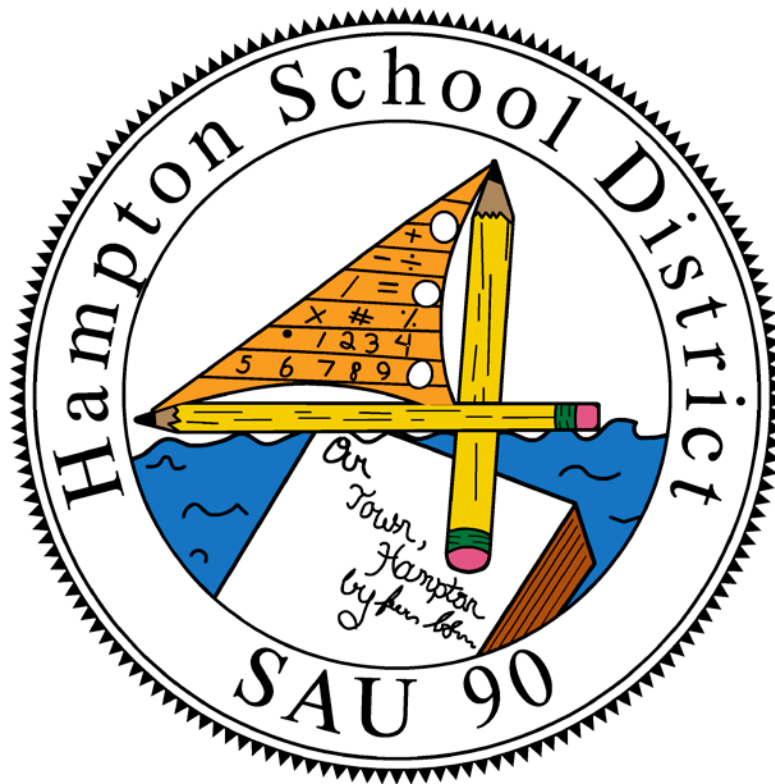


SAU 90 - Hampton School District



Professional Development Plan 2012-2017

Introduction

The mission of the Hampton School District is to provide an encouraging educational environment where the unique talents and abilities of individual students are recognized and the learning experience is meaningful. Every student will achieve mastery through a firm foundation in core fundamentals, higher levels of thinking, problem-solving and critical/creative communication skills.

Creating and sustaining a teacher effectiveness system that enhances student achievement hinges on a well-developed professional development strategy focused on district goals. Currently, professional development is one of the most significant capacity-building investments in our public education system.

Purpose

The Hampton School District values professional development as fundamental to the success of the district. Professional development increases educators' knowledge and enhances their professional skills, deepens educators' understanding and appreciation for the varied needs of students and enhances educators' capacity to facilitate the learning success of all students. This Professional Development Master Plan has been developed to provide the structure and means through which educators and paraeducators continuously enhance their professional competency and simultaneously satisfy the NH recertification requirements enumerated in Ed 512.03. The primary aim of this Master Plan is the enhancement of learning for all students. As a means to that end, the procedures and tools of this plan are intended to facilitate the individual and collective growth of all district educators. This plan recognizes that high quality professional development that improves the learning of all students is:

- driven by the results of a regular and systematic analysis of a variety of data and information on student learning
- focused on the effective implementation of research-based educational practices
- responsive to the unique learning needs and styles of each individual educator
- best accomplished through the development of collaborative learning communities whose goals are aligned with the improvement priorities of the district

Therefore, in conjunction with the New Hampshire Department of Education's Professional Development Master Plan guidelines, a committee was established to develop a SAU 90 Hampton School District Supervision and Professional Development Master Plan.

Members of this committee:

Kathleen Murphy, Superintendent – SAU 90
Nathan Lunney, Business Administrator – SAU 90
Katherine Tuck, Human Resources – SAU 90
Timothy Lannan, Principal – Centre School
Sara Stetson, Special Education Director – SAU 90
Carla Smith, Technology Director – SAU 90
Andrea Shepard, Assistant Principal – Hampton Academy
Lori Cotter, Teacher – Hampton Academy
Allison Moore, Teacher – Marston School
Rosemary Sheehy, Teacher – Marston School
Donna Cavalieri, Guidance Counselor – Centre School
School Board Member – Maureen O’Leary
Parent / Community Member – TBA

Review Committee

As needed

School Board Members

Russell Bridle
Virginia Bridle
Art Gopalan
Maureen O’Leary
Charlotte Ring

Selection to serve on the SAU 90 Professional Development Committee includes one of the following:

- Election by respective staff in each building for a five year term
- Membership will be staggered over the five year term with new members phased in yearly

SAU 90 Professional Development Committee Responsibilities:

Chair:

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

Secretary:

- Records, publishes and distributes minutes of all meetings to committee members and building principals within two weeks following a meeting

Local Professional Development Committee (LPDC):

- Endorses the Professional Development Master Plan
- Processes and/or makes initial approval of CEUs for professional development activities
- Communicates professional development concerns to the SAU 90 Professional Development Committee
- Educates staff to the changes in the new SAU 90 Professional Development Master Plan
- Supports staff members with the Master Plan requirements

Local Chair:

- Presides at all local meetings
- Serves as the district representative at SAU 90 Professional Development Committee
- Receives completed forms; logs, and files them

Appeals Subcommittee:

- Acts upon grievances relative to professional development that fail approval, CEU assignments, and the goal setting process

Appeal Process:

If you are dissatisfied with a decision of your Local Professional Development Committee, you must submit a Right of Appeal Form along with three copies of your Denied CEU Approval Form with copies of your Individual Professional Development Plan attached to each to the SAU Professional Development Committee within 15 days of receipt of the decision.

The SAU 90 Professional Development Committee Chair will convene a committee of a minimum of three members of the SAU 90 Professional Development Appeals Committee including at least one administrator to review your request.

A meeting will be set within 10 school days 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.)

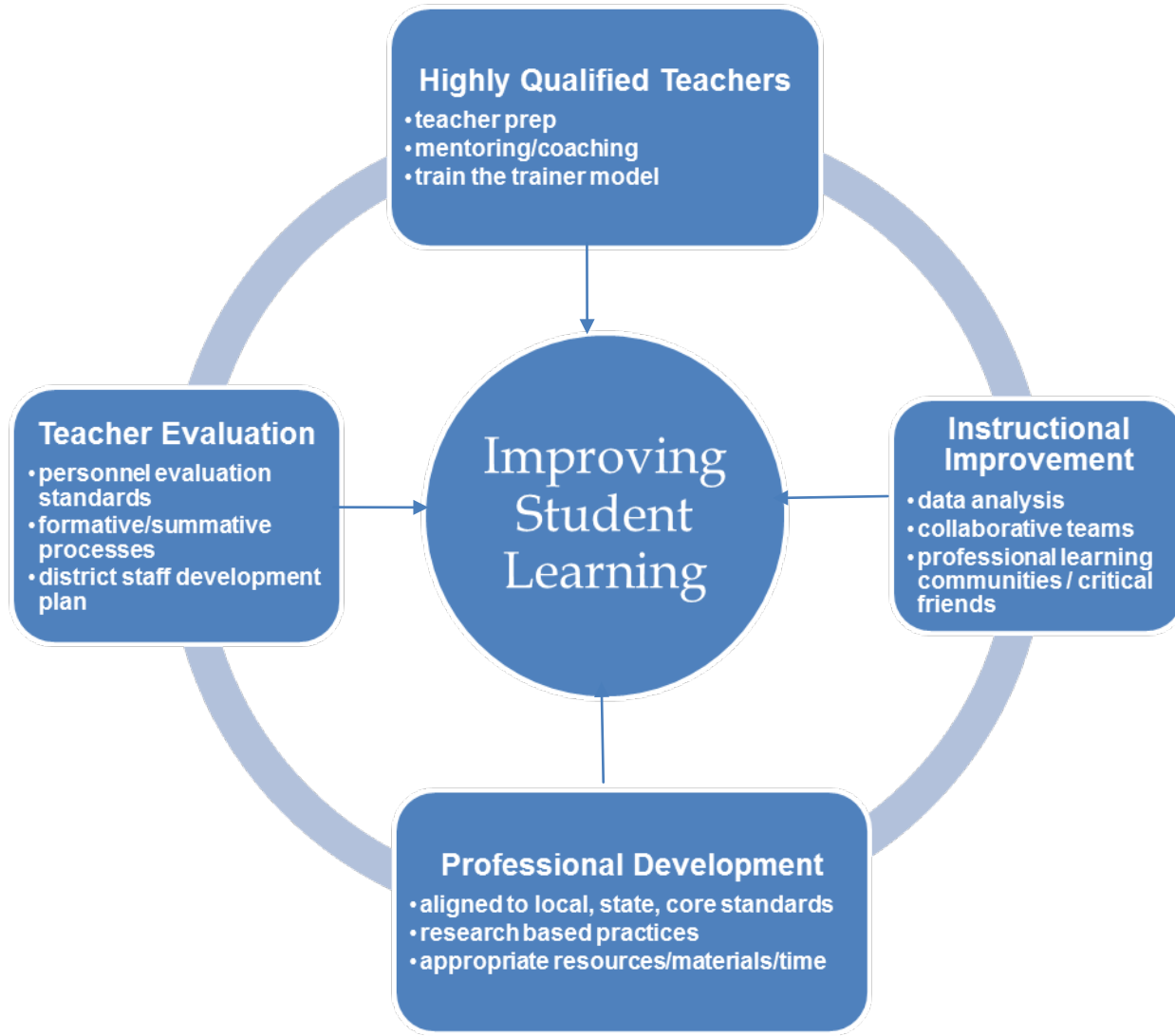
If the decision of the PDC Appeals Committee is unacceptable, the appellant may request review of the case by the Superintendent. Two copies of the Right of Appeal Form and Denied CEU Approval Form must be sent to the Superintendent of Schools within ten days of the Professional Development Appeals Committee's disposition. The decision of the Superintendent is final and binding.

Amending the SAU 90 Professional Development Master Plan

Suggestions for changing the SAU 90 Professional Development Master Plan will be made in writing and sent to the Chair of the district-wide Professional Development Committee. The Committee will review and vote upon the suggestion(s) at the next scheduled meeting.

Hampton School District Professional Development Plan

This plan is systematically organized to advance student learning. The domains of Highly Qualified Teachers, Instructional Improvement, Professional Development, and Teacher Evaluation equally contribute to a continuous improvement model that enables students to achieve their highest potential



SAU 90 Principles of Effective Professional Development

The following principles of effective professional development identified below express our belief that prepared and supported educators help all students achieve a higher level of learning.

Effective professional development:

- Focuses on educators as central to student learning
- Focuses on individual, collegial, and organizational improvement
- Respects and nurtures the intellectual leadership capacities of educators, principals, and others in the community
- Reflects best available research and practice in teaching, learning, and leadership and is differentiated in its approach
- Enables educators to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements to teach to higher standards
- Promotes continuous inquiry and improvement and is monitored for quality delivery and evaluated using data on classroom instruction and student achievement
- Is planned collaboratively by those who will participate in, and those who will facilitate that development
- Is aligned vertically and horizontally
- Requires substantial time and resources that are allocated through a clear district-wide process

SAU 90 Educational Improvement Goals

To be reviewed and amended annually

Goal #1 – To achieve 100% student proficiency as measured by the NECAP (New England Common Assessment Program), National Core Common Standards, and NWEA (Northeast Educational Assessment) standardized tests in the core subject areas

- Create a 5-year curriculum review of academics and programs of study
- Ensure access and integration of technology to expand learning
- Provide high quality professional development opportunities that focus on evidence-based practices that support instruction in core academics and integrated arts
- Develop a plan to ensure all students have access to high quality instruction and programming

Goal #2 – To promote collaborative and cooperative communication with all district stakeholders including parents, students, staff, and community

- Complete HSD SAU 90 Policy Manual; review and update as needed
- Conduct survey to gather data regarding students' and parents' thoughts
- Explore use of the student My Voice Survey as well as the teacher survey
- Develop a consistent and systematic plan to address the requirements under Section 504 of the Rehabilitation Act
- Communicate the mission of the district
- Provide opportunities for parent/family engagement

Goal #3 – To create a 5-year Capital Improvement Plan.

- Develop a comprehensive facilities maintenance plan
- Achieve GASB 34 compliance with tracking of all capital assets
- Assess the status and needs of the Hampton Academy facility

Goal #4 – To align financial resources with desired academic outcomes.

- Complete development of the first SAU 90 budget
- Successfully negotiate contracts with SEA and SESPA
- Review and analyze existing district contracts to identify cost savings and efficiencies
- Seek alternative funding sources through competitive grants
- Review and analyze the delivery of the district food services program

Goal #5 – To ensure that the district's schools are safe and secure learning environments

- Evaluate and communicate the current evacuation plans for the Hampton School District
- Conduct a comprehensive review of the Seabrook Nuclear Power Plant evacuation drill for the schools
- Assess all safety factors in each school building

SAU 90's overall goal is to increase student achievement. By 2014, all students will score at the Proficient level on all NECAP assessments.

The district is responsible for establishing and distributing its annual and/or long-range goals with specific action plans and timelines for achieving those goals by September 30th based on the analysis of data. This includes collection methods used to evaluate specific practices, partnerships with parents, community, and businesses in the area (see Data Collection Chart).

Data Collection Chart

Sources	Collection How often, when	Analysis Who analyzes, what process	Decision Making (by school)
NECAP / CCSS / ALPS /NAEP	Annually	Administration, Guidance, Educators	For curriculum and instructional improvement
Standardized test scores	Bi-annually	Administration, Guidance, Educators	For curriculum and instructional improvement
Curriculum Based Assessments and Authentic Assessments	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement
Report Cards	Quarterly	Administration, Guidance, Educators	For curriculum and instructional improvement Track progress over time
Student needs assessment (e.g. attendance, retention, behavior incident, health & wellness)	On-going	Administration, Guidance, Educators	Monitoring individual student performance and safety Track progress over time
504, ESOL, Title I, Special Education, McKinney-Vento	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement
Enrichment opportunities	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement
Parent/ Community Input (forums, surveys, PTA meetings, District & Building Committees, Parent-Teacher Conferences)	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement, student safety
Digital Portfolios / ICT	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement
Teacher Supervision and Evaluation Model	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement, educator goal-setting
Writing Portfolios	On-going	Administration, Guidance, Educators	For curriculum and instructional improvement

Analyzing and Using Data to Make Decisions Regarding Student Learning Needs

SAU 90 educators analyze the strengths and weaknesses evidenced in the data sources referenced in the Data Collection Chart. The results of the data points are reported to the local school faculties and School Board. School leadership groups, in collaboration with educators, will work to identify specific professional development needs based on the information. The district's budget includes provisions for professional development along with federal entitlements.

The process for making instructional program recommendations and for planning professional development activities will follow the steps outlined below:

- Data is collected and analyzed
- Learning goals are developed by using the Self-Assessment Worksheet to determine strengths or needs, and then prioritized
- The District Leadership teams prioritize goals taking student achievement, time, and resource constraints into consideration
- Goals are disseminated to staff by October 1st to be used in their self-assessment and in preparation of their Individual Professional Development Plans (IPDP). Individual staff members develop their IPDP by October 31st
- Individual Professional Development Plans provide opportunities for educators to gain expertise in the areas of planning and preparation, classroom practice, classroom climate and the school's role and organization as outlined in the SAU 90 Evaluation and Supervision protocols; as well as to meet their needs in addressing district/school priorities
- Student outcomes are measured by assessment data as previously outlined
- IPDP plans are revised, if necessary, based on new opportunities/needs, student learning outcomes, and the SAU 90 Evaluation and Supervision protocols.

In order to evaluate the impact of the professional development activities on student achievement, all staff will complete a Goals Reflection and Evaluation Form to assess the effectiveness of their activities towards achieving their goals.

Information from the Data Collection Chart allows SAU 90

educators to:

- improve instruction and advance student learning
- provide feedback to students and parents
- use this data as one measure of accountability
- identify professional development needs
- increase sharing of effective practices among teachers
- drive curriculum renewal
- focus on what students still need to know
- support continuous development

SAU 90 Individual Professional Development Planning Process

Option 1 <i>Traditional Model</i>	Alternative Option 2 <i>Action Plan Model</i>
1. Review District/School Goals	1. Review District/School Goals
2. Staff member does self-assessment (Self-Assessment Worksheet)	2. Staff member does self-assessment (Self-Assessment Worksheet)
3. Develop Individual Professional Development Goals	3. Develop Individual Professional Development Goals
4. Identify specific activities to achieve goals	4. Assemble a professional support team
5. Write, then review plan and Individual Professional Development Goals with supervisor, by October 31st	5. Identify specific strategies to achieve goals
6. Carry out plan	6. Write, then review plan and Individual Professional Development Goals Sheet Option 2 with supervisor by October 31 st
7. Complete a Goals Reflection and Evaluation Form upon completion of activities by May 31 st	7. Conduct and log your year's activities and complete a Goals Reflection Sheet by May 31 st
8. Track activities on a Cumulative Record Form	8. Convene Support Team Annually

** Option 1 and Option 2 can be combined*

Process for Developing Your Individual Professional Development Plan

This process has been developed in accordance with ED 512.03

See MyLearningPlan.com instruction sheet to complete online entry of activities

- 1. Familiarize yourself with the SAU 90 Goals, your District Improvement Plan, and your building Goals**
 - SAU 90 Goals are a result of collaboration between educators, administrators, the School Board, and the community.
 - Your District Improvement Plan is the result of various efforts in your local school district represented by professional staff, school board, administration, and community members. This plan is a document which identifies the improvement goals, the data that support the need for those goals, the action designed to meet or achieve the goals, and the criteria for success. It has also been submitted to the New Hampshire Department of Education for the purpose of accessing grants.
 - Individual school building goals have been established with staff and administration input relative to the identified needs of the building in relation to the District goals.
 - It is important for you to align your Individual Professional Development Plan with the SAU, district, and school goals.
 - Each certified educator shall develop an individual plan consistent with the educator's certification. This plan shall:

- Focus on increased student performance
- Satisfy requirements for certification - ED 610.02 a-I
- Be directly linked to the goals of the district
- Reflect the content of the district's curriculum and National Common Core Standards, as related to an individual's proficiency
- Address educator competencies
- Include activities for professional growth
- Include an evaluation component based on data or other collected evidence

2. Conduct a Self-Assessment

Use the Individual Goal Setting Framework (*Self-Assessment Worksheet*), to conduct a self-assessment. Identify your personal strengths and needs in relation to the SAU, district, and school goals.

3. Develop Your Individual Professional Development Goals

Use the *Self-Assessment Worksheet* and any other individually specific data to develop goals based on your needs and those of your students that align with the district and school goals. These goals need to be very specific and should include a purpose and an outcome that can be demonstrated with evidence in some way.

4. Identify Specific Activities to Achieve Goals - see Activities section

5. Write your Individual Professional Development Plan (IPDP) by October 31st

- Draft your responses on the appropriate Individual Professional Development Goals Sheet
- Share your *Self-Assessment Worksheet* with your supervisor
- Review your draft plan with your supervisor
- Make any revisions necessary
- Give original to your supervisor, and signed copies to the local Professional Development Committee and keep one for your files.

6. Implement Specific Activities to Achieve Your IPDP

Option 1:

- Document the completion of the specific activities you select to help you achieve your goals.
- Complete *Professional Development CEU Approval Form* within 90 days of activity
- Give completed *Professional Development CEU Approval Form* to the chair of your local Professional Development Committee. Committee will keep one for their files and return a copy for your personal files.
- By May 31st of each year, complete your *Professional Development Goals Reflection and Evaluation Form*.
- Use the guiding questions in Appendix to review each of your goals and provide supporting documentation of the goal attainment including specific student achievement verification.

Option 2: See *Individual Professional Development Goals Form Option 2*

7. **Share the Goals Reflection and Evaluation Form with your supervisor as part of your annual review. Use it to develop your subsequent year's IPDP (Appropriate Individual Professional Development Goals sheet).**
8. **Use your IPDP to maintain records for Recertification**
 - You will be personally responsible for maintaining your certification and for keeping a file of all of your Professional Development CEU Approval Forms and evidence.
 - The SAU 90 Personnel Office will send out a reminder to principals in September of the year your certification expires.
 - By April 15th of your recertification year submit a Cumulative Record Form with any necessary documents listing all clock hours received to your principal

**Suggestions for Questions to Help Write
Your Individual Professional Development Plan**

- What are the goals and desired outcomes? What would you see if you were successful? What would you have changed and for whom?
- What are the most important outcomes to assess and why?
- What knowledge, skills, strategies, and dispositions are you looking for?
- How can these important outcomes be measured? Include interviews, observations, products, analysis, performance tasks, or focus group results.
- How can evaluation contribute to the continuation of your growth and that of your students?

Summary of Recertification Requirements

The State Board of Education mandates that each school district in New Hampshire will be responsible for overseeing the recertification of all professional staff members. The Professional Development Master Plan is designed to help professional staff members meet recertification requirements in accordance with *ED512.03. (a)*.

The Individual Professional Development Plan shall include components such as the following:

- a) Activities or efforts to reinforce school or district improvement goals or both
- b) Activities or efforts focused on increasing student achievement
- c) Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought
- d) Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought
- e) Activities that promote continuous improvement in exercising professional responsibilities and obligations

The example below highlights another possible method for certification.

Example 1: A professional staff member with one endorsement needs 75 clock hours with 30 of those hours in his/her knowledge or **subject or field of specialization**. The remaining 45 hours can be achieved from the above (a-e).

Endorsement Area x 30 hours (component 1)	30 hours
Other areas (a-e)	<u>45 hours</u>
	75 hours

In accordance with *ED 512.06* certified paraprofessionals who are employed by the SAU shall be required to have a minimum of 50 hours in areas determined by the school or district of their employment.

How to Complete Professional Development Requirements: Option 1

To complete the minimum of 75 clock hours in accordance with ED 512.03 (a) (4) professional development activities should be in the major professional development components as listed below:

1. Knowledge of subject and content areas taught and field(s) of specialization for which certification is sought
2. Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught for which recertification is sought
3. Knowledge of learners and learning

Credit Conversion - SAU 90 allows for CEU hours to be converted to college credit hours 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 and only once per track advancement. Conversion hours must be earned while under the SAU 90 contract. Any hours for which an employee is paid may not be used for conversion. See *Application for Credit Conversion* form to apply for credit conversion.

Professional Development Activity Choices for Option 1

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

- A. Includes activities that focus on developing awareness. These activities are designed to raise awareness through the introduction of new information
- B. Includes activities that help teachers translate new knowledge into practice
- C. Includes activities that focus on practicing new methodologies that improve teaching and learning
- D. Includes activities that provide opportunities to reflect on teaching and learning

Activities		A	B	C	D
1.	Study in Content Area	√			
2.	Curriculum Development, Implementation, and Refinement		√	√	
3.	Graduate Coursework	√	√		
4.	Workshops, Institutes, and Seminars	√	√		
5.	Action Research				√
6.	Examining Student Work and Outcomes	√	√		√
7.	Committees	√			
8.	Collaborative Discussions/Study Groups	√	√		√
9.	Professional Mentoring				√
10.	Professional Coaching				√
11.	Student Mentoring			√	
12.	Professional Networks	√	√	√	√
13.	Developing/Presenting Educational Workshops or Courses		√	√	√
14.	Professional Readings, Video and Audio Tapes	√			√
15.	Publishing Related to the Education Profession	√	√		√
16.	Community Service/Outreach & Public Relations	√	√		

Activity 1 Study in Content Area or Externship

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

CEU Award **Up to 30 CEUs** per certification

Requirements

1. **Professional Development CEU Approval Form**
2. **Detailed Log or Evidence** must be submitted before any hours will be awarded

Activity 2 Curriculum Development, Implementation, and Refinement

Curriculum is the way content is designed and delivered. Putting new curriculum 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 National Common Core Standards
2. Be grade level appropriate
3. Accessible to all students

Curriculum development includes the processes of design, enhancement, differentiation, and refinement.

CEU Award **Up to 30 CEUs** per content area can be awarded

- Requirements**
1. **Professional Development CEU Approval Form** must be submitted before any hours will be awarded
 2. **Evidence or a Detailed Log** must also be submitted before any hours will be awarded

Activity 3 Graduate Coursework

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

CEU Award **15 CEUs** per credit hour awarded by college or university
10 CEUs per credit hour for audited courses

- Requirements**
1. Prior to enrollment complete **Course Approval for Tuition Reimbursement/Professional Development** Form. Refer to individual teacher contract for specific requirements
 2. Upon completion of a course, submit a copy of the **Grade Report/Transcript and Professional CEU Approval Form**

Activity 4 Workshops, Institutes, and Seminars

These activities provide opportunities for educators to learn from facilitators or leaders with specialized expertise, as well as from peers. This allows teachers to connect with outside sources of knowledge in a focused way. A workshop, institute, or seminar must connect to your outlined Individual Professional Development goals or building goals (i.e. First Aid, CPR/AED).

- Requirements**
1. **Professional Development CEU Approval Form**
 2. **Verification of hours attended**

Activity 5
Action Research
(may be used for Option 2)

Action Research is an ongoing process of systematic study.
This study includes:

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

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

- Requirements**
1. **Professional Development CEU Approval Form** 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

The deadlines are as follows:

- 1 **On or before November 1st** – The project proposal must be submitted to building principal for initial approval
 - 2 **November 1st to December 1st** – Revisions will be made if necessary
 - 3 **January 5th** – Latest date that the proposal must be submitted
 - 4 Teacher must update building principal on a yearly basis
 - 5 Teacher must submit a written report by **May 31st**
-

Activity 6
Examining Student Work and Outcomes

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.

CEU Award **Up to 30 CEUs** in a 3-year cycle, per certification

- Requirements**
1. **Professional Development CEU Approval Form**
 2. **Evidence** reflecting student change and growth

Activity 7 Committees

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

- | | |
|---------------------|--|
| CEU Award | 1. Up to 10 CEUs per committee per year (CEUs beyond 10 can be approved by the superintendent) |
| Requirements | 2. Professional Development CEU Approval Form
3. Verification of hours spent (i.e. meeting minutes, sign-in log, certificate, etc.) |
-

Activity 8 Collaborative Discussions/Study Groups

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

- | | |
|---------------------|--|
| CEU Award | 1. Up to 10 CEUs per year |
| Requirements | 2. Professional Development CEU Approval Form
3. Meeting notes and attendance can serve as the Detailed Log or Verification of hours spent up to 10 hours per year |
-

Activity 9 Professional Mentoring

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

- | | |
|---------------------|--|
| CEU Award | Up to 45 CEUs in each option per year |
| Requirements | 1. Professional Development CEU Approval Form
2. Detailed Log reflecting mentorship and accomplishments or certificate from sponsoring institution |
-

Activity 10 Professional Coaching

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

CEU Award	Up to 45 CEUs in each option per year
Requirements	<ol style="list-style-type: none"> 1. Professional Development CEU Approval Form 2. Detailed Log reflecting mentorship and accomplishments or Certificate from sponsoring institution

Activity 11 Student Mentoring

Educators can serve as a mentor/advisor to an at-risk student within the structure of a school program.

CEU Award	Up to 15 CEUs in each option per year
Requirements	<ol style="list-style-type: none"> 1. Professional Development CEU Approval Form 2. Detailed Log reflecting mentorship and accomplishments or Certificate from sponsoring institution

Activity 12 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, PTAN, ISTE, NCTE, etc.

CEU Award	10 CEUs per year for each organization, up to 30 CEUs for serving as a board member
Requirements	<ol style="list-style-type: none"> 1. Professional Development CEU Approval Form 2. Certificate of attendance, letter of recommendation, or meeting notes <p><i>*Credit for this activity will be awarded to those who demonstrate active involvement by serving on board committees or attending meetings regularly.</i></p>

Activity 13 Developing/Presenting Educational Workshops or Courses

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.

CEU Award Up to **25 CEUs** can be awarded

Requirements

1. **Professional Development CEU Approval Form**
2. Copies of presentation materials, program/agenda, attendance verification / documentation.

Activity 14 **Professional Readings, Video and Audio Tapes**

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

CEU Award Up to **15 CEUs** per year per certification

Requirements

1. **Professional Development CEU Approval Form**
2. Evidence of relationship of reading to student achievement is essential
3. **End Product** could be a **Detailed Log** outlining description of material read and impact on teaching and/or student learning

Activity 15 **Publishing Related to the Educational Profession**

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

CEU Award Up to **45 CEUs** per certification per 3-year cycle

Requirements

1. **Professional Development CEU Approval Form**
2. **End Product** is the published article or verification of publication date

Activity 16 **Community Service/Outreach & Public Relations**

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

CEU Award

Up to **10 CEUs** per year

Requirements

1. **Professional Development CEU Approval Form**
 2. **Detailed Log** reflecting public relations
-

APPENDIX

Forms

- **Self-Assessment Worksheet** (*replaces Form A1*)
- **Individual Professional Development Goals** (*replaces Form B1*)
- **Individual Professional Development Goals Option 2** (*replaces Form B2*)
- **Reflection of Professional Development Experience Worksheet** (*replaces Form C1*)
- **Professional Development Goals Reflection and Evaluation** (*replaces Form C*)
- **Professional Development CEU Approval Form** (*replaces Form E*)
- **Professional Development Cumulative Record** (*replaces Form H*)
- **Professional Development Right of Appeal** (*replaces Form I*)
- **Application for Credit Conversion** (*replaces Form K*)
- **Course Approval for Tuition Reimbursement/Professional Development**
- **Constructing Your Individual Professional Development Plan** (*replaces Professional Development Sample Log*)
- **Sample Teacher's Individual Professional Development Plan**
- **Professional Development Verification of Group Activity/Workshop**

SAU 90
SELF ASSESSMENT WORKSHEET

1. Rank the topics your school/district has identified as next priorities to address.
2. Identify the criteria for judging achievement of those goals/priorities.
3. Determine where your skills and abilities are relative to those criteria.
4. Outline your own goals taking into account the discrepancy between where you are and the identified criteria.
5. Develop your plan around those goals using the criteria for achievement as indicators.

School Improvement Plan Goals/Objectives	Topics Identified Through Self-Assessment

SAU 90
INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

This form will be completed by all certified staff and signed by the building principal or supervisor by October 31st of each school year. Each certified educator shall develop an individual plan consistent with the educator's certification.

Name: _____ **School:** _____

Position/Grade: _____ **Endorsements held:** _____

Year certification expires: _____

Goals submitted for school year(s):

I. List district, building or personal goals that you will address in your plan.

II. List the types of activities/coursework/workshops/learning outcomes you would need to participate in to accomplish these goals.

III. Identify the measurable evidence you plan to collect, develop, or use to show an increase in student achievement or professional growth that impacts student outcomes.

Teacher's Signature _____ **Date** _____

Principal/Supervisor's Signature _____ **Date** _____

SAU 90
INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS OPTION 2

Name _____ School _____

Position/Grade _____ Current Year _____

Year Credential Expires _____

List Endorsements Held _____

Specific Goal(s) _____

- Members of your Professional Support Team and the role they will provide in your plan.

Members	Role

- Detailed Description of Plan (*Use more pages as needed*).

3. Timeline Year 1 _____ Year 2 _____ Year 3 _____

4. Method of Documentation and Means of Evaluation

Teacher _____

Date _____

Principal/Supervisor _____

Date _____

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

Plan Approved _____ Plan Not Approved _____ Date _____

By April 1 of each year in the plan, a detailed description and evaluation of the year's activities must be submitted to your principal/supervisor. Failure to do so will result in nullifying Option 2. Option 1 must then be completed by the end of the three-year cycle for recertification.

SAU 90
Reflection of Professional Development Experience Worksheet

Name _____

School _____

Date _____

Year of Current Plan (1) (2) (3)

Year Credential Expires _____

Write a reflection/evaluation of your Individual Professional Development Plan by answering the following questions. Please provide supporting evidence of your goal(s) achievement.

<p>Understanding <i>How has my understanding of _____ Changed as a result of my professional development?</i></p>	<p>Knowledge <i>What do I know now that I did not know before?</i></p>
<p>Skills <i>What can I do now that I did not know how to do before?</i></p>	<p>Use <i>How can I/have I used what I have learned?</i></p>
<p>Impact <i>What has been the impact on my students as a result of the changes that I have made?</i></p>	<p>Future <i>In the future, how will I use what I learned or what are my next steps?</i></p>

(Please continue on the reverse side)

Teacher's Signature _____

Date _____

Principal/Supervisor's Signature _____

Date _____

SAU 90
Professional Development Goals Reflection and Evaluation

Name _____ School _____

Date _____ Year of Current Plan (1) (2) (3)

Year Credential Expires _____

Write a reflection/evaluation of your Individual Professional Development Plan by answering the following questions. Please provide supporting evidence of your goal(s) achievement.

- In what ways have I improved my knowledge in my target areas?*
- How have I transferred what I have learned to my everyday practice?*
- How and in what ways do the goals I've set lead towards student achievement?*
- How has this change in my understanding impacted my students? What will I do in the future?*

(Please continue on the reverse side)

Teacher's Signature _____ Date _____

Principal/Supervisor's Signature _____ Date _____

SAU 90
PROFESSIONAL DEVELOPMENT CEU APPROVAL FORM

This form must be completed by any staff member seeking professional development credit and submitted to the Local Professional Development Committee (LPDC). *The individual must submit this form to the LPDC representative.* This application will be reviewed at the next regularly scheduled meeting of the LPDC. All forms must be submitted to the Local LPDC within 90 days of completion of activity.

Name: _____ **Endorsement:** _____

Activity category and number: _____

Title or name of activity: _____

Date(s) of activity (including year): _____

Continuing Education Credits earned (CEUs):

Verification method attached:

- transcript certificate log/summary attendance record
 curriculum unit or lesson plans research/book list other

Goal addressed: # _____

- District goal Building goal Personal goal

Reflection:

How has my understanding changed as a result of this activity?

How can I use what I have learned?

What will the impact be on my students and on my professional practice?

Number of CEUs approved: _____

Number denied: _____

Signature of LPDC representative: _____ **Date:** _____

Signature of Principal/Supervisor: _____ **Date:** _____

If you received compensation from the District for this activity, you may not convert these hours for track advancement

Not for conversion

Conversion of Continuing Education Units to Graduate Credit

The purpose of using continuing education units for graduate credit, which may or may not result in and advancement on the salary scale, is defined by the following criteria:

- (1) Continuing education units (CEUS) are earned beyond the regular work day/year of the classroom teacher
 - (2) Hours spent have not been compensated through a salary or stipend designated by SAU 90 or any other sponsor
- *Graduate Course Work and Online graduate courses will already contain graduate credit.

Examples of acceptable credit conversion activities

Professional Days over contract hours
Mentoring/internship over contract hours
Weekend Seminars/workshops
Conferences and Institutes
Summer Workshops/Retreats
Professional/State Committees
Community Forums
Educational/Student travel experiences

Examples of CEUs only:

In service Days during contract hours
Early Release
Workshops during contract hours
Training sessions
Staff/Grade Level/Vertical Meetings
Mentoring/Internships
Curriculum planning/Readings
Local Building Committees

Please note: At the Superintendent’s discretion, credit for conversion hours may be awarded based on evidence of work above and beyond the normal school day/year.

Examples: Student teacher internships that require meetings or paperwork with a college advisor outside the school time frame.

Local Building Committee work accepted that requires a product to be presented to an administrator and has logged outside hours.

Teachers may request a meeting of the SAU 90 Professional Development Committee at any time to review acceptable conversion hours. Teachers must also, due to budgetary constraints, apply for conversion before the September budget review of the next fiscal school year, if anticipating a salary step move.

SAU 90
PROFESSIONAL DEVELOPMENT CUMULATIVE RECORD
One per endorsement

Name _____ Date Submitted _____

School _____ Date credential expires _____

Total Re-certification CEUs needed _____ Number of pages _____ Page # _____

Each educator is responsible for accumulating **75** CEUs of professional growth every three years. A minimum of **30** CEUs shall be devoted to professional development activities in each area of specialization. The additional **45** CEUs may be accrued in either your area of specialization or through District activities. Hours accrued for the 45 additional CEUs need to be only listed once.

Please have a separate page for each of your endorsements (*duplicate this page as needed*).

Activity and Date (chronological order is preferred)	Endorsement (Subject or Area of Specialization: list CEUs)	Other (list CEUs)

Subtotal: _____

Total: _____

Principal's Signature _____

Date _____

SAU 90
PROFESSIONAL DEVELOPMENT RIGHT OF APPEAL

Name: _____

Date: _____

School: _____

Part I: The educator will complete this application to appeal a decision by the Local Professional Development Committee (LPDC) and submit it to the Review Committee along with three copies of the denied *Professional Development CEU Approval Form* and the current *Individual Professional Development Goals*. This shall be done within 15 days of receipt of the decision.

Title and description of the activity:

Rationale for Appeal:

Part II: The Review 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 ten (10) school days after the date of the meeting.

Decision regarding appeal:

Signatures of Review Committee:

_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____

**SAU 90
APPLICATION FOR CREDIT CONVERSION**

Name: _____

Date: _____

School: _____

Past practice has allowed for professional development hours over and above college credit to be converted at the rate of 15 CEUs equal to one college credit for the purpose of track advancement. Up to 105 CEUs may be converted in each five year professional development plan (this conversion is only applicable to the SAU 90 salary schedule and may not be accepted if the staff member seeks employment outside SAU 90). **Conversion hours must be earned while under the SAU 90 teacher contract.**

I hereby apply to convert _____ CEUs, as demonstrated by the attached *Professional Development CEU Approval Forms* in areas other than college courses, to _____ credits, as documented by the attached *Professional Development CEU Approval Forms* for track advancement.

Professional Development CEU Approval Forms attached:

Employee signature: _____ **Date:** _____

Personnel Approval: _____ **Date:** _____

Credit(s) granted: _____ **not granted:** _____

Reason for denial:

COURSE APPROVAL FOR TUITION REIMBURSEMENT/PROFESSIONAL DEVELOPMENT

SAU 90 OFFICE USE ONLY: <div style="display: flex; justify-content: space-around;"> <u>20</u> Centre <u>30</u> Marston </div>	ACCOUNT NO. 100-2210-50240-____ -00 <u>40</u> Hampton Academy
AMOUNT TO BE REIMBURSED/ENCUMBERED FOR THIS COURSE \$ _____	

NAME: _____	SCHOOL: _____
ADDRESS: _____	GRADE/SUBJECT: _____

*TO RECEIVE APPROVAL, PLEASE FURNISH THE FOLLOWING INFORMATION:
 Please note again: Approval must be obtained prior to enrollment)

Specific reason for taking graduate course:

NUMBER/TITLE OF GRADUATE COURSE	INSTITUTION	DATE OF COURSE	COST OF COURSE	GRADUATE CREDITS
---------------------------------	-------------	----------------	----------------	------------------

Request reimbursement of \$ _____ for course completed _____.

_____ Employee Signature	_____ Date
_____ Principal/Date (signature denotes recommended)	_____ Date
_____ Approval of Superintendent	_____ Date

COURSE APPROVAL FOR TUITION REIMBURSEMENT

Per Article XIV, Section 14-1 of the AGREEMENT between THE SEACOAST EDUCATION ASSOCIATION and SCHOOL ADMINISTRATIVE UNIT NO. 90 SCHOOL BOARDS, each local school district shall reimburse teachers for graduate approved courses up to maximum allowed as per Article XIV and provided that evidence of a grade of "B" or better is received. The graduate course must have been approved by the Superintendent or his designee in advance of enrollment.

TO BE REIMBURSED PLEASE FOLLOW THESE STEPS:

1. Before enrolling in a graduate course, obtain your Principal's and the SAU 90 Office's signature on the form.
2. After completing course, submit the following documents to the Superintendent's Office.
 - a. This form (signed)*
 - b. Transcripts with a grade of "B" or better
 - c. Proof of payment

SAU 90

Constructing Your Individual Professional Development Plan

An individual professional development plan for an educator is comparable in many ways to an instructional unit for students. With that association in mind, the criteria put forth in the *Understanding by Design Professional Development Workbook* (2004 ASCD) for evaluating an instructional unit might provide a starting point for developing criteria for the approval of professional development plans. The following chart is a “draft” of possible criteria derived from the UbD model. The draft is offered here as a springboard for development of uniform local criteria.

Some Possible Criteria for Initial Plan Approval

Adapted from the UbD Model

Plan Component	Qualities and Characteristics
Focus Question	The focus question is clearly stated and provides a specific focus for professional inquiry and professional development.
Desired Results for Students	The desired results for students are clearly stated in measurable terms and are a priority of the district.
Desired Results for the Educator	The desired results for the educator are clearly stated, logically connected to the desired results for students, and are appropriate for the educator.
Evidence of Student Results	The proposed evidence of student results is appropriate and sufficient to support valid and reliable inferences about the impact on students.
Evidence of Educator Results	The proposed evidence of educator results is appropriate and sufficient to support valid and reliable inferences about changes in the educator’s understanding, knowledge, and skills.
Evidence for Documenting Activities	The proposed evidence will provide sufficient documentation of professional development activities.
Action Plan	The proposed professional development activities are designed to increase the educator’s understanding, knowledge, and skills, and to provide the educator with opportunities to apply his/her learning and to reflect and refine his/her practice.
Time Line	The timeline is reasonable and appropriate.

Plan Evidence and Approval of Plan Completion

As stated at the beginning of this toolkit, the emphasis of professional development is shifting from the acquisition of knowledge and skills to the enhancement of understanding through the application of new knowledge and skills. Understanding is something which evolves along a continuum from naïve, superficial and simple to sophisticated, deep, and complex. Each learning experience offers the educator insights which can through reflection help the educator's understanding to evolve. So what is understanding? The Understanding by Design model characterizes understanding through 6-facets:

- Explanation
- Interpretation
- Application
- Perspective
- Empathy
- Self-knowledge

With respect to educator's professional development, these facets might manifest as the educator's ability to

- Explain what he/she did, what he/she learned, what he/she will do as a result of this learning.
- Interpret the evidence of student learning to make inferences, draw conclusions, and make decisions about instructional practices.
- Apply new knowledge and skills in his/her professional work and through practice to refine the application.
- View instruction and learning from the perspective of the students. To understand how instruction and learning look through the lenses of multiple intelligences, learning styles, and students' interests.
- Be able to put himself/herself in the place of the students and to be able to feel their feelings and think their thoughts.
- Recognize his/her strengths & weaknesses, personal learning style, teaching style, etc.

Sample Individual Professional Development Plan for a Teacher

Focus Question		
How can I use the 6-Traits Writing program to improve the ability of my students to write effectively particularly with respect to ideas, organization, and voice?		
Desired Results	Evidence	
For my students Improved ability to write effectively through improved skills in the areas of Ideas, Organization, and Voice	Of student results Pre/post writing performance assessment scored using the 6-Traits writing rubric Sequence writing samples (including early drafts and finished copies) in students' writing portfolios, evaluated using the 6-Traits writing rubric	
For myself Improved capacity to help students to strengthen their writing in the areas of Ideas, Organization, and Voice.	Of personal results Lesson plans, materials, samples of students' work accompanied by written reflection	
Learning Plan		
Activities	Timeline	Evidence of Activities
Attend 6-Traits 5-day seminar	Summer, 2012	Certificate of attendance
Administer initial writing performance task assessment	September, 2012	Copy of the performance task description, copies of students' papers
Implementation of 6-Traits Approach	Begin-Fall,	Lesson plans, materials, samples of students' work
Classroom visits & consultation by 6-Traits consultant	October 2012 January 2013 April 2013	Visitation schedule Discussion notes
Monthly study group meetings with other teachers using 6-traits	September 2012-June 2013	Meeting dates Attendance Discussion notes
Administer final writing performance task assessment	June 2013	Copy of the performance task description, copies of students' papers
Attend 2-day follow-up 6-Traits seminar	Summer, 2103	Certificate of attendance
Administer initial writing performance task assessment	September, 2013	Copy of the performance task description, copies of students' papers
Participate in monthly critical friends groups to refine practice	September 2012-June 2014	Meeting dates Attendance Discussion notes
Administer final writing performance task assessment	June 2014	Copy of the performance task description, copies of students' papers
Continue use and refinement of 6-Traits writing and the pre/post writing performance tasks assessments	September 2012-June 2015	Lesson plans, materials Copies of the performance task description, copies of students' paper
Present a 6-Traits workshop for interested colleagues	November, 2014	Workshop materials Attendance list

SAU 90 Professional Development Verification of Group Activity/Workshop

Activity Name or Workshop _____

Location _____ Instructor/Contact Person _____

Date(s) of Session(s) _____

Number of CEU's to be received _ _____

Name	School	Name	School

Verification _____

Signature