

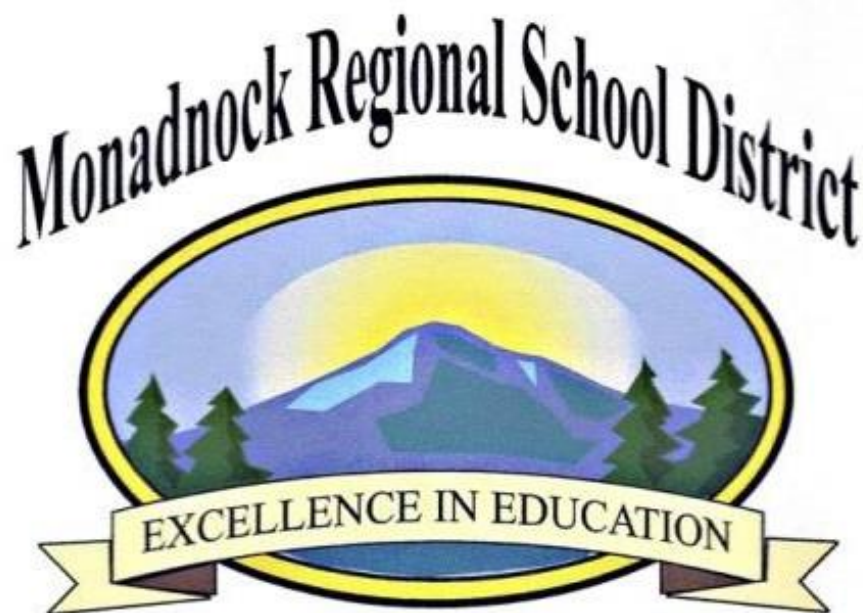
Monadnock Regional School District

S.A.U. #93

Professional Development

Master Plan

July 1, 2022 - June 30, 2027



Statement of Purpose

Professional development involves more than simply meeting recertification requirements. The primary purpose of the Monadnock Regional School District Professional Development Master Plan is to create a framework that enhances the capacity of administrators, teachers and paraeducators to facilitate the learning success of all students. The focus of this plan is the professional growth of the educator who will establish professional learning goals through self-assessment, disaggregated student data, and consideration of district and school goals. The Professional Development Committee has created a structure and process that ensures:

- The advancement of student learning
The development of a collaborative learning community
- A wide variety of professional development opportunities to meet the learning needs and styles of educators
- Professional development goals are aligned with the Monadnock Regional School District goals
- Staff re-certification requirements are met

Beliefs about Professional Development

- All individuals need to continually grow professionally
- Effective professional growth will consistently advance the academic and personal achievement of all students
- Self-assessment and reflection are integral to an educator's growth and improvement
- For meaningful professional growth to occur, the entire educational community must support a culture of exploration and experimentation
- Professional growth recognizes the uniqueness of individuals by honoring a wide variety of learning opportunities
- Professional growth creates a bridge between individual improvement and continuous school growth
- The District is committed to providing staff training and support for professional growth and district-initiated refinements

Professional Development Committee

Committee Membership:

Committee membership will represent all educational shareholders and will include one community member/parent and one school board member. A three-year commitment to the committee is encouraged. Representation will be as follows:

The Professional Development Committee will consist of at least 10 members:

- Teachers:
 - Cutler, Emerson, Gilsum STEAM, Mt. Caesar, Troy – one member each
 - Monadnock Regional Middle High School – two members
- Licensed Service Personnel: one member
- Principals: one member
- SAU Administration: Director of Curriculum, Instruction, and Assessment
- Board Member: one member (optional)
- Community Member/Parent: one member (optional)

Responsibilities of each Professional Development Committee Member

- To attend monthly meetings and other scheduled meetings as deemed necessary
- To report to faculty
- To solicit input from faculty

Duties of the Professional Development Committee

- Develop and revise the professional growth Master Plan as required by the NH Department of Education
- Distribute information about professional growth opportunities
- Orient staff as to new professional growth changes in the Master Plan
- Train and orient new staff members as to the Master Plan requirements at the building level
- Provide an annual evaluation to assess the effectiveness of the Master Plan
- Monitor the effectiveness of the data collection tool to ensure that it meets the requirements of the master plan.

Goal Setting Process

Prior to writing your plan that aligns with Ed 610:02, Professional Education Requirements, review the following:

- Reflect on past practices, data, and improvement of student performance
- Review the reflection from your most recent Professional Growth Plan (if applicable)

WHY?

The focus of our work as educators is to positively impact student learning. Establishing professional development goals will help to ensure that we are working toward that end.

WHEN?

Your three year goals are to be submitted to your administrator/supervisor by June 30th of the last year of your current growth plan or September 30th for new staff. Your yearly supervision plan/focus should support your professional goals. Your three year goals may be amended annually as part of your supervision goals.

HOW?

For approval of your plan:

- Include a goal that will satisfy the requirements for each certification area you hold (content knowledge)
- Include a goal that will increase your knowledge of learners and learning, (a) learner development; (b) learning differences, (c) learning environment
- Include a goal or goals that increase your knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject/content areas taught and for which certification is sought (learning facilitation practice)
- Identify your targeted district and/or school goals
- Ensure that all goals meet the following SMART criteria:
 - Specific, significant
 - Measureable, meaningful
 - Attainable, action-oriented
 - Research-based, relevant, realistic, result-oriented
 - Time-based

Three Year Professional Growth Plans and Options for Activities

This plan lays out three options for achieving professional goals and describes the options. The focus for professional development and recertification is centered on implementing Monadnock educational improvement goals to enhance student learning. This work will be varied and job- embedded.

When considering a particular job-embedded professional development activity, the following questions serve as criteria for determining the potential effectiveness of the experience. While all professional development activities may not meet each of these criteria, the potential for success increases with each positive response.

Does the professional development activity:

- reinforce personal, school and/or district improvement goals?
- potentially increase student achievement?
- potentially increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought?
- potentially increase knowledge of learners and learning?
- potentially increase knowledge of effective, developmentally appropriate teaching strategies and best practices for the content areas taught and for which recertification is sought?

Keep in mind:

- The Professional Development Committee and your building administrator/supervisor is here to help you at any point in your plan-writing and implementation process.
- For all options, you must submit your plan to your administrator/supervisor for approval.

OPTIONS

Certified Educators and Certified Paraeducators

All Certified Educators and Certified Paraeducators have three options for documenting their professional learning and the fulfillment of their professional development goals for purposes of continuous growth and recertification. All options require an annual reflection on progress toward meeting goals.

Option I (Clock Hour Based) (Ed. 512.02):

This option requires the accumulation of at least 75 clock hours for Certified Educators. The Certified Educators' activities must focus on content and pedagogy (30 hours) and personal, school and district goals (45 hours) including, but not limited to, job-embedded and formal professional development. For each additional endorsement, another 30 hours must be devoted to approved professional development activities in each subject area and/or field of specialization.

This option also requires 50 hours for Certified paraeducators. The paraeducators' activities must focus on personal, school, and district goals (20 hours) including, but not limited to, job-embedded and formal professional development.

How?

- Identify the educational improvement plan goal(s) toward which you will work and select a variety of activities (totaling 75 hours for Certified Educators and 50 hours for Certified Para educators) that target student learning.
- Credit will be given on an hour for hour basis (unless otherwise indicated) for the types of activities outlined on page 13-19 provided that those activities are focused on improving student performance and addressing the needs identified in your Individual Growth Plan. One clock hour is equal to one hour of participation in a professional development activity.

Teachers		
First Area of Certification	Second Area of Certification (if applicable)	Third Area of Certification (if applicable)
30 hours required	30 hours required	30 hours required
School, District, and SAU Goals/Knowledge of Learners and Learning		
45 hours required		

Paraeducators
50 hours required

Option II (Project Based) (Ed. 512.03):

- This option requires the development of a body of evidence in collaboration with your administrator/supervisor and professional developmental advisor
- A body of evidence should be a naturally integrated part of your work and learning process rather than an excessive added demand
- You should "collect" rather than "create" evidence
- This evidence should be a reflection of your own learning and its impact on student growth
- You need to include evidence of your activities, but more importantly, evidence of your own learning and its impact on students' growth
- You need to include a brief written explanation with each evidence piece in the collection and a written summary reflection that provides explanation and interpretation of the composite evidence collection
- Your body of evidence must refer to one or more SAU, district, school and/or individual professional growth goals
- For this option, the body of evidence must be equivalent to 75 clock hours for Certified Educators or 50 clock hours for Certified paraeducators. The body of evidence must connect to each area of certification that the teacher has

Evidence of Educator's Learning (some examples):

- 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 of the lesson, formal observation by a supervisor, colleague, mentor, or 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
- Video of students' presentations or activities
- Skill inventories or checklists
- Data used to examine impact on student learning and other student outcomes is referenced on pages 20-23 of the Master Plan

How?

- Identify the educational improvement plan goal(s) toward which you will work and develop a proposal that will guide the implementation of your efforts to collect evidence of your own learning and its impact on students' learning.
- The Professional Development Committee encourages creativity and innovation in developing your plan under Option II. You may also consider working in collaborative teams or small groups to develop a project and/or activities that promote your professional development and student achievement.

Keep in mind:

- All activities that are used for professional growth must meet the same standards in the advancement of student learning as noted in Option 1
- The scope of your plan must be sufficient to act as an alternative equivalent to the total number of clock hours required in Option I
- If you are considering this option, we encourage you to meet with your supervisor/administrator early in the school year to discuss your ideas regarding your potential plan
- If you choose to pursue Option II, expect to meet with your administrator/supervisor at regular intervals to review your progress, discuss resource needs, and make any necessary modifications to your plan
- You will have the option to decide whether to continue with Option II or to change to Option I or Option III, with administrative approval

Your plan should consist of short and long-term activities and must include the following information:

- A focus question/statement that relates to your school, district and/or personal education goals that promotes your professional growth, and enhances student learning
- A Learning Plan that includes a statement of desired results for yourself and your students, activities, and timeline

Helpful Hints for Collecting and Compiling a "Manageable" Evidence Collection

- It is not just about what you did but about what you learned
- It is about working to "improve" rather than trying to "prove"
- Less is more ... make a concise collection of carefully selected evidence
- Pick illustrative examples rather than including everything
- Use technology and digital devices

Option III (Combination of Option I and II) (512.04):

This option is a combination of clock hours and the development of a body of evidence which, taken together, are the equivalent of at least 75 clock hours for Certified Educators and 50 clock hours for Certified Para educators. (Refer to Options I and II for specifics)

How?

- Identify the SAU, district, school, and/or personal goal(s) toward which you will work.
- Develop a proposal that will guide your selection of a variety of activities (totaling less than 75 hours for Certified Educators and 50 hours for Certified Para Educators) and the collection of evidence of your own learning and its impact on students' learning. See the explanations of Options I and II for details

Procedure for Obtaining Credit for Professional Development Activities

To obtain credit for Professional Development Activities under Options I, II, and III, complete the district professional development activity form (page 27) for out of district activities, or sign in for district sponsored activities, and submit it to your administrator/supervisor.

Paperwork hints:

- Educator submits leave day request, which outlines nature of the professional development activity, to administrator/supervisor
- After approval for taking leave, educator attends professional development activity, gets proof of attendance, and saves all receipts
- After attending the activity, educator submits to supervisor/administrator activity form along with proof of attendance, and submits reimbursement request along with all original receipts. Reimbursement will not cover alcohol, and separate receipts for alcohol should be requested

For Options II and III, you must complete a project form, and for all options (I, II, or III) you must complete a yearly written reflection.

If a disagreement should occur, you may follow the Appeals Process outlined on page 12 for resolution.

Appeals Process

Procedure for Appealing and Reconciling Differences in Goals, Activities, Plans, and/or Recertification Requirements

Activity, Independent Professional Development Plan (IPDP), and/or hours

denial (the entire process will last no more than 30 days.)

- The principal and the staff member will consult. The meeting may include a staff development committee representative, a consultant on the details of the master plan.
- The staff member may make a formal appeal in writing of the decision in step 1 to the next level (the staff development administrator representative on the staff development committee).
- If not resolved, the staff member may appeal the decision to the SAU 93 Superintendent. The Superintendent's decision is binding and final.

Acceptable Professional Development Activities

The hours may be earned through a variety of professional development activities:

Activities

- Action Research
- Collegiate/Graduate Course Work
- Committee Chairperson
- Committee Participation
- Community Education
- Content Immersion
- Cooperating Educator for Student Interns
- Curriculum Development/Adaptation
- Inquiry Based Independent Study.
- Mentor/Mentee Meetings
- Professional Networks
- Professional Reading
- Study Groups/PLC Team Meetings/Department Meetings/Book Study
- Travel, Externships
- Visitations/Observations
- Writing Professional Articles
- Workshop or Course Presenter
- Workshops, Seminars, Conferences, Institutes
- Other Activities Not Listed

Action Research

- **PD Hours:** Maximum of 10 per classroom research inquiry.
- **Description:** This is the process of examining an educator's own teaching and student learning by engaging in a research project in the classroom. This research involves descriptive reporting, collegial sharing and critical reflection for the purpose of improving classroom practice.
- **Requirements:** A strategy should be developed by the educator and approved by the supervising administrator. Submit any related documents to support the activity.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Collegiate/Graduate Course Work

- **PD Hours:** 15 per course credit; 10 hours per credit for audited courses.
- **Description:** Course work consists of structured study in an accredited institution of higher learning focused on specific topics relevant to the educator's goals.
- **Requirements:** Must receive at least a grade of "B." This activity must support individual, school and/or district goals.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Committee Chairperson

- **PD Hours:** 5 Maximum per recertification cycle Description: See Committee Participation Requirements: See Committee Participation
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Committee Participation

- **PD Hours:** 5 per year per committee, maximum of 30 units per recertification cycle.
- **Description:** Committee work is defined as participation in various building and district wide committees. This work may require long and/or short-term commitments as well as full day, off- site work sessions and summer involvement. This activity also applies to educators who serve as advisors to student groups such as the National Honor Society, class advisors, or in other similar roles. These committees are a collaborative effort, focused on the district's mission. If a committee's tasks are related to a different PD activity (such as curriculum development), the educator will have the option of assigning his/her PD Hours to the other activity.
- **Requirements:** Committee work must support the individual, school and/or district's goals.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Community Education

- **PD Hours:** 15 per recertification cycle.
- **Description:** Community education creates a bridge between the school and the community it serves. Individual educators conduct community related activities that include but are not limited to:
 - Assessing additional supports for students.
 - Explaining new curriculum policies and programs.
 - Conducting educational programs.
 - Obtaining information that has an impact on learning.
- **Requirements:** This activity must align with the individual, school, and/or district's goals.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Content Immersion

- **PD Hours:** 15 per recertification cycle.
- **Description:** Participating in an intensive experience in the day-to-day work of practitioners, such as scientists, mathematicians, artists, linguists, or musicians often in a laboratory, industry, or museum, with full engagement in research activities. Partnerships for professional development are based on the assumption that the quality of teaching and learning is the responsibility of the entire community, not just the schools. Partnerships, to be effective, must truly be two-way exchanges. Practitioners and educators have equal but different roles to play. Their joint efforts are based on a mutual belief that each can make important contributions to the effort.
- **Requirements:** A detailed journal must be submitted before hours will be awarded. This activity is best suited for summer work/activities where educators can become part of a team in a business or research setting and bring the experience back to the classroom.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Cooperating Educator for Student Interns

- **PD Hours:** Student Teacher-20 hours, Methods Student-15 hours (40 per cycle)
- **Description:** Working within the district approved Student Intern Program. Cooperating Educators assist in improving instructional strategies on student teachers. This requires multiple classroom observations and conferences. The concept of coaching has broadened to include other activities such as co-

planning instruction, developing materials, and discussing the impact of teacher behavior on students.

- **Requirements:** Staff members document the work involved.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Curriculum Development/ Adaptation

- **PD Hours:** 15 per certification cycle
- **Description:** The process of developing or adapting curriculum that leads to a new product and learning. Curriculum adaptation refers to the process of taking existing curriculum materials or content matrices and modifying them to more fully meet the needs of everyone involved. The outcome is a new or modified curriculum or unit to meet the learning needs of students.
- **Requirements:** A written description of the planned development of existing curriculum or the planned adaptations must be submitted and a final product must be produced. These documents are to be submitted to the Assistant Superintendent prior to submitting your PD form.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Inquiry Based Independent Study

- **PD Hours:** 15 per certification cycle
- **Description:** the educator engages in the kinds of learning that professionals are expected to practice with their students such as inquiry-based investigations. In this activity the educator would research some topic related to his/her area of content certification to expand knowledge in that area.
- **Requirements:** A curriculum project must be completed and submitted in order to receive credit.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Mentor/Mentee Meeting

- **PD Hours:** 15 per certification cycle
- **Description:** Peer mentoring is defined in this plan as working with another professional to assist in improving instructional strategies. This requires multiple classroom observations and conferences. The concept of mentoring has broadened to include other activities such as co- planning instruction, developing materials, and discussing the impact of teacher behavior on

students. Mentoring is defined by the district Mentoring Program. Mentoring is a PD strategy that provides one-on-one learning opportunities for educators focused on improving teaching practice. Mentors can play the roles of educator, coach, role model, sponsor, protector, and opener of doors. Mentoring must be done in a climate of trust.

- **Requirements:** Requires the approval of the Mentoring Committee as determined by the district. Mentoring Program. A detailed log of observations and conferences must be maintained.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Professional Networks

- **PD Hours:** 10 per certification cycle
- **Description:** Networks are "discourse communities" that enable educators to meet regularly either in person or through electronic means with other educators or groups to solve problems, consider new ideas, reflect on specific issues, explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems. Networks may develop through school/university collaborations; educator-to-educator or school-to-school linkages; partnerships with neighborhood organizations, teacher unions, subject-matter associations; and local or national groups.
- **Requirements:** Must show evidence of active involvement by serving on boards or committees and attending meetings on a regular basis. A detailed log of activities must be maintained and the networking must be aligned with the individual PD plan.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Professional Reading

- **PD Hours:** 15 per recertification cycle
- **Description:** This activity involves reading professional print material, viewing videos, or listening to audio recordings to enrich knowledge and enhance methodologies.
- **Requirements:** A bibliography with a description of the knowledge gained through this reading and how this knowledge will be useful to you in the classroom must be included in the comments box of your H2 form. An estimate of clock hours spent must also be provided.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Study Groups/PLC Team Meetings/Department Meetings

- **PD Hours:** dependent upon work
- **Description:** Study groups for teachers and staff members may be established in buildings to address ongoing issues identified by local and district assessments of students' performance, with the goal of improving student learning. The study groups may serve a variety of purposes. Examples include, but are not limited to: department meetings, PLC team meetings, grade level meetings. These groups will address issues at the school level and/or district level, staff members and/or administrators may form study groups. Topics for study groups could range from instructional methods and curriculum content to school-wide practices such as block scheduling, looping, and multi-age classrooms. District curriculum committees are not included under study groups.
- **Requirements:** All study group projects must be approved by the staff members' supervisors and/or the Assistant Superintendent for Curriculum and Instruction, if the project is a district- level project. The results of all projects must be available to other staff members. The goals of the project must be clearly stated. Objectives, activities, and assessment procedures must accompany the project proposal. All projects must relate to the school's and/or the district's goals and must be designed to provide support of staff members as they work directly to improve students' performance.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Travel, Externships

- **PD Hours:** 15 per recertification cycle
- **Description:** This category provides opportunities for an educator to engage in authentic experiences outside the classroom, which may change or affirm the educator's perception of the nature of learning and teaching. These experiences allow the educator to gain a deeper understanding of subject matter in the broader context of society and non-educational environments. Educators may choose to work collaboratively with business, industry, community agencies, universities or research settings and bring the experience back to the school.
- **Requirements:** Prior approval of Assistant Superintendent. This activity must support individual, school, and/or district goals. Submit a description of the trip and several classroom activities resulting from your travel demonstrating how the activity would be used in the classroom.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Visitations/Observations

- **PD Hours:** 15 per recertification cycle
- **Description:** Professional growth and learning occurs as an educator observes others engaged in daily work environments. For example, educators may elect to observe particular teaching techniques, a specialized program, curriculum implementation techniques, or the way a school structures time for learning (ex. block scheduling).
- **Requirements:** Prior approval of supervisor. The visitation must support individual, school or district goals. Submit a log of actual hours spent observing activities germane to your certification. The log should be accompanied by an explanation of what was learned and how it will be used.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Writing Professional Articles

- **PD Hours:** 15 per recertification cycle
- **Description:** This activity is designed to provide the educator the opportunity to research or study a topic related to your field of certification and publish an article based on that research or study. This includes examining classroom experiences, assessing the impact of various teaching techniques, and improved teaching practices.
- **Requirements:** Submit a copy of the article(s) and an estimate of clock hours utilized.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Workshop or Course Presenter

- **PD Hours:** 15 per recertification cycle
- **Description:** This activity designates educators, administrators, or other school personnel as leaders or trainers for a particular program, change initiative, workshop or course.
- **Requirements:** Submit a copy of workshop agenda, course syllabus or objectives.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Workshops, Seminars, Conferences, Institutes

- **PD Hours:** 1 per hour of activity, unlimited per recertification cycle

- **Description:** These activities are structured for educators to learn from facilitators or leaders with specialized expertise, as well as from peers. These PD sessions usually occur outside of the classroom and often bring educators together from different locations for common experiences and learning.
- **Requirements:** These activities must be aligned with the Professional Development plan.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

Other Activities Not Listed

- **PD Hours:** To be determined by the activity involved.
- **Requirements:** May need the approval of the PD Advisory Committee. Submit any related documents to support the activity.
- **Funding:** Reimbursement will be according to the current teacher and support staff contracts.

75 Units or 50 Units of Approved Activities

Please keep in mind that the maximum hours associated with the activities listed above are only in relation to those 75 hours for certified educators and/or 50 hours for certified Para educators that will be chosen to submit. Units obtained during work time are acceptable.

Example:

During a three-year certification period, a staff member participates in visitations that qualify as approved Professional Development activities. 15 of those hours could be applied toward recertification. Any number of hours in excess of 15 may be acquired (and recorded in your Professional Development file) but only 15 may be counted towards your 75 hours/50 hours for recertification.

Keep in mind:

The above activities will be approved when there is a clear and compelling relationship between the material offered in the activity and the knowledge and skills used by the staff members in the performance of their responsibility as educators or administrators to:

- Reinforce school, district and/or personal improvement goals
- Increase student achievement
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought

- Increase knowledge of learners and learning
- Increase knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought

Data Collection and Utilization

The following list of data sources reflects the variety of student data that is collected. These data sources involve not only groups but individual sources as well. They span the grade levels from preschool to grade 12 and gather information from all programs in the system.

To increase student performance, staff members analyze the results as they pertain to individual schools, grade level curriculum and individual student results. The analysis includes an examination of data collected to identify trends and patterns over time. With thoughtfully crafted questions, the data is used to assist faculties and staff in examining their school-wide practices, to guide curriculum development and instruction, to assist with goal setting and to inform the individual teacher's professional growth planning and assessment. In addition, both staff and administrators analyze data for trends, patterns, strengths and weaknesses in student performance in order to identify student learning needs.

Data results are also used by educators and administrators to develop district and school goals which target identified students' learning needs. Educators identify professional improvement goals which target the identified student learning needs as a measure of the effectiveness of their individual professional plan. The Professional Development Committee measures the effectiveness of the Professional Development Master Plan in improving student progress.

What Data Is Collected?

Type of Data Collected	Collection and Analysis of Data
NHSAS	School administration along with the Director of Curriculum, Instruction, and Assessment will ensure NHSAS results are available to all appropriate parties. They will work with teachers to disaggregate the available results to determine strengths and weaknesses of the program offered and student needs. The analysis will result in the adjustment of the district, school, and/or individual
PSAT/SAT (PSAT in fall and SAT at specified times throughout year - collected and interpreted by guidance department)	The principal with guidance counselors will make available to staff members the results of the PSAT and SAT. Although the primary focus will be English and math, the principal will facilitate study groups to examine the results throughout the school and determine the extent to which the programs being offered are meeting the needs of students
ADVANCED PLACEMENT TEST (administered in May - collected and interpreted by guidance department)	The results of the advanced placement tests will be available to appropriate departments in the school. These departments will analyze the results to determine if program changes are needed to enable students to be more successful at this level.

<p>SENIOR PROJECT (overseen by English Department - results of exhibitions in May and June shared with other staff members)</p>	<p>All seniors at Monadnock Regional High School are required to submit a senior project. Students work on the senior project throughout their senior year. At the conclusion of the year they are required to submit a written report along with a demonstration of their work. The results of the senior project will be used to refine curriculum and instruction at the high school level.</p>
<p>CLASSROOM BASED ASSESSMENTS End of chapter tests, unit test/quizzes, lab/projects, class participation, journals, student reflection, homework, running records, work samples, daily assignments, observations, anecdotal records</p>	<p>Teachers will collect and analyze data throughout the year. Teachers will use the data to inform instruction and monitor progress. Data is reported to parents and students on progress reports and report cards.</p>
<p>REPORT CARDS/PROGRESS REPORTS/PARENT TEACHER CONFERENCES</p>	<p>Report cards and progress reports are given to the students and/or sent to the parents periodically throughout the school year. They are designed to show students' progress at certain benchmark points during the year. Information exchanged at conferences assists in planning for the student.</p>
<p>MID-TERMS AND FINALS</p>	<p>Midterm and final examinations are administered at the middle school and high school levels. The results of these tests are used to enable teachers and students to learn the level of mastery of concepts; to provide assistance to students needing more intensive work; and to adjust the curriculum, as needed.</p>
<p>READING ASSESSMENTS/BENCHMARKS</p>	<p>A potpourri of assessments is used to measure students' success in reading at the elementary level. Benchmark assessments are administered by teachers, who then use the results to adjust instruction and assist individual students.</p>
<p>MATH ASSESSMENTS</p>	<p>All teachers administer benchmark assessments, which are used to address individual student needs in the area of mathematics and to determine the success of instruction of this new program.</p>

TEACHER CREATED COMMON ASSESSMENTS	Teacher learning teams created and used common formative and summative assessments in order to monitor student progress toward proficiency on targeted essential standards.
PORTFOLIOS	Portfolios of examples of student work are used to show progress toward proficiency on targeted essential standards.
ATTENDANCE DATA	Teacher teams analyze absence trends that may warrant further analysis.

**Monadnock Regional School District
Professional Development Reimbursement**

Name _____ School/Position _____ Date _____

Proof of payment and attendance must be included for reimbursement to be processed

Support Staff seeking prepayment - please attach requisition

Items for Reimbursement	Expense
Name of Workshop/Conference:	
Mileage: Miles traveled _____ @ _____ per mile Please subtract daily commute if applicable	
Meals (original itemized receipts required)	
Lodging (bill required showing payment)	
Other: (receipts required showing payment)	
Total:	

Employee signature: _____ Date: _____

Supervisor signature: _____ Date: _____

SAU Office use only

Amount approved: _____
Charge to account number: _____
Dir. Curr, Inst, Assmt signature: _____ Date _____
Business Administrator signature: _____ Date _____

**Monadnock Regional School District
Tuition Reimbursement**

Name _____ School/Position _____ Date _____

Please Provide:

Educational Institution: _____

Name of course(s): _____

Number of credit(s): _____

Cost per credit: _____

Requested amount: _____

Please Attach:

- Proof of payment**
- Proof of registration**
- Detailed bill from school**
- Proof of grades when received**

Employee signature: _____ Date: _____

Supervisor signature: _____ Date: _____

SAU Office use only

Amount approved: _____	
Charge to account number: _____	
Dir. Curr, Inst, Assmt signature: _____	Date _____
Business Administrator signature: _____	Date _____

Self-Planned PD Request

Conference Information

Workshop/Conference title:

Workshop/Conference description:



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URL information:

Meeting Dates

of Meetings

MeetingDate 1

Meeting 1 Date

Start & End Time :00 To :00

Location

Provider

Provider:

If not on list, enter here

Documentation

Proof of attendance must be included for final approval

- Attach Documentation:
- 2071_001.pdf (60k)
 - MRSD_Logo.jpg (50k)
 - 2016 NH CIA - 2070_001.pdf (133k)

Re-Certification Information

Please only select one area of Endorsement options or it will duplicate this record

Re-Certification Options-

Please choose the area of endorsement to which these hours would apply.

- Certificates/Endorsements
- NOT APPLICABLE
 - OTHER
 - Curriculum Administrator - EEC (Jun 30 2019)
 - Elementary Ed K-8 - EEC (Jun 30 2019)
 - Principal - EEC (Jun 30 2019)

Clock hours

Goal(s) and Objective(s)

Select At Least One District Objective:

Goal : Establish a long and short term plan for fiscal accountability t

Establish a process for reviewing cost per pupil while preparing

Goal : Improve the learning of all students in a culture of collective r

Align Core competencies to the Common Core

Develop personalized learning plans for each student

Goal : Develop a culture of lifelong learning beyond the faculty and thr

Invite community members into educational settings to expand real

Goal : Improve the level of community awareness and involvement in the d

Develop improved relationships between the school and community

Finish



Self Directed PD Evaluation

Self Directed PD Evaluation

Your responses are NOT ANONYMOUS

Please rate this PD experience.

--- Click To Select ---

Please comment on the PD experience and why you rated it the way that you did.



Characters left **2048**

Will this experience be relevant to your practice?

--- Click To Select ---

If yes, how? If no, explain why not.



Characters left **2048**

Click Save To Exit

Preview Mode - No Actions



PD 3 Year Goals

The professional development program requires that each staff member , with the assistance of their supervisor, prepare a three- year re certification plan. This plan will serve as a guide for professional growth and may be modified as school, district and/or personal needs change.

Submission date

Teacher Information

Teacher Name

School

Re-Certification Information

Please only select ONE area of Endorsement options or it will duplicate this record

Re-Certification Options-

Please choose the area of endorsement to which these hours would apply.

- Certificate/Endorsement
- NOT APPLICABLE
 - OTHER
 - Curriculum Administrator - EEC (Jun 30 2019)
 - Elementary Ed K-8 - EEC (Jun 30 2019)
 - Principal - EEC (Jun 30 2019)

Goal 1: Knowledge of Subject or Field of Specialization (4 digit certification number) If a teacher holds multiple certification areas, s/he must include Goal #1 for each certification area.



Characters left **2048**

Applicable School and/or District Goal:

Goal 2: Knowledge of Learners and Learning



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Applicable School and/or District Goal:

Goal 3: Strategies and Best Practices



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Applicable School and/or District Goal:

Goal 4:



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Applicable School and/or District Goal:

Goal 5:



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Applicable School and/or District Goal:

Choose the option you will be using to fulfill your goal

By checking this box, I agree to the information that I am submitting on this form in lieu of a signature.

 I AGREE

Finish



Project based Professional Development

Teacher Information

MeetingDate 1

Meeting 1 Date

Start & End Time :00 To :00

Location

Current position with grade and subject

Re-Certification Options

- Certificate/Endorsement
- NOT APPLICABLE
 - OTHER
 - Curriculum Administrator - EEC (Jun 30 2019)
 - Elementary Ed K-8 - EEC (Jun 30 2019)
 - Principal - EEC (Jun 30 2019)

Description of the three year project



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The following goals will have been met at the end of the three year research



Characters left 2048

Choose the Project based year form from the drop down menu

Describe the projected strategies that you will use to complete the action research



Characters left 2048

Reflection on Practice: Describe your progress and individual growth at the end of the year.



Characters left 2048

By checking this box, I agree I AGREE to the information that I am submitting on this form in lieu of a signature.

Option I Yearly Hours Based Self-Reflection

Year

General Information

Name

Submission date

School

Current Position

Grade and/or Subject

Category selection

Certifications/Endorsements Curriculum Administrator - EEC (Jun 30 2019)
 Elementary Ed K-8 - EEC (Jun 30 2019)
 Principal - EEC (Jun 30 2019)

Certification Date

Expire Date

Reflection on Progress:

Year 1 & 2: How have your skills as an educator been impacted as a result of your professional development during this past year?

Year 3: Reflect on the past three years. How have your skills as an educator been impacted as a result of your professional development over the past three years?

Reflection on Progress



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Signature section

By checking I agree, this will I AGREE
 serve as my electronic
 signature for this form. It will
 be approved by my Principal
 and also receive SAU
 approval.

Finish

