

**SAU #48
Professional Development
Master Plan**

July 1, 2023 - June 30, 2028



**Approved by SAU #48 Professional Development Committee
March 23, 2023**

**Approved by the State of New Hampshire, Department of Education
Bureau of Credentialing
June, 7, 2023**

**SAU #48
New Hampshire**

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Statement of Purpose

SAU #48 acknowledges that teaching is a complex job where knowledge and skills are always in need of refinement. This professional development master plan assists educators in their efforts to improve student performance and achievement, to build greater competence in teaching skills, to collect data that show knowledge of their field and knowledge about learners and learning, and to show evidence of improvement and refinement. This plan aligns with the National Learning Forward Standards (see page 5).

Beliefs About Professional Development

SAU #48 acknowledges that professional development is a process that fosters growth for individual educators within a supportive, positive, organizational environment. The SAU #48 professional development program:

- values and promotes collegiality, sharing and dialogue;
- improves and enhances the learning experiences and skills of students while preparing them to become productive members of society;
- promotes curriculum development aligned with NH College and Career Ready Standards;
- forms a vehicle for continuous improvement and review of teaching strategies and practices while meeting individual school district needs and addressing critical issues;
- links growth of individual educators to the local school districts' educational improvement goals, strategies and plans;
- supports teachers during the assessment process, with the primary goal being improved teacher quality and student achievement.
- includes best practices and work study habits.
- embraces diversity, equity, accessibility and inclusion.

SAU #48 will generate resources over time in support of our goals by agreeing that:

- budgets will reflect funds and/or reimbursements, as per contractual agreements, for professional development activities including courses, workshops, conferences, etc.;
- principals will facilitate and support staff time, stipends, etc. for such job-embedded activities as study groups, peer coaching, mentoring, visitations, action research, examining student work and thinking/scoring assessment and professional networks;
- grants will be written to support professional development (Title IIA, Title IV).

SAU #48 Philosophy of Education

SAU #48 is committed to education that fosters complete, productive individuals who are challenged by their school environment and to education that recognizes student differences. Embodied in this commitment is the responsibility to provide an educational environment that nurtures students' particular strengths, stimulates their personal growth, and encourages their contributions to the community.

Any programming designed to meet individual needs recognizes differences in learning style, rate, and level of interest. Programming should include flexible but comprehensive curricula of within-discipline and cross-discipline studies. These studies should allow for both vertical acceleration and horizontal in-depth study and research. Programming may require innovative scheduling; grouping that reflects varied ages, sizes, skills and interest; and multiple teaching strategies implemented by regular staff, mentors and a variety of resources.

We believe:

All students should be nurtured.

- Nurtured students exhibit strengths in many areas, including visual art, music, dance, drama, math, social studies, science, language, athletics, social interaction, leadership, creativity, interpersonal skills, communication, and technology education.
- Identification and assessment of student strengths should be documented.
- Identification and assessment of student strengths direct instruction.
- Strengths are dynamic, not static.
- Nurturing strengths is more important than labeling.
- A variety of learning options are required to meet programming needs.
- All students need to be able to analyze, research, and solve problems.

The educational program should:

- Foster problem solving and creative thinking skills.
- Develop self-directed learning (student-based research).
- Encourage development of self-awareness, personal strengths, and social responsibility.
- Promote students' self-esteem and realistic assessments of individual strengths and weaknesses.
- Prescribe particular curriculum for individual needs.
- Allow for peer-grouping interaction both in homogeneous and heterogeneous settings.
- Help develop future career expectations and skills.
- Provide opportunities for students to discover their interests and strengths.
- Broker learning opportunities from a variety of sources and areas.

SAU #48 Vision, Mission and Overarching Goals

GROWTH: EVERY PERSON, EVERY DAY, SOME WAY.

The mission of SAU #48 is to support an overriding endeavor to improve student achievement through the development of intellectual, social, emotional, and physical strengths to enable students to become lifelong learners and productive citizens.

To best recognize and achieve the mission of SAU #48 and to ensure that all educators contribute to its success, the following have been identified as the overarching goals of the District:

- To continuously improve student performance and achievement.
- To use multiple forms of assessment to provide data to inform instruction.
- To provide support and training in order for all professionals to grow and develop in assessment and instruction.
- To ensure a safe and supportive school environment.
- To sustain an open environment of collaboration and communication.

SAU #48 Standards for Professional Learning

[SAU #48 adopted the National Learning Forward Standards for Professional Learning](#)

The National Learning Forward Standards for Professional Learning were revised in 2022 to reflect three primary strands; Rigorous Content for Each Learner, Conditions for Success, and Transformational Processes.

Rigorous Content for Each Learner

- Professional Expertise - Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
- Curriculum, Assessment, and Instruction - Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
- Equity Practices - Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

Conditions for Success

- Resources - Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.
- Leadership - Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
- Culture of Collaborative Inquiry - Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
- Equity Foundations - Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

Data Collection, Interpretation and Use

Data Assessment

The [data](#) used on an annual basis to help identify student needs and consequent professional development needs will include:

- Local grade level assessments such as: AIMSweb Plus; Fountas & Pinnell Benchmark Assessments, Standardized Testing and Reporting (STAR) Assessment
- Northwest Evaluation Association (NWEA) (state-aligned computer adaptive test which measures student achievement and growth) Annual
- NH Statewide Assessment System (SAS) for ELA, Mathematics, and Science
- PSAT and SAT assessments Annual
- Report cards, progress reports, electronic portfolios, alternative assessments, common assessments, attendance;
- Information from parent conferences, parent advisory committees, school boards and other community representatives.

Each school based data team has a distinctly unique approach. Each school has a core data team that uses the following 5 phases of data analysis as a guide.

1. Predict the Data - Identify past experiences, preconceived ideas, and assumptions
2. Observe the Data - State what you observe without reaching conclusions or giving recommendations
3. Interpret Data and Make Inferences - Look for relationships, cause and effect, and inferences

4. Consider Implications for Practice - Note what works, what's missing, and what needs to change for your teaching practice
5. Reflect on the Process - Review process, learn for next time, plan for future efforts

Data Usage:

Data can be used in different ways depending on who is looking at the information gathered and why. Data allows teachers to see how their students are performing daily and to use that information to personalize instruction and provide additional support through mentoring and coaching. It allows students to see a real-time snapshot of their performance and progress, as well as giving parents/guardians access to their student's educational experience. It also allows school principals and district administrators to analyze achievement gaps between groups of students and design interventions to close them. School principals and district administrators can also use data in order to determine professional development needs for school employees.

Additional details regarding data collection, review, and usage are provided below.

Curriculum and Instruction Assessment

Administration and teachers review standardized test results, report cards, progress reports, and special education assessments looking for trends or inconsistencies. In addition, the administrative team reviews instructional practices and curriculum for the following:

- Criteria for lesson planning
- Alignment to standards and benchmarks
- Appropriateness of activities to the lesson
- Evidence of assessment
- Variety of assessments
- Verify that multiple data points are used to inform instruction.

The special education team identifies needs in terms of special education that would benefit student learning. The special education team also identifies specific professional development needs which may be related to specific student needs.

Classroom Assessment

Teachers, individually or in groups, use a variety of data sources to:

- review whole class or grade level data to articulate individual student and class needs;
- derive feedback on the effectiveness of specific lessons;
- review grade level data in a previous year to identify focus areas;
- gather data regarding specific students for referral to special education, Title I Reading, guidance, school nurse, or other services;
- guide overall teaching and focus;
- determine individual and school professional development needs based on student performance and identified needs.

Community Communication

Examples of data input from community sources such as the school board, parent contacts, parent conferences, parent advisory committee and other community representatives are:

- comments, concerns and praise regarding teachers and their influence on students
- comments and opinions about what should be reported to parents and how this will be done
- feedback regarding school policies and procedures
- concerns and feedback about content to be taught, texts or materials to be used, conduct and safety, etc.
- website support for parents (curriculum competency websites and Title I resources);
- written parent contact reports;
- Powerschool
- Public Surveys such as iPlatform and iReport

Through these formal and informal data sources, staff members identify trends (items that are expressed more than once and from multiple sources), specific classroom applications and/or school-wide issues. Items that relate specifically to student learning are also processed in terms of any required professional development needs.

Data Matrix

SAU #48 uses the following data matrix to follow a planned, organized, systematic approach to collecting, analyzing, and utilizing data and information about student academic achievement to inform district, school and individual improvement efforts, and to drive instruction.

DATA SOURCES <i>Identify the types</i>	COLLECTION PROCESS <i>Who collects it? How often? When?</i>	ANALYSIS <i>Who analyzes it? What is the process?</i>	DECISION-MAKING <i>What is the information being used for? For what purpose?</i>
NWEA Assessment • English Language Arts (K-8) • Mathematics (K-8)	Administered by classroom teachers and staff in the fall as well as winter and spring for Tier II and Tier III.	Staff and administration	• Drive instruction • Student placement in small, flexible instructional groups • Track student's progress over time
NH Statewide Assessment • English Language Arts (3-8) • Mathematics (3-8)	Administered by classroom teachers and staff in the spring.	Staff and administration	• Drive instruction • Student placement in small, flexible instructional groups

Science (5, 8, 11)			Track student's progress over time
PSAT - 8/9 and 10 Entrance test to Grade 9 and 10		Staff and administration	Analyze data for 9th grade and 10 grade placement and course scheduling.
College Board SAT All 11th graders	Administered by teacher proctors in the spring.	Staff, administration, students, and parents	- Track student's progress over time - College application process
AIMS Web (Plus) - Reading (K-8) - Math (K-8)	Administered by interventionists, special educators, classroom teachers and staff.	Staff and administration	- Drive instruction - Student placement in small, flexible instructional groups - Track student's progress over time
Reading Benchmark Assessment Systems	Administered by interventionists, special educators, classroom teachers and staff.	Staff and administration	- Drive instruction - Student placement in small, flexible instructional groups - Track student's progress over time

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 individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

Procedure for Developing an Individual Professional Development Plan (IPDP):

- 1) The educator completes a self-assessment. The assessment should be based on:
 - A) Professional educator standards and the certification requirements for a given endorsement and assignment. See www.gencourt.state.nh.us/rules/state_agencies/ed.html : Ed 505.07, Ed c506, and Ed 507.
 - B) Local educator standards such as those used in the district educator evaluation system.

C) An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.

2) Educators choose at least one goal aligned to the organizational (school/district) goals. SAU48 does not require that teacher goals follow a specific format. With this in mind, it is helpful to consider what makes a goal clear and well defined. Below are a few different models that can be considered in creating a goal:

1. SMART

- a. **Specific** - What goal are you trying to accomplish and why?
- b. **Measurable** - How will you know you've achieved your goal? What is your intended outcome?
- c. **Achievable** - What actions will you put in place to ensure you achieve this goal?
- d. **Relevant** - How does this goal align with your role as an educator?
- e. **Time-bound** - What is the timeline for achieving this goal?



2. GATE

- a. **Goal** - What do you want to achieve?
- b. **Action** - How will you accomplish the goal?
- c. **Target Completion Date** - When do you anticipate your goal will be met?
- d. **Evidence of Goal Attainment** - How will you know your goal has been met?

3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:

- a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;
- b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
- c. Professional standards as referenced in the local evaluation system; and
- d. Effective instructional practices related to school and district goals that increase student achievement.

The goals are to be developed from the following data sources:

- a. The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
- b. Analysis of student work;
- c. Analysis of student achievement data, if available; and
- d. A review of the school or district master plan needs assessment.

- 4) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
- 5) Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work. Examples of evidence can include attendance certificates, transcripts, work completed at the
- 6) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
- 7) When the plan is completed the Superintendent recommends renewal online to the NH Department of Education through EIS. (Ensure that there is a sign-off for completion of the professional learning requirement at the local level.)

Documentation of Professional Learning:

Educators are to select and prescribe in their individual education plans one of the following options for documenting professional learning gained through the completion of job-embedded or formal professional development activities and the contribution of that learning to the fulfillment of their individual professional development goals:

- The development of a body of evidence that documents job-embedded or formal professional development;
- An accumulation of a minimum of 75 continuing education hours/units with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development; or
- A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school and/or district goals and content areas.

Overview of Professional Development Requirements

Guide to Recertification

Step 1: Choose your option

Option 1	Option 2	Blended
In this traditional option, the educator will submit a plan outlining personal professional goals that are relevant to the content areas and the district/school goals. The educator will pursue these goals by accumulating a minimum of 75 continuing education units (CEU's) <i>[formerly clock hours]</i> documenting job-embedded and/or formal professional development activities.	Option 2 involves a plan in which the educator(s) develop a customized long-term (up to three years) project that incorporates a goal of positive impact on student performance with the intent of professional growth. While the project may be completed in less than three years, a three-year timeline may include: Year 1 1. State the goal(s) related to improving student learning and achievement 2. Develop the plan of action. Year 2 1. Collect data/information. 2. Analyze and evaluate data/information. Year 3 1. Formulate the conclusion which addresses the impact on student learning and achievement. 2. Share the findings. Option 2 may also be a portfolio of short term projects designed to meet the goals	An educator may develop a comprehensive 3-year individual Professional Development Plan that blends the above Option 1 and Option 2. Such a plan will be a combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the district and/or school improvement goal(s) and content areas.

	outlined in the three-year plan. The submitted plan will include a description of the three-year project, goals to be met at the conclusion of the project, and projected strategies for each year of the action research. Progress reports are submitted at the end of years 1 and 2; a final report is submitted at the end of year 3.	
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Step 2: Write your goals

SAU Goals: Pick 1

1. To continuously improve student performance and achievement.
2. To use multiple forms of assessment to provide data to inform instruction.
3. To provide support and training in order for all professionals to grow and develop in assessment and instruction.
4. To ensure a safe and supportive school environment.
5. To sustain an open environment of collaboration and communication.

Personal Professional Goals

Write **two additional goals** for your recertification. See the tools below for helpful writing guidelines or see your administration. **If you have more than one certification, you need an additional goal for each certification.**

GATE Goals

- a. **Goal** - What do you want to achieve?
- b. **Action** - How will you accomplish the goal?
- c. **Target Completion Date** - When do you anticipate your goal will be met?
- d. **Evidence of Goal Attainment** - How will you know your goal has been met?

SMART Goals

- a. **Specific** - What goal are you trying to accomplish and why?
- b. **Measurable** - How will you know you've achieved your goal? What is your intended outcome?
- c. **Achievable** - What actions will you put in place to ensure you achieve this goal?
- d. **Relevant** - How does this goal align with your role as an educator?
- e. **Time-bound** - What is the timeline for achieving this goal?

Step 3: Earning Your Hours

1 Certification	More Than 1 Certification
75 Total Hours • 30 continuing education units (CEU's) in knowledge of subject or field of specialization for each endorsement in which recertification is sought • 45 continuing education units (CEU's) addressing SAU, district, and/or school goals.	75+ Total Hours • 30 continuing education units (CEU's) in knowledge of subject or field of specialization for each endorsement in which recertification is sought ○ If you have more than one certification, you need an additional 30 hours per each certification. • 45 continuing education units (CEU's) addressing SAU, district, and/or school goals.

Tip: To see how you can earn hours, look at the Professional Development Master Plan (insert page numbers here)

Step 4: Recertification

1. Close out all of your Professional Development for the year on My Learning Plan (Frontline). Reflect and Mark Complete.
2. Let your building administration know that you are done and ready for recertification
3. Building Administrator will alert your Assistant Superintendent
4. Assistant Superintendent will look and approve or deny your recertification
5. If approved your name will be sent to the NHED for recertification
6. Keep an eye out for an email from the NHED to pay for your recertification

In order to teach in a public school in the State of New Hampshire, personnel are required to be certified. An educator's certification credential is issued by the New Hampshire Department of Education and is valid for three years, to be renewed every three years.

All certified personnel in SAU #48 **must have their 3 year plan approved by October 1 in the first year of their 3 year cycle. By April 15 at the end of their three year cycle**, personnel must complete their reflections on all activities for the purpose of recertification and as a condition of employment. Certified personnel include superintendents, assistant superintendents, business administrators, principals, assistant principals, district administrators, special education administrators, directors, counselors, social workers, teachers, media supervisors, media specialists, any other professional educator, and paraeducators.

The three-year professional development plan will coincide with the educator's New Hampshire certification cycle. Prior to setting professional goals, the educator will consider a self-assessment of his/her professional learning needs, analysis of data and information regarding student learning and achievement, and a review of SAU, district, and/or school improvement goals. The plan will include personal professional goals relevant to the educator's certification classification and the educator's current assignment. Individual professional development goals will also address knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought; knowledge of learners and learning; and knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.

Certified Paraeducators and Professional Development

Each certified paraeducator must develop and fulfill a three-year individual professional development plan for the purpose of continuous professional growth, recertification and as a condition of employment. The three-year professional development plan will coincide with the paraeducator's New Hampshire certification cycle.

The paraeducator will submit a plan outlining professional goals that are relevant to the job assignment and the district/school goals. He/she will pursue these goals by **accumulating a minimum of 50 continuing education units (CEU's) documenting job-embedded and/or formal professional development activities**.

Professional growth is the acquisition of additional information or skills related to one's role as a paraeducator. It may include such activities as college courses, local in-service seminars or workshops, institutes, conferences, webinars, professional reading, independent study and research. Additional information and guidelines for a variety of activity types is located elsewhere in this Professional Development Master Plan (see page 5 and on Frontline Education: Professional Growth).

The paraeducator seeking recertification will use the same process, timeline, and *Frontline Education: Professional Growth* software described in this Master Plan to manage and document professional growth plans and activities.

***Frontline Education: Professional Growth* Web-Based Documentation**

SAU #48 has selected ***Frontline Education: Professional Growth*** (<https://www.frontlineeducation.com/>) as the web-based service through which all educators will manage and document their professional growth. Each certified educator will be provided with access to the program, which will allow submission of the 3-year plan, approval requests for activities, reflection on completed activities, calendar of available professional activities, and completion of the 3-year plan for recertification. Training and assistance in using *Frontline Education: Professional Growth* will be provided by the building professional development representatives or a representative from the SAU office.

Overview of the Process – Your Individual Professional Development Plan

Step 1 – Prepare to Write Your Plan (Year 1)

Review any self-assessments (formal or informal) or past work which might be appropriate and relevant. Review previous professional development plan(s) and activities.

Know and/or have available for reference any local, state or national documents which describe relevant educational issues, such as:

- school mission/philosophy and expectations;
- school goals;
- school board goals;
- school data regarding student learning and achievement;
- Performance Pathways;
- College and Career Ready Standards;
- National curriculum standards;
- NWEA

Identify possible goals. Collaborate as necessary with colleagues, professional development representatives, administrators, etc.

Consider the following for each endorsement:

- student learning needs
- knowledge of subject
- overarching SAU and district goals

Step 2 -- Write Your Plan (Year 1)

Design your individual professional development plan to include one or more goals that:

- improve knowledge of learners and learning,
- improve student learning and achievement,
- increase knowledge of subject and content areas taught,
- increase knowledge of the field(s) of specialization for which certification is being sought,
- increase knowledge of effective teaching strategies and best practices, and/or
- support the goals of the district/school improvement plan.

Review the requirements for Option 1, Option 2, and Blended Option 1/Option 2 plans and select the plan which will best guide the attainment of identified goals.

Develop a draft of the 3-year plan and collaborate as necessary with colleagues, professional development representatives, administrators, etc.

Step 3 -- Submit Your Plan (Year 1)

Submit your individual professional development plan by **October 1** of the first year of your three-year certification period. Submission of the three-year plan, for prior approval, is through the SAU #48 link to the web-based software program *Frontline Education: Professional Growth* (<https://www.frontlineeducation.com/>).

Once the plan is submitted, it will be approved by the building principal, the building professional development representative, and the assistant superintendent, respectively.

An important consideration in the development of individual professional development plans is consistency and constancy in administrative approval of plans. In approving individual professional development plans, the building principal looks for the impact on student learning, the impact for professional growth, use of data to inform the plan, desired results, and anticipated activities to meet the goals aligned with National Learning Forward Standards (see page 5). You can not apply for activities on Frontline Education: Professional Growth without having your 3 year plan approved.



VIDEO SPOTLIGHT [Enter Your 3 Year Plan](#)

Take a look at this short video that shows how to enter your 3 year plan into the Frontline My Learning Plan system.

Step 4 -- Pursue Your Goals (Years 1, 2, and 3)

Select activities that are relevant to the identified Option 1, Option 2, or Blended Option 1/Option 2 goals. Descriptions of and requirements for a variety of relevant job-embedded and formal professional growth opportunities are listed elsewhere in this Master Plan.

Consider how each activity relates to and/or reflects one or more of the following:

- increased student performance or achievement
- content of the school/SAU curriculum for educator's certification or content area(s)
- school district mission, philosophy, expectations and goals
- school district initiatives
- College and Career Ready Standards
- national standards for educators certification or content area(s)

Use *Frontline Education: Professional Growth* to request prior approval for relevant activities, to submit follow-up reflections on the value of activities, and to request final approval for professional development credit and reimbursement. Activities submitted through *Frontline Education: Professional Growth* will be approved (both prior and final) by the building principal, the district bookkeeper, and assistant superintendent.

Document all job-embedded and formal activities to be applied toward your professional development portfolio and/or recertification. This includes (but is not limited to):

- activities that involve time out of the building and/or that will require reimbursement for appropriate expenses;
- school-sponsored or SAU-sponsored activities that may or may not require time out of the building or reimbursement;
- in-school professional growth activities such as committees, curriculum work, in-service days, etc.; or
- all other activities that the educator wants to document as part of a professional portfolio.

VIDEO SPOTLIGHT



[Enter an activity into Frontline/My Learning Plan](#)

Take a look at this short video that shows how to enter a PD activity into the Frontline/ My Learning Plan..

Guidelines and procedures for payment and/or reimbursement for activities are determined by SAU#48 policies, individual district policies, and district negotiated contract language (individual school/districts Collective Bargaining Agreements).

Educators pursuing an Option 2 plan must submit, at the end of years 1 and 2, an annual progress report to describe the evidence collected and the individual growth during the respective years.

Step 5 -- Complete Your Plan (Year 3)

By **April 15** of the third year of the plan, each educator must submit the completed three-year plan (Option 1 or Option 2) and all relevant activities for final approval.

All activities being applied toward the renewal of certification will be documented showing final approval in the educator's Portfolio/Transcript portion of *Frontline Education: Professional Growth*.

The educator's completed three-year plan will be submitted through *Frontline Education: Professional Growth* for final approval by the building principal, building professional development representative, and assistant superintendent, respectively. Upon final approval by the assistant superintendent, he/she will issue the New Hampshire certification renewal form to the educator.

VIDEO SPOTLIGHT



[Steps for Recertification](#)

Take a look at this short video that shows the recertification steps in Frontline/ My Learning Plan.

Transfer of Professional Development Activities from Other Districts

Newly hired staff whose certification expires a year after their employment in the district begins shall complete a one-year plan, and those whose certification expires two years after their employment shall complete a two-year plan. Professional development hours earned prior to employment in SAU #48 should be integrated into the portfolio as documentation of prior accomplishments.

Carry-Over of Activities Between 3-Year Periods

Professional development activities completed in the third year after nomination by the superintendent and after completion of the three-year plan will be applied to the next three-year recertification cycle beginning on July 1 of that same calendar year.

Appeals Process

In the event that any part of an educator's professional development program is not approved, an appeals process will be followed. The appeals process may be initiated in the following situations:

- Denial of preliminary or final approval for an educator's individual professional development plan
- Denial of a professional development activity request
- Denial of continuing education units (CEU's) for an activity

The appeals process will follow the order indicated below. The individual has the option of meeting at each step with the person/committee hearing the appeal.

1. Building principal, administrator or immediate supervisor

The professional or paraprofessional aggrieved party discusses the denial with his/her building administrator or immediate supervisor.

2. Building professional development committee representative

Within fifteen (15) working days of the denial at the previous level, the educator should submit a written appeal for reconsideration to the building representative of the Professional Development Committee. The letter should include specific information on the issue of disagreement, the nature of the problem, the reason there is a disagreement, a copy of any form(s) in question, and a brief rationale stating why the professional feels the goal, activity or hours should be approved.

Upon the receipt of the written appeal request from the educator, the building representative of the Professional Development Committee will meet with the educator and building administrator in an attempt to resolve the issue.

3. Professional Development Committee

The building representative of the Professional Development Committee will contact the committee chairperson for inclusion of the appeal as an agenda item on the next scheduled monthly meeting. The committee will review the issue as presented by the building representative. If the aggrieved party and the building administrator wish to present their views, they may do so at this time. The decision on the appeal will be by vote of the Professional Development Committee as a whole, with a 2/3 majority vote needed to approve the appeal. The aggrieved party, the building administrator and the superintendent will be notified in writing of the committee's decision within ten (10) working days. If either the aggrieved party or the building administrator wishes, they may then appeal in writing within fifteen (15) working days to the superintendent of schools.

4. Superintendent of Schools

The decision of the superintendent will be final and binding on all parties. The decision of the superintendent will be communicated in writing within ten (10) working days.

Guidelines for Professional Development Activities:

The SAU #48 professional development process fully supports teacher choice in pursuing professional growth opportunities which are aligned with professional goals, including job-embedded learning, self-directed learning and formal activities. Professional development activities may include, but are not limited to, collegiate or graduate work, workshops, seminars, institutes, observations, independent study, study groups, professional reading or travel, grant writing, peer coaching, mentoring, and/or curriculum development.

While we recognize the value of work experience and volunteer activities in one's professional growth, these experiences do not in themselves constitute professional growth for recertification purposes. However, if one receives training for such experiences, that training may constitute growth if it relates to improved performance as an educator and improved learning for students.

Within the context of an educator's individual professional development plan, job-embedded learning will be supported by SAU #48. **Job-embedded** professional development is the learning that occurs as educators engage in their daily work activities and that results in increased skill and knowledge needed to assist students to reach high standards. It is the documented professional learning that occurs in the course of an educator's work.

There are many types of on-the-job learning, some formal and others informal. Study groups, reflective logs, action research, peer coaching and mentoring are just a few examples of job-embedded learning.

In *study groups*, a small number of educators come together to learn more about a particular topic. The group reviews and discusses the topic, reads literature on it, and may visit model programs. In contrast to study groups, keeping a *reflective log* is a more individual practice. Reflective logs are used to encourage learning from the successes and problems a participant encounters during the workday. Educators not only summarize what happened, but they summarize what they have learned. Typically, participants share these logs with other colleagues who offer further insight and advice.

A third example of job-embedded learning is *action research*. Educators gather data and information about their performance and their work environment and then systematically analyze their findings individually or with other colleagues. This practice reveals certain trends and tendencies and allows participants to reflect on what changes need to be made. Educators then implement these changes and continue to gather research to see if the new approach is effective.

Overall, on-the-job learning is a practical method that offers an easier, more effective method to ensure that education is constantly improving.

Suggested Professional Development Activities:

One continuing education unit (CEU) equates to one clock hour of contact time. All activities will be submitted through *Frontline Education: Professional Growth* for prior approval and for final approval.

Curriculum or Program Development and/or Modification

Development of Teaching Aids, Materials, or Resources

Educators may create new curriculum or unit(s) of instruction or modify existing curriculum to more fully meet the needs of all learners. Documentation should include goals, objectives, sample activities, and evaluation strategies. This category may also include the development of teaching aids, materials, or resources for the classroom to improve student learning and achievement. This involves all aspects of the curriculum development process.

CEU Award: Up to 30 CEU's per certification/endorsement area

Externships / Internships

This category provides opportunities for educators to engage in authentic learning experiences. Experiences in an educator's particular field of study allow the educator to learn the content, process, culture and ethos of their subject matter. For example, educators can become part of a team in a business or research setting and bring the experience back to the classroom. These experiences must be long term.

CEU Award: Up to 30 CEU's per certification/endorsement area

Action Research (Individual and/or Group):

Action Research is a process of systematic study examining a teacher's own teaching and his or her students' learning by engaging in a research project directly related to the teacher's daily work. This study includes 1) stating a hypothesis, 2) developing a plan of action, 3) collecting data 4) analyzing and evaluating data, 5) formulating a conclusion, 6) reflecting on the conclusion, and 7) reporting and sharing with colleagues. Through action research findings, educators are committed to promoting changes that would have a positive effect on student performance.

Examples may include examining student thinking and products to understand learning strategies; identifying learning needs, appropriate teaching strategies, and materials; developing rubrics; reviewing national and district assessment results.

CEU Award: 10-75 CEU's per certification/endorsement area

Professional Reading / Media Interaction:

Educators have opportunities to reflect on teaching and learning through professional journals, books, multimedia, video/online instruction, and self-teaching activities. Educators also gain professional knowledge through other technology-based resources, such as electronic newsletters, listservs, blogs, professional virtual communities, professional online discussion

groups, video conferencing, and webinars. This allows educators to increase their understanding of new information and build on existing knowledge specific to content areas or teaching methodologies. Submit a bibliography with a description of the knowledge gained through the reading or media interaction.

CEU Award: up to 30 CEU's per certification/endorsement area

Visitations / Observations:

Educators will visit other schools or classrooms for a specific purpose. The experience of observing others practicing the craft of teaching helps teachers to translate new knowledge into practice and to reflect on their own instructional techniques. Observations and visitations may be initiated by a staff member or his/her supervisor, for the purpose of observing a program or practice related to the professional goals of the staff member and/or the goals of the district. Credit is not awarded in this category for observing a peer in a coaching situation (see *Peer Coaching and Mentoring*).

CEU Award: Up to 30 CEU's per certification/endorsement area

Workshops / Seminars / Conferences:

Educators can learn from facilitators or leaders with specialized expertise as well as from peers. This allows teachers to connect with outside sources of knowledge in a focused manner. Activities must be aligned with established professional and district goals.

CEU Award: 1 CEU for each clock hour of contact time

Committee Membership and Leadership:

Committee membership includes building, district or state level education-related committees. These may include long or short-term commitments, as well as full day off-site or summer work sessions. Include purposes and outcomes of the committee work. Committee work must be aligned with established professional goals. Dates of meetings attended should be recorded in *Frontline Education: Professional Growth*.

CEU Award: up to 30 CEU's per certification area

Collaborative Discussions / Study Groups / PLCs:

Study groups give educators the opportunity to engage in regular, structured, and collaborative interaction regarding topics of interest having to do with teaching and learning. Participants in a study group will determine their own focus for learning with a given topic and should determine the format for the sessions. This may include collaboration between individual educators providing opportunities to discuss classroom strategies, techniques, resources, teaching, and learning styles. Meeting notes may serve as the log.

CEU Award: up to 30 CEU's per certification area

Professional Publication:

Educators are encouraged to pursue the opportunity to publish articles in professional journals (print or online) that reflect on teaching and learning. This may include examination of classroom experiences, assessing the impact of teaching methodologies, and relating enhanced

teaching practices to improved student performance. Submit a copy of the published article or draft submitted for publication.

CEU Award: up to 40 CEU's

Grant Writing:

The writing of grants designed to assist teachers in the purposeful improvement of the delivery of instruction may be pursued for the acquisition of materials or equipment, or for curriculum and program development.

CEU Award: 1 CEU for each clock hour

Professional Travel:

Travel provides opportunities for educators to collect ideas, concepts, and materials to use in their classrooms. Submit a description of the trip and several classroom activities resulting from your travel experience, demonstrating how the activity would be used in the classroom. An end product is required (brochure, slideshow, books gathered for classroom use).

CEU Award: up to 20 CEU's

Developing Professional Presentations:

Educators are encouraged to build the skills and knowledge needed to create learning experiences for other educators. Developing effective professional presentations includes the design of appropriate professional development strategies, presenting, demonstrating, and supporting teacher learning and change.

CEU Award: for each hour of presentation, a maximum of 5 CEU's of preparation will be awarded. For a repeated workshop, presenters will receive CEU's for the equivalent of additional presentation time plus one CEU for preparation per additional presentation hour.

College/University Course Work / Distance Learning:

Courses provide structured opportunities for educators to learn from facilitators with specialized experience and the opportunity to focus on topics of interest with other educators. Courses may be face-to-face or online.

CEU Award: 15 CEU's per college semester hour credit

Audited courses: the number of professional development hours shall not exceed 15 CEU's per college credit. Proof of attendance/grade report required for assignment of hours and reimbursement.

Peer Coaching and Mentoring:

Peer coaching is defined as an educator working with another professional to assist him/her in improving instructional strategies. Cooperative activities between educators will result in increased learning for both parties.

Mentoring is defined as an experienced educator sharing his/her expertise with new teachers and candidates seeking alternative certification. The experienced educator will work with a beginning educator to enhance the beginner's job-related skills, knowledge and classroom practices.

This requires multiple observations and conferences and a detailed log to verify.

CEU Award: Mentoring or Peer Coaching: up to 125 CEU's (based on PSU certificate)

Supervision of Student Teachers:

Activities in which an experienced educator works with a pre-service teacher to supervise job-related skills and knowledge. It may include:

- Analyzing classroom activities
- Analyzing skills/proficiencies
- Identifying strengths and weaknesses
- Providing support
- Providing guidance and feedback
- Providing problem solving guidance
- Sharing resources, insights, practices, and materials

CEU Award: up to 125 CEU's (based on PSU certificate)

Professional Organization Memberships:

Credit may be awarded to educators who are active members of professional organizations where they can share what they have learned through their networking activities. This links professionals with others to pursue shared goals and interests, and to address common problems. For example, a member of a district math committee could receive credit for involvement in the National Council of Teachers of Mathematics (NCTM).

CEU Award: up to 30 CEU's per organization

Community Collaboration:

Community partnerships involve working collaboratively with a business, industry, community agency, or university to develop and maintain a relationship. Credit is awarded for organizing programs that promote partnerships within the educational community. The proposal should include a description of the type of partnership to be developed and the anticipated impact on student learning.

CEU Award: up to 30 CEU's

Website Development:

Create and maintain a class website or Google Classroom. Be sure to provide the link to your website or Google Classroom in Frontline Education: Professional Growth.

CEU Award: up to 45 CEU's

Multimedia Instructional Support Materials

Create and maintain multimedia instructional support materials. Please include a link to your instructional materials in Frontline Education. Examples include:

- Blogs
- Podcasts
- Video production applications such as screencastify and loom
- Classroom social media posts such as Instagram, Facebook, and Twitter
- Virtual bulletin boards such as padlet
- Class YouTube channel

CEU Award: up to 45 CEU's

SAU #48 Professional Development Committee

Purpose and Responsibilities

Under the direction of the superintendent or his/her designee, the SAU #48 Professional Development Committee shall:

- Develop the Professional Development Master Plan in accordance with relevant local school board policies, state statutes, Department of Education and State Board of Educations regulations, and national standards
- Communicate the Master Plan to all staff in SAU #48
- Provide training for new staff members and ongoing assistance to existing staff in the professional development process and software
- Monitor the effectiveness of the Master Plan and administration of the process;
- Collect feedback from staff and administrators relative to identification of needs for in-service education
- Assist in the development of professional development opportunities through the SAU #48 Central Office and the individual districts;
- Communicate professional development opportunities available through outside agencies and resources;
- Serve as an appeals board for disputes in the individual professional development process;
- Review the Master Plan and make recommendations for changes if necessary.

SAU #48 Professional Development Committee Membership

The SAU #48 Professional Development Committee shall be composed of not fewer than 14 members with the following representation:

- *1 SAU #48 Administrator* (Assistant Superintendent)
 - *13 Teacher Representatives* from the districts as outlined below
- | | |
|-------------------|--|
| 2 representatives | Campton Elementary School
(Campton School District) |
| 2 representatives | Holderness Central School
(Holderness School District) |
| 2 representatives | Plymouth Elementary School
(Plymouth School District) |
| 3 representatives | Plymouth Regional High School
(Pemi-Baker Regional School District) |
| 1 representative | Russell Elementary School
(Rumney School District) |
| 2 representatives | Thornton Central School
(Thornton School District) |
| 1 representative | Waterville Valley Elementary School
(Waterville Valley School District) |
| 1 representative | Wentworth Elementary School |

(Wentworth School District)

· 1 *Building Administrator* (this position may take the place of one of the teacher representatives listed above)

· 1 *Paraeducator* (this position may take the place of one of the teacher representatives listed above)

Additional input will be regularly solicited from Plymouth State University. SAU #48 has a partnership with Plymouth State University who provides structured, formal, and online courses which relate to individual or district goals and will enhance the performance of the teacher in the classroom. Several university professors mentor/guide our educators through the Master of Education or Certificate of Advanced Graduate Studies process.

2022-2023 Committee Membership

Campton Elementary School: AJ Coppola and Brooke Duchette

Holderness Central School: Heather Goodwin and Elizabeth Chaffee

Plymouth Elementary School: Sarah Thompson and Jacquelyn Reed

Plymouth Regional High School: Doug Ross and Emelia Fleck

Russell Elementary School: Ben Ludwig

Thornton Central School: Amy Gagnon and vacant

Waterville Valley Elementary School: Sarah Stoppe

Wentworth Elementary School: Rachel Troiano

SAU #48: Pam Martin

Length of Term

Each member of the Professional Development Committee will be appointed by his/her representative group to serve a three-year term on the committee. A member may serve more than one term. Upon the resignation of any member of the Professional Development Committee, another member will be appointed by his/her representative group.

Officers

The committee annually will appoint one member as the chairperson, one member as the co-chair, and one member as the secretary. The term of office for those positions will be from September to June. Officers may serve more than one term.

Chairperson

- Presides at all monthly meetings
- Prepares all monthly agendas with the assistance of the Assistant Superintendent
- Notifies members of meeting dates
- Serves as spokesperson for the Professional Development Committee

Co-chair

- Assists chairperson as necessary
- Acts in the absence of the chairperson

Secretary

- Takes notes and prepares minutes of the meetings

Meetings

The committee will meet regularly during the school year, at 3:15 P.M., except for unforeseen circumstances. The location will be at the discretion of the committee chairperson and/or the assistant superintendent.

To ensure that committee responsibilities are carried out efficiently and consistently, it is important that all committee members attend meetings on a regular basis.

Amendment of the SAU #48 Professional Development Master Plan

This Master Plan may be amended in the following manner:

1. Proposed amendment must be submitted in writing to the Professional Development Committee one meeting prior to an actual vote on its adoption.
2. A two-thirds (2/3) majority of the current voting membership is required to amend the Master Plan.
3. An amendment approved by the committee shall be submitted for approval, in order, to:
 - a. Superintendent of Schools
 - b. SAU #48 School Board
 - c. New Hampshire Department of Education

Evaluation of the SAU #48 Professional Development Master Plan

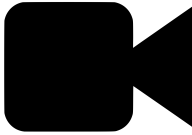
Coordination of an annual evaluation of the Master Plan will be a responsibility of the SAU #48 Professional Development Committee. In April of each year, the committee will survey all building administrators and professional and paraprofessional staff regarding the effectiveness of professional development efforts during the past school year, anticipated needs for professional development opportunities, and the effectiveness of the Master Plan in assisting each district, school and individual in the selection of and participation in meaningful professional development activities.

Each representative to the SAU #48 Professional Development Committee is also charged with carrying on regular conversations with his/her building principal and staff regarding ongoing professional development, specific in-service needs and the usefulness of the Master Plan within their respective school. Agenda time at monthly meetings of the committee will allow for appropriate discussion of and reaction to this feedback. Early release day activities will be evaluated by each building principal.

In addition, a report will be made by the Professional Development Committee each May to the SAU #48 School Board on the results of the annual survey on professional development and the effectiveness of the Master Plan. Following discussion with the SAU Board, the committee will decide revisions to be made during the next school year unless revision is already called for through the 5 year NHED master plan approval process.

PD FAQ's

I'm new to the district and am mid-certification cycle. How do my PD hours from my previous district count towards recertification?	Option 1: Make an appointment with the Asst. Superintendent that oversees credentialing to review the PD activities that were completed prior to your start with SAU #48. You will then make one entry for the total amount of hours you are requesting to count towards your current recertification cycle. Option 2: Professional development hours earned prior to employment in SAU #48 should be integrated into the portfolio as documentation of prior accomplishments
I'm new to the district. Do I need to complete a 1 or 2 year PD plan?	Yes. Newly hired staff who are mid-certification cycle need to complete either a 1 or 2 year professional development plan following the guidelines outlined on pages 17 - 19.
What is the deadline for renewing my certification?	By April 15 of the third year of the plan, each educator must submit the completed three-year plan (Option 1 or Option 2) and all relevant activities for final approval.
Can I apply for my new certification in the fall of my recertification year?	No. The NHED Credentialing office will only process recertification credentials after January 1st of the year that your certification expires.
How much does it cost to renew my teaching certification?	The license renewal fee is \$120.00 (this fee is set by the NHED and is subject to change). Visit the NHED Fee Schedule to see a full list of credentialing related fees.
Does it cost more money if I don't renew my certification prior to June 30th?	Yes. There is a late renewal fee of \$50.00 for BEL/EEL/Master Teacher certifications. If your certification is not renewed by June 30th of your recertification year, the SAU cannot submit your name for renewal to the NHED. Teachers will need to work directly with the NHED to obtain recertification.
I am having trouble with my MLP/Frontline account, who can help me?	Please email Michelle McCauley at mmccauley@pemibaker.org for assistance.
How do I enter my 3 year plan in Frontline/My Learning Plan?	VIDEO SPOTLIGHT Enter Your 3 Year Plan  Take a look at this short video that shows how to enter your 3 year plan into the Frontline/ My Learning Plan system.

How do I enter a PD activity in Frontline/My Learning Plan?	VIDEO SPOTLIGHT Enter an activity into Frontline/My Learning Plan  Take a look at this short video that shows how to enter a PD activity into the Frontline/ My Learning Plan.
How many total PD hours do I need if I have two endorsement areas?	Everyone needs a minimum of 75 CEUs which is 45 district/job-embedded hours and 30 hours per endorsement area that you hold. If you hold two certifications, however, you would need $45 + 30 + 30 = 105$ hours See page 11 for more information.
My PD activity will not complete and there are no approvers listed. How do I complete it?	Please email Michelle McCauley at mmccauley@pemibaker.org for assistance.
How do I complete my 3 year plan (or 1 or 2 year plan) at the end of my certification cycle?	You complete it in the same way that you complete any other PD activity, except there are more questions to fill out for the reflection. Be prepared with your total number of hours and information about completing your goals. Then you mark it as complete. Here is a Google Document of the questions that are in the reflection. Make a copy of the document to type your answers into and then copy/paste into Frontline/MLP.
Can I complete my 3 year plan with outstanding PD activities that are not yet completed?	Yes. As long as you have enough hours for recertification, you do not need to have all of your activities in Frontline/My Learning Plan completed.
What are the steps to apply for recertification?	VIDEO SPOTLIGHT Steps for Recertification  Take a look at this short video that shows the recertification steps in Frontline/ My Learning Plan.

Approval Letter from the NHED

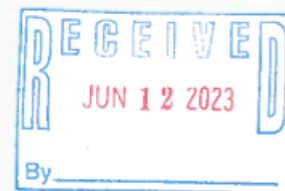


**State of New Hampshire, Department of Education
Bureau of Credentialing**

101 Pleasant Street
Concord, N.H. 03301
Tel: 603-271-2409
Fax: 603-271-4134
cert.info@doe.nh.gov

June 7, 2023

Kyla Welch
Superintendent of Schools
SAU 48 District Office
47 Old Ward Bridge Road
Plymouth, NH 03264



Dear Ms. Welch,

The Professional Development Master Plan for SAU #48 has been approved according to the criteria for state approval and will be in effect through June 30, 2028. The next due date for your PDMP revision is April 30, 2028. Should the State Board of Education adopt new or revised PDMP requirements before that date you will be required to submit a new PDMP accounting for all requirements.

The review team and I would like to take this opportunity to thank you and your Professional Development Committee for the time and effort devoted to completing this document.

Sincerely,

A handwritten signature in black ink that reads "William H. Ross".

William Ross
Bureau of Credentialing
New Hampshire Department of Education