SAU #41

Brookline, Hollis, Hollis Brookline
Cooperative School Districts

Professional Growth Master Plan

July 1, 2022 to June 30, 2027

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Statement of Purpose

"The purpose of staff development is not just to implement instructional innovations; its central purpose is to build strong collaborative work cultures that will develop the long term capacity for change."
- Michael Fullan

As such, SAU #41 recognizes the need for professional development that facilitates the individual and collective growth of all educators.

Professional development should:
- Focus on increasing student and professional learning
- Increase content knowledge
- Enhance professional skills specific to the role of the professional
- Be results driven and job embedded
- Be collaborative in nature
- Be differentiated according to the learning needs of both students and teacher
- Be rigorous, scholarly, reflective, and sustained

The SAU #41 Professional Development Master Plan provides a structure to guide professionals to be more effective and productive educators, while satisfying the New Hampshire recertification requirements detailed in ED 512. This plan utilizes a goal setting process that includes self-assessment and reflection within the context of individual, school, and district goals. School and district goals emanate from the multi-year SAU strategic plan that is reviewed and updated annually.

SAU #41 provides opportunities for educators to develop and fulfill their individual professional development plan through a variety of professional activities. These activities emphasize data driven decision-making and research-based educational practices while taking into account the individual needs and learning preferences and needs of each educator. Administrators and teachers participate in an evaluation system that encourages frequent conversations linking their established goals to their professional learning and teaching. One strong component of this professional development plan is the continued work of the well-developed professional learning communities whose goals are aligned with the improvement priorities of SAU #41.

The following chart from Learning Forward (https://learningforward.org/consulting/results), shows the relationship between leadership, professional learning, and improved student achievement.

Acknowledgement

Members of the original SAU #41 Professional Development Committee are acknowledged for their many hours of time spent in producing the Professional Development Master Plans that came before this version.

SAU #41 Professional Development Committee, 2020-22

Paula Babel, Para Professional, Hollis Primary School
Gina Bergskaug, Assistant Superintendent, Central Office Administrator
Trisha Bouley, Principal, Capt. Samuel Douglass Academy
Stephen Capraro, Teacher, Hollis Brookline Middle School
Amanda Delaney, Teacher, Hollis Brookline Middle School
Fanny Flaum, Para Professional, Hollis Brookline Middle School
Hanna Furbush, Teacher, Captain Samuel Douglass Academy
Christine Haight, Teacher, Hollis Brookline High School
Paula Izbicki, Principal, Hollis Primary School
Maureen Lorden, Nurse, Captain Samuel Douglass Academy
Kristen Roy, Teacher, Hollis Brookline High School
Lisa Stone, Teacher, Hollis Upper Elementary School
Patrick West, Principal, Hollis Brookline Middle School
Caitlin Wirth, Teacher, Richard Maghakian Memorial School
Amanda Zeller, Assistant Principal, Hollis Brookline High School

Committee members may decide to discontinue their work on the PGM at the end of a school year, and they will be replaced by a colleague from their building.

The Professional Growth Model Committee views this document as a dynamic document. The Committee will continue to meet each year to refine the Model based on feedback from teachers and administration.

SAU#41
Professional Growth Committee

In order to receive input and to enhance participation between all stake-holders, representatives from all stake-holders in the educational community are represented. The SAU 41 Professional Growth Committee is composed of the following:

Composition of Professional Growth Committee
- SAU Central Office Administrator
- Building Level Administrators
- Teacher representatives (at least one from each building, appointed by the building administrator)
- SAU-wide Para Professional representative
- Community representatives
- SAU Governing Board representative

The representative from Central Office serves as the Organizer of the Committee. Members of the committee are appointed by building administrators. Terms are three years in duration; however, members may serve multiple terms. Meetings are held as needed during the school year.

The organizer prepares the agenda with input from Committee Members. The other roles of Committee Members rotate for each meeting and include: facilitator, recorder, and process observer. Members attend meetings and are available to professional and support staff to receive input regarding their professional development needs. Members are also responsible for assisting staff by answering questions, assisting with the learning management system, and helping orient new staff to the Professional Growth Master Plan.

Responsibilities of Committee
- To develop, evaluate, and revise the district's *Professional Growth Master Plan* for all certified educators in order to meet the needs of students, staff, and community.
- To serve as a resource to professional staff and act as a vehicle to communicate staff needs to the Committee.
- To serve as an Appeals Board should a dispute arise in the individual professional development process

Development of the SAU 41 Professional Growth Master Plan
Every five years, the District's existing Master Plan is updated and revised by the Professional Growth Committee to include any new requirements of ED 512. At the beginning of the academic year that the master plan revision is due, Committee members review feedback from the individual school buildings to determine the scope of the revision. This year, the Committee decided to work through the entire plan together in conjunction with the pilot of the new Educator Evaluation System. Other than minor updates required to keep the plan consistent with current practice, the overall Master Plan was not altered drastically.

During the 2021-2022 school year, committee members met monthly to work on both the Master Plan and the Educator Evaluation System collaboratively. Opportunities for staff to provide input to the Professional Growth Master Plan are regularly afforded. Committee members report out on committee progress at faculty meetings, surveys were sent out, and feedback is welcome during face-to-face administrator-educator conferences. The community is kept informed of professional development efforts and accomplishments via school board meetings, principal's reports to school boards, the school's newsletters, the district websites, and student assemblies.

Implementation
The Committee is also responsible for continued implementation of the Plan, which is accomplished in conjunction with building administrators. Orientation of new staff members to the District's Plan occurs annually at the New Teacher Orientation and by the Building Mentors. A simple and easy-to-follow procedural *SAU 41 Professional Development Handbook* is available to all staff online at the SAU 41 website (sau41.org). Faculty meetings, administrator meetings with individual staff members, and the building representatives from the committee assure implementation and continuous feedback to/from staff. The Professional Growth Model will be evaluated regularly, and feedback will be provided to the Committee.

Evaluation
Evaluation of participant satisfaction is achieved by completing the districts' Professional Development Activity Completion form, which is required to close out all professional learning activities. Participants provide positive or negative feedback; discuss the value of the activity, what was learned, how student learning was impacted by the activity, how the activity related to goal attainment, and which component of effective teaching and learning was most impacted. Participant feedback for in-house professional development is obtained through informal comments or participant surveys. SAU 41, in Goal 2 of its dynamic *Strategic Plan*, will *recruit, recognize, and develop the most effective personnel*.

Administrator or supervisor observation and participants' professional development portfolios demonstrate knowledge participants have gained. Impact on student learning is assessed by standardized tests, test and quiz results, observation of student motivation, and levels of active engagement by students.

Data Collection, Interpretation and Use

SAU #41 uses the following Data Matrix to follow a planned, organized, systematic approach to collecting, analyzing, and utilizing data and information about student academic achievement. The data is used in a variety of ways including: to monitor student academic growth, to monitor the effectiveness of a program, to monitor the effectiveness of specific professional development on student growth, and to monitor educator growth.

The Data Matrix identifies the following:
- School where assessment is used.
- Type of assessment given; standardized/non-standardized.
- Subject area and grade level of assessment.
- The collection process: who collects it, how often, when?
- Analysis of the assessment; who analyzes, what is the process.
- How the information is being used and for what purposes.

Data Gathering Sources

Sources for data-gathering *may* include the following:
- Review of student data to determine student learning needs.
- Review of Professional Standards and Guidelines.
- Feedback from administration and colleagues.
- Review of professional literature and research.
- Completion of Self-assessment.
- Review of previous goals (if developed) to determine growth.
- Review of school and district goals.
- Examples of student work.
- Interviews/surveys with teachers, administrators, students and/or parents.
- Review of teacher evaluation documents

Data Matrix—SAU #41
Local Assessments

	Data Sources Identify the Types	Subject Area Grade Level	Collection Process Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are the results reported and to whom?
RMMS	Local Grade Level Pre-Post Testing Local Grade Level Assessments *Running Records* Weekly tests/application Writing Prompts (Fall, Winter, Spring)	Math (K-3) Reading (K-3) • Comprehension • Fluency Spelling (1-3) Writing (K-6)	Administered by classroom teacher throughout school year	Classroom Teachers, & Specialists Coordinators and Specialists analyze data	All data is used to: 1. Drive instruction 2. Place students in small, flexible instructional groups 3. Track students' progress over time
CSDA	Local Grade Level Assessments Math: Common Grade Level enVision Math 2.0 Topic Assessments; Placement Test; Cumulative Benchmark Assessments (weekly/monthly/annually) Number Fact Benchmark Assessment (quarterly) Diagnostic Assessments:	Math (4-6)	Administered by Classroom teacher or Special Education Teacher throughout school year	Classroom Teachers, & Specialists Coordinators and Specialists analyze data	All data is used to: 1. Drive instruction 2. Place students in small, flexible instructional groups 3. Track students' progress over time

	enVision Math Diagnosis and Intervention System			
	Literacy: Running Records	Reading (4-6) • Comprehension • Reader's Workshop			
	Lucy Calkins' Reading and Writing Program				
	Weekly tests/application	Writing (4-6) • Narrative • Argument • Expository			
	Grade level Common Writing Prompt Assessments (Fall, Winter, Spring)				
		Spelling (K-6) • Grade 4			
	Words Their Way: Primary/Upper Elementary Spelling Inventory (Fall, Winter, Spring)	Etymology • Grade 6			
	Developmental Reading Assessment (DRA)	Grades 4-6 Decoding, Comprehension,			

HPS HUES	Math: Common Grade Level enVision Math 2.0 Topic Assessments; Placement Test; Cumulative Benchmark Assessments (weekly/monthly/annually) Number Fact Benchmark Assessment (quarterly) Fast Facts Math Running Records *PALS Phonemic Awareness* *Developmental Reading*	Math (1-6) Reading (K-6) • Comprehension • Fluency Spelling (1-6) Writing (K-6) Pre-K	Administered by classroom teacher throughout school year, as a basis for intervention needed, or for referral.	Classroom Teachers analyze data	All data is used to: 1. Drive instruction 2. Support decisions on intervention 3. Place students in small, flexible instructional groups 4. Track students' progress over time 5. Make decisions on extension

	Assessment (DRA) Achievement Frequency Word Tests High Frequency Words (Dolche and Frye) Writing Prompts PALS Print Rhyming Letter ID Sounds Number Sense	Screening: K	Screening assessments are used for placement for incoming K and 1ˢᵗ grade students in May and June for the following school year.	Screenings are used for placement for teachers.	6. Determine if a student needs to be referred to special education
HUES CSDA	*Math Placement test for entrance to Grade 6*	Math (5)	Administered by the Assistant Superintendent and principals in spring	Assistant Superintendent	Assistant Superintendent analyzes data for 6ᵗʰ grade placement
HBHS	*SIT (Student Intervention Team)Referral Forms*	Grades 9-12	Assistant Principals	SIT Committee	Assesses intervention needs for students both academic and emotional
HBHS	Attendance	Grades 9-12	Reported by Attendance Secretary	Classroom Teachers Assistant Principals analyze data for patterns that warrant further investigation	Parents are notified if student is absent without a note. Truancy letters go home for students who miss 10 or more days unexcused. Ongoing truancy is referred to the CHINS process.
HBHS	Common Assessments	All Subjects • Midterms • Finals	Administered by classroom teacher	Analyzed by classroom teachers within PLC setting	Assesses semester and year-long learning objectives

Data Matrix—SAU #41
Standard Assessments

	Data Sources Identify the Types Standardized Assessments	Subject Area Grade Level	Collection Process Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are the results reported and to whom?
HPS HUES RMMS CSDA	New Hampshire Statewide Assessment System (NHSAS)	Math (3-8) ELA (3-8)	Administered by grade level teachers/special educators in spring	Grade level teachers, RTI Team, administrators and curriculum coordinators/supervisors analyze data to use as another data point in making decisions on intervention, referral, and extension and report to school board when results become available	Reported to staff, SAU, School Boards, and parents. Used for curriculum and instructional improvement.
HPS HUES RMMS CSDA	Aimsweb Plus	Math (K-6) Reading (K-6)	Administered by proctors, assisted by classroom teachers up to three times a year as determined by administration	Immediate feedback of data provided by AimswebPlus software. Grade level teachers, RTI Team, administration, and curriculum coordinators/supervisors analyze data to use as another data point in making decisions on intervention, referral, and extension. This is a benchmark tool used to make sure students are making progress.	Data used by classroom and special education teachers to differentiate individual instruction and set goals Reported to staff, SAU, School Boards, and parents

RMMS	*Phonological Awareness Literacy Screening*	Letter sounds, spelling, concept of word, word recognition in isolation, and oral passage reading	Administered by preschool and K teachers	Preschool and K teachers analyze and use the data	Information used to determine readiness for Kindergarten. Monitoring tool for PreK.
RMMS	*Fundations Unit Tests Running Words* *Words Their Way* *Heggerty Phonemic Awareness*	Phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary comprehension, strategies, handwriting, and spelling	Administered by reading specialists along with grade 1 & 2 teachers quarterly. *Words Their Way* by Grade 2 & 3 teachers	Classroom teachers analyze and use data	Data is used as a baseline for continued instruction
HBMS	*Orleans-Hanna (Algebra Prognostic Test)*	Math (grade 7)	Administered by classroom teachers in spring	Analyzed by classroom teachers	Assessment determines Algebra readiness
HBMS	*Gates MacGinitie Reading Test*	Reading: vocabulary and comprehension (grades 7 & 8)	Administered by reading teachers in spring	Analyzed by reading teachers	Assessment used to determine individual student growth
HBHS	*PSAT* *SAT*	Math (7-12) Critical Reading (7-12) Writing (7-12)	Administered by staff, including guidance counselors in the fall	Guidance counselors and administration receive score reports from College Board	Individual scored are reported and discussed with students and parents. Statistical summary presented to community, school board, and administration. School-day administration of SAT used for state accountability
HBHS	*AP Exams*	Biology, Calculus, Chemistry, Computer Science, English	Administered by classroom teachers and/or guidance counselors	Guidance counselors and classroom teachers	Determination of college credit by independent colleges.

		Literature and Composition, English Language, Environmental Science, French, Physics I, Physics II, Psychology, Spanish , Statistics, Studio Art, US History, US Government, World History			Statistical results used to determine program effectiveness.
HBHS	*Armed Services Vocational Assessment Battery*	Vocational assessment optional for students (11)	Administered by guidance counselors in the fall	Guidance counselors	Individual scores are reported to and discussed with parents and students.

Data Matrix—SAU #41
Assessment Reporting Tools

	Data Sources Identify the Types	Subject Area Grade Level	Collection Process Who collects it? How often? When?	Analysis Who analyzes it? What is the process?	Decision Making What is the information being used for? How are the results reported and to whom?
SAU-wide	ICT Portfolio	All Content Areas (K-12)	Students maintain electronic portfolio on school servers	Evaluated at end of grade 8 and grade 12. Guidance counselors monitor completion	Assessing proficiency in 21st Century Skills Graduation Requirement
RMMS CSDA	Report Cards Progress Reports Parent Conferences NHSAS Reports Aimsweb Plus Reports	Grades K-6	Teachers prepare trimester report cards and issue a progress report mid-marking period.	K -6 parents and teachers meet once a year to review student progress; parents may request additional conference.	Reported to students, parents and administration. Used to monitor student progress over time.
HPS HUES	Report Cards Parent Conferences Phone Calls and Meetings as Needed Celebration of Learning Activities Town Report	Grades K-6	Teachers prepare trimester report cards and principal reviews all report cards. Teachers hold parent conferences, other staff may be invited. Phone calls and meetings are done by the staff member(s) needed. Teachers showcase an aspect of the learning for parents. Town Report developed by all administrators in each building.	K-6 parents and teachers meet twice a year to review student progress. One is mandatory, the other is optional. Students celebrate with their parents in the spring to showcase their learning.	Reported to students, parents, and administration. Used to monitor student progress over time.

HPS	Progress Reports	Pre-K	Teachers prepare bi-annual progress reports.	Pre-K parents and teachers meet twice a year to review student progress.	Reported to students, parents and administration. Used to monitor student progress overtime.
HUES	Academic Warnings	Grades 4-6	Teachers report any academic grades below a C by the middle of each trimester.	Academic Warning Notes are sent home to all parents via USPS to ensure parents receive the note and are fully informed of their child's progress or lack of. The note allows for students to improve their grades before the end of the trimester.	Academic Warning notes are used to provide timely communication to parents.
HBMS	Report Cards Progress Reports	Grades 7-8	Teachers prepare quarterly report cards and issue a progress report mid-quarter.	Team-based conference offered to parents on an as-needed basis.	Reported to students, parents and administration. Used to monitor student progress over time.
HBHS	Report Cards Progress Reports	Grades 9-12	Teachers prepare quarterly report cards and issue a progress report mid-quarter.	Parent-teacher conference offered to parents annually and on an as- needed basis.	Reported to students, parents and administration. Used to monitor student progress over time.
HBMS HBHS	Progress Monitoring Reports	Grades 7-12	Teachers prepare reports for targeted students documenting progress (approximately) 2 weeks following report card or progress report	Teachers meet with parents as needed.	Reports are used to monitor progress.

Summary of the Professional Growth Model

Annual Contract Status- Year One

- ☐ Mentor assigned
- ☐ Identify needs and challenges through professional self-reflection
- ☐ Two goals developed
  - One personal yearly goal developed by October 15th
  - One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th
- ☐ Complete professional development activities to meet goals
- ☐ Minimum of four observations, each for a minimum of fifteen minutes
  - Face-to-face conference after each observation followed up with timely written feedback
  - First observation done by October 15th
  - Last observation done by March 15th
  - At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline
- ☐ Mid-year conference for review of goals by February 15th
  - Goal review can be combined with observation conference
- ☐ End of year conference for reflection of goals in May through June
- ☐ Begin discussion for goal(s) for next year

Annual Contract Status- Years Two & Three

- ☐ Identify needs and challenges through professional self-reflection
- ☐ Two goals developed
  - One personal yearly goal developed by October 15th
  - One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th
- ☐ Complete professional development activities to meet goals
- ☐ Minimum of four observations, each for a minimum of fifteen minutes
  - Face-to-face conference after each observation followed up with timely written feedback
  - First observation done by October 15th
  - Last observation done by March 15th
  - At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline
- ☐ Mid-year conference for review of goals by February 15th
  - Goal review can be combined with observation conference
- ☐ End of year conference for reflection of goals in May through June
- ☐ Begin discussion for goal(s) for next year
- ☐ Professionals who were on continuing contract in another NH district move to continuing contract for year four

Annual Contract Status- Years Four & Five

- ☐ Identify needs and challenges through professional self-reflection
- ☐ Two goals developed
  - One personal yearly goal developed by October 15th
  - One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th
- ☐ Complete professional development activities to meet goals
- ☐ At the discretion of the administration, a minimum of two observations, each for a minimum of fifteen minutes
  - Face-to-face conference after each observation followed up with timely written feedback
  - First observation done by October 15th
  - Last observation done by March 15th
  - At least one observation will occur at a time that does not fall right before or after a long weekend

or holiday break and teachers have a one-time option to decline
- ☐ Mid-year conference for review of goals by February 15th
  - Goal review can be combined with observation conference
- ☐ End of year conference for reflection of goals in May through June
- ☐ Begin discussion for goal(s) for next year
- ☐ Professionals move to continuing contract for year six

Continuing Contract Status

- ☐ Identify needs and challenges through professional self-reflection
- ☐ Two goals developed
  - One to two personal yearly goal developed by October 15th
  - One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th
- ☐ Complete professional development activities to meet goals
- ☐ Minimum of two observations, each for a minimum of fifteen minutes
  - Timely written feedback provided after observation
  - First observation done by December 1st
  - Last observation (or optional self-reflection) done by June 1st
  - At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline or request a 3rd observation at a mutually agreeable time
- ☐ Mid-year conference for review of observations and progress on goals by February 15th
- ☐ Reflection of goals in May through June
- ☐ End of year conference for reflection of observations and goal progress
- ☐ Begin discussion for goal(s) for next year

Continuing Contract—In Need of Improvement/Assistance Status

Administrator will make it clear to professionals during conferences and in written feedback that there is a perceived weakness prior to placing an individual on the Improvement/Assistance Phase.

The goal of placing a professional on the Improvement phase is to improve teaching and learning. SAU 41 is committed to quality teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting the teaching standards outlined in this document. There will be a good faith effort to provide administrative support for professionals.

- Professional moves to Improvement/Assistance Phase—Administrator completes the *Improvement/Assistance Form* and meets with professional (and other representation during any/all meetings if requested)

- ☐ Professional follows the timeline and procedures outlined on the *Improvement/Assistance Form*

- ☐ If the concern is not resolved but sufficient progress has been made, the professional may remain in Improvement/Assistance Phase

- ☐ If the concern is not resolved and sufficient progress has not been made, the professional moves to Intensive Improvement/Assistance Phase, and the administrator completes the Intensive *Improvement/Assistance Form*

- ☐ If the concern is resolved during the Intensive Improvement/Assistance Phase, the professional is removed from the "In Need of Improvement/Assistance" Status

- ☐ If the problem is not resolved during the Intensive Improvement/Assistance Phase, the professional is referred to the Superintendent for resolution of the concerns

Summary of Professional Growth Model

Annual Contract Status - Year 1				
Overview	**Goals**	**Observations**	**Mid-Year Conference**	**End of Year Conference**
• Mentor assigned • Identify needs and challenges through professional self-reflection	• Two goals developed • One personal yearly goal developed by October 15th • One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th • Complete professional development activities to meet goals	• Minimum of four observations, each for a minimum of fifteen minutes • Face-to-face conference after each observation followed up with timely written feedback • First observation done by October 15th • Last observation done by March 15th • At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline	• Mid-year conference for review of goals by February 15th • Goal review can be combined with observation conference	• End of year conference for reflection of goals in May through June • Begin discussion for goal(s) for next year
Annual Contract Status - Years 2 &3				
Overview	**Goals**	**Observations**	**Mid-Year Conference**	**End of Year Conference**
• Identify needs and challenges through professional self-reflection	• Two goals developed • One personal yearly goal developed by October 15th • One to two PLC yearly SMART goal(s) to increase	• Minimum of four observations, each for a minimum of fifteen minutes • Face-to-face conference after each observation followed up with timely written feedback	• Mid-year conference for review of goals by February 15th • Goal review can be combined with	• End of year conference for reflection of goals in May through June • Begin discussion for goal(s) for next year

	student learning developed by October 15th • Complete professional development activities to meet goals	• First observation done by October 15th • Last observation done by March 15th • At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline	observation conference	• Professionals who were on continuing contract in another NH district move to continuing contract for year four

Annual Contract Status - Years 4 &5				
Overview	**Goals**	**Observations**	**Mid-Year Conference**	**End of Year Conference**
• Identify needs and challenges through professional self-reflection	• Two goals developed • One personal yearly goal developed by October 15th • One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th • Complete professional development activities to meet goals	• At the discretion of the administration, a minimum of two observations, each for a minimum of fifteen minutes • Face-to-face conference after each observation followed up with timely written feedback • First observation done by October 15th • Last observation done by March 15th • At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline	• Mid-year conference for review of goals by February 15th • Goal review can be combined with observation conference	• End of year conference for reflection of goals in May through June • Begin discussion for goal(s) for next year • Professionals move to continuing contract for year six

Continuing Contract Status				
Overview	**Goals**	**Observations**	**Mid-Year Conference**	**End of Year Conference**
Identify needs and challenges through professional self-reflection	• Two goals developed • One to two personal yearly goal developed by October 15th • One to two PLC yearly SMART goal(s) to increase student learning developed by October 15th • Complete professional development activities to meet goals	• Minimum of two* observations, each for a minimum of fifteen minutes • Timely written feedback provided after observation • First observation done by December 1st • Last observation (***or optional** self-reflection) done by June 1st • At least one observation will occur at a time that does not fall right before or after a long weekend or holiday break and teachers have a one-time option to decline or request a 3rd observation at a mutually agreeable time of year • Begin discussion for goal(s) for next year	• Mid-year conference for review of observations and progress on goals by February 15th	• Reflection of goals in May through June • End of year conference for reflection of observations and goal progress
Continuing Contract - In Need of Improvement /Assistance Status				

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Administrators will make it clear to professionals during conferences and in written feedback that there is a perceived weakness prior to placing an individual on the Improvement/Assistance Phase.

The goal of placing a professional on the Improvement phase is to improve teaching and learning. SAU 41 is committed to quality teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting the teaching standards outlined in this document. There will be a good faith effort to provide administrative support for professionals.

- Professional moves to Improvement/Assistance Phase—Administrator completes the Improvement/Assistance Form and meets with professional (and other representation during any/all meetings if requested)
- Professional follows the timeline and procedures outlined on the Improvement/Assistance Form
- If the concern is not resolved but sufficient progress has been made, the professional may remain in Improvement/Assistance Phase
- If the concern is not resolved and sufficient progress has not been made, the professional moves to Intensive Improvement/Assistance Phase, and the administrator completes the Intensive Improvement/Assistance Form
- If the concern is resolved during the Intensive Improvement/Assistance Phase, the professional is removed from the "In Need of Improvement/Assistance" Status
- If the problem is not resolved during the Intensive Improvement/Assistance Phase, the professional is referred to the Superintendent for resolution of the concerns

Process for Developing Professional Development Plan

Step 1: Prepare to Develop Plan
Spring prior to beginning of new certification cycle
- ☐ Review student data/student work samples/survey/student feedback.
- ☐ Review Professional Standards and Guidelines.
- ☐ Review Professional Growth Model
- ☐ Review District/Building Goals.
- ☐ Review following Reflection questions:
  - o Why was the goal selected?
  - o How long will the goal take?
  - o How will the goal improve student learning/achievement?
  - o What activities will be necessary to reach this goal? Why?
  - o What kind of administrative support is required?
  - o What body of evidence will be presented to show achievement of goal?

Step 2: Share Plan with Administrator
Spring prior to beginning of new certification cycle
- ☐ Meet with administrator and discuss data utilized to develop plan
- ☐ Review the proposed plan with administrator
- ☐ Finalize proposed plan incorporating any suggestions that may be applicable.

Step 3: Implement Plan
July 1 – on for three years
- ☐ Begin to implement three year re-certification plan
- ☐ Propose possible professional growth activities in the district's professional learning management system for prior approval by administrator
- ☐ Participate in professional growth activities and collect appropriate evidence to support the activity
- ☐ Reflect on how the professional growth activity will contribute to an increase in student learning, a deeper knowledge of learners and learning, or a more thorough understanding of the school's role
- ☐ Finalize professional growth activities by submitting appropriate evidence and reflection into the district's professional learning management system

Step 4: Establish Goals
By October 15ᵗʰ
- ☐ Develop 1-2 professional goals
  - o Goals must be curriculum or position related to improve student learning, provide a deeper knowledge of learners and learning, or develop a more thorough understanding of the school's role
- ☐ Identify projected evidence for end of year conference with administrator
- ☐ Select strategies for reaching the goal(s) from the table of Professional Development Activities
- ☐ Meet with supervisor to discuss, review and finalize goal(s) by October 15ᵗʰ
- ☐ Develop 1-2 Professional Learning Community SMART Goals aimed at increasing student learning

S   specific, significant, stretching
M   measurable, meaningful, motivational
A   attainable, agreed upon, achievable, action-oriented
R   realistic, relevant, reasonable, rewarding, results-oriented
T   time-based, timely, tangible

- ☐ Identify projected evidence for end of year conference with administrator
- ☐ Select strategies for reaching the goal(s) from the table of Professional Development Activities

- Meet with supervisor to discuss, review and finalize goal(s) by October 15th

Step 5: Educator-Administrator Conferences
By February 15th and by June 15th
- Meet with administrator to review progress on both professional and PLC goals by February 15th
  - Review observations by February 15th
  - Annual Contract educators will meet with administrator following every observation
  - Written feedback will be provided following the face-to-face conference
- Meet with administrator to review reflection of observations, the school year, and all goals by June 15th
- Goal development for the following school year will begin

Step 6: Continuation of Three Year Cycle
Repeat steps 4 and 5 for years two and three of certification cycle
- Goals could be utilized again for further development
- New goals could be established to redefine focus of professional learning

Step 7: Three Year Review
By February 15th of year three of certification cycle
- Meet with administrator to review progress on both professional and PLC goals
  - Review observations
  - Review areas of growth over the certification cycle
  - Discuss and reflect on the impact of the professional development activities on student learning and achievement
- Educator is responsible for providing a summary within the professional learning management system of the professional development activities completed during the prior three years
- The superintendent will recommend teachers for renewal within the New Hampshire Educator Information System (EIS)
- If documentation is not approved, the professional may complete revisions as requested by the supervisor or follow the Appeals Process.

Notes:
1. All professional development activities must be completed and submitted for final approval by March 31st of the third year of the recertification cycle.
2. All activities completed between April 1st and June 30th of the recertification year will be credited to the next recertification cycle beginning July 1st.
3. It is the responsibility of each staff member to maintain his/her professional development record.
4. Staff members can utilize the professional learning management system to view accumulated hours, recertification date, and the accuracy of those activities to track their PD record throughout their three year recertification cycle.

New Hampshire State Recertification Documentation of Professional Learning

Professionals have three options for documenting their professional learning and fulfillment of their professional development goals. Each clock hour/CEU is equal to one hour of professional development. All documentation must be submitted by **March 31st** of the recertification year in the learning management system.

Options for Documenting Professional Learning for Each Three Year Cycle	
Development of Body of Evidence	The pieces of evidence to be collected should be those that are appropriate to the nature of the approved professional growth activity. In collecting evidence, educators must document sufficient evidence of their activities, of their professional learning, or of the impact their activities have on student learning.
Accumulation of Continuing Education Units	Certified educators must accumulate: • 30 hours for each endorsement area • 45 hours documenting job-embedded or professional development in the areas of "knowledge of learners & learning" or "school's role, organization, operation. Certified Para-Educators • 50 hours of professional development
Combination of Body of Evidence and Continuing Education Units	The combination of fewer than the required continuing education units and development of a body of evidence

Continuing Education Unit: Districts need to consider 1 hour = 1 CEU as the minimum requirement.

Option One—Development of a Body of Evidence/Portfolio
This option is for continuing contract professionals only.
Completion of this option will satisfy SAU#41's 75 clock hour requirement
This option allows teacher (individually or collaboratively) to develop, implement, and assess a specific innovative project to improve student learning and achievement. This option represents an equivalent alternative to the total number of clock hours/CEUs required in NH Ed 512.04. Clock hours are not counted in this option. The project should be of such depth and breadth that three years are needed to successfully complete it. Plans may be developed requiring less time and may be changed as needed during the required time period. Working with his/her administrator, the professional outlines his/her project incorporating both the developed professional and PLC goals, and it is then approved by the administrator before the professional begins the project.

To document professional growth, the educator is required to develop a body of evidence/portfolio that documents the development and implementation of the various job-embedded activities and professional development activities needed to successfully complete the project. Assessment results should also be documented; assignments should include multiple data sources. Results of the plan are to be shared with other educators in the building/district.

Option Two—Accumulation of a Continuing Education Units/Clock Hours

In this traditional option, the professional must accumulate 75 clock hours/CEUs within a three year period. The hours must be broken down in the following manner:

- 30 clock hours/CEUs in knowledge of subject area or field of specialization for *each endorsement* in which recertification is sought
- 45 clock hours/CEUs documenting job-embedded or professional development in the areas of "knowledge of learners & learning" or "school's role, organization, operation.

Professionals with Para Educator certification must participate in the development of a professional development plan and accumulate a minimum of 50 clock hours/CEUs

Option Three—Combination

This option is for continuing contract professionals only.

The third option allows a combination of fewer than 75 clock hours/CEUs and the development of a body of evidence documenting the progress and results of the project as described in Option One. The number of clock hours/CEUs needed in addition to the project will be determined at the time the project is approved.

*Continuing Contract professionals choosing Option One or Option Three may choose an Alternative Administrator Conference schedule to allow for greater feedback and coaching throughout the project.

Criteria for Approval of Goals

•**A Focus Question** -clearly stated and provides a specific focus for professional inquiry and professional development.

•**The Desired Results for Students-** clearly stated in measurable terms and are a priority of the district/building based on goals.

•**The Desired Results for the Professional-** clearly stated, logically connected to the desired results for students and are appropriate for the professional.

•**Evidence of Student Results-** appropriate and sufficient to support valid and reliable inferences about the impact on student learning and achievement.

•**Evidence of Professional Results-** appropriate and sufficient to support valid and reliable inferences in the professional's understanding, knowledge, and skills.

•**Evidence for Documenting Activities-** one of three options (see p.18) for documenting professional learning.

•**An Action Plan-** designed to (1) increase the professional's understanding, knowledge, and skills; (2) provide the professional with opportunities to apply his/her learning; and (3) provide the professional with opportunities to reflect and refine his/her practice.

•**A Time Line-** three year re- certification cycle with progress/reflection reports May/June of each year.

SMART Goals

SMART goals are used in strategic planning by businesses and government and are used in education to help improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. Research shows that goals are more likely to be successful if they are aligned with an educator's philosophy of education and personal values. The school-based Professional Learning Community (PLC) goals focused on improving student learning must be written as SMART goals.

A **SMART** Goal is as follows:

Strategic and Specific. Think of something that needs to be improved. Make the objective *specific* by asking and answering the six "W" questions:
- Who - Identify who is involved.
- What - What is the desired outcome?
- Where - Identify the location.
- When - Specify the requirements and constraints.
- Why - List specific reasons why this will improve student learning.

Measurable. The success toward meeting the goals can be measured in student achievement. It answers the question - How?
- How will attainment of the goal be evidenced?
- How much?
- How often?
- How many?

Attainable. An attainable goal represents an objective toward which the professional is willing and able to work. It should push, but not break. These questions need to be asked:
- How will the goal be achieved?
- What are the possible barriers?
- Can the barriers be overcome?   How?
- What resources and support are necessary to accomplish the goal?

Results Oriented / Relevant / Rigorous.
- What is the benefit of this goal? Why bother?
- Is this the right time to take on this goal?
- Is the goal related specifically to district/building goals?
- What must be achieved to move students from point A to point B?
- Does the goal represent *substantial* progress?
- Does the goal measure actual results?

Time Bound. Establish a time line for the goal. Make sure the time line is measurable and realistic.

Educator Goals Form

Evaluation and Supervision Program

Goal Setting Due October 15th

Personal Goal #1

Please refer to the definition of an "effective teacher" in the SAU #41 Professional Growth Model when completing your self-reflection.

Personal Goal #1:

Please state how goal #1 will impact student growth:

Personal Goal #2 (optional)

Personal Goal #2:

Please state how goal #2 will impact student growth:

Goals Form - Middle of Year

Evaluation and Supervision Program

Mid-year conference by February 15th

Personal Goal #1

Initial Goal #1:

NONE

Personal Goal #1 Update:

Personal Goal #2 (optional)

Initial Goal #2:

NONE

Personal Goal #2 Update:

*Goals Form - End of Year

Evaluation and Supervision Program

End of year conference by June 15th

Personal Goal #1

Initial Goal #1:

NONE

Personal Goal #1 Update:

Personal Goal #2 (optional)

Initial Goal #2:

NONE

Personal Goal #2 Update:

Yearly Reflection

Teacher Comment:

Evaluator Comment:

Sources of Evidence

Guiding Questions

- What evidence is acceptable, sufficient, and valid to document professional growth?
- What is acceptable, sufficient, and valid evidence of professional learning?
- What is acceptable, sufficient, and valid evidence of student learning and achievement?

Evidence of the Educator's Learning
- Written reflection.
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio recordings of the lesson, formal observation by a supervisor, colleague, mentor, consultant, etc.
- Samples of students' work.
- Projects, papers, etc. from courses and seminars.

Evidence Used to Examine Impact on Students' Learning
- Results of standardized assessments.
- Results of classroom assessments.
- Examples of students' projects, papers, daily work.
- Student portfolios.
- Videotapes of students' presentations or activities.
- Skill inventories or checklists.
- Anecdotal notes.

Evidence Used to Examine Impact on Other Student Outcomes
- Discipline data.
- Attendance data.
- Health records/visits to the nurse.
- Behavior records.
- Extra-curricular participation.
- Other.

Evidence of Activities
- Refer to the list of twenty-one Professional Development Activities. The evidence required for each activity is identified.

Professional Development Activities (PDA's)

As required by ED 610, the SAU 41 Master Plan provides professional development activities for professional and paraprofessional staff by offering twenty-one (21) options for earning Continuing Education Units (CEUs/Hours). These activities include traditional, job embedded, action research, and both in-house and outside presenters to create a wide range of professional development.

Traditional activities continue to be relevant and useful modes of learning for educators. Job embedded activities include the concept of educators as reflective practitioners who singly or in groups engage in deliberate reflection and the focused refinement of their professional practice. Action research is a process of inquiry with outcomes related to student learning and best practices.

These activities offer experiences for all staff to gain knowledge of subject area, professional skills, learners and learning, school's organization and operation, technology and exploratory/innovative programs.

The following are 21 activities available to all staff to develop a growth plan to meet their unique goals and develop their skills and competencies to enhance student learning. Continuing Education Units (Hours) are equivalent to the number of hours of participation in Professional Development Activities (PDA's). Sources of evidence will include but not limited to: written reflection, any materials exhibiting lesson plans, instructional materials, video or audio recordings of the lesson, formal observations by a supervisor, colleague, mentor or consultant, or sample of student work.

Professional Development Activities

Traditional Activities			
Professional Development Activity (PDA)	**Description**	**Requirements/ Evidence**	**Continuing Education Units Authorized**
1. Workshop, Conferences, Seminars	Such activities can provide educators opportunities to learn from others with expert knowledge	Certificate of participation	# hours
2. College Coursework/Institutes	College course of advanced degree offered by an accredited institution of higher learning aligned with the educator's content area, professional responsibilities, or assignment.	Official transcript showing B or better	15 CEUs/credit
3. Visitations	Visits to other schools or places of business to observe programs	Log of activity with reflection	15 CEUs/year
4. Evaluation Team Member	Participation in professional evaluation of other schools through the New England Association of Secondary Schools/Special Education Approval Process, etc.	Log of Activity with reflection/Certificate of participation	30 CEUs/year
5. Travel	Travel affording experiences which can be used in the classroom	Prior approval including objectives and lesson plans with materials such as a presentation	30 hours/ 3 years
6. Community Service	Community service learning is as important for teachers as it is for students when learning about the values of the community in which they teach or live. Being a liaison to PTSA organizations and volunteering in groups relating to school or community fosters good public relations.	Log of dates, location, time spent, and activity	15 hours/ 3 years
7. Wellness/Personal Growth	Wellness and personal growth in the workplace fosters a productive and creative workforce and increases motivation. This in turn harbors a healthy atmosphere among professionals and provides a visible view of health for students to model.	Active participation in a program to promote personal well-being such as Reiki, Tai Chi, Stress Management, Hospital or Wellness Team-sponsored workshop (funding not applicable) Certificate of participation	15 hours/ 3 years
8. Grant Writing	Must be related to individual, building, or district goals and/or education in general	Completed grant application	30 hours/ 3 years
9. Student-Teacher Supervision	A teacher is assigned a student teacher from a local college to supervise and mentor	Log of conferencing spent with student-	45 hours/ 3 years

		teacher	
10. In-Service Workshop Presenter	Facilitate an in-service workshop for staff members	Outline of methods used/lesson plan	30 hours/ 3 years
11. School district committees	Active participation on school district/administrative committees. 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 harmony and	Attendance at meetings	Chair: 20 hours/ 1 year Member: 15 hours/ 1 year Max hours are per committee
12. Professional Networks	"Discourse Communities" that enable teachers to meet regularly (in person or electronically) to solve problems, consider new ideas, evaluate alternatives, or reflect on specific issues in education and content area. Active membership in professional organizations such as NCTM, ASCD, MENC, NHASP, NEA, CHADD, etc.	Demonstrate active involvement by serving on boards, committees, or attending meetings regularly. Meeting notes can serve as the detail log. Certificate of participation.	10 hours/ 1 year
13. After school tutoring	On a volunteer basis, teacher meets with students individually or in small grade level groups to improve student learning	Lesson plan or log of activity and time spent	45 hours/ 3 years
14. Book Review	Participating in discussion(s) about a book or other professional publications	Log of activity and time spent	10 hours/ 1 year

Professional Development Activities

Job-Embedded Activities

Professional Development Activity (PDA)	Description	Requirements/ Evidence	Continuing Education Units Authorized
15. Curriculum Development and/or implementation	Curriculum writing or revision. Beyond implementation there exists the process of enhancement, modification, adaptation and refinement. Using existing curriculum and modifying it or aligning it with new standards. Developing and implementing alternative or modified curriculum. Implementing new curriculum, reporting out, reflecting with others on new ideas and activities	Log of activity and time spent along with curriculum product	# hours
16. Examining Student Thinking	Carefully examining student work to understand thinking and learning strategies when identifying learning needs for the purpose of Differentiated Instruction. Developing rubrics, examining national, state and district test results are examples.	Must align with professional goals. Log of activity and time spent	30 hours/ 3 years
17. Mentoring	Working with another professional to assist them in improving instructional strategies	Log of activity/ reflection with mentor—mentee	30 hours /3 years
	Working with another professional who is new to the school/district		
	Advisory Model—Teachers serve as students' mentors and advisors within a school program (i.e. ROCK)		
18. Creating a product	Developing a new management technique or manuals that could be shared with colleagues.	Completed product/ log of activity	30 hours/ 3 years
19. Classroom Observation/ Instructional Rounds	Participating in discussions about teaching and learning based upon one or more classroom observations. Instructional Rounds help educators look closely at what is happening in their peers' classrooms in a systematic, purposeful and focused way.	Log of plan for an observation (data collection), and reflecting conference	15 hours/ 3 years
20. Other	Not listed above, but approved by administrator as valuable for professional growth	Documentation as required by nature of activity	Hours to equal time spent
21. Action Research	As described on next page	Documentation of research and conclusion An overview of learned knowledge to be shared with	30 hours/ 3 years

		colleagues/teaching team/staff	

Action Research*

Action research is a job embedded means by which a teacher or group of teachers can satisfy all or part of their recertification requirements. Action research is a process of inquiry and examination into the practices of a classroom, school and/or district with the outcomes related to student learning and best practices. Action research needs to be meaningful to the teacher(s) with the intention of solving a problem, improving a practice, resolving an issue or for making an informed decision.

Action Research involves identifying a focus and designing an action plan that includes collecting, analyzing and interpreting data followed by the communication of the outcomes and taking actions based on the results.

As stated earlier, Action Research can be designed for one or two years or for the complete three year recertification cycle. Each year of Action Research would be equal to no more than 25 hours. The teacher(s) would meet with an administrator prior to plan approval for the purpose of plan development, implementation and expected timelines.

Steps and Procedures for Action Research

Step 1: Identify the problem, concern, idea or decision to be made and frame it as a research question. A good question is:
- Focused on student performance which is important to you
- Related to school/district priorities or goals
- Manageable and doable within the available timeline and resources
- Measureable through quantitative and/or qualitative data
- Example: Does a system of positive rewards improve students' behavior?
1. What is the specific research problem I wish to investigate?
2. What do I want to do about this problem?
3. Why is this problem worthy of investigation?
4. What assumptions am I making?
5. What is the specific question I wish to pursue and answer?
6. Do I have a hypothesis in mind? And if so, what is it?

Step 2: Review relevant literature.
1. What have other educators and researchers found that relates to this problem, concern, issue, or question?
2. How can I use the work of others to inform my research efforts?

Step 3: Design your study.
1. Who will be the subjects of my study?
2. How will I select the participants for my study?
3. What data will I collect?
4. What instruments will I use to collect my data?
5. What procedures will I follow—what will I do, when, where, and how will I do it?
6. How will I organize and display the data in my study?
7. How will I analyze and interpret the data?

Examples of qualitative data gathering techniques	Examples of quantitative data gathering techniques
• Interviews • Focus groups • Surveys (open ended questions) • Observations • Artifact review	• Surveys (closed response questions) • Standardized assessments, inventories, etc. • Scores from quizzes, tests, and writing prompts (rubric scored), etc. • Review of existing data (i.e. discipline, attendance, student grades, etc.)

Step 4: Conduct your study and gather the data.
1. Follow the steps outlined in your plan
2. Collect and organize your data

Step 5: Analyze and interpret data.
1. Use techniques appropriate to the data collected
2. Quantitative (look for meaning in the numbers)/(qualitative (look for patterns, themes, etc.)

Step 6: Share the results with appropriate audiences.
1. Share the data with others who can benefit from your findings.
2. Share the data with those whose approval you need to move forward with your solution/decision.

Step 7: Use what you have learned.
1. Use what you have learned to address the problem or concern, to infor4m your decision, to guide further action research.

Resources:
Mills, Geoffrey E. 2003. Action research: A guide for the teacher researcher. Merrill Prentice Hall: New Jersey.
Stringer, Ernie. 2004. Action research in education. Pearson Merrill Prentice Hall: New Jersey

Professional Standards and Guidelines

SAU #41 uses the following criteria to define an "effective teacher":

Knowledge of Content

An effective teacher:
1. Holds State of New Hampshire teaching certificate appropriate to their assignment.
2. Attends workshops and/or courses, and/or joins professional networks that are relevant to subject area.
3. Reads and researches material in their subject area.
4. Uses resources inside and outside of the school to support content area knowledge.
5. Participates in curriculum development, program planning, department planning, and/or curriculum program evaluation committee(s).
6. Participates on committees when available.
7. Contributes to discussion during PLC, department meetings, or other meetings.
8. Participates in planning sessions concerning individual students.
9. Demonstrates the range and depth of knowledge necessary to challenge and meet the needs of all students.

Goals/Objectives

An effective teacher:
1. Develops and strives to achieve a professional goal and adds it to the electronic professional development management system (PDMS) by the date determined by SAU 41 each year.
2. Strives to achieve the professional learning goals for their building and for SAU 41.
3. Plans learning experiences that facilitate the accomplishment of both personal, building, and SAU 41 goals.
4. Documents experiences that lead to achieving goals over the course of the school year/ goal.

Planning/Preparation

An effective teacher:
1. Is aware of and employs current resources for professional and student use.
2. Plans appropriate time allotments to achieve the objectives of the lesson or unit.
3. Reflects the scope and sequence of curriculum goals within the subject area in lesson plans.
4. Provides a range of materials to meet diverse needs within each class.
5. Records daily lesson plans in a way that can be easily accessed and/or shared as needed.
6. Shows consideration of instructional objectives, planned learning activities and procedures, learning materials, resources and assignments in lesson plans.
7. Shows evidence of instructional continuity in lesson plans.
8. Includes assessment of prior knowledge and scaffolding in lesson plans.
9. Reflects differentiation as needed in lesson plans.
10. Implements and follows IEP and 504 modifications and accommodations.
11. Makes provisions for effective use of classroom instructional aides.
12. Plans for activities and instructional techniques that access a variety of resources to meet student needs.
13. Recommends field trips, speakers, assemblies, computer software, and audio visuals.
14. Works cooperatively with school and public libraries to assure availability of resources and implements their use.

Instructional Strategies

An effective teacher:
1. States learning objectives for students.
2. Establishes the relevance of the lesson and material to students.
3. Relates activities to students' interests, previous experiences and immediate and future goals.
4. Uses a variety of appropriate instructional activities, techniques, and materials.
5. Provides models and examples.
6. Provides practice for new concepts and distributes follow-up practice for reinforcement.
7. Provides cooperative and individual learning opportunities.
8. Facilitates the expression and development of a variety of perspectives and opinions related to course content.
9. Is flexible and adaptable to students' needs and circumstances.
10. Provides instruction in a way that addresses modifications and accommodations accordingly.
11. Teaches at an appropriate instructional level to promote student success.
12. Engages students in active instructional opportunities.
13. Uses eye contact effectively; maintains appropriate voice volume and teaching posture; shows enthusiasm; uses humor when appropriate.
14. Uses special events as learning activities.
15. Challenges students' minds with rigorous skills and content appropriate to students' needs.
16. Engages students in extending, higher-order thinking challenges (e.g., inquiry, investigation, problem- based learning, action research projects).
17. Encourages and challenges students to support their written and spoken ideas with evidence.
18. Uses effective questioning and recognition techniques.
19. Encourages discussion, dialogue, and debate around important ideas.
20. Requires students to use critical academic vocabulary in their speaking and writing.

Classroom Management/Environment/Communications

An effective teacher:
1. Uses timely and appropriate modes of communication with parents, students, and staff.
2. Maintains an educationally productive environment.
3. Promotes self-management and accountability.
4. Establishes reasonable classroom routines, rules, and consequences, and administers them consistently, fairly and effectively.
5. Supports the standards, values and purposes of the school and SAU 41.
6. Encourages mutual respect among students and between student and teacher.
7. Serves as a positive role model for students.
8. Demonstrates through behaviors a respect for the importance of life-long learning, the value of using time appropriately, the importance of respect of self and others, and a commitment to task completion.
9. Develops good rapport with students.
10. Motivates students and uses positive reinforcement, as appropriate.
11. Identifies possible causes of student behaviors and deals with the behavior constructively.
12. Arranges the classroom for effective and safe instruction.
13. Encourage students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams.
14. Maintains a high level of student excitement.
15. Communicates and maintains a passion for teaching, learning, and quality work.
16. Gets to know students and incorporates their interests, aspirations and backgrounds into the learning environment.

Assessment/Evaluation

An effective teacher:

1. Analyzes class and individual needs based on formative and summative assignments and data derived from such.
2. Assesses students' affective and educational needs both formally and informally.
3. Updates gradebook in a timely manner according to procedures in place at the school.
4. Maintains data on progress of students.
5. Uses data to create or modify instruction for students.
6. Continually evaluates the success of programs and modifies as appropriate based on student needs.
7. Self-reflects and uses insights to plan future instruction.
8. Designs assessments that require students to demonstrate their understanding of concepts.

*The above Representative Indicators are not inclusive of effective teaching, nor would a competent teacher necessarily be expected to exhibit all of these on a given occasion.

Professional Development Activity Form (electronic)

PD & Reimbursement Request Form

Required Documentation

Activity Details

Activity Title:

Brief Description:

Characters left **2048**

Professional Development Activity (PDA)

How will you use what you learned to improve student achievement?

Characters left **2048**

Evidence of Professional Learning Standards addressed   --- Click To Select ---

Dates/Times/Location

Start date:

End Date:

Times:

Location:

Activity Sponsor/Provider

Provider: --- Click To Select ---

If not on list, enter here

Recertification Information/Hours Distribution

Credit:

Hours:

If you select the Knowledge of the subject or content area, then you MUST identify your Endorsement/Certificate area below.

If you select any other recertification option - your hours will be put towards the required 45 additional hours not attached to your endorsement area of 30 hours.

Recertification Option: --- Click To Select ---

You may only choose ONE endorsement area per activity when you choose knowledge of the subject or content area from the above drop down list.

Certificate selection:
- ☐ Chemistry Education - Experienced Educator (Jun 30 2023)
- ☐ Curriculum Administrator - Experienced Educator (Jun 30 2023)
- ☐ Principal - Experienced Educator (Jun 30 2023)
- ☐ Superintendent - Experienced Educator (Jun 30 2023)

ESTIMATED COSTS-Please enter the correct costs for the Reimbursement section below:

Workshop/Conference Cost*: [$]

Be sure to upload evidence to support the cost of the workshop/conference

Meals Cost: [$]

Lodging Cost: [$]

Be sure to upload evidence to support the cost of the hotel

Round trip Mileage Cost/Auto
(mileage X's .585 for travel in 2022, or current
IRS rate)
: [$]

Be sure to upload a screen shot from Google Maps showing the number of miles from school or home (whichever is closer) to the workshop

Parking/Tolls: [$]

Other Costs: [$]

Total Cost of PD [   ]

Total Cost of Allowable Prepayment
Request [   ]

Estimated Costs Remaining(total request
minus any prepayment) [   ]

Asterisked sections above are eligible for pre-payment in districts with CBA's that allow for prepayment.

Prepayment Information BSD:Professional Staff:Only for courses after a signed prepayment contract has been submitted. Support Staff-no prepay option.

Prepayment Information HSD: Professional Staff:workshops and conferences are all eligible for prepayment in the indicated sections. Support Staff-prepayment options for pre-approved job related PD.

Prepayment Information Co-Op: no prepayment options. Support Staff:prepayment only for pre-approved job related PD.

Payment

Payment Type: [— Click To Select — ▼]

Goals and Objectives:

Please select at least one:
Goal : SAU 41
- [ ] 21st century learning skills
- [ ] Improve student's level of achievement and growth
- [ ] Utilize technology to enhance student achievement

Building Goals:

This section is for Administration only-please DO NOT enter any information below.

Admin Account #-ADMINS NEED TO
ENTER A BUDGET CODE or REQUEST
WILL BE RETURNED [   ]

Finish

[Submit] [Save as Draft]

Prepayment information BSD: Professional Staff:Only for courses after a signed prepayment contract has been submitted. Support Staff-no prepay option.

Prepayment Information HSD: Professional Staff:workshops and conferences are all eligible for prepayment in the indicated sections. Support Staff-prepayment options for pre-approved job related PD.

Prepayment Information Co-Op: no prepayment options. Support Staff:prepayment only for pre-approved job related PD.

Payment

Payment Type   --- Click To Select ---   ▼

Goals

Please select at least one   **Goal : SAU 41**
- ☐ 21st century learning skills
- ☐ Improve studentâ€™s level of achievement and growth
- ☐ Utilize technology to enhance student achievement

Building Goals
- ☐ Hollis Brookline High School:Response to Intervention
- ☐ Hollis Brookline High School:Curriculum
- ☐ Hollis Brookline High School:Program Expansion

Required Documentation

For files to show up on this form you must have first uploaded them to your file library

Check off documents you
want to attach

This section is for Administration only-please DO NOT enter any information below.

Finish

Submit   Save as Draft

Improvement/Assistance Form

Performance Improvement Plan Form (Improvement/Assistance Form)

Employee Name:
Title:
School & Department:
Date:

Brief description of concern(s) over time:

Goal #1	
Background	
Task	
Suggested Resources/ Materials	
Target Date	
Expected Results	The measurability of this goal will be determined by...
Results	

Goal #2	
Background	
Task	
Suggested Resources/ Materials	
Target Date	
Expected Results	The measurability of this goal will be determined by...
Results	

Improvement/Assistance Form (cont.)

Goal #3	
Background	
Task	
Suggested Resources/ Materials	
Target Date	
Expected Results	The measurability of this goal will be determined by...
Results	

Goal #4	
Background	
Task	
Suggested Resources/ Materials	
Target Date	
Expected Results	The measurability of this goal will be determined by...
Results	

Please add additional goals (*when appropriate*) here.

The culmination of the Performance Improvement Plan will be a formal evaluation at the end of the timetable set for improvement. This evaluation will result in determining the appropriate next steps.

It is expected that all conversations are confidential and items in this performance improvement plan and other performance related issues will not be discussed with others.

_____   _____
Administrator Signature   Date   Employee Signature   Date

_____   _____
Witness Signature   Date   Witness Signature   Date

Appeals Process

Reasons for Appeal
- Denial of approval of an Individual Professional Development Three Year Re-certification Plan
- Denial of approval of an individual activity for Professional Development
- Denial of recommendation for re-certification
- Denial of professional development activities completed prior to employment in SAU #41

Process for Appeals
- Submit a written request (*Appeal Record Form*) for an appeal within ten days of denial, to one of the SAU #41 Professional Development Committee Representatives (identified on page 4)
- SAU #41 Representative submits appeals request to the Chairperson of the SAU #41 Professional Development Committee within two days of receipt of request
- Chairperson sets a hearing date and notifies all participants
- Hearing is conducted and includes the Professional Development Committee members (Appeals Board), the person requesting the appeal, and the person(s) who denied the request
- Anyone who is party to the request may not be a voting member of the Appeals Board
- Appeals Board will hold a hearing within thirty school days of the appeals request
- Decision requires a majority vote of the SAU #41 Professional Development Committee
- Appeals Board notifies, within five school days, the Superintendent of Schools and person submitting the appeal of recommendation, in writing, stating reasons for decision
- Superintendent of Schools, who is excluded from the Appeals proceedings, will render his/her decision which is final
- The applicant will be informed of the decision, in writing, within five school days

SAU 41 - Appeals Request

Name:	School:

_____ Date submitted to committee representative

_____ Date submitted to Appeals Board chairperson

_____ Date of Appeals Board hearing

_____ Date of recommendation to Superintendent

_____ Date of Superintendent's decision

_____ Date of Superintendent's notification to appellant

Reason for Appeal (Check one):	Date of Activity:
_____ Rejection of approval of *Educator Goal Statement* _____ Rejection of a professional development activity _____ Rejection of professional development activities completed prior to employment by SAU 41 _____ Rejection of professional's Option One or Option Three completed project	

Reason for Appeal:

Recommendation by Appeals Board:

Superintendent's Decision:

Superintendent's Signature: _____ Date: _____

Professional Development for the Certified Paraeducator

Today the role of Paraeducators is increasingly important in the education of the students in SAU41. The work that they do can be extremely varied. It is expected that Paraeducators will:

1. Be aware of current developments and effective instructional practice;
2. Demonstrate the range and depth of knowledge and resources necessary to challenge and to meet the needs of all students;
3. Use resources, activities and approaches that are challenging and differentiated to address all learning styles;
4. Promote and encourage a variety of perspectives and opinions, critical thinking, decision-making, and higher order thinking skills through discussion, debate and cooperative learning;
5. Be aware of and employ current materials available for professional and student use.

The needs of the Paraeducators in the area of professional development vary also. These needs may be similar to those for other professional staff, but they are not necessarily identical to them. In order to encourage and assist the Paraeducators within SAU41 to reach and maintain the objectives listed above, the individual districts will provide regular on-site training opportunities available to ALL Paraeducators whether certified or not. Appropriate professional development activities are the same as those for the professional certified staff, but not inclusive of all options available to them. The Appeals Process outlined in this document applies to paraeducators, too.

While certification as a Paraeducator through the state of New Hampshire is not required for employment within SAU41, it is important to recognize that such certification programs exist and to provide a professional development plan for Paraeducators. Certification requirements for the two separate categories of Paraeducator I and Paraeducator II are set by the state to align with Every Student Succeeds Act (ESSA) and Individuals with Disabilities in Education Improvement Act (IDEIA). Certification is for a period of three years. The requirements enumerated in Ed. 504.05 of the New Hampshire Code of Administrative Rules are as follows:

Professional Standards and Guidelines - Paraeducator

For Paraeducator I: *SAU #41 uses the following criteria to define an "effective paraeducator"*

<u>Entry Level Requirements</u>

The individual will…

1. Possess a high school degree or GED equivalent
2. Demonstrate knowledge of educational subject areas, behavior management, professionalism, and life skills (evidenced by a formal assessment by the department)

<u>Skills, Competencies, and Knowledge</u>

The individual will…

1. Demonstrate strong knowledge of reading, writing, and mathematical elements and classroom standards
2. Communicate thoughts, ideas, and information clearly
3. Assist students with study skill strategies, read alouds, and skill development in one-on-one or small group setting
4. Utilize a variety of technologies, including assistant technologies
5. Reinforce skills presented by the classroom teacher
6. Support the classroom environment by recognizing different learning styles, different teaching strategies,
7. Demonstrate sensitivity regarding diversity in cultural heritages, lifestyle, and value systems among children, youth and families
8. Demonstrate strong knowledge of applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments
9. Demonstrate strong knowledge of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning
10. Help maintain a safe and healthy learning environment
11. Assist in facilitating the integration of individuals with exceptional learning needs into various settings
12. Utilize strategies that promote student independence and appropriate social skills
13. Implement behavior plans in order to manage individual student behavior
14. Assist with maintaining student records including collecting data and using technology employed by the district

<u>Professionalism</u>

The individual will…

1. Interact appropriately in a various setting, including online communications
2. Participate in professional development and self-evaluation activities
3. Clearly understand professional ethics including confidentiality, legal right, and legal responsibilities
4. Reflect on choices and actions in regard to students, families, and the greater community
5. Demonstrate flexibility in scheduling and assignment
6. Follow health and safety protocols established by the school district
7. Demonstrate a positive attitude and dedication to supporting students

<u>Final Requirements</u>

An applicant for certification as a paraeducator shall pay the applicable application fee in Ed 508.06.

Certification as a paraeducator shall be for a period of 3 years.

The certification may be renewed, provided the candidate for renewal:
1. Is recommended in writing by the superintendent to the administrator as having met the requirements of Ed 512; or
2. Complies with the requirements of Ed 512, as demonstrated by a certificate of continuing education or a transcript which:
   a. Is issued by the institution providing such education; and
   b. Documents that the candidate has completed continuing education courses totaling at least 50 clock hours

For Paraeducator II: *SAU #41 uses the above criteria and the following criteria to define an "effective paraeducator"*

Entry Level Requirements

The individual will meet one of the following requirements:

1. Hold 48 college credits based on a 3-credit per course system, an associates' degree or a higher degree from an institution of higher education;
2. Have a minimum of 2 years of study at an institution of higher education; or
3. Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, or mathematics or reading readiness, writing readiness, or math readiness, as evidenced by a formal assessment managed by the department and administered by the department, the department's agent(s), or the local district, which shall consist of:
   a. Submission of documentation demonstrating knowledge and teaching skills in each of the 3 areas of reading, writing, and mathematics at the second-year college level; or
   b. Satisfactory completion of college coursework in any of the 3 areas of reading, writing, and mathematics at the second-year college level and submission of documentation demonstrating knowledge and teaching skills at the second-year college level in any of the 3 areas not covered by the college coursework.

Goal Development

Following the guidelines set forth in the SAU 41 Professional Development Plan will enable paraeducators to meet recertification requirements. To be recertified, the paraeducator must establish a minimum of two goals that last from one to three years each. These goals are designed in conjunction with the Special Education Coordinator and/or Building Administrator and demonstrate continued training by obtaining a minimum of 50 clock hours in professional development activities related to these goals in the three years preceding the date of application for recertification. If enrolled in an approved professional development plan, documentation and verification of the 50 hours should be submitted as directed without the plan.

The most current and accurate information concerning certification and/or recertification is available through the New Hampshire State Department of Education Bureau of Credentialing.
(http://www.education.nh.gov/certification/)

Criteria for goal setting are as follows:
1. According to the SAU's state approved Staff Development Plan, all goals need to support goals set by the SAU & the appropriate school district;
2. Goals must be measureable and/or observable and should foster professional growth. They should focus on teaching, and/or area of responsibility, and have a direct impact on instruction/learning, students and/or community;
3. One goal might be specifically responsibility related;
4. Goals may be modified, based on progress to date, upon mutual agreement between the paraeducator and the Special Education Coordinator and/or the Building Administrator. The appropriate progress report form must be used to report progress on the goals on an annual basis;
5. Goals are developed by the paraeducator in collaboration with the Special Education Coordinator and/or Building Administrator. After this collaboration, the paraeducator will submit goals for final approval to the Building Administrator.

Paraeducator Goals Form

Evaluation and Supervision Program

Goal Setting Due October 15th

Personal Goal #1

Please refer to the definition of an "effective teacher" in the SAU #41 Professional Growth Model when completing your self-reflection.

Personal Goal #1:

Please state how goal #1 will impact student growth:

Personal Goal #2 (optional)

Personal Goal #2:

Please state how goal #2 will impact student growth:

Goals Form - Middle of Year

Evaluation and Supervision Program

Mid-year conference by February 15th

Personal Goal #1

Initial Goal #1:
NONE

Personal Goal #1 Update:

Personal Goal #2 (optional)

Initial Goal #2:
NONE

Personal Goal #2 Update:

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*Goals Form - End of Year

Evaluation and Supervision Program

End of year conference by June15th

Personal Goal #1

Initial Goal #1:
NONE

Personal Goal #1 Update:

Personal Goal #2 (optional)

Initial Goal #2:
NONE

Personal Goal #2 Update:

Yearly Reflection

Teacher Comment:

Evaluator Comment: