SAU 50 Professional Development Plan

2025-2030

School Administrative Unit 50
Serving the Districts of

New Castle- Newington- Greenland- Rye

PGC Committee:
Anne Murphy, Lauren Teeden, Amy Reynolds, William Purcell, David Hobbs, Steve Zadravec, Laurie Bromley, Vicki Scally

Table of Contents

Participation Structure

<u>SAU 50 School Board Members</u>

Greenland	New Castle	Newington	Rye
John Balboni	Kate Hermon (Chair)	Jessica Morgan	Matthew Curtin (Chair)
Katie Curtis	Pam Stearns	Mandy Murphy (Chair)	Katherine Errecart
Scot Hopps	David Kovick	Jaclyn Karabinas	Michelle Wheeler
Patrick Walsh (Chair)			Laura Belden
Steve Krzyzanowski			Susan Ross

<u>SAU 50 Professional Growth Committee</u>

The role of the SAU 50 Professional Growth Committee (PGC) membership is to encourage high quality Professional Learning for SAU 50 Educators. The Committee's members oversee the development, implementation and evaluation of the Professional Development Master Plan as well as provide feedback to teachers and monitor Professional Development opportunities and activities in SAU 50. The PGC members clarify, write, and endorse the SAU 50 Professional Development Plan.

In SAU 50, it is recognized that teaching is both a science and an art. Highly effective educators have not only the content knowledge of what they teach, but the ability to unlock multiple pathways of learning for whom they teach. Using the philosophy that we are all responsible for our students' learning, collaboration is an important aspect of induction, mentoring, and professional development. The SAU 50 Professional Development Plan forms a coherent blueprint for having and maintaining effective educators in every classroom in line with the New Hampshire DOE and New Hampshire recertification requirements.

The Professional Development Plan provides the framework for strong, focused goals coupled with strategies to engage teachers and administrators in advancing student learning and performance. It articulates this through defined parameters for:
- Creation of professional goals.
- Directed types of high quality professional development that contribute to student learning, academic achievement, and professional growth.
- Reflective practice to connect educator learning and effectiveness to professional and student growth.
- Annual processes of identifying students needs to refine goals in support of strategic aims to include local, state, and national standards.

District	Name (s)	Number
SAU 50	Steve Zadravec Dave Hobbs	2
New Castle	Will Purcell	1
Newington	Anne Murphy	1
Greenland	Lauren Teeden	1
Rye	Amy Reynolds & Vicki Scally	1
Caregiver Representation	*As Needed*	NA

Additional Teacher/Administrator Representation	*As Needed*	*NA*
Representation from the Seacoast Education Association Teachers' Union	Lorie Bromley (GCS)	1
SAU 50 School Board Representation	*As Needed*	*NA*

Professional Growth Committee Responsibilities

The Professional Growth Committee (PGC) is a standing committee whose function is to monitor and develop the SAU 50 Professional Development Plan under the direction of the SAU 50 Superintendent. The PGC includes representatives from each school and constituency. Each member is responsible for representing their constituents by communicating and gathering feedback on the committee's efforts and activities.

SAU 50 PGC is on a volunteer basis; a two-year commitment is preferred. Openings will be posted according to need. Members should send substitutes when unable to attend. The Committee consists of the following:

Superintendent/ Designee
- Communicates with and assists school level Professional Development Chairs.
- Facilitates Professional Development for the districts of SAU 50.
- Conducts meetings necessary for the articulation of the Professional Development Plan.
- Presents reports to local and Joint Boards.

School Level Representative
- Represents the learning needs of their respective buildings for professional development offerings at the SAU and building level.
- Communicates and clarifies approved professional development activities and hours collaboratively with building administration and offers feedback to staff members.
- Supports staff members with the professional development requirements and procedures through training events.
- Addresses needs for PD opportunities and if necessary assist in the appeal process.
- Communicates changes in the SAU 50 Professional Development Plan and communicates professional development concerns to the SAU 50 PGC.
- Participates in building-level discussions to bring suggestions to Superintendent and SAU 50
- PGC and building leadership to assure SAU trainings align with SAU 50, District Goals, and Building Goals, which potentially impacts NH DOE grant fund planning.

Introduction

SAU 50's Professional Development Plan is a framework to provide direction for the planning and documentation of professional learning and growth of faculty and staff that supports student learning and achievement. The plan:
- Guides educators through the process of setting professional goals linked to SAU and District goals and execute professional learning to fulfill NH Department of Education (NHED) requirements to maintain certification.
- Outlines a collaborative process by which professional development activities are planned, executed, and evaluated.
- Promotes the goal of high quality instruction and strong student achievement as the purpose of professional development.
- Connects professional development initiatives to SAU 50's curriculum development and the SAU 50 Collective Bargaining Agreement (CBA).

SAU 50 Portrait of a Learner Characteristics

AS A PERSON, I AM:

- Kind: I show empathy, compassion, and consideration for others.
- Confident: I strive to be independent, self-assured, and prepared to achieve goals.
- Creative: I use my imagination to express myself and share original ideas.
- Mindful: I build healthy habits for my personal well-being.

AS A CITIZEN, I AM:

- Respectful: I behave courteously and am thoughtful of the feelings, wishes, rights, and traditions of others.
- Engaged: I participate in my community and explore what makes it unique, while keeping a global perspective.
- Responsible: I hold myself accountable and take action when appropriate.
- Collaborative: I listen, communicate effectively, and work well with others.

AS A LEARNER, I AM:

- Resourceful: I use tools, materials, and critical thinking skills to address issues and solve problems.
- Persistent: I keep trying and approach learning with resilience, motivation, and flexibility.
- Prepared: I take on academic challenges and equip myself to succeed in a variety of settings.
- Curious: I explore learning opportunities with wonder and reflection.

Professional Development Evaluation and Revision Process

The PGC will annually evaluate Professional Learning in SAU 50 using the following categories from the Danielson Framework for Teaching Clusters. The Committee will strive to personalize professional development for each educator to support implementation of Cluster and Focus Areas for Teacher Growth:

Focus Area	Description
Clarity and Accuracy	This cluster focuses on a teacher's ability to communicate content clearly, correctly, and accessibly. Effective teachers present information in a way that is accurate, well-organized, and comprehensible to all learners, ensuring that students understand not just what to learn, but why it matters.
Learning Environment	This area emphasizes the creation of a supportive, respectful, and inclusive classroom culture. It includes building positive relationships, setting high expectations for all, and fostering a safe space where students feel valued and ready to take intellectual risks.
Classroom Management	This cluster covers the structures and routines that keep a classroom running smoothly. Effective teachers establish clear procedures, maintain student behavior constructively, and minimize disruptions to maximize instructional time.
Intellectual Engagement	This domain focuses on promoting deep thinking and active learning. Teachers engage students with challenging tasks, meaningful content, and opportunities for collaboration and problem-solving that require analysis, reasoning, and creativity.
Successful Learning	This cluster reflects a teacher's ability to assess, respond to, and support student learning. It includes using formative assessment, monitoring progress, and adjusting instruction to ensure that all students meet learning goals.
Professionalism	This area encompasses a teacher's ethical conduct, commitment to growth, and collaboration with colleagues and families. It includes reflecting on practice,

	participating in professional learning, and contributing to the school community.

Amending the Professional Development Plan

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

The process will include:
- Suggestions for changing the plan during the cycle will be made in writing to the Superintendent or his/ her designee.
- Suggestions are placed on the next PGC meeting agenda.
- The Administrative Team reviews the plan and makes suggestions for revisions to the plan.
- Administrative Team suggestions are considered by the PGC.
- Amendments must pass by a majority vote of the PGC.
- The PGC Representatives share with local schools for discussion and bring feedback to individual districts as appropriate.
- Significant changes will be submitted to the NH Department of Education for approval.

Appeals Process

An employee may appeal the decisions of the Building Administrators regarding professional development approvals.

- Within fifteen (15) school days of the Administration's final, written decision, the employee must request a hearing before the PGC. The request is to be submitted in writing to the Superintendent/ designee and notify building principal.
- Within fifteen (15) school days of Appeal, the Superintendent/ designee will assemble the PGC (a quorum of a majority of PGC representatives is needed).
- The Superintendent/ designee will communicate the determination of the PGC in writing to the employee within ten (10) days of the hearing.
- The determination(s) of the PGC are final.

Evaluation of Professional Learning Effectiveness

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

Data Collection, Interpretation, and Use

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

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

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

The triangulation of multiple indicators of student growth (i.e. multiple measures) provides the most accurate picture of how our students are learning. The matrix below describes data sources that focus on student performance. Our PreK-8 educators may use these sources to measure student learning.

Potential Areas of Measurement

Data Source	Collection	Analysis	Responsibility and Decision Making
State Accountability Assessment Tool for English Language Arts, Mathematics & Science	Grades 3-8	Reviewed annually by Administration and teams.	Grade Level Teams, Guidance Counselors and Specialists use this data to inform their work. Accountability at the district and state level.
NAEP (National Assessment of Educational Progress)	Nationally administered given once per year to selected school (grades 4,8)	Data analyzed by the federal government	Used to assess the nation's academic progress.
STAR Assessment	Grades K-8	Administrative team and classroom teachers analyze data.	This data from these assessments are reviewed by Teachers, IEP teams, the Student Assistance Teams, Counselors and Administrators.
SAEBRS	Grades K-8	Administrative team and classroom teachers analyze data.	This data from these assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, Counselors and Administrators.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-4 Administrations annually and/or as necessary	Reviewed by Teachers and Administrators in Fall, Winter and Spring	This data from these assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, Counselors and Administrators.
School Approved Assessments (i.e. Bridges Math, CKLA, iReady, Superkids, etc.)	K-8	Reviewed by Teachers and Administrators - ongoing, these include unit and end-of-year assessments	Educators individually use these results to inform instruction and personalize learning activities. The results are further analyzed by grade level and curriculum review teams.
Teacher Designed Assessments, Competency, Quality	K-8	Reviewed by Teachers and SAU Curriculum and Grade Level Teams	All teachers are designing performance assessments that include demonstration of skills. For example, argumentative

Performance Assessments, Common Course Assessments and Rubrics		with Administrators - Ongoing	writing, research skills, numeracy and algebra proficiency. Educators individually and at grade level, course specific and/or vertical curriculum teams use this data to inform their own learning goals, instructional practices and curriculum decisions.
Attendance Data	Collected daily by teachers in grades pK-8	Administration reviews daily	-Reported to the state, caregivers, and staff -Used for monitoring individual student performance
Parent-Teacher Conferences	Information gathered from meeting with caregivers and teachers	Teachers process the information	-Used to gauge caregiver attendance -Collaborative discussions to inform personalized learning

Individual Professional Development Plans Required of All Certified Educators

Each certified educator is to develop and fulfill a 3-year Individual Plan for the purposes of continuous professional growth and recertification. The plan shall support the educator's current job assignment plus any additional endorsements. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of the Educator Evaluation System summative evaluation. Successful completion of the plan with evidence of professional learning leads to a recommendation for renewal by the Superintendent or his/her designee. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next three-year recertification cycle. This plan identifies a variety of high quality activities, including job-embedded opportunities for Professional Development that are acceptable for credit.

Maintaining your license/certification is your professional responsibility and SAU 50 Teaching Contracts are contingent upon having current and valid certification in place. The information regarding re-certification is based upon the New Hampshire educator standards and certification requirements, Chapter Ed 500: www.gencourt.state.nh.us/rules/state_agencies/ed.html.

Professional staff are employees who are certified under the specific categories of the New Hampshire Teaching Certificate or other licensing boards and who are employed under teacher contracts. Clinical providers working in New Hampshire public schools—including occupational therapists, physical therapists, speech-language pathologists, and school nurses—are responsible for maintaining the appropriate professional licensure and credentials required for their roles. This typically includes board certification or licensure in their respective fields, as well as any additional certifications or credentials required by the New Hampshire Department of Education or other state agencies. Employees must ensure that their certifications remain current and compliant with all state and professional standards, including any requirements related to working in educational settings, such as background checks, mandated training, and continuing education. It is the responsibility of each provider to secure and maintain these credentials in order to deliver services within the school environment.

Overview of the Process

Component	Category I: New Educator (Year 1-5)[1]	Category II: Experienced Educator	Category III: Experienced Educator With Support

---

[1] Also includes the first 3 years working in SAU 50 after achieving tenure or a total of 5 years in a public or public charter school.

Professional Learning Objective (PLO)	Annually completed/ updated by October 15th.	Annually completed/ updated by October 15th.	Annually completed/ updated by October 15th.
Documentation and Monitoring of Professional Development	PD activities are documented through PD Forms or Portfolio as appropriate.	PD activities are documented through PD Forms or Portfolio as appropriate[2].	PD activities are documented through PD Forms or Portfolio as appropriate.
Self-Assessment[3]	Completed annually at least one week prior to the Summative Meeting.	Completed on recertification year at least one week prior to the Summative Meeting	Completed annually at least one week prior to the Summative Meeting.
Recertification	Due June 1st on the last year of certification cycle for all educators	Due June 1st on the last year of certification cycle for all educators[4]	

Establishing Professional Learning Objectives

Professional Learning Objectives (PLOs) are due by October 15 for all educators. Goals may be one-three (1-3) years in duration and must relate to the educator's area(s) of certification(s)/endorsement(s) and student learning challenges, and goals may be collaborative efforts.

PLOs can include Student Learning goals (focused on student outcomes) and Professional Practice goals (focused on enhanced educator practice). PLOs should be written with the following certification considerations in mind:
- The educator's knowledge of content, subject or field of specialization including requirements of individual certifications in Ed 506 and Ed 507
- Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07
- Professional standards as referenced in the local evaluation system, and
- Effective instructional practices related to school and district goals[5] that increases student achievement.

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

Documentation and Monitoring of Professional Development

Educators have three (3) options for documenting their Professional Development; this is consistent with the Professional Development focus in SAU 50 to improve student learning and grow as a professional. All learning must be documented in the electronic platform as adopted by the SAU.

---

[2] PD requests must be submitted no later than two weeks prior to the date of the activity whenever possible, and PD Activity Forms will be submitted by the end of the school year or six months after the conclusion of the activity (whichever is longer).

[3] Summative Meeting and associated Self Assessment should be the basis for the educators Professional Learning Objectives for the following year.

[4] Educators are encouraged to submit recertification forms anytime after Jan. 1st of their recertification year. In those cases, hours attributed after the form has been completed/ approved will be attributed to the educators next cycle.

[5] District/School Goal(s) will be defined and communicated at the outset of each year.

Accumulation of Hours	**Body of Evidence (Portfolio-see Appendix A for details)**	**Combination of Body of Evidence and Hours (Portfolio-see Appendix A for details)**
Certified Educator: 45 **Non-content hours** (school/district goals) **AND** 30 **Content hours in each** area of endorsement. **Example:** 2 areas of endorsement = 30 + 30 + 45 = 105 hours total	**Staff choosing this option need to declare it with their Administrator during year 1 of their certification cycle.** Professional development should be natural therefore, educators will "collect" rather than "create" evidence. **Possible documentation:** □ Evidence of their activities. □ Evidence of their own professional learning. □ Evidence that provides information regarding the impact of their activities on students' learning.	The combination of hours and a body of evidence in a portfolio.

Once the educator's PLO is approved, and for the duration of the three-year certification cycle, the Professional Development Activity Form will be used to document the evidence that supports progress in addressing goals. **PD requests must be submitted no later than two weeks prior to the date of the activity whenever possible, and PD Activity Forms will be submitted by the end of the school year or six months after the conclusion of the activity (whichever is longer).** The educator should regularly check their Portfolio to ensure they are aligning their professional learning across their credentialed areas strategically, to reflect professional growth in their certification areas and position assignments[6].

Approved Professional Development Activities

The activities educators engage in must align with their personal, building, or SAU goals. Professional Development Activities are those in which *new* learning occurs as educators participate in professional experiences that can improve their teaching and expertise. Please refer to the table below for suggested activities. Educators should review their portfolio views from time to time, to ensure they are accurate and demonstrate their best efforts in advancing their professional development.

Types of Professional Development	**Example Activities**	**Maximum Hours Awarded (Annually unless otherwise stated)**	**Evidence to be Submitted and Uploaded with the PL Activity Form or Mark Complete Form**
Professional Development through Committee Participation	**Committee Membership** Serving on a building level or SAU 50 level committee.	Up to 15 hours per committee	Agenda/Minutes/Attendance Sheet Recommendations/Actions Drafted Final Documents Produced
	Community Education Planning to engage caregivers/community for the	Up to 15 hours per 3 year cycle	Event newspaper articles, flyers, brochures, newsletters

---

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

	academic, social and emotional growth of students		
Individual Professional Learning	**Professional Writing and Publication**	Up to 15 hours	Copy of Writing Published
	Professional Reading (Personal Study)	Up to 15 hours	Annotated bibliography and Book Review
	Creating and Presenting Professional Learning experiences for other educators/community/ caregivers	Preparation and Presentation	The presentation and evidence of its use
	World Culture Activities, Travel, Internships	Up to 15 hours	Journals, Certificates, Itinerary
Learning Through Visitations	**External Professional Observation and School Visitations**	Up to 6 hours	Journal/ Discussion/Summary Notes/Reflective Essay
	Professional Observation of SAU 50 Colleagues	Up to 6 hours	Journal/Discussion/Summary Notes/Reflection
Mentoring	**Mentoring a Student Intern from a Graduate Student Program** (excludes Education 500 Students)	Up to 25 hours	Contract with University Evaluation Forms and a Reflective Essay
	Peer Coaching / Mentoring	Up to 25 hours	List of Meeting Dates and a Reflective Essay

Collaborative Study Groups Involve two (2) or more colleagues within SAU 50	**Curriculum Development, Adaptation, Analysis, Implementation by Vertical, Grade Level, or Content-Specific Curriculum Teams** which collaboratively focus on developing new curriculum, creating new interdisciplinary instructional units and/or strategies to meet the needs of students and advance their learning.	Up to 30 hours	Curriculum Documents, Evidence of new curriculum embedded technology use. Rubrics/Assessments including Student Work
	Collaborative Inquiry is focused on new ideas and new learning. The process is structured, collegial and collaborative, and may include book studies, specific pedagogical strategies (including new tech tools or software implementation), data review or assessment strategies (such as looking at Student Work) or Case Studies. This may also develop into	Up to 30 hours	Detailed Log or Attendance Outline of Discussions, Attendance Log and a Reflective Essay List of meeting dates and examples of student work or Quality Performance Assessment Examples of investigations, book studies journal, problem

	Action Research projects. Above all the outcomes result in improved learning for students in the focus group, be it subject, course or grade level in aim.		solving notes or curriculum documents developed Outline of Discussion and Log of Attendance and a Reflective Essay
	Developing new School/Business Partnerships or Extended Learning Opportunity Oversight, this may also include new independent studies by students.	Up to 15 hours	Evidence of partnership, journal of meetings, copy of student work
Out of District Learning or Formal Modes of Professional Development	**Graduate Coursework**	Up to 15 per credit	Transcript
	Undergraduate Course Work or Auditing	Up to 5 hours/credit	Transcript
	Webinars, Workshops, Conferences	Contact Time	Evidence of Attendance, Presentation, Reflection
Other	**New types of learning** may be submitted for review by the Professional Growth Committee	To be approved by the PD Committee	To be approved by PD committee

Educators are encouraged to use a variety of professional activities to accomplish their goals. Documentation of activities is a requirement of all educators in SAU 50 through the *Frontline* Professional Learning Activity form. Participants must save attendance certificates for all workshops and conferences. However, only activities for more than 10 hours require "proof of attendance" to be uploaded to *Frontline* with the PD Activity Form.

Self Assessment

One week prior to the Summative Meeting, educators will complete a Self-Assessment utilizing the appropriate rubric reflecting the domains of educator job performance. Educators will consider their growth as an educator, student academic and social-emotional needs, student survey data, any new demands of their job assignment (curriculum changes, change in teaching assignment, etc), and school and district goals. The Summative Meeting and associated self-assessment should be the basis for the following year's Professional Development Goals.

Recertification Process

SAU 50 requires all certified educators to submit a Recertification Form through Frontline by June 1st for approval by the Superintendent's office for review in the 3rd year of the credentialing cycle. The Superintendent or his/her designee recommends renewal online to the NH Department of Education through the Educator Information System (EIS).

Once recommended, teachers will have until June 30th to complete the recertification process with the State of New Hampshire. Your employment with the school district is contingent upon the completion of these requirements for certification.

<u>Unique Professional Development Needs</u>

Interns

All interns may participate in any and all activities offered through SAU 50. Individual Professional Development which requires a cost, will be at the individual's own expense.

Critical Shortage Areas and Alternative Certification Pathways

Teachers who are hired in a critical shortage area, or teachers who are given a new assignment and are seeking certification in that area must have a **Statement of Eligibility and complete their Beginning Educator Plan by October 1** to be submitted to Human Resources for the New Hampshire Department of Education.

Teachers who are seeking Alternative Certifications must follow all [NH DOE guidelines](#) and may seek guidance from the Assistant Superintendent for Curriculum Instruction and Assessment and/or Human Resources. These candidates are encouraged to participate in all school PD offerings as part of this process, as the Beginning, Experienced, and Master Educators do. Alternative candidates have the opportunity for financial support per their contract and Collective Bargaining Agreement (CBA).

New Employees

New employees, as a condition of employment, will undergo an orientation prior to the opening of school. The orientation will focus on exposure to SAU 50 and district initiatives as well as how to navigate the infrastructures, policies, and procedures of the district. Mentors will be assigned as soon as possible and will begin meeting with their mentees during the summer prior to the new school year. Mentors are responsible for orienting any staff hired after school begins and throughout the school year[7].

Teachers should provide documentation of their prior hours when beginning employment with SAU 50 if they are in the middle of a three-year cycle by October 30th. The teacher will load this document onto *Frontline* and submit a PD Activity Form for the total documented hours completed at the previous district. The teacher must complete the PLO and Self-Assessment in accordance with the SAU 50 PD Plan.

Departing Employees

A copy of the documented PD completed in SAU 50 will be included in the educator's employee file, as well as a copy being mailed to the educator's last known address upon departure from SAU 50. They will then be moved to Inactive Status on Frontline.

Other Specific Professional Staff

Clinical providers working in New Hampshire public schools—including occupational therapists, physical therapists, speech-language pathologists, and school nurses—are responsible for maintaining the appropriate professional licensure and credentials required for their roles. This typically includes board certification or licensure in their respective fields, as well as any additional certifications or credentials required by the New Hampshire Department of Education or other state agencies. Employees must ensure that their certifications remain current and compliant with all state and professional standards, including any requirements related to working in educational settings, such as background checks, mandated training, and continuing education. It is the responsibility of each provider to secure and maintain these credentials in order to deliver services within the school environment.

Speech/Language Pathologists

Speech and Language Pathologists must maintain licensure through the ASHA (American Speech and Hearing Association) and the State of New Hampshire Office of Licensed Allied Health Professionals. This occurs every two years. A copy of the most current licensure shall be maintained in the personnel file at SAU 50 Central Offices and electronically uploaded on Frontline in the educator's File Library.

School Nurses

School Nurses are licensed by the State Board of Nursing as well as the NHDOE. Nurses are required to document 15 professional development hours per year to satisfy both requirements (30 hours every two years for the Board of Nursing and 45 every three years for the NHDOE). A copy of the most recent licensure shall be maintained in the personnel file at SAU 50 Central Offices and electronically uploaded on Frontline in the educator's File Library.

---

[7] [SAU 50 Induction with Mentoring Plan](#)

Educational Associates Certified as Para I and Para II:

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

SAU 50 Educator Portfolio Assessment

High level teaching and learning depends on a knowledgeable and effective educator in every classroom and in support of all students. This document has been developed to provide clarity to SAU 50 Educators by explaining the characteristics of professional development through a portfolio.

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

Educators may choose to use a portfolio to demonstrate professional development. Evidence that supports the educator's growth in knowledge of the subject area(s) and student learning that relates to school, district, and SAU 50 goals to increase student achievement allows administrators to understand the professional development that has taken place. Educators increase their knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject and content areas taught.

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

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

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

- Student work samples (scans of the work samples)
- Lesson or unit plans (lessons in electronic format)
- Behavior modification plan (copy of plan with student info redacted)
- Communications between teacher and caregivers (copy of communication(s) with student info redacted)
- Communications between teacher and students (copy of communication(s) with student info redacted)
- Personal writings and reflections (electronic copies of writings and reflections)
- Digital media (copy of the digital media)
- Peer collaboration (Log and Reflection)
- Active committee work (Log and Reflection)
- Curriculum design (electronic copy of curriculum and
- Professional publication (electronic copy of publication)
- Graduate coursework (course transcripts and/or
- Assessment tools used with students

Suggested Guiding Questions for Portfolio Reflection:

PART 1:

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

PART 2:

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

PART 3:

- Describe and reflect on the impact your professional learning had upon student learning.
- Did changes in student learning match your goal? If yes? What evidence do you have or will you have to gauge student progress?
- What evidence links student progress to your practice? Did you make changes without success?
- What did you find frustrating? What might help if you were to try again?

Portfolio Requirements

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

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

Considerations	Exemplary	Effective	Developing	Needs Improvement
Professional Development	Consistently seeks out professional development that improves practice and builds expertise of self and	Regularly seeks out professional development from supervisors,	Participates in some professional development outside of the school, but there is little evidence of	Participates only in required professional development and

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

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