case by the Superintendent. At this time, two copies of the "SAU 83 Professional Development Right of Appeal" (*Form F*) and denied *Form B and G* must be sent to the Superintendent of Schools within **10 school days** of the Professional Development Committee's disposition. The decision of the Superintendent is final and binding.

5. Professional Development Activity Choices

The educator may choose from the following professional development activities. The educator is encouraged to choose an activity that fits with the desired results. The individual plan should include a variety of activities and a balance between traditional and job-embedded activities.

Professional development activities have been outlined in the following 16 experiences that can aid the professional in developing a growth plan that meets their unique goals as specified during the goal setting process. A focus on building knowledge and in fulfilling ED 512.02 is inherent to all the activities. Some activities fulfill some purposes better than others. All activities selected must be included in the staff members' approved Individual Professional Development Plan. Individual plans may be amended as needed with the approval of the individual's principal or supervisor. **You will receive clock hours based on meeting the requirements of the professional development activities.** There are four different purposes that these 16 activities can be grouped into:

A. Includes activities that focus on developing awareness. These activities are designed to raise awareness through the introduction of new information.

B. Includes activities that help teachers translate new knowledge into practice.

C. Includes activities that focus on practicing new methodologies that improve teaching and learning.

D. Includes activities that provide opportunities to reflect on teaching and learning.

Numbers	Activities	A	B	C	D	Hours
1	Study in Content Area	X				Up to 30
2	Curriculum Development, Implementation, and Refinement		X	X		Evidence
3	Graduate Coursework	X	X			15 per Credit 10 audited
4	Workshops, Institutes, and Seminars	X	X			Hours Spent
5	Action Research				X	Evidence
6	Examining Student Work and Student Thinking	X	X		X	Up to 20
7	Committees	X				Hours Spent
8	Collaborative Discussions/Study Groups	X	X		X	Evidence
9	Mentoring		X	X	X	45 each year
10	Professional Networks	X	X			10 per year
11	Developing/Presenting Educational Workshops		X	X	X	Up to 3 each
12	Technology for Professional Learning	X	X		X	Up to 20 per yr
13	Professional Readings, Videos and Audio Tapes	X			X	Up to 15 per yr
14	Publishing Related to Educational Profession	X	X		X	Up to 45
15	Community Service/Outreach and Public Relations	X	X			Up to 10 per yr
16	Wellness and Personal Growth	X	X			Up to 10 per yr

5.1 Definitions of Activities

Activity 1

Study in Content Area

This category provides opportunities for teachers to engage in learning what they are expected to practice in their classrooms. For their own professional growth, teachers need to have authentic experiences outside of the classroom; changing teachers' conceptions of the nature of learning and teaching. These experiences in each teacher's particular field of study allow the teacher to learn the content, process, culture, and ethos of their subject matter. This type of professional development is best suited for summer work/activities, where teachers can become part of a team in a business or research setting and bring the experience back to the classroom.

Requirements

1. Professional Development Activity Completion *Form D*
2. Goals Reflection and Evaluation *Form B*
3. Evidence must be submitted before any hours will be awarded.
4. Up to 30 hours per certification area will be awarded based on evidence

Activity 2

Curriculum Development, Implementation, and Refinement

Curriculum is the way content is designed and delivered. Putting new curricula into practice in the class can serve as a powerful professional development opportunity. Through using a particular curriculum with students, reporting on what happens, and reflecting with others on different ideas and activities, teachers can learn about their own teaching and their students' learning.

New curriculum units provide an alternative experience with traditional topics or introduce new topics that are not currently part of the curriculum. New units must meet the following criteria:

1. Teach important concepts as recommended by GLEs, GSEs, and Common Core Standards
2. Stand alone and require only equipment and materials readily available to the teacher
3. Be grade level appropriate
4. Accessible to a wide range of students

Activity 3

Graduate Coursework

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

Requirements

1. **Professional Development Activity Form** prior to enrollment. Refer to individual teacher contract for specific requirements
2. Upon completion of a course, submit a copy of the **Grade Report**.
3. **15** clock hours per credit hour awarded by college or university.
10 clock hours per credit hour for audited courses.

Activity 4

Workshops, Institutes, and Seminars

These activities provide opportunities for educators to learn from facilitators or leaders with specialized expertise, as well as from peers. This allows teachers to connect with outside sources of knowledge in a focused way. A workshop, institute, or seminar must connect to your outlined goals.

Requirements

1. **Professional Development Activity Completion Form D**
2. **Certificate of Completion**

Activity 5

Action Research

Action Research is an ongoing process of systematic study.

This study includes:

- Stating a hypothesis
- Developing a plan of action
- Collecting data
- Analyzing and evaluating outcomes
- Formulating a conclusion

Through promoting action research, teachers are committed to promoting changes indicated by their findings. This could also serve as a plan for a sabbatical.

Requirements

1. **Individual Professional Development Goals Form A** explaining the action research in which they will be involved, and how that experience will benefit them as classroom teachers.
2. **Final Report** based on Action Research or **Activity Completion Form D**

Activity 6

Examining Student Work and Student Thinking

Educators examine student work to understand thinking and learning strategies in order to identify learning needs and the appropriate teaching strategies to meet those needs. Examples include: rubric development, review of national, state and

district test results, or examining student work collectively. These examples lead to sharing standards that will guide instructional practices. This includes work beyond the usual job related teaching responsibilities.

Requirements

1. **Professional Development Activity Completion Form D**
2. **Up to 20** clock hours in a 3-year cycle, per certification

Activity 7

Committees

Committees are formed to solve various building, district and SAU needs. Committee work may require long and short-term commitments as well as full day off-site work sessions, and summer involvement. This type of commitment promotes a harmonious environment, and contributes to a healthy learning culture.

Requirements

1. **Professional Development Activity Completion Form D**
2. **Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)**

Activity 8

Collaborative Discussions/Study Groups

Study groups engage in regular interaction regarding topics identified by the group. This could also include the collaboration between individual teachers providing opportunities to discuss classroom strategies, techniques, resources, teaching and learning styles.

Requirements

1. **Professional Development Activity Completion Form D**
2. **Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)**

Activity 9

Mentoring

This activity is divided into three options.

Option 1: Targets individuals who are willing to share their expertise and time with student teachers/interns, novice teachers and candidates pursuing alternative certification.

Option 2: Working one on one as a mentor with another professional to assist in improving their instructional strategies. The mentor will be involved in the scheduling that will allow for multiple observations where the goal is focused on improving teaching strategies.

Option 3: Educators can serve as a student's mentor within the structure of a school program.

Clock Hour Award Up to **45** clock hours in each option per year.

Requirements

1. **Professional Development Activity Completion Form D**
2. **Detailed Log** reflecting mentorship and accomplishments

Activity 10

Professional Networks

A network is an organized professional community that shares a common purpose. Teachers join networks to share their own knowledge and experience. In education, these networks are organized to improve instructional practices and address student needs as well as support school reform. The most important elements of maintaining a network are to keep people engaged and connected. Effective networks are discourse communities that enable teachers to meet regularly (either in person or electronically) to solve problems, consider new ideas, evaluate alternatives, or reflect on specific issues in education and content area. Examples of networks include active membership in such organizations as NCTM, ASCD, NELMS, NHASP, NEA, CHADD, etc.

**Credit for this activity will be awarded to those who demonstrate active involvement by serving on board committees or attending meetings regularly.*

Clock Hour Award **10 hours per year for each organization**

Requirements

1. **Professional Development Activity Completion Form D**
2. **Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)**

Activity 11**Developing/Presenting Educational Workshops**

This activity designates teachers, administrators, or other school personnel as leaders. Teachers who develop or present workshops increase their own knowledge and skills. These individuals are responsible for preparing others to use new programs, strategies, concepts, or participate in change.

Clock Hour Award

For each hour of presentation and a maximum of 3 clock hours for preparation will be awarded. For a repeated workshop, presenters will receive clock hours for presentation time plus one hour for preparation per presentation hour

Requirements

1. **Professional Development Activity Completion *Form D***.
2. **Copies of presentation materials, program/agenda, attendance verification/documentation**

Activity 12**Technology for Professional Learning**

This activity involves the learning and using of various kinds of technology for delivery of content and pedagogy, including but not limited to smart boards, other presentation hardware, software, computers, telecommunication, teleconferencing, distance learning, and video conferencing.

Clock Hour Award Up to **20** clock hours per year per certification.

Requirements

1. **Professional Development Activity Completion *Form D***
2. **Detailed Log/Evidence** must be submitted before hours will be awarded.

Activity 13**Professional Readings, Video and Audio Tapes**

This activity provides opportunities to reflect on teaching and learning through professional journals, books, videos, Internet, and audio tapes. This allows educators to raise awareness through the introduction of new information and to build on existing knowledge. An increased understanding of information specific to the content areas of teaching methodologies will be gained.

Clock Hour Award Up to **15** clock hours per year per certification.

Requirements

1. **Professional Development Activity Completion *Form D***
2. Evidence of relationship of reading to student achievement is essential.

Activity 14**Publishing Related to the Educational Profession**

This activity is designed to provide the educator the opportunity to publish documents that reflect on teaching and learning. This includes examining classroom experiences, assessing the impact of teaching methodologies, and improving teaching practices related to improved student performance.

Clock Hour Award Up to **45** clock hours per certification per 3-year cycle.

Requirements

1. **Professional Development Activity Completion *Form D***
2. **End Product** is the published article or verification of publication date.

Activity 15**Community Service/Outreach & Public Relations**

Community service learning is important for teachers. It establishes a link between educators and the community in which they teach or live. Functions such as serving as a liaison in parent teacher organizations or volunteering in groups relating to school and community will foster good public relations.

Clock Hour Award Up to **10** clock hours per year

Requirements

- 1. Professional Development Activity Completion *Form D***
- 2. Detailed Log** reflecting public relations

Activity 16**Wellness and Personal Growth**

Wellness and personal growth in the workplace fosters a productive creative workforce and increases motivation. This in turn harbors a healthy atmosphere among professionals, and provides a visible view of health for students to role model. Active participation in a program to promote personal well-being, examples include: Weight Watchers, walking program, volunteer team sports, aerobics, fitness club, retirement planning, culinary arts, foreign language, martial arts, etc.

Clock Hour Award Up to **10** clock hours per year.

Requirements

- 1. Professional Development Activity Completion *Form D***
- 2. Attendance verification**

APPENDIX A**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.

<http://www.education.nh.gov/certification/documents/parapg2010.doc>

Paraeducators are encouraged to participate in any staff development opportunities that are available to teachers. Activities need to be documented.

The following pages include all of the necessary forms that are included in this Master Plan for Professional Development

Form A—Individual Professional Development Goals Form

Form B—Goals Reflection and Evaluation Form

Form C—Self-Assessment Form

Form D—Activity Completion Form

Form E1—Hours Tracking Form

Form E2—Action Plan Model Form

Form E3—Portfolio Plan Model Form

Form F—SAU 83 Professional Development Right To Appeal Form

Form G—Recertification Summary Form

Form H—SAU 83 Individual Professional Development Planning Process

School Administrative Unit 83 Professional Master Plan
FORM A (due by October 31st of new 3 year cycle)
Individual Professional Development Goals Form for 20_____ to 20_____

Name: _____ **Position/Grade:** _____

Certification(s) Held 1) _____ 2) _____
 3) _____ 4) _____

Amendment to original Form B _____ (Please check and attach to original Form A if approved)

Please check your option (see Form H—The “SAU 83 Individual Professional Development Planning Process” for the necessary forms to attach).

- Option 1-Traditional Model Option 2-Action Plan Model
- Option 3- Portfolio Model Option 4-Combination

MINIMUM RECERTIFICATION REQUIREMENTS

Seventy-five (75) clock hours are required. Thirty (30) clock hours must be applicable to each of the individual's endorsement area(s). The remaining forty-five (45) clock hours should be directly applicable to school/district goals available at the time the professional growth plan is being developed. Thirty (30) additional clock hours are required for each additional certification.

Para-educators need to complete a minimum of 50 clock hours in any of the major professional development components.

The individual professional development plan shall include two or more goals for improving student learning and be developed from:

- a) The educator's self-assessment or reflection on competencies and the content are standards as well as individual educator evaluations and previous professional development plans
- b) Analysis of student work; and/or student achievement data
- c) A review of the Fremont School District Goals

The totality of your 3-year recertification plan needs to address all of the components listed below.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Knowledge of Subject/Content Area | <input checked="" type="checkbox"/> Knowledge of Learners and Learning |
| <input checked="" type="checkbox"/> Developmentally Appropriate Teaching Strategies | <input checked="" type="checkbox"/> Professional Responsibilities and Obligations |
| <input checked="" type="checkbox"/> Reinforcement of the Fremont School District Goals | <input checked="" type="checkbox"/> Increasing Student Achievement |

For multiple certifications the individual professional plan shall address each area of certification.

ED 512

Professional Development Goals (two or more):

1. _____

2. _____

3. _____

4. _____

Submit your completed form to your principal/supervisor for approval/review.

Plan Approved Plan Not Approved Date _____

Supervisor/Principal Signature _____

**School Administrative Unit 83 Professional Master Plan
Form B- Goals Reflection and Evaluation Form**

(Review and Approval of Three Year Professional Development Plan)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Knowledge of Subject/Content Area | <input checked="" type="checkbox"/> Knowledge of Learners and Learning |
| <input checked="" type="checkbox"/> Developmentally Appropriate Teaching Strategies | <input checked="" type="checkbox"/> Professional Responsibilities and Obligations |
| <input checked="" type="checkbox"/> Reinforcement of the Fremont School District Goals | <input checked="" type="checkbox"/> Increasing Student Achievement |

Write an annual reflection/evaluation of your Individual Professional Development Plan. Use the question provided to guide you response. It is your responsibility to maintain supporting evidence of achievement toward your goals. Successful completion of this form meets the requirement for the certification renewal. You must submit **Form G** (Recertification Summary Form) for Principal and Superintendent Signature to activate your recertification process with NH DOE.

Guiding Questions

In what ways have I improved my knowledge in my target area(s)? How has my understanding of this topic changed as a result of my professional development? What skills have I acquired as a result of my professional development? How have I transferred what I have learned to my everyday practice? How and in what ways did the goals I set lead towards student achievement? In the future, how will I use what I learned or what are my next steps?

(Questions adapted from NH DOE Professional Master Plan Toolkit)

Goal 1:

Year 1 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Year 2 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Year 3 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Goal 2 :

Year 1 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Year 2 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Year 3 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Goal 3:

Year 1 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Year 2 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

Year 3 Progress Summary:

Progress Review Administrator Signature _____ **Approved** **Not Approved**

**School Administrative Unit 83 Professional Master Plan
FORM C – Self-Assessment Form
Individual Three Year Professional Growth Plan for 20____ to 20____**

Name: _____

Position/Grade: _____

Certification(s) Held 1) _____

2) _____

3) _____

4) _____

In order to complete your self-assessment, please review the following guiding components and identify your personal strengths and needs. Based on your findings, utilize this self-assessment form in order to write your professional development goals.

Common Core Standards	Professional Needs/Strengths
Fremont School District Goals	Professional Needs/Strengths
Student Assessment Data (summative/formative)	Professional Needs/Strengths
Teacher Supervision and Evaluation Forms	Professional Needs/Strengths
Other _____	Professional Needs/Strengths

School Administrative Unit 83 Professional Master Plan

FORM D—Activity Completion Form

(This form is required to document hours.)

Name: _____

Position/Grade: _____

Certification(s) Held 1) _____

2) _____

3) _____

4) _____

Option#1: _____ Option#2: _____ Option#3: _____ Option#4: _____

Name: _____ Title of Activity: _____

Date of Activity: _____ Hours: _____ Certificate of Completion Attached

The totality of your three-year re-certification plan needs to address all of the components listed below. Please indicate which components will be addressed by the goals of this activity.

- ___ Knowledge of Field/Subject
- ___ Knowledge of Learners and Learning
- ___ Developmentally Appropriate Teaching Strategies
- ___ Professional Responsibilities and Obligations
- ___ Reinforcement of the Fremont School District Goals
- ___ Increasing Student Achievement

What knowledge or skills did you gain from this activity?

How will you use what you learned from this activity?

**School Administrative Unit 83 Professional Master Plan
Form E2–Action Plan Model Form**

Name: _____

Position/Grade: _____

Certification(s) Held 1) _____

2) _____

3) _____

4) _____

1. Members of your Professional Learning Community for this Action Plan:

Members	Role

2. Detailed Description of Plan with Timeline (this plan may encompass one, two or three years...use more pages as needed)

3. Methods of Documentation and Means of Evaluation

**School Administrative Unit 83 Professional Master Plan
E3- Portfolio Model Form**

Name: _____

Position/Grade: _____

Certification(s) Held 1) _____

2) _____

3) _____

4) _____

Portfolio Definition

A portfolio is a selection of materials which illustrate your professional growth. It is a work in progress and helps you to identify, focus and reflect on areas of interest and expertise. A portfolio is a unique way to reflect your professional style and philosophy. A portfolio should include examples that document your growth and progress toward your goal.

Your portfolio must address/reflect on your work towards all of the major professional development components listed below.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Knowledge of Subject/Content Area | <input checked="" type="checkbox"/> Knowledge of Learners and Learning |
| <input checked="" type="checkbox"/> Developmentally Appropriate Teaching Strategies | <input checked="" type="checkbox"/> Professional Responsibilities and Obligations |
| <input checked="" type="checkbox"/> Reinforcement of the Fremont School District Goals | <input checked="" type="checkbox"/> Increasing Student Achievement |

The components in my portfolio include(binder/digital):

- Table of Contents Aligning to Goals**
- Professional Philosophy Statement**
- Statement of Methods, Strategies, and Objectives**
- Statement describing your goal for the next three (3) years**
- Examples and Evidence that Directly Apply to my Goals**
 - Sample Assignments/Assessments)**
 - *Material you created followed by measurement and outcome*
 - *Lesson plans followed by measurement and outcome*
 - Evidence of Teaching**
 - *Evidence of Student Learning*
 - *Student Evaluations*
 - *Evaluations by a faculty member or other observer*
 - *Teaching awards*
 - * Descriptions of steps you've taken to evaluate and improve your teaching*
 - Evidence of Professional Development**
 - *Teaching workshops*
 - *Seminars*
 - *Publications*
 - *Material you have read*
- Other**

**School Administrative Unit 83 Professional Master Plan
Form F— SAU 83 Professional Development Right of Appeal Form**

Name: _____

Position/Grade: _____

Fremont School District SAU 83

Part 1: The educator will complete this application to appeal a decision made by the administrator. He/She will submit the application to the Professional Development Committee along with three copies of the denied **FORM B** (Goals Reflection and Evaluation Form) and the current **FORM G** (Recertification Summary Form). This shall be done within **10 school days** of receipt of the decision.

Title and description of the activity:

Rational for Appeal:

Part II: The Professional Development Committee will convene a meeting to review your request as written above.

Part III: The Review Committee will complete this form and notify the appellant of the decision within **10 school days** after the date of the meeting.

Decision regarding appeal:

SIGNATURE OF THE REVIEW COMMITTEE:

_____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

School Administrative Unit 83 Professional Master Plan

Form G—Recertification Summary Form

Date _____

Superintendent’s Office
 Five Hall Road
 Black Rocks Village
 Fremont, New Hampshire 03044

_____ (has / has not) successfully
 completed her/his _____

Professional Development in her/his Master Plan for the following three-year cycle:

20____ - 20_____.

Certification Endorsements	Three-Year Goals Completed (yes/no)
A	
B	
C	
D	

Principal’s Signature

Superintendent’s Signature

School Administrative Unit 83 Professional Master Plan

Form H—SAU 83 Individual Professional Development Planning Process

Option 1 <i>Traditional Model</i>	Option 2 <i>Action Plan Model</i>	Option 3 <i>Portfolio Model</i>	Option 4 <i>Combination</i>
1. Review District/School goals.	1. Review District/School goals.	1. Review District/School goals.	1. Review District/School goals.
2. Staff member completes a self-assessment (<i>Form C</i>).	2. Staff member completes a self-assessment (<i>Form C</i>).	2. Staff member completes a self-assessment (<i>Form C</i>).	2. Staff member completes a self-assessment (<i>Form C</i>).
3. Develop individual professional development goals using (<i>Form A</i>).	3. Develop individual professional development goals using (<i>Form A</i>).	3. Develop individual professional development goals using (<i>Form A</i>) and review plan with supervisor by October 31 st .	3. Develop individual professional development goals using (<i>Form A</i>) and review plan with supervisor by October 31 st .
4. Identify specific activities to achieve goals.	4. Assemble a professional support team and complete Action Plan (<i>Form E2</i>).	4. Create your portfolio using the information on (<i>Form E3</i>).	4. Complete preferred option choices (from options 1, 2, and or 3) as needed.
5. Write, then review plan with supervisor using (<i>Form A</i>) by October 31 st .	5. Write, then review plan with supervisor using (<i>Form A</i>) by October 31 st .	5. For any staff development/workshops fill out (<i>Form D</i>) and optional (<i>Form E1</i>).	5. Follow the SAU 83 Individual Professional Developing Planning Process for each option you have chosen.
6. Carry out plan and complete (<i>Form D</i>) at the end of each activity to document hours (<i>Form E1 Optional</i>).	6. Conduct and log your year's activities and document progress including meeting dates. Create your own data collection tool and use (<i>Form D</i>) for workshops.	6. Conduct and log your year's activities using the portfolio method. Your final product may be through the use of a binder or digital media.	6. Complete a Goal Reflection and Evaluation Form (<i>Form B</i>) by May 1st.
7. Complete a Goal Reflection and Evaluation Form (<i>Form B</i>) by May 1st.	7. Complete a Goal Reflection and Evaluation Form (<i>Form B</i>) by May 1st.	7. Complete a Goal Reflection and Evaluation Form (<i>Form B</i>) by May 1 st .	7. Obtain supervisor signature for yearly "progress summary" on <i>Form B</i> by May 15.
8. Obtain supervisor signature for yearly "progress summary" on <i>Form B</i> by May 15.	8. Obtain supervisor signature for yearly "progress summary" on <i>Form B</i> by May 15.	8. Obtain supervisor signature for yearly "progress summary" on <i>Form B</i> by May 15.	8. Upon completion of your Individual Three- Year Professional Growth Plan complete (<i>Form G</i>) and submit to supervisor.
9. Upon completion of your Individual Three- Year Professional Growth Plan complete (<i>Form G</i>) and submit to supervisor.	9. Upon completion of your Individual Three- Year Professional Growth Plan complete (<i>Form G</i>) and submit to supervisor.	9. Upon completion of your Individual Three- Year Professional Growth Plan complete (<i>Form G</i>) and submit to supervisor.	

Acknowledgements

We would like to acknowledge the Master Staff Development Plans of the following districts and the New Hampshire Department of Education:

Alton School District
Dover School District
Exeter Regional Cooperative School Districts
Franklin and Hill School District
Rochester School District
Winnisquam Regional School District
New Hampshire Department of Education