

School Administrative Unit 21

Serving the Districts

Hampton Falls ~ North Hampton ~ Seabrook ~ South Hampton ~ Winnacunnet Cooperative

Professional Development Plan 2019-2024



Professional Development Plan

2019 - 2024

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SAU 21 Professional Development Plan

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SAU 21 Educational Philosophy

The members of the SAU 21 educational community are committed to developing lifelong learners who are creative and critical thinkers and who contribute to a changing global society. The SAU 21 educational community consists of students, teachers, parents, administrators, school board members, and the community-at-large working collaboratively towards this mission.

District Professional Development Intent

SAU 21 Districts will develop a fully-aligned competency-based curriculum across disciplines by collaborating and communicating with stakeholders as measured by completed common assessments, rubrics, and reporting tools to advance student learning within a growth model.

Introduction

SAU 21's Professional Development Plan (PDP) is a framework to provide direction for the planning and documentation of professional learning and growth of faculty and staff that supports student learning and achievement. The plan:

- Guides educators through the process of setting professional goals linked to SAU and District goals and execute professional learning to fulfill NH Department of Education (NH DOE) requirements to maintain certification.
- Outlines a collaborative process by which professional development activities are planned, executed, and evaluated.
- Promotes the goal of high quality instruction and strong student achievement as the purpose of professional development.
- Connects professional development initiatives to SAU 21's curriculum development, Educator Appraisal Plan (EAP) and the SAU 21 Collective Bargaining Agreement (CBA).

Statement of Purpose

The purpose of SAU 21 Districts' Professional Development Master Plan (PDP) is to outline the processes and procedures to support and enhance the professional development/learning of certified staff in support of the academic excellence of our students. The PDP is closely linked with the Educator Appraisal Plan (EAP). **Maintaining your certification through Professional Development is your professional responsibility.** This plan should be refined and adjusted as needed by the SAU 21 Professional Development Committee (PDC) to continue the advancement of SAU 21 towards excellence in teaching and learning.

The PDP provides the framework for strong, focused goals coupled with strategies to engage teachers and administrators in advancing student learning and performance. The PDP articulates this through defined parameters for:

- Creation of professional goals.
- Directed types of high quality professional development that contribute to student learning, academic achievement, and professional growth.
- Reflective practitioner to connect educator learning and effectiveness to professional and student growth.
- Annual processes of identifying student needs to refine goals in support of strategic aims to include local, state, and national standards.

Professional Development Committee

The role of the SAU 21 Professional Development Committee (PDC) membership is to encourage high quality Professional Learning for SAU 21 Educators. The Committee's members oversee the development, implementation and evaluation of the Professional Development Master Plan as well as provide feedback to teachers and monitor Professional Development opportunities and activities in SAU 21. The PDC minutes will be summarized and communicated through shared folders to all staff. Additionally, the PDC members clarify, write, and endorse the Professional Development Plan (PDP).

Professional Development Committee Organization

SAU 21 Professional Development Committee is on a volunteer basis with a stipend, and a two-year commitment is preferred. Openings will be posted annually in the spring. Members should send substitutes when unable to attend. The Committee consists of the following:

	<u>Number of Representatives</u>
● Barnard School	1
● Lincoln Akerman School	1
● North Hampton School	1
● Seabrook Elementary School	1
● Seabrook Middle School	1
● Winnacunnet Cooperative High School	2
● SAU 21 Assistant Superintendent	1
● Committee Chair (a building PD representative)	
● Additional Teacher/Administrator Representation (as needed)	
● Representation from the Seacoast Education Association Teachers' Union (as needed).	
● SAU 21 School Board's Representation (as needed).	

SAU 21 PDC Responsibilities:

Chair

- Presides over meetings and prepares agendas in collaboration with the Assistant Superintendent and PDC input.
- Communicates with and assists school level Professional Development Chairs.
- Facilitates Professional Development for the districts of SAU 21.
- Conducts meetings necessary for the articulation of the PDP.
- Communicates PDC recommendations to the Assistant Superintendent of Schools.
- Collaborates with Assistant Superintendent to write and present PDC reports to local and Joint Boards.
- Carries out other duties assigned by the Superintendent or designee, or as described in this document.

Co-Chair

- Fulfills the duties of the Chairperson in his/her absence.
- Prepares for transition to Chairperson upon Chairperson's departure.

Secretary

- Records and publishes minutes with member attendance at all meetings within one week.

- Distributes all documents to PDC, Superintendent, Assistant Superintendent, and Principals.
- Maintains all documents in Shared Google documents electronic files.

School Level Representatives:

- Represents the learning needs of their respective buildings for professional development offerings at the SAU and building level.
- Communicates and clarifies approved professional development activities and hours collaboratively with building administration and offer feedback to staff members. Please note that PDC Representatives do not approve educator staff development hours.
- Supports staff members with the PDP requirements and procedures through training events.
- Communicates professional development concerns to the SAU 21 PDC.
- Addresses needs for PD opportunities and if necessary assist in the appeal process.
- Communicates changes in the new SAU 21 Professional Development Plan.
- Participates in building-level PD Committee to bring suggestions to Assistant Superintendent and SAU 21 Professional Development Committee and building leadership to plan collaborative SAU trainings that align with SAU 21, District Goals, and Building Goals, which potentially impacts NH DOE grant fund planning.

Appointment to a School Level PD Representatives is by the following method:

- Response to annual posting with confirmation by PDC Chair and/or PDC.

Collaborative Efforts

Amending the Professional Development Plan (PDP)

The Professional Development Plan will be revised when necessary by a collaborative process with final oversight by the Joint School Board and Superintendent. This process will be a cycle of implementation, evaluation, and proposal of changes when necessary for refinement. The revised plan will be submitted every five-year renewal span to the New Hampshire Department of Education, and NHDOE will be notified when amendments are made prior to the renewal date, in accordance with RSA 512.02.

The process will include:

- Suggestions for changing the PDP during the cycle will be made in writing to the PDC Chair.
- Suggestions are placed on the next PDC meeting agenda.
- The Administrative Team reviews the plan and makes suggestions for revisions to the PDC.
- Administrative Team suggestions are considered by the PDC.
- Amendments must pass by a majority vote of the PDC.
- The PDC Representatives share with local schools for discussion and bring feedback to the PDC.
- Significant changes will be submitted to the NH Department of Education for approval.

PDP APPEALS PROCESS

An employee may appeal the decisions of the PDC or Building Administrators regarding PDP approvals.

Within fifteen (15) school days of the Local PDC's or Administration's final, written decision, the employee must request a hearing before the PDC. The request is to be submitted in writing to the PDC Chair.

Within fifteen (15) school days of Appeal, the Chair will assemble the PDC (a quorum of a majority of PDC representatives is needed). The Chair will also notify the appellant employee within the same fifteen (15) school days of the time, location and requirements of the hearing. *Note: Both the Committee and employee have the right to have Union representation present at the meeting.*

The Chair will communicate the determination of the PDC in writing to the employee within ten (10) days of the hearing. The determination(s) of the PDC are final.

EVALUATION OF THE PROFESSIONAL LEARNING EFFECTIVENESS

The Professional Development Committee is responsible for the ongoing evaluation of the Professional Development Plan. The following questions will guide the evaluation process:

- How do we know that our professional learning increased educator effectiveness and improved student achievement?
- How effectively do we use analysis of student achievement and other performance data to evaluate the success of professional learning activities and to plan for future professional learning?
- How well does our Professional Development Plan support collaboration and the development of an effective learning community?
- How well do our professional learning strategies and activities meet differentiated learning needs of educators?
- How is time for professional learning embedded into the day-to-day work of educators?

If the Professional Development Plan is effective:

- Professional development will increase educator effectiveness and improve student achievement.
- Educators will use student learning data and information to develop goals to improve student achievement.
- Educators will support one another and learn collaboratively.
- Professional development strategies and activities will meet the differentiated learning needs of educators.

The PDC will work towards refining the above indicators of effectiveness and develop and implement tools for their measurement.

The Professional Development Plan has a number of features that will collectively target increases in student learning and performance. These features include:

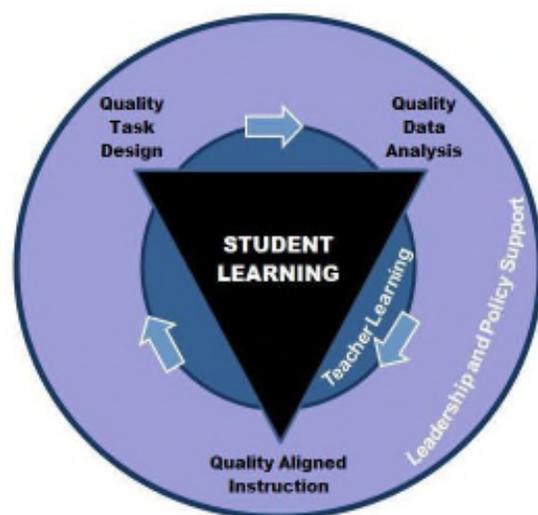
- Professional Development Activities should explicitly aim at increases in educator effectiveness and student learning achievement.
- As new strategies, such as review of student and teacher work, are put into practice, the resulting practices become part of the professional's responsibilities as an indicator of effectiveness.
- There should be a relationship between professional learning goals, the respective school and school district goals as well as the SAU 21 Educator Appraisal Rubrics.
- It is understood that not all goals may be met and in this case adjustments should be made to the Educators Professional Development Plan.

Data Collection, Interpretation, and Use

Multiple measures of student performance provide the most effective means for identifying successes, challenges and needs. Student learning needs are critical when determining professional development activities. Therefore, the review of student performance results should inform goal setting and professional development activities.

Data educators may review to determine students' needs include:

- Classwork
- Homework
- Projects
- Surveys
- Quality Performance Assessments (QPAs)
- Assessments (written or verbal)
- Standardized Assessments
- Competencies and Competency Rubrics
- Social Emotional Learning Assessments (SEL)



Staff reflection upon student needs offers potential focus areas for personalizing professional learning. Staff may pursue greater content knowledge, pedagogical strategies, or a better understanding of how students learn, and many other potential growth areas. These recognized needs inform the development of the educator's goals and focuses the types of professional learning that will help them to overcome student learning challenges.

This provides opportunities for specialists, such as guidance counselors, library/media or nurses to target specific areas where they impact student success, be it small or large groups of students. Classroom data may also be presented as evidence of student growth. Curriculum Teams will articulate focused goals with different mechanisms for charting student progress. Educators may align their Professional Goals with colleagues in specific grade levels or subject areas.

The triangulation of multiple indicators of student growth (i.e. multiple measures) provides the most accurate picture of how our students are learning.

The matrix below describes data sources that focus on student performance. Our PreK-8 and High School Educators use these sources in multiple ways.

DATA SOURCES	COLLECTION	ANALYSIS	RESPONSIBILITY AND DECISION MAKING AT EACH SCHOOL
State Accountability Assessment Tool for English Language Arts, Mathematics & Science (Such as AIR)	3-11	Reviewed annually by Administration and teams - designated Grades (4-8, 11; High school students may adjust to using the PSAT, SAT or ACT results as shown below)	Grade Level Teams, Guidance Counselors and Specialists use this data to inform their work. The respective teams inform specific decisions for professional development or curriculum changes with final decisions made by school/district Administration.
ASVAB (armed Services Vocational Aptitude Battery)	Locally administered once per year. Optional for high school students. Helps to identify different abilities.	Reviewed by guidance with individual students.	-Reported to students -Career and future planning
NAEP (National Assessment of Educational Progress)	Nationally administered given once per year to selected school.(grades 4,8,12)	Data analyzed by the federal government	Used to assess nation's academic progress.
Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP)	2-8 Depending upon the school Given 1-2 times per year Tests : Math, Reading, Language Usage	Administrative team and classroom teachers analyze data.	This data from these assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, Counselors and Administrators. This is used in most of our K-8 schools.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, Gate-MacGinitie and AIMS Web)	K-8 K-4 or K-2 Administrations annually and/or as necessary	Reviewed by Teachers and Administrators in Fall, Winter and Spring	This data from these assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, Counselors and Administrators.
Core Program Assessments (i.e. Reading Street, Everyday Math, EnVision Math and others)	K-12	Reviewed by Teachers and Administrators - ongoing, these include unit and end-of-year assessments	Educators individually use these results to inform instruction and personalize learning activities. The results are further analyzed by grade level and curriculum review teams.
Fountas and Pinnell Reading Benchmarks	K -5 depending on the school	Reviewed by Teachers several times per year	Used to track student progress and create reading groups.

DATA SOURCES	COLLECTION	ANALYSIS	RESPONSIBILITY AND DECISION MAKING AT EACH SCHOOL
Teacher Designed Assessments, Competency, Quality Performance Assessments, Common Course Assessments and Rubrics	K-12	Reviewed by Teachers and SAU Curriculum and Grade Level Teams with Administrators - Ongoing	All teachers are designing performance assessments that include demonstration of skills. For example, argumentative writing, research skills, numeracy and algebra proficiency. Educators individually and in grade level, course specific and/or vertical curriculum teams use this data to inform their own learning goals, instructional practices and curriculum decisions.
SRI – Reading Fluency	9-12 Grade 6- 8 Seabrook	Reviewed by Teachers and School Teams 2-3 times Annually	Department Leaders and individual teachers use these results to inform instruction, personalize student learning and inform staff development needs. Administration support changes to impact student proficiency.
PSAT/SAT/ACT	10-12	Annually	Counselors and Administrators analyze and use the data to set goals for student learning within schools.

Non-Standard Measures:

DATA SOURCES	COLLECTION	ANALYSIS	RESPONSIBILITY AND DECISION MAKING AT EACH SCHOOL
Data Sources	Collection Process Who Collects it? How Often? When?	Analysis Who analyzes it? What is the process?	Decision Making For what is the information used? How are the results reported? To Whom?
Attendance Data	Collected daily by teachers in in grades K-12.	Administration reviews daily	-Reported to the state, parents, and staff -Used for monitoring individual student performance
Parent-Teacher Conferences	Information gathered from meeting with parents and teachers	Teachers process the information	-Used to gauge parental attendance -Collaborative discussions to inform personalized learning

Documentation of Professional Development Plans

Educators have three (3) options for documenting their Professional Development and Goals. This is consistent with the **Professional Development focus in SAU 21 to improve student learning and grow as a professional**. All learning must be documented in the electronic platform as adopted by the SAU.

Options for Documentation of Professional Development

<u>Accumulation of Hours</u>	<u>Body of Evidence</u> (Portfolio-see Appendix A for details)	<u>Combination of Body of Evidence and Hours</u> (Portfolio-see Appendix A for details)
<p><u>Certified Educator:</u></p> <p>45 Non-content hours (school/district goals)</p> <p style="text-align: center;">AND</p> <p>30 Content hours in each area of endorsement.</p> <p>Example: 2 areas of endorsement = 30 + 30 + 45 = 105 hours total</p>	<p>Staff choosing this option need to declare it with their Administrator during year 1 of their certification cycle. Professional development should be natural therefore, educators will “collect” rather than “create” evidence.</p> <p><u>Possible documentation:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of their activities. <input type="checkbox"/> Evidence of their own professional learning. <input type="checkbox"/> Evidence that provides information regarding the impact of their activities on students’ learning. 	<p>The combination of hours and a body of evidence in a portfolio.</p>

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 plan shall support the educator’s current job assignment plus any additional endorsements. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of the Educator Appraisal System (EAP) summative evaluation. Successful completion of the plan with evidence, of professional learning leads to a recommendation for renewal by the Superintendent or his/her designee. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next three-year recertification cycle. This plan identifies a variety of high quality activities, including job-embedded opportunities for Professional Development that is acceptable for credit.

Maintaining your license/certification is your professional responsibility and SAU 21 Teaching Contracts are contingent upon having current and valid certification in place. The information regarding re-certification is based upon the New Hampshire educator standards and certification requirements, Chapter Ed 500: www.gencourt.state.nh.us/rules/state_agencies/ed.html.

All goals must be written in **SMART Goal** format:

- Specific, strategic, significant, stretching
- Measurable, meaningful, motivational
- Attainable, agreed upon, achievable, action-oriented
- Relevant, rigorous, rewarding, results-oriented
- Time-based, timely, tangible

Educators should plan their professional development activities relative to these SMART goals. It is important for educators to use **descriptive titles for their activities so a clear correlation can be made to their goals and endorsement credentials**. These activities also migrate to their professional portfolio that informs the recertification process and is available to their immediate administrative supervisor.

Process

All certified educators are required to develop professional development goals and participate in activities that satisfy these goals. All certified educators in SAU 21 will establish a minimum of two goals by **September 30**. A Goal Review meeting is then scheduled with the supervising administrator by **September 30th** (this meeting takes place on an annual basis for staff in their first five years of employment).

Certified Educators include:

Superintendents, Assistant Superintendents, Business Administrators, Principals and Assistant Principals, District Administrators, Special Education Administrators, Directors, Counselors, School Psychologists, Social Workers, School Nurses, Teachers, Media Supervisors and Specialists, Certified Educational Assistants holding Para I or Para II, any Other Professional Educators who require certification from the State of New Hampshire.

Unique Professional Development Needs

- All interns may participate in any and all activities offered through SAU 21. Individual Professional Development which requires a cost, will be at the individual's own expense.
- Teachers who are hired in a critical shortage area, or teachers who are given a new assignment and are seeking certification in that area must have a Statement of Eligibility and complete their Beginning Educator Plan by **October 1** to be submitted to Human Resources for the New Hampshire Department of Education.
- Teachers who are seeking Alternative Certifications must follow all [NH DOE guidelines](#) and may seek guidance from the Assistant Superintendent for Curriculum Instruction and Assessment and/or Human Resources. These candidates are encouraged to participate in all school PD offerings as part of this process, as the Beginning, Experienced, and Master Educators do. Alternative candidates have the opportunity for financial support per their contract and Collective Bargaining Agreement (CBA).

Reflect on the following:

- The results of your self-reflection form and self-assessment rubric.
 - Use of these tools may begin in **April** following recertification.
- Goals established by the SAU and your individual building.
- Data and information gathered per the detailed chart included in this plan.
- SAU 21 and building goals to identify an area(s) of focus for your three-year personal professional plan.
- Relation of goals to your job responsibilities and/or student success.

Goals may be one-three (1-3) years in duration and must relate to the educator's area(s) of certification(s)/endorsement(s) and student learning challenges, and goals may be collaborative efforts. After completion of goals, the educator submits the **Individual Professional Learning Plan form**. Short,

descriptive goal titles auto-populate to your subsequent forms and are automatically routed to your assigned supervisor for approval.

New Employees

Teachers should provide documentation of their prior hours when beginning employment with SAU 21 if they are in the middle of a three-year cycle. The teacher will load this document onto *Frontline* and submit a PD Activity Form for the total documented hours completed at the previous district. The teacher must complete the Individual Professional Learning Plan and self-assessment rubric and complete PD time/portfolio documentation for the completion of the recertification cycle in accordance with the SAU 21 PD Plan.

Departing Employees

A copy of the documented PD completed in SAU 21 will be included in the educator's employee file, as well as a copy being mailed to the educator's last known address upon departure from SAU 21. They will then be moved to Inactive Status on Frontline.

Monitoring

Once the Individual Professional Development Plan is approved, and for the duration of the three-year certification cycle, the PL Request or PL Activity Form will be used to document the evidence that supports your progress in addressing your goals. **PD requests must be submitted no later than two weeks prior to the date of the activity** whenever possible, and **PD Activity Forms will be submitted by the end of the school year or six months after the conclusion of the activity (whichever is longer)**. These activities build professional portfolios of evidence of learning, and educators must use descriptive titles for activities and requests to ensure their portfolios communicate the essence of the activities. The educator should regularly check their **Portfolio** to ensure they are aligning their professional learning across their credentialed areas strategically, to reflect of your professional growth in your certification areas and position assignments.

Note: Reimbursement requests may still be submitted for workshops, seminars, conventions, conferences and/or materials. Educators should refer to their respective building level rules and procedures or talk with supervisors regarding reimbursements.

In the spring of the third year of the recertification cycle, educators complete a **Goals Reflection Recertification Form** to summarize their progress on defined goals (annually for Educators in their first 5 years of employment).

RECERTIFICATION

- SAU 21 requires all certified educators to submit a **Goals, Reflection, Recertification Form** through MLP by **April 15th** for approval by the Building Principal and Assistant Superintendent's office for review in the 3rd year of the credentialing cycle. The Superintendent or his/her designee recommends renewal online to the NH Department of Education through the Educator Information System (EIS).
- After June 1st login to NH Department of Education login ID. If you do not know your login ID, click "Reset Password" and enter your work email. If you are locked out, please contact the i4see Coordinator to unlock your account. You will have until **June 30th** to complete the recertification process with the State of New Hampshire. **Your employment with the school district is contingent upon the completion of these requirements for certification.**

Writing Your Goals Statements

Required: A minimum of one (1) goal in each of the two (2) categories:

Personal Professional Goal(s)

A goal specific to your certification, congruent with the knowledge, skills and dispositions of educators based on:

- Knowledge of content, subject or field of specialization including requirements of individual certifications in [Ed 506 and Ed 507](#)
- Pedagogy and knowledge of learners and learning as defined in [Ed 610.02](#) and [Ed 505.07](#)
- Professional standards as referenced in the local evaluation system, and
- Effective instructional practices related to school and district goal that increase student achievement.

District/School Goal(s)

A goal based upon a review of your school/district goals and/or, the priority/focus school implementation plan. The Educator may adopt a school or district goal.

- **Use SMART formatting**
- **Additional goals may address other certification areas which are not currently within the educator's assignment**

Certification Requirements for Specific Professional Staff

Speech/Language Pathologists:

Speech and Language Pathologists must maintain licensure through the ASHA (American Speech and Hearing Association) and the State of New Hampshire Office of Licensed Allied Health Professionals. This occurs every two years. A copy of the most current licensure shall be maintained in the personnel file at SAU 21 Central Offices and electronically uploaded on *Frontline* in the educator's File Library.

School Nurses:

School Nurses are licensed by the State Board of Nursing. This occurs every two years, and are based upon completion of 30 professional development hours. A copy of the most current licensure shall be maintained in the personnel file at SAU21 Central Offices and electronically uploaded on *Frontline* in the educator's File Library.

Educational Associates Certified as Para I and Para II:

Accumulation of 50 hours through NH Department of Education Educator Information System (EIS)

Credit Conversion

SAU 21 allows for the conversion of certain Professional Development hours to be converted to college credits for the purpose of salary advancement at the rate of 15 hours equivalent to one college credit. Up to 105 hours may be converted in each five-year Professional Development Master Plan period (currently 2019-2024) up to seven (7) credits and only once per track advancement. Conversion hours must be earned while under the SAU 21 teacher's contract.

Any professional learning hours for which an employee is paid/compensated by the district may not be used for credit conversion. The hours earned through the use of three professional development days provided by the SEA contract are excluded from this. This means that embedded learning during the school day or early release dates during normal school hours may not be used for Credit Conversion. Workshops that are paid by the district and attended outside of school hours may be converted with appropriate evidence of learning. *Activities that have been approved for PD hours do not automatically get approved for Credit Conversion.*

Language from the SAU 21 Collective Bargaining Agreement:

22-5 Staff development hours over and above college hours shall be converted to college hours at the rate of 15 staff development hours to one (1) college credit hour for the purpose of additional hours of compensation as indicated in the salary schedule.

No more than seven (7) converted credits can be applied to any individual track (e.g.: M+15). Staff Development

Policies shall be administered fairly and openly.

Professional Development Activities

The activities educators engage in must align with the student-growth/learning focused goals that are approved in their three-year Individual Professional Development Plan. Professional Development Activities are those in which *new* learning occurs as educators participate in professional experiences that can improve their teaching and expertise. Please refer to table below for suggested activities. Educators should review their portfolio views from time to time, to ensure they are accurate and demonstrate their best efforts in advancing their professional development.

Types of Professional Development	Example Activities	Maximum Hours Awarded (Annually unless otherwise stated)	Evidence to be Submitted and Uploaded with the PL Activity Form or Mark Complete Form
Professional Development through Committee Participation	Committee Membership Serving on a building level or SAU21 level committee.	Up to 15 hours per committee	Agenda/Minutes/Attendance Sheet Recommendations/Actions Drafted Final Documents Produced
	Community Education Planning to engage parents/community for the academic, social and emotional growth of students	Up to 15 hours per 3 year cycle	Event newspaper articles, flyers, brochures, newsletters
Individual Professional Learning	Professional Writing and Publication	Up to 15 hours	Copy of Writing Published
	Professional Reading (Personal Study)	Up to 15 hours	Annotated bibliography and Book Review
	Creating and Presenting Professional Learning experiences for other educators/community/parents	Preparation and Presentation	The presentation and evidence of its use
	World Culture Activities, Travel, Internships	Up to 15 hours	Journals, Certificates, Itinerary
Learning Through Visitations	External Professional Observation and School Visitations	Up to 6 hours	Journal/ Discussion/Summary Notes/Reflective Essay
	Professional Observation of SAU21 Colleagues	Up to 6 hours	Journal/Discussion/Summary Notes/Reflection
Mentoring	Mentoring a Student Intern from a Graduate Student Program (excludes Education 500 Students)	Up to 25 hours	Contract with University Evaluation Forms and a Reflective Essay
	Peer Coaching / Mentoring	Up to 25 hours	List of Meeting Dates and a Reflective Essay

Collaborative Study Groups Involve two (2) or more colleagues within SAU 21	Curriculum Development, Adaptation, Analysis, Implementation by Vertical, Grade Level, or Content-Specific Curriculum Teams which collaboratively focus on developing new curriculum, creating new interdisciplinary instructional units and/or strategies to meet the needs of students and advance their learning.	Up to 30 hours	Curriculum Documents, Evidence of new curriculum embedded technology use. Rubrics/Assessments including Student Work
	Collaborative Inquiry is focused on new ideas and new learning. The process is structured, collegial and collaborative, and may include book studies, specific pedagogical strategies (including new tech tools or software implementation), data review or assessment strategies (such as looking at Student Work) or Case Studies. This may also develop into Action Research projects. Above all the outcomes result in improved learning for students in the focus group, be it subject, course or grade level in aim.	Up to 30 hours	Detailed Log or Attendance Outline of Discussions, Attendance Log and a Reflective Essay List of meeting dates and examples of student work or Quality Performance Assessment Examples of investigations, book studies journal, problem solving notes or curriculum documents developed Outline of Discussion and Log of Attendance and a Reflective Essay
	Developing new School/Business Partnerships or Extended Learning Opportunity Oversight, this may also include new independent studies by students.	Up to 15 hours	Evidence of partnership, journal of meetings, copy of student work
Out of District Learning or Formal Modes of Professional Development	Graduate Course Work	Up to 15 per credit	Transcript
	Undergraduate Course Work or Auditing	Up to 5 hours/credit	Transcript
	Webinars, Workshops, Conferences	Contact Time	Evidence of Attendance, Presentation, Reflection
Other			
	New types of learning may be submitted for review by the Professional Development Committee	To be approved by the PD Committee	To be approved by PD committee

Educators are encouraged to use a variety of professional activities to accomplish their goals. Documentation of activities is a requirement of all educators in SAU 21 through the *Frontline* Professional

Learning Activity form. Participants must save attendance certificates for all workshops and conferences. However, only activities for more than 10 hours require “proof of attendance” to be uploaded to *Frontline MLP* with the **Professional Learning Activity Form**.

Appendices

Appendix A

SAU 21 Educator Portfolio Assessment

High level teaching and learning depends on a knowledgeable and effective educator in every classroom and in support of all students. This document has been developed to provide clarity to SAU 21 Educators by explaining the characteristics of professional development through a portfolio.

“A teaching portfolio should be more than a miscellaneous collection of artifacts or an extended list of professional activities. It should carefully and thoughtfully document a set of accomplishments attained over an extended period. And, it should be an ongoing process conducted in the company of mentors and colleagues.” (Wolf, Kenneth. “Developing an Effective Teaching Portfolio.” *Educational Leadership*. vol. 35, no.6. 3/96. pp. 34-37.

[http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/](http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/Developing-an-EffectiveTeaching-Portfolio.aspx)

[Developing-an-EffectiveTeaching-Portfolio.aspx](http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/Developing-an-EffectiveTeaching-Portfolio.aspx). Accessed 10 Jan. 2017

Educators may choose to use a portfolio to demonstrate professional development. Evidence that supports the educator’s growth in knowledge of the subject area(s) and student learning that relates to school, district, and SAU 21 goals to increase student achievement allows administrators to understand the professional development that has taken place. Educators increase their knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject and content areas taught.

Educators may participate in job-embedded and formal professional development activities that the school or district support for a comprehensive, sustained, and intensive approach to improving teacher and administrator effectiveness in raising student achievement such as, but not limited to:

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

Evidence:

Portfolios should consist of evidence that teachers use to document their professional growth. The following is a list of possible evidence with the form the evidence needs to be presented in parenthesis:

- Student work samples (scans of the work samples)
- Lesson or unit plans (lessons in electronic format)
- Behavior modification plan (copy of plan with student info redacted)
- Communications between teacher and parents (copy of communication(s) with student info redacted)

- Communications between teacher and students (copy of communication(s) with student info redacted)
- Personal writings and reflections (electronic copies of writings and reflections)
- Digital media (copy of the digital media)
- Peer collaboration (Log and Reflection)
- Active committee work (Log and Reflection)
- Curriculum design (electronic copy of curriculum and
- Professional publication (electronic copy of publication)
- Graduate coursework (course transcripts and/or
- Assessment tools used with students

Suggested Guiding Questions for Portfolio Reflection:

PART 1:

- Connect the Activity to your Individual Professional Development Plan
- Describe the professional development activity you engaged in.
- Write a clear description of the experience.
- Describe and reflect on how the activity related to your goal.
- Explain why you choose the portfolio option.
- Describe and reflect on how the activity connected to your endorsement area(s).
- If you connected the activity to a building or SAU goal, describe and reflect on the activities' connections to the school or SAU mission, vision or goal(s).

PART 2:

- Describe and reflect on how you implemented your new learning and its impact on your practice and assess evidence of your professional growth.
- Detail what you learned from this experience.
- How are you implementing the knowledge or instructional practice learned? If you're not, why not?
- What ideas do you want to consider, explore or think about more?
- Have you had an opportunity for follow-up, practice, or collaboration with colleagues?
- Who will you involve to successfully create a plan for implementing the practices presented in this session?
- What data will you need to gather and analyze to determine your priorities for practices in regard to what you learned in this professional development cycle?
- What professional development do you need to build the capacity to successfully implement the practices learned about in this professional development cycle?
- What effect did this professional development have in your practice?
- Do you think you have grown as a result of this experience? If yes, how? What evidence supports your growth?
- How might you share your learning with others?

PART 3:

- Describe and reflect on the impact your professional learning had upon student learning.

- Did changes in student learning match your goal? If yes? What evidence do you have or will you have to gauge student progress?
- What evidence links student progress to your practice? Did you make changes without success?
- What did you find frustrating? What might help if you were to try again?

Portfolio Requirements

Each staff member should have 3-5 submissions for their portfolio per year. A portfolio submission consists of three things; an activity connected to a goal, an artifact, and a reflection. Should a staff member have multiple certifications, portfolio submissions are needed to reflect all certifications. A portfolio submission may be relevant for more than one certification. A person does not need 3-5 submissions for each certification; however, the portfolio must provide enough submissions to demonstrate growth in all certification areas.

This following rubric assists educators and administrators in the review of professional development portfolios and provides a target to impact educator effectiveness and student learning:

Considerations	Exemplary	Effective	Developing	Needs Improvement
Professional Development	Consistently seeks out professional development that improves practice and builds expertise of self and other educators in instruction and leadership for the enhancement of students' learning and effective practice	Regularly seeks out professional development from supervisors, colleagues, and other resources to gain expertise and applies ideas for more effective practice	Participates in some professional development outside of the school, but there is little evidence of how the new learning is applied to practice	Participates only in required professional development and shows little evidence of applying new learning to effect practice
Participation and Leadership	Initiates or leads professional development within and beyond the school to strengthen skills and apply new learning to practice with colleagues, families, or community	Participates and seeks professional development within and beyond the school to strengthen skills and apply new learning to practice	Participates in professional development but makes minimal contributions	Does not actively participate in professional development opportunities
Credentials or Endorsements	Professional development is further deepened through access to primary resources and the interaction of colleagues from other districts or states to broaden perspectives and deepen awareness	All endorsement areas demonstrate subject matter and show depth and dedication to student learning and proficiency as an educator Research-based learning is apparent	All endorsement areas are connected to professional development, but the learning opportunities are sparse and apply in a very general way	One or more endorsement areas is not connected to professional development

Considerations	Exemplary	Effective	Developing	Needs Improvement
Teaching Assignment	Professional development is strongly connected to students' needs in the educator's assignment(s) and demonstrates professional growth in the educator's daily practice and support of student growth and learning, and collegial interactions that inspire greater perspective as a model	Professional development is deep and clearly connected to the educator's assignment(s), and demonstrates professional growth in the educator's daily practice and support of student growth and learning	Professional development is connected to the educator's assignment(s), but does not demonstrate an increase in the educator's depth of knowledge	Professional development is not connected to the educator's assignment(s)

Appendix B

Professional Development Forms

Professional Development Activity Form

Activity Information:
Please note: An event must be an out of district activity to use this form.

Activity Title

Type of Event

Dates

of Meetings

Meeting Date 1

Start & End Time

<input type="text"/>	:00	To	<input type="text"/>	:00
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Location

Sub Needed for

Date #1

<input type="radio"/>	<input type="radio"/>
Yes	No

Absence Period 1

Full Day

AM

PM

No Absence

Location of Absence 1

WHS, SMS, LA, NHMS, SH

Provider

Provider

---Click to Select---

If not on list, enter here:

Certification Information

Certification Alignment:

---Click to Select---

Recertification Category:

---Click to Select---

Select a Purpose (s)

- Content
- Non-Content

Hours/Credits

Enter the number of Hours OR the number of credits you are seeking for this activity

1 credit = 15 hours

Hours

Credits

What goals are you working toward?

Goal: District Goals

Goal: Advance student learning with the professional growth of SAU21

- Collaboration & Coordination to Advance Student Performance

Goal: SAU 21 Competency Goal

- SAU 21 Competency Goal

Goal: Personal

- Technology Integration

Building Goals

- Development of QPA's

How do you anticipate this activity will help you meeting our goals?

Estimated Expenses

If district funds are being used to pay for this event, the business office must receive the registration form 3 weeks prior to the event **if the district will be pre-paying for the activity.**

Payment Format

---Click to Select---

Registration Fee (\$)

Check Payable to:

The fields below should be completed AFTER you return from the activity.

Meals (\$)

Transportation (\$)

Lodging (\$)

Check Payable to:

Miles Driven

Mapquest Link

Mileage (\$)

Comments

Comments

THE SECTION BELOW IS TO BE COMPLETED AFTER THE ACTIVITY

What did I learn?

How will this learning impact my practice and/or student achievement?

What are my next steps?

File Attachments

In order to attach a file below, you must first upload to MY FILE LIBRARY on your left menu. Then, the files will appear below to select.

Verification of attendance is required for out of district workshop/conferences. Acceptable documentation for verification are certificate of attendance, notes and/or summary, and handouts and/or resources. Please note: only one document is required for verification.

Type of Documentation

Documentation attached

- ATTENDANCE FORM
- SUMMARY
- RECEIPTS FOR REIMBURSEMENT
- TRANSCRIPT/GRADE REPORT
- DETAILED LOG
- PROJECT
- OTHER

Files Attachments

Please select file(s) to attach:

Google Link

Certification Connections:

- ALIGNED TO PRIMARY ASSIGNMENT & CERTIFICATION
- ALIGNED TO SECONDARY CERTIFICATION (NOT ASSIGNED)

Website/URL that describes the Conference or Workshop

Finish

All receipts must be submitted with this form when you return. Credit card bills will not be accepted. Itemized receipts are required.

Submit

Save as Draft

Goals Reflection and Evaluation Form

Write a reflective evaluation of your Individual Learning Plan by answering the following questions. Please provide descriptive evidence of your goal(s) achievement(s) and perhaps continued challenges, This will assist you and your administrator in deciding next steps in your goals revisions.

Name

Activity Title

Dates

Today's Date (mm/dd/yy)

Year Credential Expires

Understanding, Knowledge and Skills

How has my professional development impacted my understanding, knowledge and skills?

Understanding, Knowledge and Skills

Use

How have I used what I have learned to enhance student learning?

Use

Future

What are my next steps to further advance my professional learning?

Future

Rating

Please rate your overall Professional Learning experiences for this cycle with regard to the impact on your teaching and student learning.

Please rate:

- MINIMAL
- MODERATE
- MAXIMUM

Explain:

Submit

Save as draft

Recertification

Complete this form to submit your Professional Learning hours to the Principal/Directors and Superintendent for his recommendation to recertify your teaching credentials prior to April 30th of the year your credential expires. Once the Superintendent has given approval you will still need to go onto the NH State myDOE System and complete the renewal process.

Personal Information

Current Endorsement(s)

- Endorsement 1
- Endorsement 2
- Endorsement 3

Does your Licensure View (under My Portfolio) reflect substantial and credible professional learning for each of your endorsement areas?

Acknowledgement Section

I HEREBY ELECT TO HAVE THE CERTIFICATIONS CHECKED ABOVE RENEWED

Comments

Comments

Finish

Submit

Save as draft

Professional Learning Plan Form

With the completion of your self-assessment rubric and Personal/Professional goals (SMART formatted please, under the "My Personal Goals" section of MLP); this form is submitted for review by your supervisor. The building principal or supervisor will approve it by September 30th of your cycle.

Form Name

Date:

Year Credential expires

Current Endorsements:

Elementary Education

Three Year Cycle for which this plan applies

Beginning Date:

End Date:

What Goals Objectives will you meet?

Goal: District Goals:

Goal: Advance student learning with the professional growth of SAU21

- Collaboration & Coordination to Advance Student Performance

Goal: SAU 21 Competency Goal

- SAU 21 Competency Goal

Goal: Personal

- Technology Integration

Building Goals:

- Development of QPA's

Finish

Submit

Save as Draft