



PROFESSIONAL DEVELOPMENT MASTER PLAN 2026-2031

GOVERNOR WENTWORTH REGIONAL SCHOOL DISTRICT
SAU #49



APPROVED BY THE NH EDUCATION DEPARTMENT
Spring 2026

Respectfully submitted by the Governor Wentworth Professional Development Committee
“Helping Each Child Create the Future”

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SECTION I:

STATEMENT OF PURPOSE

The Governor Wentworth Regional School District (GWRSD) views professional development as a series of well-planned, sustained activities that support educators in maintaining, strengthening, and expanding their job-related skills and knowledge, with the ultimate goal of improving student learning.

An effective professional development plan supports the Professional Learning Community (PLC) model by promoting continuous improvement, fostering collective responsibility, and aligning individual, team, building, and district goals with rigorous state academic standards.

The guiding principles of professional development in GWRSD are as follows:

- Professional development builds the district's capacity to meet the diverse learning needs of all students and supports their growth toward the [GWRSD Portrait of a Learner](#), as outlined in the Strategic Plan.
- Professional development is guided by clear evidence, district goals, and needs assessment data.
- All staff recognize the value of sustained, high-quality professional development in achieving school and district goals.
- Professional development aligns with local, state, and national professional learning standards.
- All staff are committed to continuous improvement in professional practice. As such, performance appraisal:
 - Is grounded in a collaborative approach that emphasizes open communication and shared responsibility,
 - Is positive in intent, recognizing strengths while supporting growth and improvement, and
 - Fosters excellence in teaching and learning by promoting best practices and data-informed decision-making.

SECTION II:

PROFESSIONAL DEVELOPMENT COMMITTEE

The Governor Wentworth Regional School District (GWRSD) maintains a Professional Development Committee established by the Superintendent of Schools. In accordance with Ed 512, the Committee operates under local School Board policies, state and federal statutes, and State Board rules and regulations. The Committee is responsible for developing, implementing, and monitoring the GWRSD Professional Development Master Plan, including conducting regular reviews and ensuring submission for approval in alignment with New Hampshire Education Department guidelines.

The Professional Development Committee includes a chairperson representing the SAU, appointed by the Superintendent; members of the administrative team; certified educators from each building; at least one licensed professional and one paraprofessional; and, when possible, a School Board member and a community representative.

Members of the GWRSD Professional Development Committee (2025-2026):

Kelly Colby-Seavey, Chair, Principal, New Durham School
Meaghan Cooper, Assistant Principal, Ossipee Central School
Michelle Craycraft, Teacher, New Durham School
Norma DiRocco, Teacher, Crescent Lake School
Kaitlyn Hills, Assistant Superintendent, SAU #49
Ken Joy, Teacher, Kingswood Regional High School
Kim Kelliher, Teacher, GWEA Rep, Kingswood Regional High School
Amy Kenneally, Teacher, Effingham Elementary School
Kate King, Teacher/Special Education, Kingswood Regional Middle School
Morgan Little, Teacher, Kingswood Regional Middle School
Jenna MacPhee, Teacher, Tuftonboro Central School
Shannon Mercer, Paraprofessional, Kingswood Regional High School
Regina Sanft, Teacher, Carpenter School
Kathryn Small, Principal, Tuftonboro Central School
Christine Zimmer, Math Interventionist, GWEA Rep, Ossipee Central School

Roles and Responsibilities:

- Attend Professional Development Committee meetings
- Serve as the professional development liaison for their respective building
- Disseminate information, offer guidance, and solicit feedback from staff
- Develop and refine (as necessary) the GWRSD Professional Development Master Plan
- Oversee the Appeals Process and respond to decisions regarding the Individual Professional Development Plan implementation and/or the evaluation of such
- Conduct and review Needs Assessments annually, evaluate effectiveness of the Plan, and provide support and feedback for district professional development.
- The Chair or Assistant Superintendent, on behalf of the committee, shall submit any amendments to the NHED if the plan is revised during the five-year approval period.

The Chair, or designee, will communicate with the GWRSD administrative team, School Board, and district grant writer to ensure collaboration among all stakeholders regarding the purpose and outcomes of professional development. It is essential that the overarching professional development framework in GWRSD guides all related decision-making in the best interest of student growth.

Key responsibilities, further defined:

Conducting Needs Assessments

A formal districtwide Needs Assessment will be conducted annually to inform professional development planning and prioritization across the Governor Wentworth Regional School District. Needs assessments may be utilized at both the individual and district levels to identify trends, examine varying perceptions and professional learning needs among staff members, and support reflective practice and continuous growth. Results help inform district initiatives, school improvement goals, and building- or department-level professional development priorities.

Creating the Master Plan

The Professional Development Committee works collaboratively to communicate the purpose and vision of the Master Plan in order to support meaningful professional growth that positively impacts student achievement. Committee members serve as liaisons between the committee and their respective buildings or departments to help ensure clear understanding and effective implementation of the plan. The Committee reviews and revises the plan as needed and conducts a comprehensive review and refinement every five years, as required.

Communicating the components and expectations of the GWRSD Master Plan

Clear communication is essential to the success of any program. Responsibility for ensuring staff understanding of the plan and expectations is shared by the Professional Development Committee and the GWRSD Administrative Team.

Communication must be ongoing and occur at multiple levels, including individual conversations, small group discussions, and formal presentations. Maintaining open lines of communication is critical to supporting effective professional development.

Monitoring the Effectiveness of the Master Plan

A key question guiding this work is, "How do we know we are making a difference?" Just as educators analyze student achievement, learning environments, assessment, and communication within their classrooms, the Professional Development Committee, in collaboration with the GWRSD Administrative Team, examines these areas at the district level. A committee representative will attend School Board presentations on student achievement each fall, serving as a liaison between the Administrative Team and the Professional Development Committee.

This representative will also serve on the Teacher Assessment and Evaluation Committee to support a systemic approach. In addition to student achievement data, feedback from administrators and staff will be collected and analyzed, with all findings informing future planning.

PROFESSIONAL DEVELOPMENT FOCUS AREAS

Professional development activities will occur at three levels: district, building/ department/ grade-level, and individual. Some professional learning needs are common across the district, schools, and individual staff members and will be addressed through district-planned professional development activities sponsored either by the district or through federal programs. More frequently, buildings and departments will identify specific needs and address them through locally organized professional learning opportunities. However, because professional development plans are individualized, many activities will be tailored to the unique goals, responsibilities, and growth needs of each staff member.

Conversations (district-wide, building-level, and department/grade-level) regarding Professional Development will be organized around the four focus areas of the district's Strategic Plan (Appendix A). These focus areas, adapted into professional development strands, are as follows:

1. Academic Achievement

The district will prioritize professional learning that ensures all essential standards are accessible to students through engaging, differentiated instruction and timely intervention.

Professional development within this strand supports:

- Deepening knowledge of content and pedagogy
- Understanding student strengths and needs
- Designing coherent instruction aligned to essential standards
- Developing and using high-quality assessments
- Strengthening questioning, discussion, and student engagement practices
- Implementing growth-oriented feedback and responsive instruction

This strand reinforces a coherent, PK-12 instructional system focused on student progress and access.

2. Student Wellness

The district will support professional learning that promotes student wellness through responsive classroom environments and collaborative support systems.

Professional development within this strand supports:

- Establishing respectful, supporting learning environments
- Effective classroom and school procedures and behavior management
- Trauma-informed and restorative practices
- Social-emotional learning integration
- Collaboration among educators, families, and community partners

This strand emphasizes environments and coordinated support structures that allow students to thrive academically and socially.

3. Culture of Belonging

The district will support professional learning that strengthens school culture and ensures every student experiences belonging, respect, and high expectations.

Professional development within this strand supports:

- Building positive classroom cultures
- Effective communication and relationship-building with students
- Culturally responsive instructional practices
- Strengthening transitions across grade spans
- Encouraging student voice and independent thinking

This strand aligns professional practice with the district's commitment to inclusion, equity, and community connection.

4. Family & Community Communication and Engagement

The district will support professional learning that enhances communication and engagement with families and community members in order to strengthen partnerships that benefit students.

Professional development within this strand supports:

- Effective communication with families
- Maintaining accurate and transparent records
- Clear grading and reporting practices
- Responsible and effective use of communication platforms
- Community partnership development

This strand promotes transparency, trust, and collaboration between schools and families.

Evaluating Professional Development Activities

Professional development activities will be evaluated for effectiveness using both formal and informal feedback. Formal evaluations will be conducted for federally-funded initiatives and most district-wide activities, while informal feedback will be gathered for building-level and department or grade-level efforts.

APPEALS PROCESS

Individual Professional Development Plans

Rejected individual professional development plans will be returned to the applicant by the principal or supervisor with a documented reason via Frontline. Applicants may revise and resubmit the request to the principal or, within ten (10) school days, submit a written appeal to the Assistant Superintendent for review and/or a hearing. The Assistant Superintendent's decision will be communicated in writing within ten (10) school days of receiving the appeal.

If either the applicant or the principal does not accept the Assistant Superintendent's decision, an appeal may be made in writing to the Chair of the Professional Development Committee within ten (10) school days. The Chair will convene a quorum of the Professional Development Committee, which will meet and provide a written decision to the applicant within thirty (30) days of receiving the appeal.

If the decision of the Professional Development Committee is not accepted, either party may submit a written appeal to the Superintendent within ten (10) school days. The Superintendent will issue a final written decision within thirty (30) days of receiving the appeal.

Professional Development Activities

If a proposed professional development activity is denied by a principal or supervisor, the staff member may submit a written appeal to the Assistant Superintendent within ten (10) calendar days of the denial. The Assistant Superintendent will review the appeal and provide a written decision within five (5) business days.

If the staff member disagrees with the Assistant Superintendent's decision, they may submit a written appeal to the Superintendent within ten (10) calendar days of receiving the decision. The Superintendent will review the appeal and provide a written decision within five (5) business days. The Superintendent's decision shall be final.

SECTION III:

DATA COLLECTION, INTERPRETATION, AND USE

The Governor Wentworth Regional School District uses data to guide everything from daily instruction and targeted interventions to the development of both individual and district-wide professional development goals, all in service of increasing student achievement.

A variety of data, both qualitative and quantitative, is important to the process of data-driven decision making because there is more than one way of collecting data and measuring results. In order to link student performance with professional growth plans, it is important to collect information from both qualitative and quantitative sources.

Quantitative

Quantitative data deal with numbers and is the type of data with which we are most familiar.

Sources of quantitative data include, but are not limited to:

- ✓ Standardized test scores
- ✓ Attendance records
- ✓ Discipline reports
- ✓ Surveys
- ✓ Drop-out rates
- ✓ Formative and Summative Assessment

Qualitative

Qualitative data deal with words. Sources of qualitative data include, but are not limited to:

- ✓ Interviews
- ✓ Anecdotal records
- ✓ Journals/logs
- ✓ Artifacts
- ✓ Teacher evaluations
- ✓ Observations
- ✓ Self-assessments

Each professional brings meaning to the data through both formative and summative evaluation.

Formative evaluation is the process of reflecting on progress during a long-term project or goal. Its purpose is to determine whether the current approach is effective or if adjustments are needed. Just as teachers use formative assessment regularly to monitor student understanding, formative evaluation of professional growth is embedded within the professional development cycle through the annual reflective summary process.

Summative evaluation occurs at the conclusion of a long-term project or upon achieving a goal. Its purpose is not to judge, but to inform and reflect on outcomes. Summative evaluation is most effective when supported by clear criteria, such as rubrics, used throughout the process. In the classroom, this is seen in end-of-unit or end-of-course assessments and projects. For professional staff, summative evaluation takes place at the end of the three-year professional growth cycle and is integrated into the recertification process.

- For educators pursuing the **Action Research option**, the summative evaluation involves providing reflective summaries and a presentation, including a portfolio of evidence, to their respective administrator (and often colleagues), highlighting progress toward their approved professional development goals, evidence of student growth, and their own professional learning.
- For staff utilizing the **Collection of Hours option**, the summative evaluation process will include sharing a list of aligned professional learning activities with the supervising administrator. The staff member will also prepare a brief written summary reflection highlighting key learning, growth, and application to practice to share with their administrator prior to the end-of-year meeting. The summative process will include a collaborative discussion regarding what was learned and how those experiences contributed to the educator's ongoing professional growth and development goals.
- For those using the **Hybrid Action Research/Hours option**, the summative evaluation includes a reflective presentation on the action research component along with the sharing of aligned professional learning activities and discussion with the respective administrator.

The methods used to analyze both quantitative and qualitative data allow us to summarize results, disaggregate data for subgroups, make comparisons, and examine relationships among systems within the district. To guide our analysis, we rely on multiple measures, seeking at least three independent data sources (referred to as "triangulation of data") when evaluating student growth. This approach supports accurate, data-driven decision-making.

Data collection, interpretation, and use throughout the Governor Wentworth Regional School District is documented by content area for literacy and math. These matrices can be found in Appendix B. The information contained in the matrices are used to inform decision making for the following, all of which impact student growth and achievement:

- Individual Professional Development Plan Goals
- Multi-Tiered Systems of Support and Teacher Assisted, Student Centered (TASC) services
- K-12 content-area task force focus areas

- Curriculum, Instruction and Assessment
- District and building goal setting by the Administrative Team, done annually

Each year, a Professional Development Needs Assessment is administered to all staff. A sample of the assessment can be found in Appendix C. The data gathered informs goal-setting with the administrative team and district task forces, guides district-wide professional development planning, and supports decision-making related to the allocation of federal grant funds to enhance teaching and learning.

The effectiveness of the Professional Development Master Plan is monitored on an ongoing basis through administrative team meetings and the work of the Professional Development Committee. An annual review is conducted each spring to ensure the plan continues to effectively support professional growth and improve student outcomes.

SECTION IV:

REQUIREMENTS FOR ALL CERTIFIED EDUCATORS

Each certified educator is required to develop and complete a three-year Individual Professional Development Plan (IPDP) to support continuous professional growth and recertification. The plan must align with the educator's current job assignment as well as any additional endorsement areas for which renewal is sought. Educators holding multiple endorsements must include goals, activities, and documentation specific to each endorsement area. Endorsements may be allowed to lapse and later reinstated upon demonstration of three years of relevant professional learning.

Upon expiration of the credential, evidence of plan completion (including end-of-year educator reflections) will be incorporated into a summative evaluation. Successful completion of the plan results in a recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a will be applied to the subsequent three-year recertification cycle.

PROCESS AND REQUIREMENTS FOR 3-YEAR INDIVIDUAL PD PLANS

The following steps outline the process and requirements for developing, implementing, and documenting compilation of a 3-year individual professional development plan toward recertification.

1. The educator completes a self-assessment prior to developing their new IPDP (see Appendix D). This assessment reflects the professional educator standards used in the GWRSD evaluation system and should also consider individual certification requirements for the educator's endorsement and assignment. For additional information, see Ed 505.07, Ed 506, and Ed 507: http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html
2. Create a three-year plan that includes targeted activities aligned with one's pathway and designed to meet one's identified objectives. Educators must establish at least one (1) objective for at least two (2) goals. Note that approved professional development activities must align with the individual's professional development plan. Educators with multiple

certifications should be thoughtful in creating goals that align with their certifications. In developing the three-year Professional Development Plan, educators should consider an analysis of student outcomes, including, but not limited to: student work, assessment results, behavioral data, attendance, and other indicators of student performance and well-being.

3. Engage in the planned professional development activities. If these activities require time away from one's assignment, or involve a financial cost, pre-approval must be obtained through the building administrator and the SAU office using the Absence & PD/Reimbursement Request Form (Appendix E) via Frontline. An essential part of this step is collecting and analyzing data, and reflecting on the impact of the activity in relation to your Professional Development Plan.
4. Complete the annual End-of-Year Summary (Appendix F), during which the educator submits a narrative to their administrator/supervisor demonstrating evidence of progress toward the objectives established in the three-year plan
5. To be completed in the spring of the third year (or the year in which recertification is required): Using the Application for Recertification form (located in the Year 3 folder in Frontline, as well as Appendix G), the educator outlines the evidence they will present to a review team demonstrating progress toward the objectives established in their three-year plan. At a minimum, the review team will consist of the building administrator and colleague(s) selected by the educator. This form must be completed by the educator and submitted to the building administrator via Frontline by the third Friday of May of the third year.
 - a. For educators on the Induction or Master Pathway, all presentations to the review team must be completed no later than the last Friday in May.

Notification of successful completion of recertification requirements is documented by the administrator on the submitted form in Frontline, which is then shared electronically with the educator. The Superintendent will certify the renewal of certification required by the NHED. Once recommended for recertification, educators will receive electronic notification from the SAU office, and instructions for completing the online renewal process will be provided directly by the NHED. All renewals must be completed before June 30. After receiving the renewed certificate, the educator must submit a copy to the SAU office.

PROFESSIONAL PATHWAYS

Because of their varied experiences and needs, staff may enter the professional development process at different points. There are two distinct pathways to recertification: 1) Induction and 2) Master Educator. Both are described below:

1. THE INDUCTION PATHWAY

The Induction Pathway is designed for teachers who are new to the profession or new to the Governor Wentworth Regional School District. Induction is the process of helping educators acclimate to the culture and expectations of the district, while also contributing to and strengthening that culture. Simply assigning a mentor is not sufficient to address the challenges new teachers may face; meaningful induction requires a comprehensive approach.

In GWRSD, the Induction Pathway integrates professional development, mentoring, and teacher evaluation into a cohesive, multifaceted program with the purposes of:

- Helping teachers new to teaching and/or new to the District become familiar with and a part of the culture
- Providing support for teachers by offering specialized professional development opportunities, including but not limited to:
 - Orientation session to be held before the district-wide Opening Day Session
 - Periodic meetings of new teachers throughout the school year
- Attracting and retaining high-quality teachers in the Governor Wentworth Regional School District
- Ensuring that the standards for effective teaching are understood, accepted, and demonstrated
- Promoting growth and learning through mentoring, frequent observations, and support systems (Danielson and McGreal, 2000)

Teachers will be assigned to the Induction Pathway for at least three years and up to five, depending on their experience. All teachers beginning their professional career will be on this pathway for five years. During this time they will be observed at least twice each year, with one of the observations including a pre- and post-observation conference.

Educators who are new to the District but previously held tenure in another district will be placed on the Induction Pathway until their professional development and recertification cycles are aligned. These educators will be considered “non-tenured” until after their third consecutive year with the District and shall be observed in accordance with Board Policy.

Due Dates:

The Initial Professional Development Plan will be due to the SAU office by the last Friday in October of the first year of the plan. This is accessed and submitted via Frontline.

The End-of-Year Summary will be due by the first Friday in June of each year of the plan for those who are not up for recertification; those seeking recertification will complete their Professional Development Plan presentation in place of the End-of-Year Summary by the last Friday in May.

2. THE MASTER EDUCATOR PATHWAY

The Master Educator Pathway is designed for educators within the district who are experienced and demonstrate consistent, effective performance. The goal of this pathway is to support ongoing professional growth while improving student achievement, fostering meaningful feedback, engaging in collaborative professional dialogue, and advancing school improvement initiatives.

Educators reflect on their practice as they relate to student learning and achievement, then identify one or more areas of focus aligned to at least two of the district’s professional development focus areas. This pathway is grounded in a culture of continuous improvement, recognizing that all educators can grow and refine their practice. It emphasizes meaningful,

job-embedded professional learning that is directly connected to an educator's role and students.

The process is driven by data-informed decision-making, as well as reflection and feedback on areas of professional need.

Due Dates:

The Professional Development Plan will be due to the SAU office by the last Friday in October of the first year of the plan.

The End-of-Year Summary will be due by the first Friday in June of each year of the plan for those who are not up for recertification; those seeking recertification will complete their Professional Development Plan presentation in place of the End-of-Year Summary by the last Friday in May.

PROFESSIONAL DEVELOPMENT, DISTRICT GOALS, AND CUMULATIVE ASSESSMENT

The district's professional development goals are grounded in the priorities outlined in the Governor Wentworth Regional School District Strategic Plan, including Academic Achievement, Student Wellness, Family & Community Engagement and Communication, and Sense of Belonging. At the same time, the district's current teacher evaluation tool -- Charlotte Danielson's 2013 *Framework for Teaching* -- aligns seamlessly with these goals and continues to serve as a strong foundation for educator growth and evaluation.

The four domains outlined in Danielson's Framework, combined with key indicators aligned to the district's Strategic Plan goals, are used by educators as a self-assessment tool (Appendix D). This blended approach allows educators to reflect on their practice while identifying specific areas for professional growth that are both instructionally grounded and aligned to district priorities. While this structure guides ongoing reflection and goal-setting, End-of-Year Summaries (Appendix F) are aligned to the broader goals of the Strategic Plan, ensuring that individual professional growth connects directly to district-wide priorities.

Furthermore, the Danielson rubrics are used as criteria for administrators to make judgments about educator performance. Evaluation of performance is a critical component of school improvement, and any evaluation inherently involves professional judgment. To ensure that these judgments are as objective and consistent as possible, administrators use the same framework that informs professional development. This alignment is essential, as professional development serves as the primary mechanism for addressing identified areas for growth. When a need or deficiency is identified, it may prompt the initiation of the Observation Cycle.

THE OBSERVATION CYCLE (APPENDIX H)

When an administrator observes a need or deficiency, a meeting will be scheduled with the educator within two (2) school days to discuss the observations. If, following this meeting, the administrator determines that a deficiency still exists, the educator will be provided time to gather and present evidence demonstrating that no deficiency exists. This evidence must be submitted to the

administrator no later than the sixth school day after the initial meeting.

Teachers on a Formal Observation Cycle will be observed at least twice each year, followed by a final annual assessment. Each observation will be a minimum of thirty (30) minutes, with a post-observation conference held within ten (10) school days. A preliminary observation report will be provided to the teacher at least one (1) school day prior to the conference. The final report will be issued in accordance with Section C.3.1 of the Collective Bargaining Agreement.

If deficiencies are satisfactorily addressed, as demonstrated through evidence, the teacher will return to the Master Educator Pathway. If deficiencies are not satisfactorily corrected, disciplinary action may be taken in accordance with RSA 189:14-a.

A flow chart outlining the Observation Cycle timeline is included in Appendix H.

In many cases, the educator will use the professional development process to address identified areas of need. For example, an educator experiencing challenges with classroom management may focus on developing effective strategies to support student learning. Professional development activities should be aligned to these areas of need, connecting instructional improvement with assessment and growth goals.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Engaging in high-quality professional learning activities enables educators to achieve their objectives. These activities are not ends in themselves, but rather a means to support growth and improvement. As such, the selection of activities depends on several factors, including the identified challenge, available data, and the knowledge and skills of the educator.

A range of “acceptable activities” may be appropriate, as they are driven by individual needs and aligned to the specific goals outlined in the IPLP. Determining appropriate activities should be a collaborative process between the educator and their supervisor. The following activities are acceptable, including but not limited to:

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

Please note: If participation in an activity requires that the staff member be absent from school, an Absence and PD/Reimbursement Request Form (Appendix E) must be submitted in Frontline PRIOR to the activity, as stipulated in the Collective Bargaining Agreement between the Governor Wentworth Regional School Board and the Governor Wentworth Education Association.

DOCUMENTATION OF PROFESSIONAL LEARNING

For staff members in the Governor Wentworth Regional School District, professional learning is not simply about “collecting hours,” but about improving student learning through meaningful, ongoing professional growth. To support this philosophy, the district emphasizes the development of a body of evidence that demonstrates progress toward relevant, job-embedded professional development goals and the impact of that learning on professional practice and student outcomes.

A body of evidence may be presented in a variety of formats, including a digital portfolio, binder of printed materials, slideshow, or other organized presentation. Evidence may include, but is not limited to, materials and artifacts from professional development activities, written reflections on professional learning experiences, implementation examples of new instructional strategies or interventions, student performance or assessment data following implementation of a strategy, evidence of curriculum development work, and documentation demonstrating growth toward identified professional goals.

While the New Hampshire Education Department allows for either the accumulation of a minimum of 75 continuing education hours/units (with at least 30 hours in each endorsement area) -- the “counting hours” model -- or a combination of hours and documented evidence of job-embedded or formal professional learning -- the “hybrid” model -- GWRSD prioritizes a culture of job-embedded professional development. Over a three-year cycle, educators build a body of evidence that reflects sustained professional growth aligned with school and district goals.

The required components, documented in Frontline and central to all three-year portfolios, includes:

- The three-year PD plan
- Evidence of professional learning aligned to plan goals
- End-of-Year reflective summaries for Years 1 & 2 of recertification cycle
- Portfolio presentation and completed request for recertification

If a teacher leaves the district mid-cycle, the SAU office will provide a letter documenting 25 hours for each year in which the requirements have been met. Conversely, if a teacher joins the district mid-cycle from a district that uses an hours-based system, a letter verifying the number of completed hours will be requested.

SECTION V:

PROFESSIONAL DEVELOPMENT AND THE PARAEDUCATOR

Introduction

The term “paraeducator,” coined in 1997 by Anna Lou Pickett, refers to individuals who work alongside professionals in a specific field, similar to roles such as paralegals or paramedics. Paraeducators play a vital and growing role in education, serving in positions such as teacher aides, teaching assistants, and instructional assistants, with diverse responsibilities and needs.

Certified paraeducators may maintain their certification through this professional development model; however, their learning experiences should reflect their unique roles and responsibilities.

Needs of Paraeducators

In many ways, the professional development needs of paraeducators are similar to those of educators; however, they are often more closely tied to the specific educational, social, and emotional needs of the students and schools they support.

Paraeducators are encouraged to provide input through the annual needs assessment survey. Using this feedback, along with emerging needs and the support of the administrative team, the district provides targeted professional development opportunities for paraeducators as needed.

Professional Development Requirements

To maintain certification in the State of New Hampshire, paraeducators must comply with the Professional Development Master Plan of the district in which they are employed. To meet this requirement, GWRSD paraeducators may choose from one of three professional learning pathways: an Action Research Plan, a Traditional Clock-Hour Plan, or a Hybrid Plan.

- The **Action Research Plan** involves identifying a job-related question or problem of practice, engaging in research and targeted professional learning, implementing strategies, and documenting evidence of impact on student learning and/or growth.
- Under the **Traditional Clock-Hour Plan**, paraeducators must complete a minimum of 50 clock hours, including 30 hours focused on knowledge of their subject area or field of practice and 20 hours of approved professional development aligned with district priorities and/or school improvement goals. The required 30 hours in knowledge of subject or field should be aligned to the skills and competencies necessary to effectively support instruction, as guided by the professional educator. This may include areas such as reading, writing, mathematics, behavioral management, life skills, professionalism, and readiness skills in reading, writing, and math. These focus areas are outlined in greater detail in [Ed 504.06](#), which should be used to help guide the selection of appropriate professional learning activities.
- The **Hybrid Plan** combines clock hours with job-embedded professional learning, such as action research or other collaborative learning experiences. This flexible approach allows paraeducators to personalize their professional growth while ensuring alignment with district priorities and supporting continuous improvement in practice.

The state, and therefore the district, does not require paraeducators to be certified. However, the guidelines and applications for those wishing to pursue certification can be found on the NHED Certification HelpDesk:

<https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/347963422/Paraeducator+I+and+II+Application+Requirements>.

Paraeducators working in a Title I, Part A program must meet the federal “Highly Qualified” requirements. To meet this standard, paraprofessionals must satisfy one or more of the following criteria:

- Completion of at least two years of study at an institution of higher education;
- Possession of an Associate’s degree or higher; or
- Demonstration, through a formal state or local academic assessment or paraeducator certification program, of knowledge of and the ability to assist in instructing:

- reading, writing, and mathematics; or
- reading readiness, writing readiness, and mathematics readiness, as appropriate.

These requirements ensure that paraprofessionals providing instructional support in Title I programs possess the academic knowledge and skills necessary to effectively support student learning.

APPENDIX A

GWRSD Strategic Plan

The full Governor Wentworth Regional School District Strategic Plan can be found at <https://gwrsg.sau49nh.gov/about-gwrsg/strategic-plan>. The four focus areas of the Strategic Plan, which serve as the foundation for and align directly with the professional development strands outlined in the Professional Development Master Plan, are described below:

Focus Area 1 – Academic Achievement		
Theory of Action - IF WE make all essential standards accessible through multiple pathways and engaging academics, INCLUDING differentiation, knowing students strengths and needs, focusing on growth mindsets and timely interventions, THEN educators will ensure free and appropriate education that all students are entitled to, AND STUDENTS WILL have the necessary tools to become successful in adulthood.		
Goal: GWRSD will offer multiple learning pathways to improve academic achievement and make learning universally accessible to all students.		
The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
1. By December 2024, establish a Multiple Learning Pathways Task Force.	Establishment of a Multiple Learning Pathways Task Force that includes representation from all partner groups.	SAU
2. By the end of the 2025-2026 school year, fully implement best practices for differentiated instruction and assessment in classrooms (Universal Design for Learning).	Internal list of validated assessments that align to UDL and course competencies. Teachers have participated in training and have support in differentiation and assessment. Students have equitable access to all learning pathways and resources. Development of a “best practice profile” to assess that differentiated instruction and assessment is being applied/reflected in practice. Increase in levels of student proficiency for all sub-populations, as measured by NHSAS scores and internal district competency assessments.	Director of Curriculum Teaching and paraprofessional staff
3. By the 2027-2028 school year, fully implement a Portrait of a Learner.	Meeting success criteria as established by Portrait of a Learner.	Portrait of a Learner Team and SAU
4. By the 2027-2028 school year, implement coordinated systems to ensure all students have access to the variety of relevant and comprehensive learning pathways that prepare students for post-secondary opportunities.	Offering a multitude of learning pathways, including traditional and alternative programming (expanded Extended Learning Opportunities (ELOs)). Establishment of a process so that every student can discover their own pathway(s).	Director of Curriculum Administrators and staff, grades 5-12

	such as goal-setting and student-driven portfolios. Development of a comprehensive career exploration program that begins in elementary school.	Multiple Learning Pathways Task Force School counselors Special educators
5. By the end of the 2027-2028 school year, implement a robust multi-tiered system of support for academics and behavior (MTSS-A & B) with fidelity.	Use of a data integration platform for MTSS-A & B to make data-based decisions around instruction and intervention. Selection and/or development of a fidelity tool to assess MTSS-A & B implementation. Development and implementation of a district-wide enrichment plan. Increase in levels of student proficiency for all sub-populations, as measured by NHSAS scores and internal district competency assessments.	Administration, Team Leaders, Academic Coordinators, School Data Teams, and existing MTSS-B Teams Staff

Focus Area 2 – Student Wellness

Our Theory of Action - IF WE work together with families and the community toward common student wellness goals, **INCLUDING** identifying and meeting student mental health, nutritional, physical, and social-emotional needs, **THEN** we empower students to be physically and mentally well and to build healthy relationships, **AND STUDENTS WILL** be more resilient and prepared for life's challenges.

Goal: GWRSD will identify and support student wellness, including mental health, nutritional, physical, and social-emotional needs.

The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
1. By October 2024, the district will identify, gather, and analyze data relative to student wellness to assess risk/protective factors and needs, understand existing efforts and resources at Tiers 1-3, and evaluate community partnerships.	Aggregation of school and community data relative to multiple dimensions of student wellness and presentation. A report would clearly describe existing strengths/ resources and needs/ gaps.	Counseling Departments and Director of Spec Ed & Counseling Contracted Service provider
2. By November 2024, propose a District-level student wellness coordinator position who will oversee nursing, overarching mental and behavioral health services and systems (MTSS-B), and relationships with community partners to support wellness.	A written job description that includes goals and justification based on data-identified needs. A proposal for the position has been presented to the finance committee, the full Board, and the position is incorporated into the budget.	Superintendent & SAU Leadership

3. By the start of the 2025-2026 year, understand options and feasibility of providing nutritious meals to all students through public and private partnerships.	A comprehensive report of options will be shared with all relevant partner groups.	Superintendent & SAU Leadership
4. By the start of the 2025-2026 school year, collaborate with local drug/alcohol prevention coalitions to strengthen drug prevention efforts.	Development of a Student Assistance Program at KRMS and KRHS. Employ a Student Assistance Program (SAP) counselor (SAP) through grant funding with the Student Assistance Network.	Director of Wellness and/or Counselors KRHS and KRMS Administration

Focus Area 3 – Culture of Belonging		
Theory of Action - IF WE can create a culture of belonging to help each student to access their “belonging”, find their place, and value independent thinking INCLUDING building relationships within all schools, improving transition into and out of Middle School, conducting professionally created equity/interest audits, consistent PD/training on DEI, partner with staff to instill a sense of pride and community, involve the community and create focus groups, recognizing strengths, assets and successes THEN educators, administrators, students, and families will foster a sense of belonging and inclusivity for all students AND STUDENTS WILL feel valued and safe.		
Goal: GWRSD will create a culture of belonging that fosters equity and values individuality wherein each student feels safe, finds their place, and makes healthy connections.		
The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
1. By late fall 2024, conduct a professionally-created equity and activity audit that examines opportunities and outcomes for students within and across schools.	Baseline data established through school surveys. Improved sense of belonging based on data from periodic student focus groups.	Equity Team facilitated by contracted service provider and supported by SAU Leadership Administration and staff facilitators
2. Beginning during the 2024-2025 school year, improve Diversity, Equity, and Inclusion practices across the district through district-wide DEI training for all staff, a DEI curriculum review, and other activities that arise from the Equity Audit.	Development of a district Equity Plan. Improved sense of belonging based on data from periodic student focus groups.	Administration and staff facilitators District Equity Team
3. Beginning in the 2024-2025 school year, formally celebrate the successes and strengths of all students.	Purposeful formal celebrations of student successes and strengths. Family involvement in student celebrations.	Principals

4. By the end of the 2024-2025 school year, increase opportunities to involve under-represented community members.	Identify and implement ways to bring the community into schools. Improved sense of belonging among under-represented community groups.	Student Wellness Coordinator and/or Counselors Administrators
5. By the end of the 2025-2026 school year, train all K-8 staff in Responsive Classroom and achieve high-fidelity implementation of core Responsive Classroom practices.	Use the Responsive Classroom Kaleidoscope Observational Tool to measure fidelity. Improvements in attendance data, student involvement, and behavior data.	K-8 staff, SAU, and Principals
6. By the end of the 2026-2027 school year, establish and implement proactive, restorative and trauma-informed responses to behavioral issues.	A revised discipline policy that incorporates restorative and trauma-informed practices. Revised student handbooks that define proactive and restorative approaches to behavior. Reduction of exclusionary discipline actions (in- and out-of-school suspension). An increase in prosocial behaviors among students.	Administration, School Board, and staff

Focus Area 4 – Family & Community Communication and Engagement

Theory of Action - IF WE implement a comprehensive engagement and communication plan preschool-grade 12, **INCLUDING** assessing current practices, identifying community partner wants and needs, and offering diverse engagement opportunities, **THEN** educators, administrators, and families will have stronger, trusting relationships and be invested in our students and schools, **AND STUDENTS WILL** benefit from the investment of the greater community.

Goal: GWRSD will engage and communicate with families and community members based on partner wants and needs to build stronger relationships among educators and families in order to benefit students and schools.

The Goal is achieved through these strategies	Success Measures	Responsible Person(s)
1. By the end of the 2024-2025 year, create a family and community communication and engagement plan that is founded on a strengths-based vision around family engagement.	A representative team of family/community members from each town in the district, district administrators, and teachers is formed by the fall of 2024. District has a completed plan to include definitions of engagement and communication, annual activities given input from families representing all communities, and a process to sustain ongoing engagement and communication.	Superintendent & Admin Team Family/Parent Group

2. By the 2025-2026 school year, provide professional development to staff around family communication and engagement, to include cultural competence and guidance on collaboration with families.	Positive staff feedback regarding efficacy of professional development.	SAU
3. By the 2025-2026 school year, provide frequent opportunities for families to partner with the school to guide and support their child's learning and behavior.	Increased family participation at conferences. Increased accessibility and communication about student successes and minor behaviors. Development of in-person and online resources for families.	SAU and school administrators, counselors, and staff
4. By the 2025-2026 school year, improve communication between the district/school board and home/community (be timely, two-way, and transparent).	Increase real-time access to School Board meetings. Community participation at district listening sessions.	SAU and School Board
5. By the 2026-2027 school year, establish and reinforce consistent common language around academic and social-emotional expectations.	Common syllabi. Template for family/teacher conferences using common language.	Tier 1 teams at each school, families/caregivers

APPENDIX B

GWRSD Assessment Matrices (Literacy and Mathematics)

LITERACY

Date Given (Fall, Winter, Spring)	Required	Grade(s)	Assessment	Purpose of Assessment (Baseline, Progress Monitoring, Formative, Summative)
F, W, S	Yes	K-6	Acadience Reading Benchmark	Baseline, PM, Formative, Summative
Ongoing	Yes	K-8	Acadience Progress Monitoring	PM
F, W, S	Yes	K-1	Heggerty PAST	Baseline, Formative
Ongoing	Yes	K-8	District Writing Anchor Prompts	Formative, Summative
F*	Yes	1-10	ExactPath Reading Diagnostic	Formative, Summative
Ongoing	Yes	K-6	IMSE Spelling Assessments	Summative
S	Yes	3-8	NHSAS Reading Assessment	Summative
S	Yes	3-8	NHSAS Writing Assessment	Summative
S	Yes	11	SAT Reading/Writing	Summative
S	Yes	10	PSAT Reading/Writing	Formative, Summative
F, W, S	No	2-3	Kilpatrick PAST	PM, Formative
F*	No	1-10	ExactPath Language Diagnostic	Formative, Summative

MATH

Date Given (Fall, Winter, Spring)	Required	Grade(s)	Assessment	Purpose of Assessment (Baseline, Progress Monitoring, Formative, Summative)
F, W, S	Yes	K-2	Acadience Math Benchmark	Baseline, PM, Formative, Summative
F*	Yes	1-10	ExactPath Math Diagnostic	Formative, Summative
W, S	Yes	9-12	Common Final Assessments	Summative
Ongoing	Yes	3-8	NHSAS Math Modules	Formative, Summative
S	Yes	3-8	NHSAS Math Assessment	Summative
S	Yes	11	SAT Math	Summative
S	Yes	10	PSAT Math	Formative, Summative
Ongoing	Yes	K-10	Common Unit Assessments	Formative, Summative

* - Can be used in winter and/or spring, although not required

APPENDIX C

GWRSD PD Needs Assessment

2026 PD Needs Assessment Survey (Required)

This annual professional development survey is a requirement because we receive Title II-A funding. Additionally, the results of this survey are used by the administrative team and the PD Committee to help determine professional development and other support needed for the upcoming school year. We greatly appreciate you taking the time to complete this survey by **Thursday, June 18th** to assist with future planning. Thank you!

* Indicates required question

1. Email *

2. Please indicate the building(s) you will work in for the 2026-2027 school year. *

Check all that apply.

- ☐ Carpenter School
- ☐ Crescent Lake School
- ☐ Effingham Elementary School
- ☐ Kingswood Regional High School
- ☐ Kingswood Regional Middle School
- ☐ Lakes Regional Technology Center
- ☐ New Durham School
- ☐ Ossipee Central School
- ☐ Tuftonboro Central School
- ☐ SAU Office
- ☐ District-Wide

3. What is your role for the 2026-2027 school year? *

4. What is one thing that you feel is most supportive to you professionally?

5. Of the following, please identify the things you feel are top priorities for the District. *

Check all that apply.

- ☐ Overall student wellness (social, emotional, physical, mental)
- ☐ Strong mentor program (inc. support for teachers/administrators in their first 3-5 years)
- ☐ Meeting differentiated academic needs of students
- ☐ Instructional strategies/Pedagogy
- ☐ Support/training for different district programs (Infinite Campus, HR-related, attendance, etc.)
- ☐ Competency-based Education
- ☐ Assessment
- ☐ Math
- ☐ Literacy/Language Arts
- ☐ Social Studies
- ☐ Science/STEM
- ☐ MTSS/MTSS-B (interventions/behavioral support)
- ☐ Other: _____

6. Would specific training in the area of technology be helpful to you? If so, please share what specific training you'd like to see (e.g., AI, Google, whiteboards, etc.).

7. What kind of professional development do you find most helpful? *

8. Please share any other PD-related feedback you would like to offer.

APPENDIX D

Professional Growth Self-Assessment

GWRSD/MSD Professional Growth Self-Assessment

The purpose of this self-assessment is to support educator reflection, continuous improvement, and professional growth. Educators are encouraged to thoughtfully reflect on their current practice in order to identify strengths, recognize opportunities for growth, and establish meaningful professional learning goals for the coming year(s). The reflection areas are aligned with the Danielson Framework and organized within the district's four Professional Development strands, which are grounded in and support the priorities of the District Strategic Plan.

Before completing the self-assessment questions on the following pages, please review the Danielson domain performance level descriptors below to guide your reflection and self-assessment.

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1 Planning and Preparation	Teacher's plans reflect little knowledge of the content, the students, and available resources. Learning outcomes are stated as activities, reflecting unimportant learning and little understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving and/or permit no differentiation. Assessments are poorly aligned with the learning outcomes and yield little information that can be used to shape future instruction.	Teacher's plans reflect moderate knowledge of the content, the students, and available resources. Some of the learning outcomes are not stated clearly, and not all represent important learning. Lessons and units are not designed to engage students in high-level thinking and problem solving and permit little differentiation. Assessments are partially aligned with the learning outcomes and yield only moderate information that can be used to shape future instruction.	Teacher's plans reflect important learning and knowledge of the content, the students, and available resources. Learning outcomes are stated clearly and represent important learning suitable to students. Lessons and units are designed to engage students in high-level thinking and problem solving and may be differentiated to address the needs of groups of students. Assessments, both formative and summative, are largely aligned with the learning outcomes and yield information that can be used to shape ongoing instruction.	Teacher's plans reflect important learning and deep knowledge of the content, the students, and available resources. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of individual students. Lessons and units are designed to engage students in complex thinking and problem solving and are differentiated to address the needs of individual students. Assessments, both formative and summative, are fully aligned with the learning outcomes and yield much information that can be used to shape ongoing instruction.
Domain 2 The Classroom Environment	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.

GWRSD/MSD Professional Growth Self-Assessment

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 3 Instruction	Instruction is characterized by poor communication, low-level questions, little student engagement or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. Teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and the teacher and students make productive use of assessment. Teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. Teacher persists in the search for and implementation of approaches to meet the needs of every student.
Domain 4 Professional Responsibilities	Teacher demonstrates low ethical standards and little sense of professionalism for improving their own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective. Communication with families is unclear, infrequent, and culturally insensitive. Teacher avoids participation in both school and district projects, unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on teaching is infrequent or inaccurate.	Teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving their own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families is sometimes unclear, sporadic, and of mixed cultural sensitivity. Teacher participates to a minimal extent in both school and district projects, and makes a modest commitment to professional development. Reflection on teaching is sporadic and occasionally accurate.	Teacher demonstrates high ethical standards and a sense of professionalism, focused on improving their own teaching and collaborating with colleagues. Record-keeping systems are efficient and effective. Communication with families is clear, frequent, and culturally sensitive. The teacher participates in both school and district projects, and engages in professional development activities. Reflection on teaching is frequent and accurate.	The teacher demonstrates the highest ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective. Communication with families is clear, frequent, and culturally sensitive, with meaningful student participation. Teacher assumes leadership roles in both school and district projects, and engages in a wide range of professional development activities. Reflection on teaching is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues.

GWRSD/MSD Professional Growth Self-Assessment

1. Academic Achievement

The district prioritizes professional learning that ensures all essential standards are accessible through engaging, differentiated instruction and timely intervention.

Danielson Domain Alignment

- 1a Demonstrating Knowledge of Content & Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments
- 3a Communicating with Students
- 3b Using Questioning & Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility & Responsiveness

Self-Reflection

Reflection Area	Self-Assessment
I design instruction aligned to essential standards and grade-level expectations.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I use knowledge of students to differentiate instruction and provide equitable access.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I use formative and summative assessment data to adjust instruction and interventions.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
Students are actively engaged in meaningful learning through questioning, discussion, and authentic tasks.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading

2. Student Wellness

The district supports professional learning that promotes student wellness through responsive classroom environments and collaborative support systems.

Danielson Domain Alignment

- 2a Creating an Environment of Respect & Rapport
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space
- 4d Participating in the Professional Community
- 4f Showing Professionalism

Self-Reflection

Reflection Area	Self-Assessment
I create a classroom environment where students feel physically and emotionally safe.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I use classroom routines that maximize learning time and support student independence.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I use restorative, proactive, and respectful approaches to behavior and student support.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I collaborate effectively with colleagues, families, and support staff to meet student needs.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading

GWRSD/MSD Professional Growth Self-Assessment

3. Culture of Belonging

The district supports professional learning that strengthens school culture and ensures every student experiences belonging, respect, and high expectations.

Danielson Domain Alignment

- 1b Demonstrating Knowledge of Students
- 2a Creating an Environment of Respect & Rapport
- 2b Establishing a Culture for Learning
- 3a Communicating with Students
- 3b Using Questioning & Discussion Techniques
- 3c Engaging Students in Learning
- 4f Showing Professionalism

Self-Reflection

Reflection Area	Self-Assessment
I intentionally build positive relationships with students and create an inclusive learning environment.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
My classroom reflects high expectations and respect for every learner.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I incorporate student voice, multiple perspectives, and culturally responsive practices into instruction.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I actively contribute to a school culture where all students and staff experience belonging.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading

4. Family & Community Communication and Engagement

The district supports professional learning that strengthens partnerships with families and community members through effective communication and collaboration.

Danielson Domain Alignment

- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Self-Reflection

Reflection Area	Self-Assessment
I communicate proactively and respectfully with families and caregivers.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I maintain accurate records and communicate student progress clearly and consistently.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I build partnerships with families and community organizations that support student success.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading
I contribute positively to the professional community and engage in continuous learning.	☐ Emerging ☐ Developing ☐ Proficient ☐ Leading

APPENDIX E

Absence & PD/Reimbursement Request Form

Absence and PD/Reimbursement Request Form	
Basic Form Information	
Enter the word ABSENCE or the specific PD ACTIVITY TITLE in the text box below.	
ABSENCE or ACTIVITY TITLE:	
Absence Information	
Absence requests must be submitted at least 48 hours in advance. If less than 48 hours, you must see your building principal.	
If this absence is related to Professional Development you will also need to complete the Activity Information below.	
Your role	☐ TEACHER ☐ ADMINISTRATOR ☐ SUPPORT STAFF ☐ OTHER
If other, please explain	
Type of Leave Requested:	☐ PROFESSIONAL ☐ FIELD TRIP ☐ EMERGENCY ☐ FAMILY SICKNESS (SUPPORT STAFF ONLY; INCL. MEDICAL APPTS) ☐ PERSONAL ☐ BEREAVEMENT ☐ SICK (INCLUDING MEDICAL APPTS) ☐ JURY DUTY ☐ VACATION (52 WEEK EMPLOYEES ONLY) ☐ NOT APPLICABLE/NO LEAVE REQUESTED ☐ OTHER (PLEASE EXPLAIN BELOW)
If Other, please explain	
REQUIRED: Please select ☐ PAID ☐ UNPAID	
NOTE: Approval by principal and SAU official does not imply that the employee has enough accrued time/leave to fill this request. It is the employee's responsibility to track used leave time. If an employee has any questions, they should check with payroll BEFORE completing the request.	
ACTIVITY INFORMATION	
How do I anticipate that my participation in this activity will benefit my students?	
Characters left 2048	
Course Number	
Description	
Characters left 2048	
Course Type	☐ GRADUATE ☐ UNDERGRADUATE
Course Website	
If website is not available, please scan and attach a copy of the course description to your File Library and attach in the File Attachment section at the bottom of this form.	

Activity Dates	
Semester/Term	--- Click To Select ---
Start Date	
End Date	
Is a sub needed?	☐ Yes ☒ No
Times	--- Click To Select ---
Additional Information	
If absence only, enter '0' below	
Number of Credits	
Course Provider - University/College	
Provider	--- Click To Select ---
If not on list, enter here	
Registration/Tuition Fees	
Cost of Activity	
Hotel/Accommodation Costs	
Max. Reimbursement Cost for School Year	
Balance Prior to Request	
Type of Receipt Required	--- Click To Select ---
Request for payment option (conferences and workshops only):	☐ I WILL PAY FEES AND I AM REQUESTING REIMBURSEMENT ☐ I AM REQUESTING THAT THE DISTRICT PRE-PAY (BE SURE TO INCLUDE PAYMENT INFO IN COMMENTS SECTION) ☐ NOT APPLICABLE
Goal(s) and Objective(s)	
Please be sure to click on the title of the objective to view the full description.	
Select At Least One District Objective	Goal : GWRSD Goal #1--Regarding Commencement Goals ☐ Objective: Goal #1 Goal : GWRSD Goal #2--Regarding School/Classroom Environment ☐ Objective: Goal #2 Goal : GWRSD Goal #3--Regarding Assessment and Evaluation ☐ Objective: Goal #3 Goal : GWRSD Goal #4--Regarding quality communication ☐ Objective: Goal #4
File Attachments	
☐ - End_of_Year_Summary__May_2015.docx (15k) ☐ - KH__Suicide_Prevention_Training_Cert.pdf (161k) ☐ - Mid_Year_Reflection__Jan_2014.docx (14k)	
Course Grade	
(To be completed upon completion of the course)	
Course Grade	
Comments	
Comments	
 Characters left 2048	
Finish	

APPENDIX F

End-of-Year Summary

The following questions will be answered and submitted in the End-of-Year Summary form in Frontline:

1. Which goal areas are your objectives focused on in your current Professional Development (PD) Plan?
 - ☐ Academic Achievement
 - ☐ Student Wellness
 - ☐ Culture of Belonging
 - ☐ Family & Community Communication and Engagement
2. How has your professional development this past school year impacted your understanding, knowledge, and/or skills?
3. How did you use what you have learned to enhance student achievement (learning, wellness, sense of belonging, etc.) and/or adapt your pedagogy/practice?
4. What professional growth experience was the most impactful to you this school year, and why? (It can be specific to your plan, building goals, or district goals.)
5. Do you have any comments you wish to share with the PD Committee?

APPENDIX G

Application for Recertification Form

Year 3 Portfolio/Action Research & Application for Recertification	
(USE IN RECERTIFICATION YEAR ONLY) Note: Recertification requests are due to the SAU by May 1st; see building administrator to set up professional development presentation to ensure deadline is met for SAU to receive all documentation	
Basic Information	
Title:	End of Year Summary for [Your Name Here]
Submission Date (mm/dd/yy)	
Select your pathway:	--- Click To Select ---
Which areas are you seeking recertification for?	
Will you be submitting a Report of Hours? ☐ YES ☐ NO	
What evidence will you present to show that you have met the objectives established in your initial plan and your action research project (if applicable)? (outline)	
To whom will you present your evidence?	
When will the evidence be presented?	
Administrator's Feedback on Presentation of Professional Growth	
SECTION II: REQUIRED SIGNATURES	
Signature	
ADMINISTRATOR: I certify that the above named educator has presented evidence to me that he/she has met, or has made significant progress toward meeting, the objectives outlined in his/her initial plan (and addendums, if appropriate) and believe that he/she has met all the requirements outlined in the GWRSD Professional Development Master Plan. Therefore, I request that they be recertified to teach in the State of New Hampshire.	
Signature	
Received by Central Office	
Signature	
Finish	

APPENDIX H

Observation Flowchart

(Note: calendar days)

DAY 1

DAY 1

ON OR BEFORE
DAY 3

ON OR BEFORE
DAY 6

DAY 6

DAY 6-10

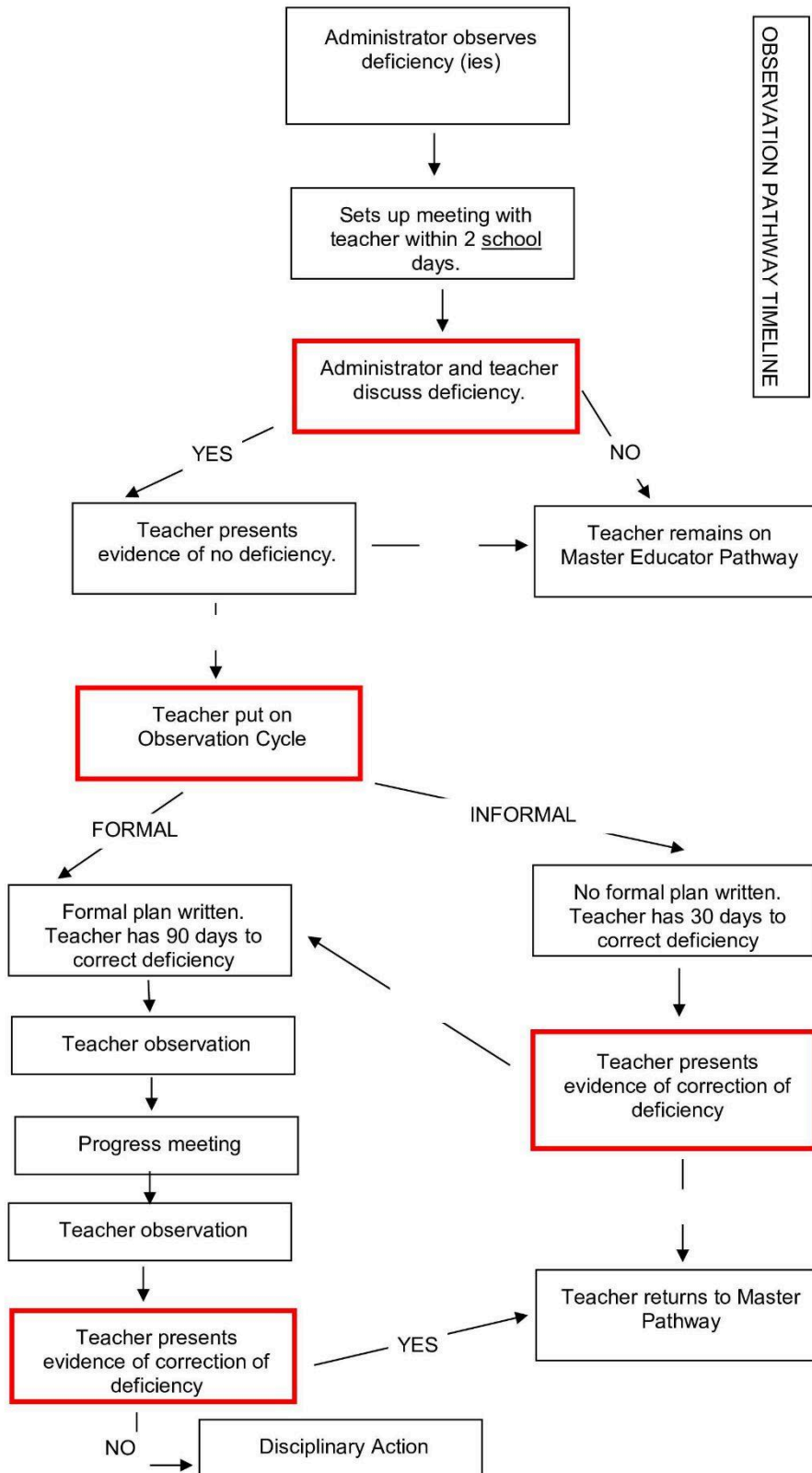
DAY 20-29

NO LESS THAN
DAY 30

DAY 40-60

ON OR BEFORE
DAY 90

OBSERVATION PATHWAY TIMELINE



APPENDIX I

Glossary

Pathway

"Pathway" is the name given to the different tracks a staff member follows to 1) become recertified and 2) fulfill the professional development requirements of the State of New Hampshire and the Governor Wentworth Regional School District.

Professional Development

All staff members within the district, as a condition of employment, are required to participate in professional development. This is true whether the staff member holds a certificate or a license.

Recertification

To teach in a public school in the state of New Hampshire, educators must hold certification or be actively working toward certification. This credential is issued by the New Hampshire Education Department and is valid for three years. Educators are required to renew their certification every three years; therefore, the district has aligned professional development and recertification cycles whenever possible. When employed by a public school district, the Superintendent of Schools oversees the recertification process.

Teacher Competencies

The New Hampshire Education Department, through the Teacher Certification Task Force and with approval from the State Board of Education and the New Hampshire Legislature, has established standards that reflect the competencies all teachers need to effectively educate all students. These competencies are outlined in Ed 610.01 of the New Hampshire Code of Administrative Rules. While originally intended as a guide for teacher preparation programs, they also serve as an important framework for the ongoing skills and knowledge educators must maintain and develop.

As outlined in Ed 610, teachers must include an ongoing component in their professional development plans to strengthen their ability to apply knowledge of:

1. Human growth, development, and learning across the lifespan
2. Effective classroom and behavior management strategies
3. Character and citizenship development
4. Instructional approaches for students with disabilities and those who are gifted and talented
5. A variety of teaching methods, including assessment of student progress
6. The sociological, historical, and philosophical foundations of education
7. The legal rights and responsibilities of educators
8. Strategies for teaching reading, communication, study, and problem-solving skills essential for content mastery
9. Effective communication with colleagues, families, administrators, and students

The professional development portfolio serves as a key source of evidence of teacher competencies and should inform the overall evaluation portfolio. Classroom observations and cumulative assessment forms are also incorporated into this evaluation framework.