



SAU23

Office of Curriculum
Instruction & Assessment

Professional Development Master Plan

2020-2025

For submission to NH DOE per Ed 512.01, Ed 512.02(a)

Table of Contents

Table of Contents	2
Introduction	4
SAU 23 Educational Philosophy	4
Mission	4
District Professional Development Intent	4
Statement of Purpose	4
Values & Expectations	5
Professional Development Committee	6
General Functions of the Committee	6
Professional Development Committee Composition	6
Additional members	6
Term of Service	7
Selection to serve	7
Professional Development Committee Chair Responsibilities	7
Secretary	7
School Level Representatives	7
Development and Changes to the Master Plan	8
Process for Updating the Master Plan	8
Evaluation	8
PDP Appeals Process	8
Evaluation of the Professional Learning Effectiveness	10
Data Collection, Interpretation And Use	11
Data	11
Data Interpretation	11
Data Use	11
Identification of Local Student Learning Needs	12
Standardized Measures	12
Non-Standardized Measures	14
Process and Requirements for Three Year Individual Professional Development Plans (IPDP)	16
Individual Professional Development Plans and Goals Required of all Educators Professional Development Plans	16
Applicable Law	16
Establishing Individual Professional Development Goals	17
Professional Development Activities	18
Activities	18
Clock Hour Awarded	18
Required Forms	18

Documentation of Professional Learning	20
Section 1: Knowledge of Field (30 hours per certification)	20
Section 2: Knowledge of Learners and Learning (45 hours)	20
Section 3: 5 Domains in the State Teacher Effectiveness Model	20
Multiple Certifications	21
Process for Recertification and Individual Professional Development Plan Completion	21
Options for Documentation of Professional Development	22
Accumulation of Hours	22
Body of Evidence	22
Combination of Body of	22
Evidence and Hours	22
Individual Professional Development Plans Required of All Certified Educators	22
Process	23
Certified Educators include:	23
Unique Professional Development Needs	23
New Employees	24
Departing Employees	24
Monitoring	24

Introduction

SAU 23's Professional Development Plan (PDP) 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 (NH DOE) 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; and Educator Appraisal Plan (EAP) and the SAU 23 Collective Bargaining Agreement (CBA).

SAU 23 Educational Philosophy

The members of the SAU 23 educational community are committed to developing lifelong learners who are creative and critical thinkers and who contribute to a changing global society.

Mission

Therefore, the mission of the SAU 23 Professional Development Plan is that all students in SAU 23 schools will be provided the highest quality of academic instruction in positive, safe learning environments that promote inquiry and appreciation for lifelong learning so that graduates have the knowledge and skills necessary to participate fully and productively in a democratic, technologically advanced society.

The plan will assist teachers and staff in developing and fulfilling their individual professional development plans by:

1. Providing a list of acceptable activities for professional development;
2. Providing My Learning Plan access to all teachers and certified staff for tracking their activities;
3. Providing topics or focus for SAU-wide or school-based initiatives based on data analysis;
4. Providing a roadmap for ongoing recertification.

The SAU 23 educational community consists of students, teachers, parents, administrators, school board members, and the community-at-large working collaboratively towards this mission.

District Professional Development Intent

SAU 23 Districts will develop a fully-aligned competency-based curriculum across disciplines by collaborating and communicating with stakeholders as measured by completed common assessments, rubrics, and reporting tools to advance student learning within a growth model.

Statement of Purpose

[Ed 512.02 \(c\) \(2\)](#)

A statement describing the purpose of the master plan

The purpose of SAU 23 Districts' Professional Development Master Plan (PDP) is to outline the processes and procedures to support and enhance the professional development/learning of certified staff in support of the academic excellence of our students. The PDP is closely linked with the Educator Appraisal Plan (EAP). Maintaining your certification through Professional Development is your professional responsibility. This plan should be refined and adjusted as needed by the SAU 23 Professional Development Committee (PDC) to continue the advancement of SAU 23 towards excellence in teaching and learning.

The PDP provides the framework for strong, focused goals coupled with strategies to engage teachers and administrators in advancing student learning and performance. The PDP 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 practitioner to connect educator learning and effectiveness to professional and student growth.
- Annual processes of identifying student needs to refine goals in support of strategic aims to include local, state, and national standards and competencies.

Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development. Ongoing school improvement efforts require that teachers learn new roles and ways of teaching in order to increase student outcomes and to provide meaningful, engaged learning for a diverse student population.

Values & Expectations

The SAU 23 Professional Development Master Plan has the following values and expectations:

- Teachers and staff are expected to be experts in their certification or specialization areas;
- Analysis of data will enable staff to tailor instruction to personalize student learning;
- Student outcomes will drive professional development activities and continuous school improvement; and
- Teachers are expected to deliver content to meet the needs of diverse learners in a changing technological world through various methods of instruction.
- Professional Development activities will be aligned with the national common core standards, state academic content standards and assessments, and student academic achievement standards, and the curricula and programs tied to these standards, NCLB 2122(b)(1)(A).
- Professional Development activities are based on best practices/scientifically based research and that activities undertaken are expected to improve student academic achievement, NCLB 2122(b)(1)(B).
- Professional development will enable teachers to teach and address the needs of students with different learning styles (Response to Intervention), improve student behavior (Responsive Classroom), involve parents in their child's education, and understand and use data and assessments to improve classroom practice (Title 1, PD Committee), NCLB 2122(b)(g).

Professional Development Committee

The role of the SAU 23 Professional Development Committee (PDC) membership is to encourage high quality professional learning for SAU 23 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 23. The PDC minutes will be summarized and communicated through shared folders to all staff. Additionally, the PDC members clarify, write, and endorse the Professional Development Plan (PDP).

General Functions of the Committee

The functions of the Professional Development Committee members include the following:

- Endorse the local Master Plan, define professional development policy every five years and submit it for approval to all certified staff, superintendent of schools, school board, and the New Hampshire Department of Education.
- Publicize all in-district professional development activities through emails, memos and faculty meetings.
- Act upon the recommendations of professional development subcommittees and district-wide committees.
- Orient staff on new professional development changes to the Master Plan.
- Train and orient new staff members to the Master Plan requirements.
- Provide ongoing evaluation to assess the effectiveness of the Master Plan.

Professional Development Committee Composition

Ed 512.02 (b) (1)

The Professional Development Committee will include representation of certified educators including teachers, paraeducators, certified licensed service professionals, and administrators. While ratios may vary from school to school and from year to year, professional development representatives from each of the following schools must be represented.

- Bath Village School
- Haverhill Cooperative Middle School
- Piermont Village School
- Warren Village School
- Woodsville Elementary School
- Woodsville High School

Additional members

Additional members may include the following:

- Superintendent
- One community member
- One school board representative

Term of Service

Selection to serve on the Professional Development Committee will last for a term of two years.

Selection to serve

Ed 512.02 (c) (1)

The process and procedures for establishment of a local professional development committee;

SAU 23 Professional Development Committee is on a volunteer basis. Openings will be posted when vacancies occur. Nominations will be submitted to the Director of Curriculum, Instruction and Assessment for consideration and confirmation. Nominations may be ascertained through the following methods - Appointment by representatives who have served the previous term;

Professional Development Committee Chair Responsibilities

[Ed 512.02 \(c\) \(3\)](#)

A statement describing the role and function of the local professional development committee

- Presides at all scheduled meetings
- Communicates with Professional Development subcommittees
- Communicates with co-chairs of various subcommittees
- Serves as the spokesperson for the Professional Development Committee
- Prepares all scheduled agendas
- Records and disseminates scheduled minutes

Secretary

- Records and publishes minutes with member attendance at all meetings within one week.
- Distributes all documents to PDC, Superintendent, Director of Curriculum, and Principals.
- Maintains all documents in a shared Google Drive folder.

School Level Representatives

- Attends scheduled meetings to represent the learning needs of their respective buildings for professional development offerings at the SAU and building level. Members should send substitutes when unable to attend.
- Reports to faculty; Communicates and clarifies approved professional development activities and hours collaboratively with building administration and offers feedback to staff members.
Note: PDC Representatives do not approve educator staff development hours.
- Supports staff members with the PDP requirements and procedures through training events.
- Solicits input from the faculty; Communicates professional development concerns to the SAU 23 PDC.
- Addresses needs for PD opportunities and if necessary assist in the appeal process.
- Communicates changes in the new SAU 23 Professional Development Plan.

Development and Changes to the Master Plan

Ed 512.02 (c) (3) a

The committee will develop, monitor, implement, evaluate and propose changes to the plan

The Master Plan was originally developed by the Professional Development Committee through a series of meetings comparing the existing plan to the guidelines provided by the New Hampshire Department of Education Bureau of Credentialing (ED 512). The Professional Development Plan will be revised when necessary. This process will be a cycle of implementation, evaluation, and proposal of changes. 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.

Process for Updating the Master Plan

Amendments to the Master Plan may be made through the following process:

1. Suggested changes are submitted in writing to the Professional Development Committee.
2. These changes will be reviewed and discussed at the next committee meeting.
3. The committee will seek guidance and feedback from the staff, pertaining to the proposed changes.
4. Changes will be voted on at the next committee meeting.

Evaluation

- The Professional Development Committee is responsible for the annual evaluation of the Master Plan.
- The Professional Development Committee may conduct a brief survey of all staff regarding the plan, the process, and the effectiveness of the plan.
- Recommendations can be discussed and voted on by the committee, and if approved will become effective the following school year.

PDP Appeals Process

Ed 512.02 (c) (3) c

The committee will be involved with individual educator recertification and how appeals of decisions in that process will be handled

An employee may appeal the decisions of the PDC or Building Administrators regarding PDP approvals.

1. Within fifteen (15) school days of the Local PDC's or Administration's final, written decision, the employee must request a hearing before the PDC. The request is to be submitted in writing to the PDC Chair.
2. Within fifteen (15) school days of Appeal, the Chair will assemble the PDC (a quorum of a majority of PDC representatives is needed). The Chair will also notify the appellant employee within the same fifteen (15) school days of the time, location and requirements of the hearing.
Note: Both the Committee and employee have the right to have Union representation present at the meeting.

3. The Chair will communicate the determination of the PDC in writing to the employee within ten (10) days of the hearing. The determination(s) of the PDC are final.

Evaluation of the Professional Learning Effectiveness

The Professional Development Committee 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?

If the Professional Development Plan is effective:

- Professional development will increase educator effectiveness and improve student achievement.
- Educators will use student learning data and information to develop goals to improve student achievement.
- Educators will support one another and learn collaboratively.
- Professional development strategies and activities will meet the differentiated learning needs of educators.

The PDC will work towards refining the above indicators of effectiveness and develop and implement tools for their measurement.

The Professional Development Plan has a number of features that will collectively target increases in student learning and performance. These features include:

- Professional Development Activities should explicitly aim at increases in educator effectiveness and student learning achievement.
- As new strategies, such as review of student and teacher work, are put into practice, the resulting practices become part of the professional's responsibilities as an indicator of effectiveness.
- There should be a relationship between professional learning goals, the respective school and school district goals.
- It is understood that not all goals may be met and in this case adjustments should be made to the Educators Professional Development Plan.

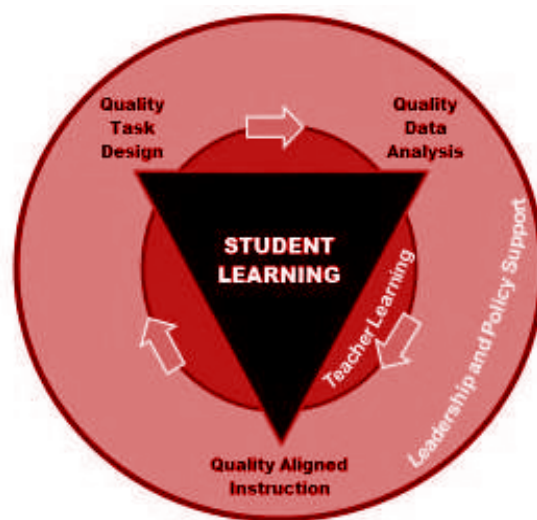
Data Collection, Interpretation And Use

SAU 23 is committed to student centered approaches to learning that target individual and collective understanding, growth and proficiency. 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.

Data

Data educators may review to determine students' needs include:

- Classwork
- Homework
- Projects
- Surveys
- Quality Performance Assessments (QPAs)
- Assessments (written or verbal)
- Standardized Assessments
- Competencies and Competency Rubrics
- Social Emotional Learning Survey(SEL)



Data Interpretation

Generally, decisions are made using this data, but other data/evidence may be used as well. The data may vary somewhat from building to building depending on the age and ability of the students. 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 focus the types of professional learning that will help them to overcome student learning challenges.

This provides opportunities for specialists, such as guidance 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.

Data Use

The SAU 23 is committed to identifying the learning needs of our students. The responsibility and process of determining the link between student performance and professional growth will become embedded in the educational setting by collecting and analyzing available data. The results will be used to implement necessary instructional and curricular changes. To this end, our master plan

reflects our commitment to analyze and use the data collected through the system outlined in the following matrix to:

- evaluate students' performance and identify student learning needs in relation to the: NH Curriculum Frameworks and/or the Common Core State Standards (CCSS) and expectations set out by SAU 23;
- identify, develop and/or revise district/school/individual level goals which target identified student learning needs and measure the effectiveness of individual professional development plans; and
- measure the effectiveness of the Professional Development Master Plan in improving student learning by the Professional Development Committee.

Identification of Local Student Learning Needs

Student needs on the local level will be identified through the use of the SAS tests, STAR reading and math testing. A variety of non-standardized methods such as daily observation of student progress, portfolios, report cards, and mid-term and final examinations are also used.

Standardized Measures			
Data Source	Collection	Analysis	Responsibility and Decision making at each school
State Accountability Assessment Tool for English Language Arts, Mathematics & Science (Such as AIR)	3-11	Reviewed annually by Administration and teams - designated Grades (4-8, 11; High school students may adjust to using the PSAT, SAT or ACT results as shown below).	Grade Level Teams, Guidance Counselors and Specialists use this data to inform their work. The respective teams inform specific decisions for professional development or curriculum changes with final decisions made by school/district Administration.
ASVAB (armed Services Vocational Aptitude Battery)	Locally administered once per year. Optional for high school students. Helps to identify different abilities.	Reviewed by guidance with individual students.	-Reported to students -Career and future planning
NAEP (National Assessment of Educational Progress)	Nationally administered given once per year to selected school.(grades 4,8,12)	Data analyzed by the federal government.	Used to assess a nation's academic progress.
Dynamic Indicators of	K-8 K-4 or K-2	Reviewed by	This data from these

Basic Early Literacy Skills (DIBELS, GateMacGinitie and AIMS Web)	Administrations annually and/or as necessary	Teachers and Administrators in Fall, Winter and Spring	assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, Counselors and Administrators.
Core Program Assessments (i.e. Reading Street, Everyday Math, EnVision Math and others)	K-12	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.
Fountas and Pinnell Reading Benchmarks	K-5 depending on the school	Reviewed by Teachers several times per year.	Used to track student progress and create reading groups.
Teacher Designed Assessments, Competency, Quality Performance Assessments, Common Course Assessments and Rubrics	K-12	Reviewed by Teachers and SAU Curriculum and Grade Level Teams with Administrators - Ongoing.	All teachers are designing performance assessments that include demonstration of skills. For example, argumentative 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.
SRI – Reading Fluency	9-12 Grade 6- 8 Seabrook	Reviewed by Teachers and School Teams 2-3 times annually.	Department Leaders and individual teachers use these results to inform instruction, personalize student learning and inform staff development needs. Administration supports changes to impact student proficiency.
PSAT/SAT/ACT	10-12	Annually	Counselors and Administrators analyze and use the data to set goals for student learning within schools.

Non-Standardized Measures

Data Source	Collection	Analysis	Responsibility and Decision making at each school
Data Sources	Collection Process Who Collects it? How Often? When?	Analysis Who analyzes it? What is the process?	Decision Making For what is the information used? How are the results reported? To Whom?
Attendance Data	Collected daily by teachers in grades K-12.	Administration reviews daily	-Reported to the state, parents, and staff -Used for monitoring individual student performance
Parent-Teacher Conferences	Information gathered from meeting with parents and teachers	Teachers process the information	-Used to gauge parental attendance -Collaborative discussions to inform personalized learning
Daily Observations of Student Progress	Daily modifications of instructional strategies to best accommodate student learning styles and needs.		
Report Cards	By grade level by teachers	Review individual student's grades and compare them to standardized testing results identifying any discrepancies and possible strategies to remediate the discrepancies.	
Mid-terms and Finals	By department: Compare individual classroom results and relate them to curriculum goals and instructional strategies. Identify any changes in		

	instructional strategies to be implemented in future courses.		
High School Graduation Rates	Gathered through Guidance Dept: Use graduation rates to measure the effectiveness of the strategies implemented to keep "at risk" students in school.		Fill this out
Retention/Double Promotion	Gathered through Guidance to measure effectiveness of both initiatives.		
Post Graduate Surveys	Gathered through Guidance Dept: Use these to measure the "long term" effectiveness of past services and compare to their individual professional growth.		
Post Secondary Education Rates	Gathered through Guidance Dept: Reviewed annually to ascertain fluctuations in students attending post-secondary education and determine causes for these fluctuations.		
Community Input	Gathered from a variety of sources and disseminated by building administrators to the general public.		

The above-mentioned professionals within each category will meet at least twice annually at staff meetings to discuss the results of the analysis of the data. If changes need to be made in curriculum, all stakeholders will be present during the analysis phase and changes can take place immediately. If the data suggests that professional development opportunities are needed, each group should direct suggestions to their building Professional Development representative.

Process and Requirements for Three Year Individual Professional Development Plans (IPDP)

Individual Professional Development Plans and Goals Required of all Educators Professional Development Plans

Teachers and administrators certified by the NHDOE are differentiated as beginning or experienced educators. Individual Professional Development plans are required for all educators for the purpose of continuous professional growth that supports their current job assignment and for their recertification. The certified educators included in this group are:

- Superintendents/Assistant Superintendents
- Directors/District Administrators
- Business Administrators
- Principals/Assistant Principals/Deans of Students
- Special Education Administrators
- Counselors
- Social Workers
- Teachers
- Media Supervisors and Specialists
- Any other professional educators
- Paraprofessionals

All educators (as defined above) will develop and complete a 3 year individual professional development plan that uses yearly goals/areas of inquiry that include self reflection and assessment of student growth.

Educators have three (3) options for documenting their Professional Development and Goals. This is consistent with the Professional Development focus in SAU 23 to improve student learning and grow as a professional. All learning must be documented in the electronic platform as adopted by the SAU.

Applicable Law

Ed 512.03 Individual Professional Development Plan.

(a) Each certified educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

(1) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in (3) below;

(2) The individual professional development plan shall be developed for a 3 year period consistent with the educator's certification(s) and incorporate one of the 3 options referenced in Ed 512.02(e);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

- a. The educator's self assessment or reflection on competencies referenced in *Effectiveness Model*, Ed 512.02(c)(6) and the content area standards referenced in Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, Ed 506.07, and Ed 507;
- b. Analysis of student work; and
- c. A review of school or district goals, or both;

(4) The individual professional development plan shall include components such as the following:

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

(5) The plan shall meet the requirements of the master plan as specified in Ed 512.02(e).

(b) Each certified educator whose credentials expire in a given year shall accrue total continuing education units of approved professional development activities prior to being renominated or reelected pursuant to RSA 189:14a. Professional development completed after nomination or election shall be counted toward the next 3 year recertification cycle which shall commence on July 1 of that same calendar year.

(c) A certified educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.

Establishing Individual Professional Development Goals

1. Professional staff will access My Learning Plan and access the Individual Professional Development Plan (Appendix B).
2. Staff will complete the form based on the directions provided on the form.
3. Staff will establish a minimum of three goals that must address the following three areas: Knowledge of subject and content areas taught; Knowledge of learners and learning; and Knowledge of effective, developmentally-appropriate teaching strategies.
4. Staff submit their form electronically to their building administrator or supervisor for approval.
5. Form is returned to staff for revision or with final approval.

The professional staff meets with their building supervisor no later than **October 1st** following his/her recertification year to develop a professional growth plan. This plan is intended to cover a three-year period, which aligns with the educator's recertification cycle. Short and long term goals are written and reviewed with the supervisor at the end of each year to assess the progress and determine if modifications, changes, or new goals are necessary for the following year. Professional goals are

written on the three-year Individual Professional Development Plan form on My Learning Plan and must reference SAU 23 goals.

Professional Development Activities

The activities educators engage in must align with the student-growth/learning focused goals that are approved in their three-year Individual Professional Development Plan. 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.

- Reinforce school and/or district improvement goals;
- Increase student achievement;
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each re-certification sought;
- Increase knowledge of learners and learning; and
- Increase knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which re-certification is sought.
- Activities that promote continuous improvement in exercising professional responsibilities and obligations.

Activities	Clock Hour Awarded	Required Forms
Independent study and immersion in content area	Up to 30 clock hours per certification as justified	<ul style="list-style-type: none"> - Course approval and reimbursement form - Reflection page - End product - Grade report/Certificate of Completion - Documentation of hours in My Learning Plan
New curriculum development and implementation	Up to 30 clock hours per certification as justified by project description and professional goal setting	<ul style="list-style-type: none"> - Course approval and reimbursement form - End product - Documentation of hours in My Learning Plan
Curriculum enhancement, modification, adaptation, and refinement	Up to 30 clock hours per certification	<ul style="list-style-type: none"> - Course approval and reimbursement form - End product - Documentation of hours in My Learning Plan
Coursework	15 clock hours per credit hour awarded by the college or university. 10 clock hours per credit hour for audited courses	<ul style="list-style-type: none"> - Course approval and reimbursement form - Grade report - Documentation of hours in My Learning Plan
Workshop, institutes, and seminars	Unlimited clock hours	<ul style="list-style-type: none"> - Course approval and reimbursement form - Certificate of completion - Documentation of hours in My Learning Plan
Action research/sabbatical	75 clock hours	<ul style="list-style-type: none"> - Reflection page - End product - Grade report/Certificate of completion - Documentation of hours in My Learning Plan

Examining student work and student thinking	Up to 30 clock hours per year per certification	<ul style="list-style-type: none"> - Course approval and reimbursement form - Reflection page - End product - Documentation of hours in My Learning Plan
Committees	Up to 30 clock hours per committee, per year	<ul style="list-style-type: none"> - Documentation of hours in My Learning Plan - Approved by Superintendent - Restricted to school and district level committees
Collaborative discussions/Study groups	Up to 30 clock hours per certification area as justified by project description and professional goal setting	<ul style="list-style-type: none"> - Reflection page - Documentation of hours in My Learning Plan
Mentoring	Up to 30 clock hours per certification area as justified by project description and professional goal setting	<ul style="list-style-type: none"> - Course approval and reimbursement form - Reflection page - Documentation of hours in My Learning Plan
Professional Networks	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	<ul style="list-style-type: none"> - Reflection page - Documentation of hours in My Learning Plan
Professional reading, videos, and audio tapes	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	<ul style="list-style-type: none"> - Course approval and reimbursement form - Reflection page - End product - Documentation of hours in My Learning Plan
Publishing related to educational profession	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	<ul style="list-style-type: none"> - Course approval and reimbursement form - End product - Documentation of hours in My Learning Plan
Community service	Up to 10 clock hours per certification area as justified by project description and professional goal setting.	<ul style="list-style-type: none"> - Course approval and reimbursement form - Reflection page - Documentation of hours in My Learning Plan

The fourteen activities listed above allow for an individual's plan to encompass activities unique to his/her specific needs for recertification. The expectation of this plan is that activities will be job-embedded professional development which is learning that occurs as educators engage in their daily work activities. It can be both formal and informal and includes but is not limited to discussion with others, coursework, mentoring, professional networks, and action research.

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 23 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 MLP with the Professional Learning Activity Form.

Documentation of Professional Learning

Each certified staff member will create and maintain a My Learning Plan portfolio along with supporting documentation. Information to be collected could include, but not be limited to, the following:

Section 1: Knowledge of Field (30 hours per certification)

This component relates to the individual's command of knowledge related to his/her primary teaching or service assignment.

- Transcripts
- Workshop attendance certificates and a brief summary of the useful outcomes of the workshop
- Write-up of job-embedded professional developments (teacher conversations centered around content area topics)
- Sample lesson plans
- Partnerships with experts in field and demonstration of application in the classroom
- Curriculum development
- Demonstration of personal growth in an identified weakness
- Professional readings/research
- Mentoring
- Student/parent feedback

Section 2: Knowledge of Learners and Learning (45 hours)

This component relates to the individual's understanding of the nature of different types of learners, learning, and best practices of instruction.

- Transcripts
- Workshop attendance certificates and a brief summary of the useful outcomes of the workshop. Write-ups of job-embedded professional developments (teacher conversations centered around effective teaching strategies and how children learn)
- Sample lesson plans
- Partnerships with experts in field and demonstration of application in the classroom
- Curriculum development
- Demonstration of personal growth in an identified weakness
- Professional readings/research
- Mentoring
- Student/parent feedback

Section 3: 5 Domains in the State Teacher Effectiveness Model

Each certified staff member will create and maintain a My Learning Plan portfolio including documentation to address the 5 Domains in the State Teacher Effectiveness Model:

1. Learner and learning
2. Content Knowledge
3. Learner Facilitation practice
4. Professional Responsibility
5. Student Learning

Multiple Certifications

A minimum of 75 continuing education hours is required for recertification for one endorsement area. An additional 30 continuing education hours is required for each additional endorsement area. Example: If you hold three endorsements (General Special Education, Learning Disabilities, and Elementary Education) you would need a total of 135 continuing education hours to renew your credential.

An individual may drop an endorsement area that he/she is not currently employed in and add it back at a later date by presenting 30 hours of professional development specific to the endorsement area. A \$20.00 fee is payable to the New Hampshire Department of Education. The endorsement will run on the same recertification cycle as the current credential. General Special Education and Early Childhood Special Education must be maintained if an individual holds a special education categorical endorsement.

Process for Recertification and Individual Professional Development Plan Completion

1. Certified staff member creates an Individual Professional Development Plan in My Learning Plan at the beginning of the certification cycle.
2. Professional Development activities are recorded during the three year cycle in My Learning Plan making sure they meet the objectives set forth by the Individual Professional Development Plan and the District Goals.
3. SAU 23 is notified of which staff is at the end of their certification cycle by the Department of Education
4. SAU 23 reviews the portfolio in My Learning Plan for each certified staff member needing recertification to ensure they have met the state requirements
5. SAU 23 notifies the Department of Education if each staff member has met the requirements for recertification
6. The staff member logs into <https://mydoe.nh.gov> and selects the Educator Information System. The staff member should see that they have a credential to renew, if they do not have a credential to renew they should contact the SAU 23 Central Office. Clicking "Renew" next to the license starts the renewal process.
7. Staff members will follow steps to confirm your identity and pay for the renewal on-line. You must complete all steps which includes paying for the licenses with a credit card. Staff wishing to pay for their renewal by check can find information at <https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>.
8. The certified staff member submits a copy of their renewed certification to the SAU office for their file.

Options for Documentation of Professional Development

Accumulation of Hours	Body of Evidence	Combination of Body of Evidence and Hours
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.

Individual Professional Development Plans Required of All Certified Educators

Each certified educator is to develop and fulfill a 3-year Individual Professional Development 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 Appraisal System (EAP) 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 is acceptable for credit.

Maintaining your license/certification is your professional responsibility and SAU 23 Teaching Contracts are contingent upon having current and valid certification in place. The information regarding recertification is based upon the New Hampshire educator standards and certification requirements, Chapter Ed 500: www.gencourt.state.nh.us/rules/state_agencies/ed.html.

All goals must be written in **SMART Goal** format:

Specific, strategic, significant, stretching
Measurable, meaningful, motivational
Attainable, agreed upon, achievable, action-oriented
Relevant, rigorous, rewarding, results-oriented
Time-based, timely, tangible

Educators should plan their professional development activities relative to these SMART 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.

Process

All certified educators are required to develop professional development goals and participate in activities that satisfy these goals. All certified educators in SAU 23 will establish a minimum of two goals by September 30. A Goal Review meeting is then scheduled with the supervising administrator by September 30th (this meeting takes place on an annual basis for staff in their first five years of employment).

Certified Educators include:

Superintendents, Assistant Superintendents, Business Administrators, Principals and Assistant Principals, District Administrators, Special Education Administrators, Directors, Counselors, School Psychologists, Social Workers, School Nurses, Teachers, Media Supervisors and Specialists, Certified Educational Assistants holding Para I or Para II, any Other Professional Educators who require certification from the State of New Hampshire.

Unique Professional Development Needs

All interns may participate in any and all activities offered through SAU 23. Individual Professional Development which requires a cost, will be at the individual's own expense.

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).

Reflect on the following:

- The results of your self-reflection form and self-assessment rubric.
 - Use of these tools may begin in April following recertification.
- Goals established by the SAU and your individual building.
- Data and information gathered per the detailed chart included in this plan.
- SAU 23 and building goals to identify an area(s) of focus for your three-year personal professional plan.
- Relation of goals to your job responsibilities and/or student success.

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. After completion of goals, the educator submits the Individual Professional Learning Plan

form. Short, descriptive goal titles auto-populate to your subsequent forms and are automatically routed to your assigned supervisor for approval.

New Employees

Teachers should provide documentation of their prior hours when beginning employment with SAU 23 if they are in the middle of a three-year cycle. 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 Individual Professional Learning Plan and self-assessment rubric and complete PD time/portfolio documentation for the completion of the recertification cycle in accordance with the SAU 23 PD Plan.

Departing Employees

A copy of the documented PD completed in SAU 23 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 23. They will then be moved to Inactive Status on Frontline.

Monitoring

Once the Individual Professional Development Plan is approved, and for the duration of the three-year certification cycle, the PL Request or PL Activity Form will be used to document the evidence that supports your progress in addressing your 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). These activities build professional portfolios of evidence of learning, and educators must use descriptive titles for activities and requests to ensure their portfolios communicate the essence of the activities. The educator should regularly check their Portfolio to ensure they are aligning their professional learning across their credentialed areas strategically, to reflect on your professional growth in your certification areas and position assignments.

Note: 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.

In the spring of the third year of the recertification cycle, educators complete a Goals Reflection Recertification Form to summarize their progress on defined goals (annually for Educators in their first 5 years of employment).