Fremont School District

SAU #83

Master Plan for Professional Development

2017-2022
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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.

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 be inspired to learn, develop a strong confident character, show empathy for others, value community involvement, and become productive citizens.

1.2 Statement of Purpose

The purpose of the SAU 83 Professional 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 that are intended to promote individual teaching goals and the collective goals of the district. To that end, The Fremont School district has developed and implemented a comprehensive Teacher Support and Effectiveness Plan and a district wide Teacher Mentoring Plan. Evidence of the district’s commitment to teacher growth is demonstrated in the procedures for collecting, analyzing and interpreting relevant student and teacher data. Furthermore, this plan provides teachers with resources and guidance that allows learning goals to meet teachers’ and students’ individual and collective needs.

The District recognizes professional development increases educators’ knowledge and expands professional skills. The 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. 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.

2. Professional Development Committee

The plan presented was prepared by the Professional Development Committee. Members who contributed to this plan include:
- Brigid Connelly, Assistant Principal
- Dana Crowell, Unified Arts Teacher
- Hannah Gage, 4th Grade Teacher
- Joanne Hennessey, Paraprofessional
- Irma MacEachern, Math Teacher
- Jennifer Scott, Case Manager
- Brittany Thompson, School Board Member

2.1 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

2.2 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.

2.3 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.

2.4 Communication:
Parents and other shareholders will be informed of the district’s professional development plan, implementation, efforts, and accomplishments through the school newsletter, the school website, and PTA.

2.5 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.
2.6 Professional Development Plan Development and Implementation
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.

Administration will provide reminders before October of each year and work sessions to implement, monitor, and assess individual plans.

2.7 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. School Administrative Unit 83 Professional Master Plan
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
### 3. Data Collection, Interpretation, and Use

#### 3.1 SAU 83 Data Matrix

<table>
<thead>
<tr>
<th>DATA SOURCES</th>
<th>COLLECTION METHOD</th>
<th>ANALYSIS</th>
<th>DECISION-MAKING</th>
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</thead>
</table>
| **New Hampshire State Assessment**  
(Reading – 3 -8)  
(Mathematics – 3-8) | Annually, the Principal, or designee collects and reviews the school’s information when it is released from the DOE. The SAU collects the District level reports. The SAU and principals interpret the data. | The Administrators review all the results. The Department heads and Curriculum Committees review their own discipline results i.e.: Reading or Math/Science. The Special Ed Director reviews respective subgroups results more in detail. Grade level teams review their grade level results. Released items are used to better analyze specificity of questions. | Parents are provided student reports. The results are reported to the School Board. The Principal or designee prepares a summary and reviews it with all teachers. The results are used to make changes in curriculum or instruction, and to identify focus areas for improvements, at the student, teacher and school levels. |
| **New Hampshire State Assessment**  
Alternate Learning Progression | The Special Education Director collects and reviews the student data when they are released from the DOE. Administrators and the Special Ed staff collect and interpret the results. | The Special Education Director and Coordinator analyze the results soon after they are received. The results are shared with Special Ed and Regular Ed Teachers | Parents are provided student reports. The results are used to make changes in curriculum or instruction, and to identify focus areas for improvements for the student, the teacher and the school. |
| **NWEA- Measures of Academic Progress**  
Primary Reading: K-2,  
Primary Mathematics: K-2  
Reading, Mathematics, Science: Grades 3-8 | After each testing window (fall, winter and spring) the results are collected in various reports published by NWEA. Administrators collect the school – wide reports, classroom reports and student reports. The SAU collects the District-wide reports. Administrators and Teachers interpret the classroom results. | The Administrators analyze all the results. The Special Ed staff teachers review students’ results. Grade level teams review their grade level results. Teachers analyze their own classroom reports. | Parents are provided student reports. Teachers get their own classroom reports. The Principal prepares a school summary and reviews with all teachers. The results are used to make changes in instruction, and to identify focus areas for student, teacher and school goal setting. Scores are used as another assessment of student progress. |

#### STANDARDIZED MEASURES

**New Hampshire State Assessment**

- (Reading – 3 -8)  
- (Mathematics – 3-8)

**Alternate Learning Progression**

**NWEA- Measures of Academic Progress**

- Primary Reading: K-2,  
- Primary Mathematics: K-2  
- Reading, Mathematics, Science: Grades 3-8
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<tbody>
<tr>
<td>NAEP-Science</td>
<td>Guidance coordinates this annual test that is used at the NH Department of Ed.</td>
<td>Results sent to State and Federal Department of Education.</td>
<td>Parents notified via letter, but individual student results are not shared with the school or parent.</td>
</tr>
<tr>
<td>Grades 4 and 8</td>
<td></td>
<td></td>
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<tr>
<td>DIBELS</td>
<td>The Reading Specialist to all students in Grades K and 1.</td>
<td>The Reading Specialist will collect the data and share the results with the building principal, classroom teachers, case managers, and reading tutors for each administration. Class room teachers develop action plans with the RTI Team based on the analysis.</td>
<td>The information is used by teachers to create flexible groupings and for instructional planning to address early literacy skills/numeracy skills for reading and math success. The information is shared with parents at parent conferences in November and a final year–end report is</td>
</tr>
<tr>
<td>Grades K and 1</td>
<td></td>
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</tr>
<tr>
<td>Fountas and Pinnell Benchmark Assessment</td>
<td>The Reading Specialist will administer the assessment to students being considered for extra reading support.</td>
<td>The Reading Specialist will analyze the results in consultation with the classroom teachers to develop steps to address the needs of students.</td>
<td>Used to track student progress over time. Used for placement in the flexible instructional groups. Used for curriculum and instruction improvement. Used to track school progress over time.</td>
</tr>
<tr>
<td>Grades K-2</td>
<td></td>
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<tr>
<td>DATA SOURCES</td>
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<tr>
<td><strong>NON STANDARDIZED MEASURES</strong></td>
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</table>
| **Treasures Benchmark Assessment & Writing Prompts**  
Grades 3 and 4 | Classroom teachers and interventionists will administer the Treasures Benchmark assessments in grades 3 and 4. | Classroom teachers, Administrators, and the Reading Specialist are responsible for the management of the data. Interpretation will take place following the collection of data. Data is analyzed and student growth is monitored. | Classroom teachers, interventionists, and administrators will use data to identify Tier II and Tier III students, and to inform classroom instruction. This data will be reviewed quarterly and managed by the classroom teachers. |
| **My Math Assessments** | My Math Unit Assessments are given as pre-assessments prior to instruction and then again at the conclusion of each unit of instruction. Mid and End of Year cumulative assessments are administered by grade level teachers on predetermined dates throughout the school year. Classroom teachers and administration are responsible for the collection and management of MyMath assessment data. | Teachers record assessment data on a detailed spreadsheet located on a shared network drive. Classroom teachers and administrators are responsible for the management of the data. Interpretation takes place immediately following the collection of data. Data is analyzed and student growth is monitored. | Teachers and Administrators share assessment results with students and parents. 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 collaborative planning groups, and on regularly scheduled data days. |
| **Kindergarten Screening**  
Developmental screening tool for incoming Kindergartners | Administered to all incoming kindergarten students by teachers and specialists. | Guidance, kindergarten teachers, special educators, teachers analyze the results and address the needs of students who appear to have difficulty with age appropriate tasks. | Report to parents, administrators, and staff as appropriate. Used to create balanced classrooms Used to identify at-risk learners. |
| **Title I Screening**  
Grades K-2 | Title I staff collect the screening data. | Title I staff and teachers | Title I staff uses this data to determine student eligibility for Title I services. Data is used to diagnose individual student strengths and weaknesses to inform Title I level of instruction. Reports are made to classroom teachers and parents. |
<table>
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</thead>
<tbody>
<tr>
<td>Work Study Practices</td>
<td>Classroom teachers collect data on a daily basis and it is reviewed every trimester.</td>
<td>Teachers review data for progress reports and report cards.</td>
<td>Reported to students, parents, and administrators</td>
</tr>
<tr>
<td>Grades K-8</td>
<td></td>
<td></td>
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<tr>
<td>Classroom Assessments</td>
<td>The data is collected by classroom teachers in all subject areas.</td>
<td>Teachers will review and use assessment data to make instructional decisions for the grade level, their classroom, and for individual students. Following grade level assessment, grade level teams, along with special education staff will review the data and develop action plans and strategies to improve student learning.</td>
<td>The results will be reported to students, parents, special education, and administrators. Teachers will share student goals and data analysis with administration through team notes and meeting.</td>
</tr>
<tr>
<td>Grades K-8</td>
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<tr>
<td>Report Cards/Progress Reports</td>
<td>On a trimester basis, grades are collected and reported on by teachers.</td>
<td>Teachers review grades 6 times a year: for progress reports and report cards. Teachers contact parents when one or more grades result in a failure. Administrators review grades 6 times per year. Notification letters go out in Feb for student in jeopardy of not being promoted.</td>
<td>Grades are reported to students, parents, and administration. Grades are recorded, and report cards are issued 3 times per year.</td>
</tr>
</tbody>
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### DATA SOURCES

<table>
<thead>
<tr>
<th>NON ACADEMIC MEASURES</th>
<th>COLLECTION METHOD</th>
<th>ANALYSIS</th>
<th>DECISION-MAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Collected daily by the secretaries and entered on the computer system: Web2School</td>
<td>Administration reviews attendance looking for any problem areas. Secretary reports out students absent or tardy more than 5 days in a quarter or any patterns that may warrant further analysis. Teacher contacts parents when students are not making progress.</td>
<td>Results are reported to students and parents quarterly, or more if needed. It is reported to the DOE annually. It may be used for monitoring individual student performance. Included as part of decision for any retentions</td>
</tr>
<tr>
<td>Grades PreK-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior/Discipline Data</strong></td>
<td>Collected by faculty and administrators</td>
<td></td>
<td>Reported to parents, students, and staff. The data will be analyzed to determine trends and to set school and individual goals.</td>
</tr>
<tr>
<td>Grades PreK-8</td>
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</tbody>
</table>
3.2 Data Use Processes
Data from the sources listed above will be disseminated to the appropriate staff members and the local school board. Evaluation of 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 the professional staff to teach skills and strategies to the students having difficulty in targeted areas.

The Ellis School Leadership team (made up of administrators and stakeholders) will work closely with various school-based teams and use the information gathered to develop school goals. These goals will be utilized by the 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 as well as the annual review of staff SLOs and yearly professional development goal.

3.3 Needs Assessments
Professional development goals 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.

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.

3.4 Evaluation
The Professional Development Committee and the district administrators use several means to evaluate professional development in the Fremont School District to fulfill the requirements of the staff development plan.
Level 1 Participant Satisfaction

Professional Development Reflections and Surveys:

- Staff members complete reflections for each professional development experience they participate in.
- Staff members also complete periodic surveys about professional development offerings and the level of implementation in the district through Google Forms (https://www.google.com/forms/about/) and other surveying tools which are reviewed by the Professional Development Committee.

Level 2 Professional Learning

Types of Reflection and Survey Questions:

- Staff professional development reflections include questions that evaluate understanding, knowledge and skills acquired through professional development training; principals and other district administrators review all professional development reflections.
- Staff members are required to identify the next steps needed for advancing their use and understanding of training when completing a reflection.
- Staff will revisit the district’s implementation rubric when appropriate to measure the implementation of programs and initiatives highlighted with training in the district.

Level 3 Organizational Support

Evaluation of Professional Development Support:

- The Professional Development Committee members as well as individual staff members are surveyed each year and asked to identify their professional development, support and resource needs.
- The Committee uses the survey results to prioritize the professional development offerings for the summer and the school year.
- The survey results are also used to identify those areas of professional development that can be supported within the district through peer coaches, district experts, and administrators.

Level 4 Use of New Knowledge and Skills

Measuring Participants Actual Use of Knowledge and Skills to Improve Student Learning

- Administrators provide feedback to individual teachers and teams about instructional practices and strategies supported by professional development through observational feedback.
- PLCs evaluate the professional practice and share their results with their administrator in monthly minutes and notes about PLC progress.
Level 5 Impact on Student Learning

Evaluation of Professional Development Initiatives on Student Achievement:

- All district programs and initiatives supported by professional development activities and resources are closely monitored and evaluated using student achievement data and staff surveys.
- At each stage of progress for a program or initiative’s implementation the administrative team analyzes results and shares that information with teachers in the PLCs.

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

4.1 Self-Assessment Rubric
The Self-Assessment Rubric is required to be completed and updated annually. The self-assessment is used for self-reflection and goal development. This document does not need to be submitted to administration, however, it should be used by the teacher during the end-of-the-year meeting to focus discussion on agreements and discrepancies between administration and the teacher and may be shared at the teacher’s discretion. Teachers should update their self-assessment to reflect any progress made throughout the year prior to an end of the year meeting. Special attention should be paid to Standards, Assessments and District goals when creating individual goal(s).

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

4.3 Procedure for Developing an Individual Professional Development Plan (IPDP)

1) The educator completes a self-assessment. The assessment should be based on:
a. Professional educator standards and the certification requirements for a given endorsement and assignment. See

b. Local educator standards such as those used in the district educator evaluation system.

c. An examination of student outcomes, such as but not limited to student work; assessment results, behavioral data, attendance data, and other measures of student performance and well-being.

2) Educators choose at least one goal aligned to the organizational (school/district) goals.

3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:
   a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;
   b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
   c. Professional standards as referenced in the local evaluation system; and
   d. Effective instructional practices related to school and district goals that increase student achievement.

The goals are to be developed from the following data sources:
   a. The educator’s self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
   b. Analysis of student work;
   c. Analysis of student achievement data, if available; and
   d. A review of school or district master plan needs assessment.

4) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.

5) Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work.
6) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.

7) When the plan is completed the Superintendent recommends renewal online to the NH Department of Education through EIS.

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

~Excerpted from National Comprehensive Center for Teacher Quality Teacher Quality Issue Brief 2010.

4.5 Appeals
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.

4.6 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 paraeducator 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.

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

Educators in SAU 83 will participate in professional development activities that will:

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

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

- **Observations (schools or other professionals)**
  1. Professionals may visit classes of programs for a specified purpose to observe and learn new teaching techniques, programs, or curriculum in order to enhance their own teaching skills.
  2. **Clock Hour Award:** 20 hours
  3. **Requirements:**
     1. Professional Development Activity Completion Form D
     2. Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)

- **Independent Study/Study Groups/Professional Learning Groups**
  1. 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.
  2. **Clock Hour Award:** 30 hours
  3. **Requirements**
     1. Professional Development Activity Completion Form D
     2. Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)

- **Action Research**
  Action Research is an ongoing process of systematic study.
  This study includes:
  1. Stating a hypothesis
  2. Developing a plan of action
  3. Collecting data
4. Analyzing and evaluating outcomes  
5. Formulating a conclusion  
6. Through promoting action research, teachers are committed to promoting changes indicated by their findings. This could also serve as a plan for a sabbatical.  

- **Clock Hour Award:** 30 hours  
- **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*  

- **Personalized Learning Research**  
  1. Professionals may work individually to study a particular area of teaching or learning. Conducting research gives professionals the opportunity to set their own focus for research to improve professional skills. Types of research may include:  
     - Conducting inquiry-based independent research: research a topic related to student learning and/or student learning in specific content areas.  
     - Conducting action research: examining a teacher’s own teaching and student learning through gathering and interpreting data, sharing with colleagues, and critical reflection to improve classroom practice.  
     - Participating in content immersion (externships)-participate in intensive experience in day-to-day work of mathematician, scientist, writer, etc., in their work setting.  
- **Clock Hour Award:** 30 hours  
- **Requirements:**  
  1. Review and pre-approval by individual’s supervisor  
  2. Activity Completion Form D  

- **Curriculum, Instruction, and Assessment Development**  
  - 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  
- **Clock Hour Award:** Equals participation hours.  
- **Requirements:**  
  1. Review and pre-approval by individual’s supervisor.
2. Activity Completion Form

- **Committee Work that directly impact student achievement;**
  - 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.
  - **Clock Hour Award:** Equals participation hours
  - **Requirements**
    1. Professional Development Activity Completion Form D
    2. Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)

- **Collegiate of Graduate Coursework** *(Graduate level college or university 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.
  - **Clock Hour Award:** 15 clock hours per credit hour awarded by college or university. 10 clock hours per credit hour for audited courses.
  - **Requirements**
    1. Professional Development Activity Form prior to enrollment.
    2. Upon completion of a course, submit a copy of the Grade Report.

- **Workshops, Webinars, and Professional Conferences**
  - 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.
  - **Clock Hour Award:** Equals participation hours
  - **Requirements**
    1. Professional Development Activity Completion Form D
    2. Certificate of Completion

**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.)

- **Professional Presentations (presenter)**

  - 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

- **Professional Reading, Video, Audio/Research**

  - 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.

- **Publishing Related to 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.
• **Educational Travel**
  - Travel provides professionals with the opportunity to see places, gather artifacts and information, and bring to the classroom first-hand knowledge of places that are a part of the classroom curriculum and program.
  - **Clock Hour Award**: 10 hours
  - **Requirements**
    1. Review and pre-approval by individual’s supervisor
    2. *Activity Completion Form D*

• **Mentoring/Education Peer Coaching**
  - Targets individuals who are hired to share their expertise and time with novice teachers, reassigned teachers and candidates pursuing alternative certification.
  - **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 accomplishment

• **Exploration of creative applications of technology to improve student 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.

• **Collaborative analysis of student data and work**
  - 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.
  - **Clock Hour Award**: Up to 20 clock hours in a 3-year cycle, per certification
  - **Requirements**
    1. Professional Development Activity Completion *Form D*
    2. Copies of agendas, attendance verification/documentation

• **Cooperating teacher for student interns**
  - Targets individuals who are willing to share their expertise and time with student teachers/interns.
  - **Clock Hour Award**  Up to 45 clock hours in each option per year.
- **Requirements**
  1. Professional Development Activity Completion Form
  2. Detailed log reflecting mentorship and accomplishments

- **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
  - **Clock Hour Award:** Equals participation hours
  - **Requirements:**
    1. Review and preapproval by individual’s supervisor
    2. Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.)

4.8 **Documentation of Professional Learning**

Educators are to select and prescribe in their individual education plans one of the following options for documenting professional learning gained through the completion of job-embedded or formal professional development activities and the contribution of that learning to the fulfillment of their individual professional development goals:

- The development of a body of evidence that documents job-embedded or formal professional development;
- An accumulation of a minimum of 75 continuing education hours/units with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development; or
- A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school and/or district goal(s) and content areas;

For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence of the impact of professional learning on their own
educational practices and on student learning and provide evidence that the professional development addresses:

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

5. Processes/procedures
5.1 Goal Setting

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

5.2 SMART Goals

A S.M.A.R.T. goal is defined as one that is specific, measurable, achievable, results-focused, and time bound.

- **Specific**: Goals should be simplistically written and clearly define what you are going to do. Specific is the What, Why, and How of the S.M.A.R.T. model.
- **Measurable**: Goals should be measurable so that you have tangible evidence that you have accomplished the goal.
- **Achievable**: Goals should be achievable; they should stretch you slightly so you feel challenged, but defined well enough so that you can achieve them. You must possess the appropriate knowledge, skills, and abilities needed to achieve the goal.
- **Results-focused**: Goals should measure outcomes, not activities.
• **Time-bound:** Goals should be linked to a timeframe that creates a practical sense of urgency, or results in tension between the current reality and the vision of the goal. Without such tension, the goal is unlikely to produce a relevant outcome.

5.3 Revision of Goals

Educators may amend their Goal by submitting an amended Form A, Individual District Goal Form by October 31st to the Professional Development Committee.

5.4 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
  - Extracurricular participation
- Health record
### SAU 83 Master Plan for Professional Development

#### TIMELINE AND IMPORTANT DEADLINES

<table>
<thead>
<tr>
<th>Month</th>
<th>Professional Staff</th>
<th>Forms</th>
<th>Administration</th>
</tr>
</thead>
</table>
| Aug.  | ✓ New Staff Orientation  
✓ Review District and School goals  
✓ Complete the Self-Assessment Form | Form C1 Self-Assessment Rubric for Teaching Staff | Assist teachers in collecting data, analyzing it, and identifying student strengths and needs. |
| Sept. | ✓ Gather baseline data and available student information  
✓ Complete the Self-Assessment Form  
✓ Develop one District goal (in accordance with PD Plan)  
✓ Develop two Student Learning Objectives (“one of which must be tied to each individual educator, while the second SLO may be shared among multiple teachers…”")  
(Once the SLO/form(s) are completed submit for approval) | (NWEA, State Assessments, Local Assessments)  
Form C1 Self-Assessment Rubric for Teaching Staff  
Form A1 Student Learning Objectives  
Form A Individual District Goals | Administration will begin conducting mini-observations and full observations for all applicable school employees. |
| Oct.  | ✓ Before October 15th revise and resubmit SLO and/or district goal form, if needed  
✓ By October 15th SLO’s are written and submitted for approval  
✓ By October 31st Administration has approved all goals | Form A1 Student Learning Objectives | Administration will be collecting and reviewing beginning of the year forms. |
| Dec.  | ✓ By December 15 there should be two full observations for all applicable employees in the Novice and Needs Improvement Track | | Administration should have reviewed and approved all goals. |
| Feb.  | ✓ Staff members in the 3rd year cycle should continue to update supporting documents/artifacts for Summative Evaluation  
✓ Complete Goals Reflection and Evaluation Form (Novice, Awareness, Needs Improvement tracks and those who are recertifying) | | |
| Mar.  | ✓ By March 1st the last full observation should be completed for all applicable employees in the Novice and Needs Improvement Track  
✓ By March 1st Form B is submitted for review and approval and have your supportive documents/artifacts updated (Novice, Awareness, Needs Improvement tracks and those who are recertifying)  
✓ By March 15th signature on Form B must be obtained  
✓ By March 15th Teaching Support and Effectiveness Evaluation Summary is completed  
✓ Recertification year recomplete self-assessment | RECERTIFICATION STAFF  
FORM B – Individual District Goal Reflection Teaching Support and Effectiveness Evaluation Summary (Appendix K)  
FORM G (Appendix E) | By March 1st Administration will complete the third full observation for employees in the Novice and Needs Improvement Track. |
| April | ✓ Re-start cycle process for following staff (Novice, Awareness, Needs Improvement tracks and those who are recertifying)  
✓ Review and gather data | | By March 15th Teaching Support and Effectiveness Evaluation Summaries are completed (Novice, Awareness, Needs Improvement tracks and those who are recertifying). |
| May  | By May 1st, Form B is submitted for review and approval and have your supporting document/artifacts updated (for Effective Tracks who are not recertifying)  
By May 1st, Form A1 is submitted by all teachers for review and approval | FORM B – Individual District Goal Reflection  
Form A1 Student Learning Objectives (Reflection) | By the end of the first week in June, administration will review and return Forms A1 and B as applicable. |
You must complete 2 of these forms per year.

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<thead>
<tr>
<th>Name or Team of Teachers</th>
<th>Date of Review and Names of Reviewer</th>
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<tr>
<th>Content Area(s)/Grade Level(s)</th>
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<tr>
<th>Student Learning Objective (SLO):</th>
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<tr>
<th>Baseline Data and Rationale (Why did you choose this objective?)</th>
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<th>Learning Content: (What content will the SLO address?):</th>
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<th>Student Populations: (Who are you going to include in this objective?)</th>
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<th>Interval: (How long will you focus on this objective?)</th>
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<th>Assessment/Evidence Source(s): (How will you measure the outcome of your objective?)</th>
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<th>Targeted Growth: (What is your goal for student growth?)</th>
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<tr>
<th>Strategies and Support: (What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?)</th>
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<tr>
<th>Teacher Signature and Date:</th>
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<th>Principal/Supervisor Signature and Date:</th>
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<th>Reflection:</th>
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Please check your option (see Form H in 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 fifty (50) clock hours in any of the major professional development components.

The individual professional development plan shall include two student learning objectives (SLO’s) per year as well as one district goal per three year cycle and be developed from:

- a) The educator’s self-assessment or reflection on competencies and the content areas 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.

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

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

Professional Development Goals (Every endorsement must have a goal; this goal can be the same for multiple endorsements with administrative approval.)

1.________________________________________________________________________________________________________
   ________________________________________________________________________________________________

2.________________________________________________________________________________________________________
   ________________________________________________________________________________________________

3.________________________________________________________________________________________________________
   ________________________________________________________________________________________________

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

☐ Goal(s) Approved
☐ Goal(s) Not Approved

Principal/Supervisor Signature_________________________ Date_________________________
School Administrative Unit 83 Professional Master Plan
Form B- Goals Reflection and Evaluation Form

Name:  
Position/Grade:  
Certification(s) Held:  
1) Click here to enter text.  
2)  

☐ Knowledge of Subject/Content Area
☐ Developmentally Appropriate Teaching Strategies
☐ Reinforcement of the Fremont School District Goals
☐ Knowledge of Learners and Learning
☐ Professional Responsibilities and Obligations
☐ 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

Click here to enter text.

Progress Review Administrator Signature___________________________  
☐ Approved  ☐ Not Approved
Continuation of Form B (Goals Reflection and Evaluation Form)

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:

Click here to enter text.

Progress Review Administrator Signature________________________ ☐ Approved ☐ Not Approved
Goal 3

Click here to enter text.

**Year 1 Progress Summary:**

Click here to enter text.

*Progress Review Administrator Signature*________________________

☐ Approved  ☑ Not Approved

**Year 2 Progress Summary:**

Click here to enter text.

*Progress Review Administrator Signature*________________________

☐ Approved  ☐ Not Approved

**Year 3 Progress Summary:**

Click here to enter text.

*Progress Review Administrator Signature*________________________

☐ Approved  ☐ Not Approved
FORM C1-SELF-ASSESSMENT RUBRIC
AND
CLASSROOM OBSERVATION RUBRIC FOR TEACHING STAFF

Staff Member___________________________________________________ Date___________________________________________________

*Shaded regions are not observable and can be documented with artifacts.

Domain 1: Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the, personal, physical, social and academic dimensions, and facilitates developmentally appropriate and challenging learning experiences based on the unique needs of each learner.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to reach his/her full potential and has the ability to employ universal design principles and assistive technology.

Standard #3: Learning Environments. The teacher works with learners to create and access learning environments that support self-directed and individual and collaborative learning, based on each learner’s interests and passions, and uses learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences.

<table>
<thead>
<tr>
<th>The Teacher:</th>
<th>4 Highly Effective</th>
<th>3 Effective</th>
<th>2 Needs Improvement</th>
<th>1 Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation</td>
<td>Anticipates students’ misconceptions and confusions and develops multiple strategies to overcome them and designs highly relevant lessons that will motivate all students and engage them in active learning.</td>
<td>Anticipates misconceptions that students might have and plans to address them. Designs lessons that are relevant, motivating, and likely to engage most students.</td>
<td>Has a hunch about one or two ways that students might become confused with the content and plans lessons that will catch some students’ interest and perhaps get a discussion going.</td>
<td>Proceeds without considering misconceptions that students might have about the material and plans lesson with very little likelihood of motivating or involving students.</td>
</tr>
<tr>
<td>Environment</td>
<td>Uses room arrangement, materials, and displays to maximize student learning of all material.</td>
<td>Organizes classroom furniture, materials, and displays to support unit and lesson goals.</td>
<td>Organizes furniture and materials to support the lesson, with only a few decorative displays.</td>
<td>Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.</td>
</tr>
<tr>
<td>Expectations</td>
<td>Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations and convinces all students that they will master the material.</td>
<td>Clearly communicates and consistently enforces high standards for student behavior and conveys to students: This is important, you can do it, and I’m not going to give up on you.</td>
<td>Announces and posts classroom rules and consequences and tells students that the subject matter is important and they need to work hard.</td>
<td>Comes up with ad hoc rules and consequences as events unfold during the year and fails to motivate students.</td>
</tr>
<tr>
<td>Relationships</td>
<td>Shows warmth, caring, respect, and fairness for all students and builds strong relationships.</td>
<td>Is fair and respectful toward students and builds positive relationships.</td>
<td>Is fair and respectful toward most students and builds positive relationships with some.</td>
<td>Is sometimes unfair and disrespectful to the class; plays favorites.</td>
</tr>
<tr>
<td>Respect</td>
<td>Wins all students’ respect and creates a climate in which disruption of learning is unthinkable.</td>
<td>Wins almost all students’ respect and refuses to tolerate disruption.</td>
<td>Wins the respect of some students but there are regular disruptions in the classroom.</td>
<td>Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.</td>
</tr>
<tr>
<td>Social-emotional</td>
<td>Implements a program that successfully develops positive interactions and social-emotional</td>
<td>Fosters positive interactions among students and teaches useful social skills.</td>
<td>Often lectures on the need for good behavior, and makes example of “bad” students.</td>
<td>Publicly berates “bad” students, blaming them for their poor behavior.</td>
</tr>
<tr>
<td>Routines</td>
<td>Successfully includes class routines up front so that students maintain them throughout the year.</td>
<td>Teaches routines and has students maintain them all year.</td>
<td>Tries to train students in class routines but many of the routines are not maintained.</td>
<td>Does not teach routines and is constantly nagging, threatening, and punishing students.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Successfully develops students’ self-discipline, self-efficacy, and sense of responsibility.</td>
<td>Develops students’ self-discipline and teaches them to take responsibility for their own actions.</td>
<td>Tries to get students to be responsible for their actions, but many lack self-discipline.</td>
<td>Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>Uses coherence, lesson momentum, and smooth transitions to get the most out of every minute.</td>
<td>Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.</td>
<td>Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.</td>
<td>Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.</td>
</tr>
<tr>
<td>Connections</td>
<td>Always grabs students’ interest and makes connections to prior knowledge, experience, and reading.</td>
<td>Activates students’ prior knowledge and hooks their interest in each unit and lesson.</td>
<td>Is only sometimes successful in making the subject interesting and relating it to things students already know.</td>
<td>Rarely hooks students’ interest or makes connections to their lives.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Students are highly involved in focused work and discussions in which they are active learners and problem solvers.</td>
<td>Students are actively thinking about, discussing, and using the ideas and skills being taught.</td>
<td>Attempts to get students actively involved, but some students are disengaged.</td>
<td>Mostly lectures to passive students or has them plod through textbooks and worksheets.</td>
</tr>
<tr>
<td>Belief</td>
<td>Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet their full potential.</td>
<td>Shows parents a genuine interest and belief in each child’s ability to reach their individual potential.</td>
<td>Tells parents that he or she cares about their children and wants the best for them.</td>
<td>Does not communicate to parents’ knowledge of individual children or concern about their future.</td>
</tr>
<tr>
<td>Communication</td>
<td>Gives parents clear, user-friendly learning and behavior expectations and when necessary provides exemplars of proficient work through multiple channels-(phone, email, website, newsletters, etc.) and makes sure parents hear positive news about their children first and immediately flags any problems.</td>
<td>Gives parents clear expectations for student learning and behavior for the year and promptly informs parents of behavior and learning problems, and also updates parents on good news.</td>
<td>Sends home a list of classroom rules and the syllabus for the year and lets parents know about problems their children are having but rarely mentions positive news.</td>
<td>Doesn’t inform parents about learning and behavior expectations and seldom informs parents of concerns or positive news about their children.</td>
</tr>
</tbody>
</table>

Comments:
**SELF-ASSESSMENT RUBRIC AND CLASSROOM OBSERVATION RUBRIC FOR TEACHING STAFF**

Staff Member___________________________________________________ Date___________________________________________________

*Shaded regions are not observable and can be documented with artifacts.*

## Domain 2: Content Knowledge (Performance Standards)

Standard #4: **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: **Application of Content.** The teacher makes innovative application of content as demonstrated by an understanding of how to connect concepts and uses differing perspectives to engage learners in critical and creative thinking, and collaborative problem solving related to authentic local and global issues.

<table>
<thead>
<tr>
<th>The Teacher:</th>
<th>4 Highly Effective</th>
<th>3 Effective</th>
<th>2 Needs Improvement</th>
<th>1 Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Is expert in the area and up to date on the authoritative research on child development and how students learn.</td>
<td>Knows the subject matter well and has a good grasp of child development and how students learn.</td>
<td>Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.</td>
<td>Has little familiarity with the subject matter, few ideas on how to teach it, and how students learn</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>Is in alignment with district’s initiatives and has detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.</td>
<td>Is in alignment with district’s initiative and plans the year so students will meet high standards and be ready for external assessments.</td>
<td>Has done some thinking about how to cover high standards and test requirements this year.</td>
<td>Plans lesson by lesson and has little familiarity with state standards and tests.</td>
</tr>
<tr>
<td><strong>Lessons</strong></td>
<td>Designs each lesson with clear measurable goals closely aligned with standards and unit outcomes.</td>
<td>Designs lessons focused on measurable outcomes aligned with unit goals.</td>
<td>Plans lessons with some consideration of long-term goals.</td>
<td>Plans lessons aimed primarily at entertaining students or covering textbook chapters.</td>
</tr>
<tr>
<td><strong>Mindset</strong></td>
<td>Actively includes a &quot;growth&quot; mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.</td>
<td>Tells students that effective effort, not innate ability, is the key.</td>
<td>Doesn't counteract students’ misconceptions about innate ability.</td>
<td>Communicates a &quot;fixed&quot; mindset about ability: some students have it, some don't.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Always presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.</td>
<td>Uses clear expectations, appropriate language, and examples to present material.</td>
<td>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.</td>
<td>Often presents material in a confusing way, using language that is inappropriate.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Consistently has all students summarize and internalize what they learn and apply it to real-life situations.</td>
<td>Has students sum up what they have learned and apply it in a different context.</td>
<td>Sometimes brings closure to lessons and asks students to think about applications.</td>
<td>Moves on at the end of each lesson without closure or application to other contexts.</td>
</tr>
<tr>
<td><strong>Family Outreach</strong></td>
<td>Continually reaches out to families and community agencies to enlist classroom and extra resources from homes and the community to enrich the curriculum.</td>
<td>Reaches out to families and community agencies to bring in and additional resources.</td>
<td>Asks parents into the classroom and to contribute extra resources.</td>
<td>Does not reach out for extra support from parents or the community.</td>
</tr>
</tbody>
</table>

**Comments:**
SELF-ASSESSMENT RUBRIC AND
CLASSROOM OBSERVATION RUBRIC FOR TEACHING STAFF

Staff Member___________________________________________________ Date___________________________________________________

*Shaded regions are not observable and can be documented with artifacts.

<table>
<thead>
<tr>
<th>Domain 3: Learning Facilitation Practice (Instructional Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #6: Assessment</strong>. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, to document learner progress, provide learner feedback and to inform the teacher’s on-going planning and instructional practice.</td>
</tr>
</tbody>
</table>

**Standard #7: Planning for Instruction (facilitation of learning).** The teacher plans learning facilitation as an active member of a learning community that supports every learner in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, learners, the community and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies** strategies to facilitate learning. The teacher understands and uses a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections, and to build skills in accessing, applying and communicating information.

<table>
<thead>
<tr>
<th>The Teacher:</th>
<th>4 Highly Effective</th>
<th>3 Effective</th>
<th>2 Needs Improvement</th>
<th>1 Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td>Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.</td>
<td>Plans the year so students will meet high standards and be ready for external assessments.</td>
<td>Has done some thinking about how to cover high standards and test requirements this year.</td>
<td>Plans lesson by lesson and has little familiarity with state standards and tests.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Units embed big ideas, essential questions, knowledge, skill, and non-cognitive goals that cover all Hess’s Cognitive Matrix.</td>
<td>Units have big ideas, essential questions, knowledge, skill, and non-cognitive goals covering most of Hess’s Cognitive Matrix.</td>
<td>Lessons show some thought to larger goals and objectives and higher-order thinking skills.</td>
<td>Teaches on an ad hoc basis with little or no consideration for long-range curriculum.</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.</td>
<td>Plans on-the-spot and unit assessments to measure student learning.</td>
<td>Drafts unit tests as instruction proceeds.</td>
<td>Plans lessons as instruction proceeds.</td>
</tr>
<tr>
<td><strong>Lessons</strong></td>
<td>Designs each lesson with clear measurable goals closely aligned with standards and unit outcomes.</td>
<td>Designs lessons focused on measurable outcomes aligned with unit goals.</td>
<td>Plans lessons with some consideration of long-term goals.</td>
<td>Plans lessons aimed primarily at entertaining students or covering textbook chapters.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Designs lessons that use an effective mix of technology and high quality, multicultural learning materials.</td>
<td>Designs lessons that use an appropriate mix of technology and multicultural materials.</td>
<td>Plans lessons that involve a mixture of average learning materials.</td>
<td>Plans lessons that rely mainly on misaligned workbooks/worksheets.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Shows students exactly what is expected by posting essential questions, goals, rubrics and exemplars of proficient work.</td>
<td>Gives students a clear sense of purpose by posting the unit’s essential questions and the lessons goals.</td>
<td>Tells students the main learning objectives of each lesson.</td>
<td>Begins lessons without giving students a sense of where instruction is headed.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Almost always presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.</td>
<td>Uses clear expectations, appropriate language, and examples to present material.</td>
<td>Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.</td>
<td>Often presents material in a confusing way, using language that is inappropriate.</td>
</tr>
<tr>
<td>Repertoire</td>
<td>Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.</td>
<td>Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.</td>
<td>Uses a limited range of classroom strategies, questions, materials, technology, and groupings with mixed success.</td>
<td>Uses only one or two teaching strategies and types of materials and fails to reach most students.</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Successfully reaches students by skillfully differentiating, scaffolding and using peer and adult helpers as available.</td>
<td>Differentiates and scaffolds instruction and uses peer and adult helpers as available to accommodate most students’ learning needs.</td>
<td>Attempts to accommodate students with learning deficits, but with mixed success.</td>
<td>Fails to differentiate instruction for students with learning deficits.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.</td>
<td>Posts criteria for proficiency, including rubrics and exemplars of student work.</td>
<td>Tells students some of the qualities that their finished work should exhibit.</td>
<td>Expects students to know (or figure out) what it takes to get good grades.</td>
</tr>
<tr>
<td>On the Spot</td>
<td>Uses a variety of effective methods to check for understanding: immediately unscrambles confusion and clarifies.</td>
<td>Frequently checks understanding and gives students helpful information if they seem confused.</td>
<td>Uses mediocre methods (e.g. thumbs up, thumbs down) to check for understanding during instruction.</td>
<td>Uses ineffective methods (“Is everyone with me?”) to check for understanding.</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.</td>
<td>Has students set goals, self-assess, and know where they stand at all times.</td>
<td>Urges students to look over their work, see where they had trouble, and aim to improve those areas.</td>
<td>Allows students to move on without an opportunity to assess and improve problems in their work.</td>
</tr>
<tr>
<td>Recognition</td>
<td>Frequently posts students’ work with rubrics and commentary to celebrate progress and motivate and direct effort.</td>
<td>Regularly and frequently posts students’ work to make visible their progress with respect to standards.</td>
<td>Posts some “EE” student work as an example to others.</td>
<td>Posts only a few samples of student work or none at all.</td>
</tr>
<tr>
<td>Support</td>
<td>Immediately communicates when students may need specialized diagnosis and help.</td>
<td>When necessary refers students for specialized diagnosis and extra help.</td>
<td>Sometimes doesn’t refer students promptly for special help, and/or refers students who don’t need it.</td>
<td>Often fails to refer students for special services and/or refers students who do not need them.</td>
</tr>
</tbody>
</table>

Comments:
**Domain 4: Professional Responsibility**

**Standard #9: Reflection and Continuous Growth.** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Collaboration.** The teacher collaborates as a member of the larger learning community, with learners, families, colleagues, other professionals and community members to leverage resources that contribute to student growth and development, learning and well-being.

<table>
<thead>
<tr>
<th>The Teacher:</th>
<th>4 Highly Effective</th>
<th>3 Effective</th>
<th>2 Needs Improvement</th>
<th>1 Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interims</strong></td>
<td>Works with colleagues during team meetings to use interim assessment data to adjust teaching, reteach, and help struggling students.</td>
<td>Uses data from interim assessments to adjust teaching, reteach, and follow up with failing students.</td>
<td>Looks over students’ tests to see if there is anything to be retaught.</td>
<td>Gives tests and moves on without analyzing them and following up with students.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.</td>
<td>Analyzes data from assessments, draws conclusions, and shares them appropriately.</td>
<td>Records students’ grades and notes some general patterns for future reference.</td>
<td>Records students grades and moves on with the curriculum.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Works with colleagues to reflect on what worked and what did not and to continuously improve instruction.</td>
<td>Reflects on the effectiveness of lessons and units and continuously works to improve them.</td>
<td>At the end of a teaching unit or semester, thinks about what might have been done better.</td>
<td>Does not draw lessons for the future when teaching is unsuccessful.</td>
</tr>
<tr>
<td><strong>Communication of Expectations</strong></td>
<td>Gives parents clear, user-friendly learning and behavior expectations and when necessary provides exemplars of proficient work through multiple channels (phone, email, website, newsletters, etc.).</td>
<td>Gives parents clear expectations for student learning and behavior for the year.</td>
<td>Sends home a list of classroom rules and the syllabus for the year.</td>
<td>Doesn’t inform parents about learning and behavior expectations.</td>
</tr>
<tr>
<td><strong>Parent Contact</strong></td>
<td>Makes sure parents hear positive news about their children first and immediately flags any problems; is tenacious in contacting hard-to-reach parents.</td>
<td>Promptly informs parents of behavior and learning problems, and also updates parents on good news; makes efforts to contact hard-to-reach parents.</td>
<td>Let parents know about problems their children are having but rarely mentions positive news.</td>
<td>Seldom informs parents of concerns or positive news about their children.</td>
</tr>
<tr>
<td><strong>Involving</strong></td>
<td>Frequently involves parents in supporting and enriching the curriculum for the class as it unfolds by inviting them to share any resources they may have.</td>
<td>Updates parents on the unfolding curriculum and suggests ways to support learning at home.</td>
<td>Sends home occasional suggestions on how parents can help their children with schoolwork.</td>
<td>Rarely, if ever communicates with parents on ways to help their children at home.</td>
</tr>
<tr>
<td><strong>Responsiveness</strong></td>
<td>Deals immediately and successfully with parent concerns and makes parents feel welcome any time and shows great sensitivity and respect if made aware of family and community culture, values, and beliefs.</td>
<td>Responds promptly to parent concerns and makes parents feel welcome in the school and communicates respectfully with parents and is sensitive to different families’ culture and values.</td>
<td>Is slow to respond to some parent concerns and comes across as unwelcoming to some and tries to be sensitive to the culture and beliefs of students’ families.</td>
<td>Does not respond to parent concerns and makes most parents feel unwelcome in the classroom and is often insensitive to the culture and beliefs of students’ families.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Presents as a professional and always observes appropriate boundaries within each professional setting.</td>
<td>Demonstrates professional demeanor and maintains appropriate boundaries.</td>
<td>Occasionally acts in an unprofessional manner and/or violates boundaries.</td>
<td>Frequently acts in an unprofessional manner and violates boundaries.</td>
</tr>
<tr>
<td>Judgment</td>
<td>Is invariably ethical, honest, and forthright, uses sound judgment, and respects confidentiality.</td>
<td>Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.</td>
<td>Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.</td>
<td>Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Frequently contributes plausible ideas and expertise and instills in others a desire to improve the overall mission of the school.</td>
<td>Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.</td>
<td>Occasionally suggests an idea aimed at improving the school.</td>
<td>Rarely if ever contributes ideas that might help improve the school.</td>
</tr>
<tr>
<td>Openness</td>
<td>Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.</td>
<td>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.</td>
<td>Is somewhat defensive but does listen to feedback and suggestions.</td>
<td>Is very defensive about criticism and resistant to changing classroom practice.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Meets at least weekly with colleagues and follows the assigned agenda which may include planning units, sharing ideas and analyzing interim assessments.</td>
<td>Meets with colleagues and follows the assigned agenda which may include planning units, sharing ideas and analyzing interim assessments.</td>
<td>Meets occasionally with colleagues to share ideas about teaching and students.</td>
<td>Meets infrequently with colleagues, and conversations lack educational substance.</td>
</tr>
<tr>
<td>Growth</td>
<td>Actively reaches out for new ideas and engages in mutually beneficial research with colleagues, attends workshops, and seeks other sources to figure out what works best and implements them well.</td>
<td>Seeks out effective teaching ideas from colleagues, workshops and other sources.</td>
<td>Can occasionally be persuaded to try out new classroom practices.</td>
<td>Is not open to ideas for improving teaching and learning.</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Always demonstrates positive interpersonal relationships with colleagues and parents.</td>
<td>Demonstrates positive interpersonal relationships with colleagues and parents with few exceptions.</td>
<td>Demonstrates positive interpersonal relationships with colleagues and parents some of the time.</td>
<td>Rarely demonstrates positive interpersonal relationships with colleagues and parents.</td>
</tr>
<tr>
<td>District Goals</td>
<td>Is well versed in district goals and strongly considers personal areas of strength and need when formulating targeted PD goals (staff may use the Self-Assessment rubric ratings from Domain 3 and 4 b. Standards, d. Assessments as well as supervision feedback, and or district goals when writing a District PD goal)</td>
<td>Is well versed in district goals and considers personal areas of strength and need when formulating PD goals</td>
<td>Is familiar with district goals but doesn’t consider personal areas of strength and need when formulating PD goals</td>
<td>Is unfamiliar with district goals and therefore doesn’t use when formulating PD goals</td>
</tr>
</tbody>
</table>

Comments:
FORM D—Activity Completion Form
(This form is required to document hours.)

Name:   Position/Grade:
Certification(s) Held:  1)  
  2)

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

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? Revisit goals set and critique whether any changes/additional trainings are needed to ensure that goals will be met.
How will you use what you learned from this activity?
School Administrative Unit 83 Professional Master Plan
E1—Hours Tracking Form (optional)
School Year 20____ to 20____

Name______________________________________  Position/Grade_________________

Please attach documentation for: Workshops/conferences (agenda)/Assessment of student
learning (data)/ other as appropriate.

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Description of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td>Professional Development Committee work (See option 3 information on</td>
</tr>
<tr>
<td>Feb. 27, 2012</td>
<td>3 hours</td>
<td>portfolio development.)</td>
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</tbody>
</table>
# School Administrative Unit 83 Professional Master Plan

## Form E2–Action Plan Model Form

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>Position/Grade: ________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification(s) Held 1) ________________</td>
<td>2) ____________________________</td>
</tr>
<tr>
<td></td>
<td>3) ____________________________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Members</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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

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.

- Knowledge of Subject/Content Area
- Developmentally Appropriate Teaching Strategies
- Professional Responsibilities and Obligations
- Reinforcement of the Fremont School District Goals
- 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
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: ___________

___________________________________________________ Date: ___________
School Administrative Unit 83 Professional Master Plan
Form G—Recertification Summary Form

Date __________________________

Superintendent’s Office
Ellis School
432 Main St.
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____.

<table>
<thead>
<tr>
<th>Certification Endorsements</th>
<th>Three-Year Goals Completed (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

Principal’s Signature

Superintendent’s Signature
## School Administrative Unit 83 Professional Master Plan

### Form H—SAU 83 Individual Professional Development Planning Process

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Model</td>
<td>Action Plan Model</td>
<td>Portfolio Model</td>
<td>Combination</td>
</tr>
<tr>
<td>2. Staff member completes a self-assessment (Form C).</td>
<td>2. Staff member completes a self-assessment (Form C).</td>
<td>2. Staff member completes a self-assessment (Form C).</td>
<td>2. Staff member completes a self-assessment (Form C).</td>
</tr>
<tr>
<td>3. Develop individual professional development goals using (Form A).</td>
<td>3. Develop individual professional development goals using (Form A).</td>
<td>3. Develop individual professional development goals using (Form A) and review plan with supervisor by October 31st.</td>
<td>3. Develop individual professional development goals using (Form A) and review plan with supervisor by October 31st.</td>
</tr>
<tr>
<td>4. Identify specific activities to achieve goals.</td>
<td>4. Assemble a professional support team and complete Action Plan (Form E2).</td>
<td>4. Create your portfolio using the information on (Form E3).</td>
<td>4. Complete preferred option choices (from options 1, 2, and 3) as needed.</td>
</tr>
<tr>
<td>5. Write, then review plan with supervisor using (Form A) by October 31st.</td>
<td>5. Write, then review plan with supervisor using (Form A) by October 31st.</td>
<td>5. For any staff development/workshops fill out (Form D) and optional (Form E1).</td>
<td>5. Follow the SAU 83 Individual Professional Developing Planning Process for each option you have chosen.</td>
</tr>
<tr>
<td>6. Carry out plan and complete (Form D) at the end of each activity to document hours (Form E1 Optional).</td>
<td>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.</td>
<td>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.</td>
<td>6. Complete a Goal Reflection and Evaluation Form (Form B) by May 1st.</td>
</tr>
<tr>
<td>7. Complete a Goal Reflection and Evaluation Form (Form B) by May 1st.</td>
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<td>7. Obtain supervisor signature for yearly “progress summary” on Form B by May 15.</td>
</tr>
<tr>
<td>8. Obtain supervisor signature for yearly “progress summary” on Form B by May 15.</td>
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<td>8. Upon completion of your Individual Three-Year Professional Growth Plan complete (Form G) and submit to supervisor.</td>
</tr>
<tr>
<td>9. Upon completion of your Individual Three-Year Professional Growth Plan complete (Form G) and submit to supervisor.</td>
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</tr>
</tbody>
</table>
SAU #83, FREMONT SCHOOL DISTRICT

REQUEST FOR WORKSHOP/CONFERENCE REIMBURSEMENT

*** This request must be accompanied by BOTH a proof of attendance and proof of payment. In addition receipts for tolls, parking and other fees must be attached where applicable. The employee is solely responsible for the filing of this request and associated materials. All Workshop/Conference reimbursements are subject to the Professional Development clause in the School Board/Teachers Agreement

(FEE REIMBURSEMENT NOT TO EXCEED $200 PER DAY)

I. EMPLOYEE TO COMPLETE THE FOLLOWING INFORMATION & SUBMIT FOR APPROVAL

EMPLOYEE NAME: ____________________________________________________________

DATE OF REQUEST: __________________________________________________________

DATE OF WORKSHOP/CONFERENCE: _____________________________________________

PURCHASE ORDER # (If applicable): _____________________________________________

NAME OF VENDOR: ___________________________________________________________

(Where Workshop/Conference was held)

WORKSHOP/CONFERENCE FEE: $ ____________________________ (ONLY if paid by employee)

MILEAGE: ____________miles @ $__________/mile (IRS rate) = $_______________

TOLLS/PARKING FEES: $ ______________________

OTHER FEES (attach receipts): $ ________________

EXPLANATION FOR FEES: _____________________________________________________________________

__________________________________________________________________________________________

II. ADMINISTRATOR APPROVAL:

ACCOUNT NUMBER: ____________________________________________________________

___________________________________

(Administrator’s Signature)

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SAU 83 FREMONT SCHOOL DISTRICT

TEACHER REQUEST FOR WORKSHOP/CONFERENCE APPROVAL* FY____

*THIS REQUEST MUST BE SUBMITTED TO THE SUPERINTENDENT’S OFFICE AT LEAST TWO WEEKS PRIOR TO THE DAY OF THE PROFESSIONAL LEAVE.

I. INFORMATION & THE NATURE OF THE REQUEST

EMPLOYEE NAME: ________________________________________________ DATE: ____________________

DATE(S) OF WORKSHOP/CONFERENCE: ______________________________________________________________

SPONSOR & LOCATION: _____________________________________________________________________________

PURPOSE OF ATTENDING** (choose a, b, c, or d from below): ___________________________

**Teachers may be granted professional days for activities that meet any of the following criteria:
(a) meeting a defined need of the school district
(b) it is related to the teacher’s area of assignment
(c) meeting a defined need of teacher’s staff development plan or annual goals
(d) it is approved by the Superintendent as meeting other acceptable criteria

****************************************************************************************************

II. PROCESSING THE COST OF THE EVENT

ENCUMBRANCE OR PURCHASE ORDER AMOUNT TO BE RESERVED FOR THIS WORKSHOP or CONFERENCE FEE (up to $200 per day) ***: $ ______________

It is the employee’s responsibility to register him or herself for workshops/conferences.

A. HOW TO REGISTER FOR EVENTS NOT TAKING A PURCHASE ORDER:
   Employee must register and pay for the workshop/conference themselves. Upon completion, reimbursement request can be submitted.

B. HOW TO REGISTER FOR EVENTS ALLOWING PURCHASE ORDERS:
   Submit request form to the SAU complete with Supervisor’s approval. If the amount of the workshop/conference exceeds $200, please send a check made out to the sponsor for the overage along with a completed request form to the SAU. The SAU will email an approved request form and copy of the PO to the requestor, who can then register for the event.

   * FEA CBA Section 7.1 Professional Days - “In order to be reimbursed, a teacher must submit satisfactory proof of payment and attendance to the SAU Office within thirty (30) days of completion of the conference, workshop or meeting. In the case of a purchase order, a teacher must submit satisfactory proof of attendance to the SAU Office within thirty (30) days of the completion of the conference, workshop or meeting.”

ABSENCE Entered in AESOP ____________ (Check here to indicate absence has been entered in Aesop)

I understand that if the Fremont School District pays for my attendance at this workshop/conference and I do not submit proof of attendance within thirty (30) days of the event, the total cost of my attendance at this event will be deducted from my final paycheck this fiscal year.

Signed, ___________________________________________ Date ____________________

Staff Member’s Signature

****************************************************************************************************

II. ADMINISTRATIVE APPROVAL: ACCOUNT NUMBER: ________________________________________________

Supervisor’s Signature Date

Superintendent’s Signature Date
SAU 83, FREMONT SCHOOL DISTRICT
REQUEST FOR COURSE APPROVAL- FY____

THIS REQUEST MUST BE SUBMITTED TO THE SUPERINTENDENT’S OFFICE AT LEAST TWO WEEKS PRIOR TO THE DAY OF THE CLASS. UPON APPROVAL BY THE SUPERINTENDENT, A PURCHASE ORDER WILL BE PRODUCED AND A COPY SENT TO THE TEACHER. IF THE INSTITUTION DOES NOT ACCEPT PURCHASE ORDERS, THE P.O. WILL BE MADE OUT TO THE TEACHER FOR REIMBURSEMENT.

*** Payment/reimbursement will be made AFTER completion of Course. Payment to the institution or reimbursement to the teacher will only be made once proof of payment and a grade report have been received by the SAU. The teacher is solely responsible for the filing of this request and associated materials. All course reimbursements are subject to the Professional Development clause in the School Board/Teachers Agreement (REIMBURSEMENT NOT TO EXCEED THE COST OF NINE (9) GRADUATE CREDITS PER YEAR AT THE UNH IN-STATE GRADUATE PER CREDIT HOUR RATE)

I. TEACHER TO SUBMIT THE FOLLOWING INFORMATION TO ADMINISTRATOR

TEACHER NAME: ____________________________________________________________

DATE OF REQUEST: _______________________________________________________

COURSE TITLE: ____________________________________________________________

EDUCATIONAL INSTITUTION: ________________________________________________

COURSE START DATE: _______________ END DATE: ___________________________

GRADUATE CREDITS: ___________ UNDERGRAD CREDITS: _____________

TUITION RATE PER CREDIT: ____________________________

TOTAL TUITION COST: _______________________________

It is the employee’s responsibility to register themselves for classes & to have Official Transcripts sent to the SAU.

II. ADMINISTRATOR APPROVAL:

RECOMMEND: ________ YES ________ NO

____________________________________ (Administrator’s Signature) (Date)

Tuition Paid for this Employee this FY to Date: ___________________ ($6,750.00/year max per CBA)

III. SUPERINTENDENT APPROVAL:

RECOMMEND: ________ YES ________ NO

____________________________________ (Superintendent’s Signature) (Date)
Acknowledgements

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

SAU 5 – Oyster River Cooperative School District

SAU 15 – Auburn, Candia & Hooksett School Districts

SAU 16 – Brentwood, Kensington, Exeter, Newfields, & Stratham School Districts

SAU 17 – Sanborn Regional School District

SAU 28 – Windham School District

SAU 32 – Plainfield School District

SAU 37 – Manchester School District