

Professional Development Master Plan

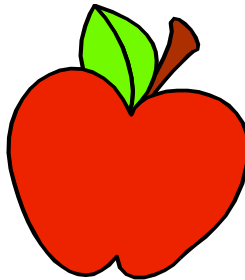
**SAU # 67
Bow School District
Bow, NH**

**August, 2005
Updated and Resubmitted March 2008**

Professional Development Master Plan

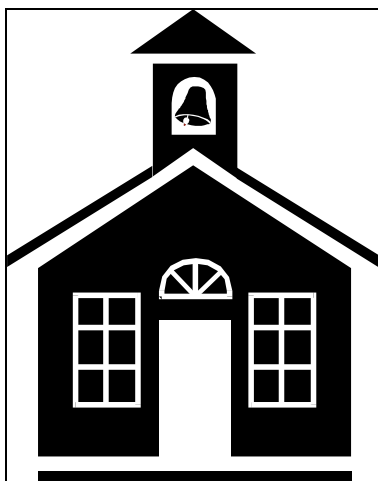
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Statement of Purpose

The Professional Development Master Plan of the Bow School District, developed by educators, administrators, community, and school board members, is based on the belief that it is the responsibility of the district to challenge and prepare students for high levels of achievement in a diverse, technological, and rapidly changing world. The Professional Development Master Plan is focused on teacher training that is directed toward instructional improvement and increased student achievement. **The plan is designed to serve as a framework for certified personnel to use as they go through the process of assessing their own professional development needs and articulating a three year plan to move forward with their own professional growth.** The Professional Development Master Plan is a working document which reflects changing needs as identified through ongoing evaluation of assessment data relative to student achievement. The plan recognizes that professional development is a continuous process involving setting goals, identifying student needs, examining instructional practices and student performance, and determining if the process has been successful in improving student achievement. Through this continuous process of assessment and evaluation, the district will remain alert to issues and will address them in a timely fashion.



Professional Development Master Plan
Bow School District
Professional Development Master Plan Committee

Function:

The Professional Development Master Plan Committee develops, implements, and evaluates the local master plan. The responsibilities of the committee shall be to:

1. Design and recommend policy to the school board
2. Review and update the Professional Development Master Plan
3. Address the district's in-service needs
4. Provide professional growth activities
5. Share needs assessment information with the superintendent of schools
6. Evaluate the function of the system
7. Hear appeals from staff
8. Aid educators in the re-certification process

Composition:

The Professional Development Master Plan Committee shall be comprised of representatives of the following: the school board, administrators, teachers, special educators, specialists, paraprofessionals, and the community. **Each committee member will represent their respective constituency and act as a conduit of information between constituents and the Professional Development Committee.**

The number of the representatives on the committee will be as follows:

Teachers, Bow High School – Helene Begley, Christine Bourque	2
Teachers, Bow Memorial School – Kara Auger, Edie Perkins	2
Teachers, Bow Elementary School – Colleen Snow, Patti Lally	2
Special Educator – Betsy Ciocci	1
Specialist – Marcia Trexler	1
Paraprofessional – Elizabeth Worth	1
Building Administrator -- Kirk Spofford	1
School board Member -- Deborah McCann	1
Community Member – Sharon Eng	1
Central Office Administrator – Dr. Dean Cascadden	1
Total	13

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Elections:

Prior to the first meeting in September, appropriate groups shall hold elections. Teachers in each school building shall elect their representatives to the Professional Development Master Plan Committee. The school board shall appoint one of its members. The PTO shall designate a community representative. The superintendent shall appoint an SAU administrator.

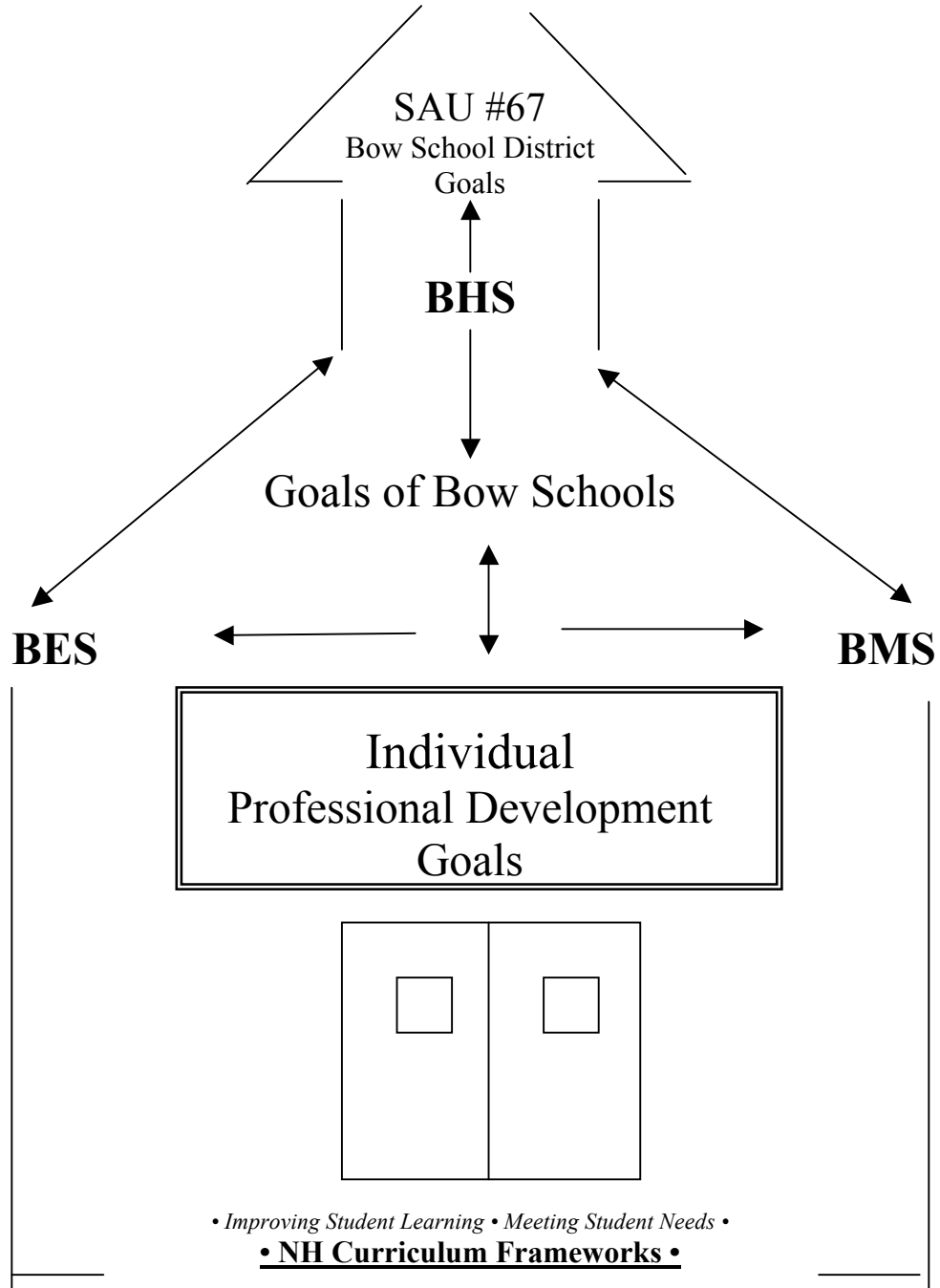
In the event that a member of the Professional Development Master Plan Committee vacates his or her position on the committee, a replacement shall be appointed by his or her representative group to fill the vacancy.

The superintendent shall appoint a representative to chair the Professional Development Master Plan Committee. The committee shall elect an assistant chairperson and a recording secretary.

Term of Office:

Each elected person shall serve as a member of the committee for a two-year term. A person filling a vacancy shall serve on the committee for the duration of the term of the individual he/she is replacing.

GOAL-SETTING PROCESS



The Bow School District curriculum development process is committed to aligning all curricula with the NH State Frameworks, which are aligned with the National Standards. Staff development activities are designed to address the strengths and weaknesses in implementation of curriculum, including improved instructional practice and measured student performance, with emphasis on correcting any identified weaknesses. Documented, ongoing data analysis of formal and informal assessments is used to identify weaknesses and to verify improvements.

GOAL SETTING

The Bow School board, administrators, educators, and community members work collaboratively to develop annual and long-term district and school goals. The following are the Bow School District goals:

The administration, faculty, and staff of the Bow School District will;

- foster classroom characteristics and practices that will improve student achievement.
- improve the articulation among departments, grade levels, and schools in order to improve student achievement.
- build partnerships with parents, community, and businesses that have meaningful connections to curriculum goals and improve student achievements.
- enable district personnel to gather, interpret, and utilize data to improve student achievement.
- increase and enhance a teacher's knowledge of subject matter.

Individual school goals are fully aligned with SAU#67/Bow School District goals and each of the Bow schools' goals. These goals are developed by administration based on a variety of data (i.e. community survey results, NECAP, CAT, PSAT, SAT). The Bow School board works collaboratively with administration, teachers, and community to define and establish such goals. **The individual building goals can be found in Appendix C, D, and E**

Individual Professional Development Master Plan goals should be fully aligned with the SAU # 67/Bow School District and the respective school goals. Therefore, individual goals are to be designed and selected based on need for improved instructional practice in order to meet student needs and to improve student learning and performance.

Staff development activity offerings and selections are developed to improve teaching, student learning, and performance. These needs are determined according to assessment data as measured against school and district goals as well as state and national frameworks. Teams of teachers and/or administrators, after reviewing assessment data, provide a list of potential areas of improvement to the Professional Development Master Plan Committee. The committee then prioritizes possible goals and develops appropriate workshops and activities to address these goals.

In addition to maintaining a standing budget line-item process to generate resources for professional development, the Bow School District establishes long-range plans on a continual basis to support achievement of individual professional development goals as they relate to district/school goals.

Professional Development Master Plan

Bow High School Building Professional Development Goals 2005-2006

The administration, faculty and staff will:

- foster communication among teachers, parents, students, staff and the community that will lead to improve student achievement
- increase knowledge of subject matter through a variety of opportunities designed to improve student achievement
- work to improve student achievement through continuous school improvements and the implementation of the NEASC visiting committee recommendations
- work towards improvement in the areas of teaming, differentiation, honors option, increasing curricular connections and the integration of technology in order to improve student achievement
- identify the impact of the new state school approval standards on the BHS program and work towards their implementation so that they improve student achievement

Bow Memorial School Building Professional Development Goals 2005-2006

1. The Bow Memorial School Professional Staff will engage in professional development activities that foster classroom characteristics and practices pertinent to the middle school level that will improve student achievement.
2. The Bow Memorial School Professional Staff will engage in professional development activities that improve the articulation among departments, grade levels, and which promote integrated learning in order to improve student achievement.
3. The Bow Memorial School Professional Staff will engage in professional development activities that create and enhance partnerships between the school and the community that has meaningful connection to curriculum and goals and which improve student achievement.
4. The Bow Memorial School Professional Staff will engage in professional development activities that enable Bow Memorial School teachers to gather, interject and utilize data including, but not limited to, NECAP for the purpose of improving student achievement.
5. The Bow Memorial School Professional Staff will engage in professional development activities that increase and enhance a teacher's knowledge of subject matter for the purpose of improving instruction and student learning.

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Bow Elementary School
Building Professional Development Goals
2005-2006

1. The BES staff will engage in professional development activities that foster classroom characteristics and practices that will improve student achievement.
2. The BES staff will engage in professional development activities that improve the articulation and communication among grade levels, specialists, and schools in order to improve student learning.
3. The BES staff will engage in professional development activities that create and enhance partnerships between the school and the community that have meaningful connections to curricula goals and which improve student achievement.
4. The BES staff will engage in professional development activities that enable BES teachers to gather, interpret, and utilize information for the purpose of improving student achievement.
5. The BES staff will engage in professional development activities that increase and enhance a teacher's knowledge of student learning, learners, and subject matter.

Identification of Local Student Learning Needs

Student needs on the local level are identified through the use of the New England Common Assessment Program (NECAP), Pre-Scholastic Aptitude Test (PSAT) Scholastic Aptitude Test (SAT), and Advanced Placement Examinations (AP), **NWEA/MAP 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.

Collection, analysis, and dissemination of data

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 the following data. The results will be used to implement necessary instructional and curricular changes.

STANDARDIZED MEASURES	
Type of Data Collected	Collection and analysis of data
NECAP	Building administrator will disseminate testing results to <u>all</u> K through 12 grade teachers. These teachers will then meet as a group to identify strengths and weaknesses in curriculum and teaching pedagogy based on student achievement on the exam. Curriculum modifications and instructional strategies will be discussed to address identified weaknesses. Administered annually.
PSAT and SAT Testing Results	Teachers of high school level courses: Building administrator will disseminate testing results to <u>all</u> teachers of high school level courses. These teachers will then meet as a group to identify strengths and weaknesses in curriculum and teaching pedagogy based on student achievement on these exams. Curriculum modifications and instructional strategies will be discussed to address identified weaknesses. Administered annually.
Gates MacGinite Reading Test	Used by Reading and Language Arts Departments at middle school level to determine student proficiencies, text adoption, program offerings, and special education considerations. World Language Placement. Administered twice annually.
Rigby Reading Program	Reading Specialist will work collaboratively with classroom teachers to collect and interpret data. Administered on a quarterly basis.
NWEA/MAP	Administered at least twice annually. Reviewed by grade level teachers and used as a basis for differentiating instruction. Results reported to students and parents.

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NON-STANDARDIZED MEASURES	
Type of Data Collected	How the data is collected and analyzed
Daily Observations of Student Progress	Daily modifications of instructional strategies to best accommodate student learning styles and needs.
Report Cards	By grade level: 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.
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 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.

Developing Individual Professional Goals

Who is required to follow the BSD Master Plan:

All certified educators including

- Superintendent
- Assistant Superintendent
- Business Administrator
- Principals
- Assistant Principals
- District Administrators
- Special Education Administrators
- Directors
- Counselors
- Social Workers
- Media Supervisors
- Deans
- Paraeducators

Professionals in each of the categories listed above are required to write three-year professional development plans as outlined in the Bow School District Master Plan.

SUMMARY OF RE-CERTIFICATION REQUIREMENTS

Professional Staff

The State Board of Education mandates that each school district in New Hampshire will be responsible for overseeing the re-certification of all professional staff members. The Professional Development Master Plan is designated to help professional staff members meet their re-certification requirements. After a person receives initial certification, s/he must accumulate at least 75 clock hours of professional growth every three (3) years.

The situations described below highlight the differences in requirements for re-certification.

Situation One: A professional staff member with one endorsement needs 75 clock hours with 30 of those hours in his/her knowledge of **subject or field of specialization**. The remaining 45 hours can be earned in component areas 2 through 7.

1 Endorsement Area x 30 hours (component 1)	=	30 hours
Other areas (component 2, 3, 4, 5, 6, or 7)	=	<u>45 hours</u>
TOTAL		75 hours

Situation Two: A staff member with two endorsements needs 105 clock hours with 30 hours in **each field of specialization** for which he/she is certified (e.g. 30 hours in English and 30 hours in learning disabilities). The remaining 45 hours can be earned in component areas 2 through 7.

2 Endorsement Areas x 30 hours (component 1)	=	60 hours
Other Areas (component 2, 3, 4, 5, 6, or 7)	=	<u>45 hours</u>
TOTAL		105 hours

Situation Three: A staff member with three endorsements needs 135 clock hours with 30 hours in **each**

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field of specialization for which he/she is certified. The remaining 45 hours can be earned in component areas 2 through 7.

3 Endorsement Areas x 30 hours (component 1)	=	90 hours
Other Areas (component 2, 3, 4, 5, 6, or 7)	=	<u>45 hours</u>
TOTAL		135 hours
4 Endorsement Areas X 30 hours (component 1)	=	120 hours
Other Areas (component 2, 3, 4, 5, 6, or 7)	=	<u>45 hours</u>
TOTAL	=	165 hours

For each additional endorsement, a staff member must earn an additional 30 hours to keep current and re-certified every three years.

SUMMARY OF RE-CERTIFICATION REQUIREMENTS

Paraprofessional Staff

Under present law the only paraeducators who must be certified in New Hampshire are those who are employed in Title I Schools (as designated by the Department of Education) or have been hired using Title I or IDEA funds.

Ed 512.06 Certified Paraprofessionals. Requirements for certified paraprofessionals shall be as follows:

- (a) For those certified paraprofessionals who are employed by a unit listed in Ed 512.01 a minimum of 50 hours shall be required in areas determined by the professional development master plan required by this part; and
- (b) For those certified paraprofessionals who are not employed by a unit listed in Ed 512.01 a minimum of 50 hours of paraprofessional growth shall be required in one or more of the 7 components listed in Ed 512.02(g).

DEVELOPING YOUR PLAN

The following six phases will provide structure for the educator to frame his/her individual professional development goals over a one to three year period.

- Phase I: Understanding the content in my district, school, and self
- Phase II: Collaborating: Participating in self-assessment study group/team to create focus
- Phase III: Writing your individual professional development goals
- Phase IV: Implementing the plan
- Phase V: Documenting the plan: Professional Development Portfolio
- Phase VI: Presenting the Plan

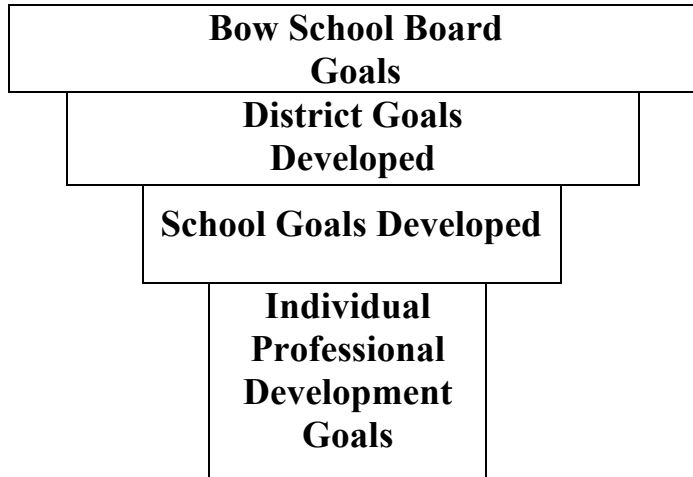
PHASE I: UNDERSTANDING DISTRICT, SCHOOL, AND INDIVIDUAL GOALS

This is an investigative phase asking you to examine the documents that are intended to chart the course of improvement in your district and school.

Ed 512.06 Certified Paraeducators. Requirements for paraeducators certified under Ed 504.05 shall be as follows:

- (a) For those certified paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units shall be required in areas determined by the professional development master plan required by this part; and
- (b) For those certified paraeducators who are not employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units of paraprofessional growth shall be required.

The following diagram summarizes this procedure:



Individual professional development goals for the staff must be aligned with those of the District and/or those established for the building level. At the end of phase I, you will have identified the critical goals of the district and of the school. To this end, you should be ready to contribute significantly towards reaching these goals.

To serve as a catalyst for your goal setting process, sets of guiding questions are provided. These questions allow you to gain the most from your professional development initiative. Change, modify, or add to the list as you find the appropriate guiding questions that match your professional development effort.

Professional Development Master Plan

Guiding Questions for Phase One

Phase I: Understanding District, School, and Individual Goals

Steps	Purpose	Guiding Questions
Step 1	To ensure familiarity with the district’s criteria for excellence in teaching and know the stages of proficiency for each criterion.	<ul style="list-style-type: none"> • What are the district’s criteria for excellence in teaching, and what do they look like in the day-to-day activity of classrooms? • How familiar am I with the criteria for excellence, and how confident am I that I can recognize them in myself and in others? • What distinguishes a competent teacher from an excellent teacher? • What are the best practices suggested by these criteria? • What content knowledge is essential to meet these criteria?
Step 2	To know the district and school goals for the improvement.	<ul style="list-style-type: none"> • What are the educational goals for this district and school? • What are the signs that these areas need to be the targets for improvement? • For what goals am I particularly responsible and how do I demonstrate that responsibility now? • What will the improvement look like in this school and district when these goals are met?
Step 3	To know the student and program targets for improvement. Examine student work to identify areas for improvement.	<ul style="list-style-type: none"> • What student data relates to the improvement goals? • In what ways do data from students for whom I am responsible confirm the need to focus on the selected goals? • What are the implications of these data for me? • What do the goals, data, and work samples tell me I need to do?
Step 4	To develop an individual profile across the district’s criteria to serve as the basis of discussion and reflection for the next phase.	<ul style="list-style-type: none"> • What are my teaching strengths, and are they a part of my “typical” day? • What are the teaching demands that are most difficult for me? • How do I rate myself in relation to the district’s criteria for excellence in teaching? • What do I need to improve and develop in order to become a more effective educator in this school and district?

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Phase II: COLLABORATING: PARTICIPATING IN SELF-ASSESSMENT STUDY GROUP/TEAM TO CREATE FOCUS

This phase is a reflective phase intended to provide opportunities to focus on your professional knowledge and practices through discussions with peers and administrators. At the end of this phase, you will have discussed and clearly defined your educational strengths and needs. You will have identified your specific professional development goals and gained a clear sense of how your goals connect to the district and school improvement needs.

GUIDING QUESTIONS FOR PHASE II

Phase II: Collaborating: Participating in a Self-Assessment Study Group/Team to Create Focus		
Steps	Purpose	Guiding Questions
Step 1	To create a support system for the self-assessment process that will support and extend what I have learned about my teaching.	<ul style="list-style-type: none"> • Given my role as educator in this school and district, who is in a position to provide insight regarding my effectiveness? • Who demonstrates the knowledge and skills I need to emulate? • Have I created a support team that is appropriately diverse and representative of the work I do? • Have I included individuals who will question and extend my knowledge and assumptions?
Step 2	To determine the best time, way and places to meet with my support group in order to have meaningful discussions.	<ul style="list-style-type: none"> • How can I make the best use of the skills, knowledge and availability of the support team? • How will we communicate through the phases of this effort? • Is my target time frame reasonable and achievable? • How will I organize the discussions to be profitable for all involved?
Step 3	To engage in reflective professional dialogue to understand my strengths and needs for improvement.	<ul style="list-style-type: none"> • What are insights I am gaining about my educational knowledge and practices? • Am I gaining deeper understanding about my practices? How will I know? • What additional knowledge about my field is needed? • What student data would provide meaningful information and help identify my strengths and needs?
Step 4	To specify and prioritize the goals for improvement.	<ul style="list-style-type: none"> • What are the appropriate goals for me as an educator in this district? • How do I know the goals I identify are the most important for me to pursue? • How will the goals I identify meet the school and district goals? • Given the goals I identify, what will success look like?

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PHASE III: WRITING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS

Phase III serves as the marker for organizing the improvement activity. It asks you to identify how you will go about reaching your professional development goals and how you will mark progress toward reaching this goal. At the end of this phase, you will have a plan of how and when you will work toward your professional development goals.

Goal Setting Steps

The focus of our Professional Development Master Plan is to increase student achievement as evidenced through the utilization of data. **Each certified educator must include goals that increase their knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.**

Each certified educator must include goals that increase their knowledge of learners and learning including knowledge of best practices for the subject and content areas taught and for which recertification is sought.

To set goals for student learning, teachers must consider the following:

1. Relationship between knowledge about teaching and learning;
2. Nature of each discipline as it relates to local, state, and national standards; and
3. Analyzing student needs.

Teacher goals are directly linked to student outcomes. To analyze these outcomes, teachers must have information such as related data from local, state, and nationally normed assessments, student needs, and teacher performance, as well as available support systems.

By the October 15th following his/her re-certification year, the staff member meets with his/her building supervisor to **submit** a professional growth plan. This plan is intended to cover a three-year period, which aligns with the educator's re-certification 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. Goals are written on the three-year professional growth plan form. **The supervisor will indicate approval of plans by signing them.**

Professional Development Master Plan
GUIDING QUESTIONS FOR PHASE III

Phase III: Writing Individual Professional Development Goals

Steps	Purpose	Guiding Questions
Step 1	To develop through the appropriate professional development committee member(s), the options/activities and benchmarks for achieving goals.	<ul style="list-style-type: none"> • How and when will progress toward my goals be measured along the way? • What kinds of evidence will show the changes I have identified as important? • What activities offer the best opportunity for successfully meeting my goal? • Have I identified the content, learning, and educational practices I need to demonstrate?
Step 2	To develop specific steps with collegial group.	<ul style="list-style-type: none"> • How will I organize my activity and document my accomplishments? • Have I been specific enough to allow for monitoring of progress along the way? • Have I designated time to think about and identify what I have learned in this development effort? • How will I make sure I make the needed changes?

Phase IV: IMPLEMENTING THE PLAN

This phase is the individual implementation block. Using the goals from Phase II and the design from Phase III as the frames for action, this is the work-in-progress phase. At the end of Phase IV, you will have completed the writing of your goals and gathered the evidence of success from the reflection sheet.

To assist your thinking, consider the guiding questions listed below to frame the reflections and analysis of progress toward your goals.

Professional Development Master Plan
GUIDING QUESTIONS FOR PHASE IV

Phase IV: Implementing the Plan

Steps	Purpose	Guiding Questions
Step 1	To build continuous improvement into the process. To ensure what activities, goals, and benchmarks are aligned and achievable.	<ul style="list-style-type: none"> • How and in what ways are the benchmarks I have set leading toward my goals? • Is the action I am taking focused and organized to bring about results in a reasonable manner? • How is the connection to the school and district goals apparent to me and to others? • How am I monitoring and communicating this district and school connection to others?
Step 2	To improve professional practice and knowledge in the priority area(s).	<ul style="list-style-type: none"> • In what ways have I improved my knowledge in the target areas? • In what ways have I improved my skills in the target areas? • What have I learned that could assist others with a related goal? • How have I transferred what I have learned to my every day practice?
Step 3	To reach the goals. To complete the cycle by comparing initial self-assessment with my current practice.	<ul style="list-style-type: none"> • Have the data gathered allowed me to evaluate my progress? • Can I define and illustrate through example what I have learned through this process? • Can I identify how my development effort has altered my expectations for myself as an educator?

Teacher Competencies

As required by Ed 512, the master plan provides professional growth opportunities for veteran and new teachers by offering several different options for earning clock hours. These opportunities range from independent study to job-embedded activities, as well as in-house and outside presentations, to create a wide range of professional development activities. These activities offer experiences for educators and paraprofessionals to gain expertise in the areas of planning and preparation, classroom climate, knowledge of learners and learning, and the school's role and organization.

Professional Development Opportunities

Professional development is a series of integrated learning experiences. Every staff development hour is accumulated through a variety of approaches that combine to form a unique Professional Development Master Plan consistent with an individual's professional goals. The professional educator is continuously assessing and evaluating his/her needs within the educational environment. With this in mind, the professional is able to constantly evaluate his/her approach within the classroom and within the school community, directly impacting student achievement.

The five educational professional development purposes are:

1. To focus on developing awareness through the introduction of new information.
2. To build knowledge.
3. To translate new knowledge into practice and application.
4. To focus on new methodologies that help teachers learn through the process of using a new approach, practice, or process.
5. To provide opportunities to reflect on teaching and learning.

Professional Development Master Plan
Professional Development Opportunities

Opportunities	Clock Hour Awarded	Required Forms
Independent study and immersion in content area (1,2)	Up to 30 clock hours per certification as justified	-Reflection page -End product -Grade report/Certificate of Completion -Documentation of hours on annual summary sheet
New curriculum development and implementation (2,3,4)	Up to 30 clock hours per certification as justified by project description and professional goal setting	-Reflection page -End product -Grade report/Certificate of Completion -Documentation of hours on annual summary sheet
Curriculum enhancement, modification, adaptation, and refinement (2,3)	Up to 30 clock hours per certification	-Reflection page -End product -Grade report/Certificate of completion -Documentation of hours on annual summary sheet
Coursework (2,3)	15 clock hours per credit hour awarded by the college or university. 10 clock hours per credit hour for audited courses	-Course approval and reimbursement form -Reflection page -End product (if applicable) -Grade report/Certificate of completion -Documentation of hours on annual summary sheet
Workshop, institutes, and seminars	Unlimited clock hours	-Workshop approval form (page 56) -Reflection page -Grade report/Certificate of completion - Documentation of hours on annual summary sheet
Action research/sabbatical (2,5) (May also be considered for re-certification credit option 2)	75 clock hours	-Reflection page -End product -Grade report/Certificate of completion -Documentation of hours on annual summary sheet
Examining student work and student thinking (1,2,3,5)	Up to 30 clock hours per year per certification	-Reflection page -End product -Documentation of hours on annual summary sheet
Committees (1,2)	Up to 30 clock hours per committee, per year	-Reflection page -End product -Documentation of hours on annual summary sheet
Collaborative discussions/Study groups (1,2,3,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page -End product -Documentation of hours on annual summary sheet

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Mentoring (2,3,4,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page -End product -Documentation of hours on annual summary sheet
School to Career Partnerships (1,2)	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	-Reflection page -End product -Documentation of hours on annual summary sheet
Professional Networks (1,2,3,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	-Reflection page -End product -Documentation of hours on annual summary sheet
Developing Professional Developers (2,3,4,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	-Reflection page -End product -Documentation of hours on annual summary sheet
Technology for professional learning and application (1,2,3,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	-Reflection page -End product -Documentation of hours on annual summary sheet
Professional reading, videos, and audio tapes (1,2,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	-Reflection page -End product -Documentation of hours on annual summary sheet
Publishing related to educational profession (1,2,3,5)	Up to 30 clock hours per certification area as justified by project description and professional goal setting.	-End product -Documentation of hours on annual summary sheet
Community service (1,2,3)	Up to 10 clock hours per certification area as justified by project description and professional goal setting.	-Reflection page -Documentation of hours on annual summary sheet

The Professional Development Master Plan recognizes differences among educators. The 17 opportunities listed above allow for an individual’s plan to encompass activities unique to his/her specific needs for re-certification. Re-certification credit is available through **three** options:

Professional Development Master Plan

1. A comprehensive three-year plan, which has been pre-approved by administration. This plan is tailored to fulfill the individual educator's and the district's learning needs. This plan allows for goals to be addressed through the above opportunities and additional activities as approved on an individual basis.
2. An individual comprehensive three-year plan may be employed by developing goals through Opportunity Six, Action Research/Sabbatical. This plan must be pre-approved by administration. It is tailored to fulfill the individual educator's and the district's learning needs.
3. **A comprehensive three year plan which combines clock hours with job embedded learning opportunities that satisfy the professional growth needed.**

Phase V: Documenting the Plan: Staff Development Portfolio

An effective individual Professional Development Master Plan must be created to strengthen one's knowledge in these three areas critical to good teaching:

- a.) Knowledge of your subject
- b.) Knowledge of how children learn and
- c.) Pedagogical knowledge

Areas that need to be strengthened can be identified using, but are not limited to, the following methods:

- a.) Self-awareness, personal reflections
- b.) Administrative observations
- c.) Peer conversations
- d.) Content area specialists
- e.) Student/parent feedback
- f.) Results of standardized and non-standardized measures

The teacher will meet with a building administrator at the beginning of his/her re-certification cycle to discuss strengths and weaknesses and to determine the emphasis on the professional growth plan for the next three years.

Professional Development Master Plan

How does one demonstrate what has been done?

Each teacher will create and maintain a professional growth binder/portfolio. Information to be collected will include, but not be limited to, the following:

Section 1: Knowledge of Field (30 hours)

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

(45 hours must be addressed in the remaining sections)

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 and learning. For example: characteristics of the pre-adolescent, nature of learning disabilities, problems in coping with parent's divorce, concept formulation, right-left brain hemisphere dominance. **Also included is knowledge of best practices with respect to 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

When collecting information for the binder, the teacher shall make a concerted effort to explain how the activity has contributed to his or her growth.

Phase VI: Presenting the Plan

At the end of the re-certification cycle, the teacher and building administrator will review the contents of the binder/portfolio to determine what has been accomplished in the teacher's professional growth plan. **After satisfactory completion of the three year plan, the building administrator will certify to the**

Professional Development Master Plan
superintendent that the plan is completed and that recertification is recommended.

Ongoing Evaluation of the Master Plan

The Professional Development Master Plan Committee will be responsible to review and evaluate the professional development master plan as a whole, on a yearly basis. This committee will meet to discuss the following:

- Is the plan being followed at the individual, school, and district levels? How can it be improved?
- Does the plan meet the needs of the individual, the school, and the district?
- Is the evaluation procedure for the professional development plan clearly defined and followed?

The Professional Development Master Plan Committee will make changes or improvements to the Professional Development Master Plan as needed.

Appeals Process

If an educator disagrees with the denial of an individual professional development plan, he/she should indicate this, in writing, to the building principal within ten (10) working days of the date of denial. The administrator shall respond to the educator, in writing, stating the reasons for denial, within ten (10) working days of receiving the appeal.

If the educator is dissatisfied with the principal's reasons or lack of response, the following steps must be followed to resolve the matter:

- The educator may direct a letter, stating the reasons for appeal, to the chairperson of the Professional Development Master Plan Committee within ten (10) working days of the receipt of the principal's response or lack thereof.
- The chairperson, within twenty (20) working days of receipt of appeal, will hold a hearing for the educator and principal with the Professional Development Master Plan Committee. The purpose of this hearing will be to hear both sides of the issue. The principal involved in the appeals process will be required to abstain during the voting procedure.
- The decision of the Professional Development Master Plan Committee will be presented to the individual and principal, in writing, within ten (10) working days of the hearing, stating the reasons for the opinion reached.
- If the educator or principal is dissatisfied with the decision of the committee, he/she may appeal in writing within ten (10) working days of receipt of the decision to the superintendent of schools, who will render a decision within ten (10) working days and whose decision in all cases will be final.

Professional Development Forms

Professional Development Master Plan
Bow School District, Bow New Hampshire
School Administrative Unit # 67
Three-Year Professional Growth Plan

Last Name: _____ First Name: _____ Date: _____

School: _____ Credential Expiration Date: _____

List all NH Certification Areas: _____

Section I: Goal Setting: Each goal should be written on a separate form. The first goal will be related to subject or field of specialization, and the second goal will be related to learners and learning as stated in component areas 2 through 7. Both must be related to the Bow District Professional Development Master Plan or Building Goals.

Goal #1 Is this a one, two, or three-year goal? (circle one) 1 2 3

This goal must be related to **the teacher's area of specialty or certification**—30 hours required over 3 years for re-certification.

Rationale: (How does this relate to Bow District Goals or Building Goals.)

Section II: Year 1 Strategies

Projected Completion Dates

1. _____

2. _____

3. _____

Signed _____

Date: _____

Approved by _____

Date: _____

Section II: Year 2 Strategies

Projected Completion Dates

Professional Development Master Plan

- 4. _____

- 5. _____

- 6. _____

Signed _____

Date: _____

Approved by _____

Date: _____

Section II: Year 3 Strategies

Projected Completion Dates

- 7. _____

- 8. _____

- 9. _____

Signed _____

Date: _____

Approved by _____

Date: _____

Professional Development Master Plan

Goal #2 Is this a one, two, or three-year goal? (circle one) 1 2 3

This goal must be related to Component areas 2 through 7– 45 hours required over 3 years for re-certification.

Four horizontal lines for writing.

Rationale: (How does this relate to Bow District Goals or Building Goals.)

Four horizontal lines for writing.

Section II: Year 1 Strategies

Projected Completion Dates

10. _____ _____	_____
11. _____ _____	_____
12. _____ _____	_____

Signed _____	Date: _____
Approved by _____	Date: _____

Section II: Year 2 Strategies

Projected Completion Dates

13. _____ _____	_____
14. _____ _____	_____
15. _____ _____	_____

Signed _____	Date: _____
Approved by _____	Date: _____

Professional Development Master Plan

Section II: Year 3 Strategies

Projected Completion Dates

16. _____

17. _____

18. _____

Signed _____

Date: _____

Approved by _____

Date: _____

Professional Development Master Plan

REQUEST TO FACILITATE IN-DISTRICT WORKSHOPS

Name: _____ Date: _____
School: _____ School Phone: _____ School Fax: _____
Department or Grade Level: _____
Best Time to Be Reached: _____

Workshop scheduled for District In-service Day on: _____
(Date)

Target Audience: _____

Maximum Number of Participants: _____

Workshop Length: (Circle One) 1 hr 1.5 hrs 2.0 hrs 2.5 hrs 3 hrs Other: _____

Location of Workshop (school, room number, etc.):

Please list all materials needed:
(It is up to the facilitator to purchase materials needed. Please submit receipt to Professional Development Committee for reimbursement.)

Brief Explanation of Workshop:

Explain how the workshop supports District/Building Goals: (Why is this workshop needed?)

Each facilitator will receive a \$50 honorarium per hour. Reimbursement is given after facilitator submits workshop evaluation forms to the professional development committee.

Approved by: _____ Date: _____
Building Administrator

Approved by: _____ Date: _____

Professional Development Master Plan
SAU #67 BOW SCHOOL DISTRICT
Workshop Approval Form
(Revised November 2007)

Last Name: _____ First Name: _____ Date: _____
 School: _____
 Current Position: _____ Grade and/or Subject: _____
 Title of course or workshop: _____
 Location: _____
 Date course/workshop to begin: _____ Ending Date: _____
 Description of Activity: _____

 How does this activity relate to your goals and professional growth plan? _____

REQUEST FOR FUNDING – PROJECTED COSTS

Sub Needed?	YES	NO		Mileage _____	\$ _____
Workshop/Conference Fee	\$ _____			Tolls/Parking/Fare:	\$ _____
Other:	\$ _____			Meals: _____	\$ _____
				Lodging _____ nights	\$ _____
Total Funds Requested					\$ _____

_____ Approved _____ Denied

- Principal's Signature: _____ Date: _____
- Staff Member Signature: _____ Date: _____

Complete this section after the workshop:

What were the merits of this workshop? _____

COMPLETION – ACTUAL COSTS
 (Identify Items attached for verification)

- | | | |
|-------------------------------|--------------------------------|---------------------|
| [] receipt w/cancelled check | [] transcript or grade report | [] mileage receipt |
| [] meals receipt | [] tolls/parking/fare receipt | [] lodging receipt |
| [] other | | |

For Office Use Only	
Request Rec'd	
Authorization	\$
Grade Rec'd	

Once workshop/course is completed, return workshop/course approval form to principal or superintendent to receive funding reimbursement.

SAU #67 BOW SCHOOL DISTRICT

Professional Development Master Plan

Request for Course Approval and Reimbursement

NOTE: This form must be completed PRIOR to taking the course in order to receive reimbursement.

Name: _____ Date _____ School _____

Course(s) Starting Date _____ Anticipated Concluding date _____

Course Title	College or University	Number of Credits	Cost per credit	Subtotal
1.				
2.				
3.				
			Total:	

These courses are part of an approved graduate program leading to a Master, CAGS, or Doctorate Degree? _____ YES _____ NO

Reimbursement is paid in accordance with the process outlined in the master contract. Transcripts must be submitted to the superintendent's upon completion of the course(s).

Applicant's Signature _____
Date

.....
 _____ Approved _____ Denied
 Reason: _____

Principal's Signature _____
Date

.....
 _____ Approved _____ Denied _____ Date _____

Comments: _____

Amount of Reimbursement _____ Signed _____

Professional Development Master Plan
Professional Development Opportunities

<ol style="list-style-type: none"> 1. Independent Study and Immersion in Content Area 2. Curriculum Implementation 3. Curriculum Enhancement, Modification, Adaptation, and Refinement 4. Coursework 5. Workshop, Institutes, and Seminars 6. Action Research/Sabbatical 7. Examining Student Work and Student Thinking 8. Committees 9. Collaborative Discussions/Study Group 	<ol style="list-style-type: none"> 10. Mentoring 11. School To Career Partnerships 12. Professional Networks 13. Developing Professional Developers 14. Technology for Professional Learning 15. Professional Reading, Video and Audio Tapes 16. Publishing Related to Educational Profession 17. Community Service
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Component Area #

75 hrs per 3-year certification cycle for teachers / 50 hrs per 3 year certification cycle for paraprofessionals.

Component Area 1 (30 hours for each certification)

1. Knowledge of Subject or Field of Specialization

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

Component Areas 2 through 7 (45 hours)

2. Character and Citizenship Education

This component relates to an individual's ability to incorporate the basic elements of character education, citizenship, leadership, and community service learning into courses of study within the classroom. The basic elements include self-discipline, self-respect, self-control, truth and honesty with self and others, fairness, integrity, justice; respect, courtesy, human worth, responsibility to oneself and others, and responsible citizenship. For example: how to organize classroom community service projects, how to engender self-respect through studying literature, or how to help analyze the ethics of land use policies.

3. Professional Skills

This component relates to the individual's skills in carrying out his/her professional assignments. For example: diagnosis of learning problems, questioning techniques, student-parent conference techniques, computer programming.

4. Knowledge of Learners and Learning

This component relates to the individual's understanding of the nature of different types of learners and learning. For example: characteristics of the pre-adolescent, nature of learning disabilities, problems in coping with parents' divorce, concept formation, right-left brain hemisphere dominance.

5. Knowledge of the School's Role, Organization, and Operation

This component relates to a group or individual's understanding of the school's role in the community, the state and the nation and an understanding of the political and social processes at work within the system. For example: the study of school law, school finance, and the change process and school and community relations.

6. Exploratory or Innovative Activities

This component relates to a group or individual activity not related to component 1,2,3,4 or 5. For example: writing professional articles, making an original set of oral history tapes, creating a new game to stress the learning of fine motor skills.

7. Educational Application of Technology and Internet

This component area relates to the individual's 1) ability to perform computer operations (such as, turning the machine on and off, keyboarding, and printing 2) use of basic applications, such as word-processing communication, databases for managing information, spreadsheets for problem solving, and tele-computing for internet access 3) understanding of the role of technology and the internet in education 4) understanding of the legal and ethical issues associated with the use of these technologies.

NH State Law Regarding Teacher Re-certification

Ed 512 PROFESSIONAL DEVELOPMENT MASTER PLAN AND RECERTIFICATION

Ed 512.01 Basic Requirement. Each school administrative unit, local school district or participating nonpublic school shall prepare a 5-year master plan in accordance with requirements of this part.

Ed 512.02 Criteria for State Approval of Local Professional Development Master Plan. The following criteria shall apply to the approval of the master plan:

- (a) Each school administrative unit, local school district, or participating non-public school shall file with the department the 5-year master plan required by Ed 512.01.
- (b) A local professional development committee, established by the local superintendent shall:
 - (1) Include representation of educators, administrators, local school board members, or community lay persons, or both; and
 - (2) Develop and monitor the master plan according to Ed 512.02 (c) through (e) under the direction of the local superintendent in accordance with local school board policies, state statutes and state board rule.
- (c) The professional development master plan shall include the following:
 - (1) A statement of purpose of the master plan;
 - (2) Procedures for collecting and interpreting data and information which shall provide evidence of each educator's growth in knowledge of:
 - a. Subject or field of specialization; and
 - b. Learners and learning as they relate to school and district goals in order to increase student achievement;
 - (3) A description of the data collection system, including the collection and interpretation of a variety of relevant data sources such as but not limited to:
 - a. The New Hampshire education improvement and assessment program;
 - b. Portfolios;
 - c. Standardized tests; and
 - d. Other local assessment instruments;
 - (4) Procedures for using the data collection system described in (c) (3) above for
 - a. Identifying student learning needs
 - b. Determining individual educator goals
 - c. Determining district or school goals
 - d. Evaluating student learning
 - e. Measuring the effectiveness of an individual professional development plan;and
 - f. Evaluation the effectiveness of the master professional development plan on an ongoing basis;
 - (5) Evidence that the plan is consistent with RSA 193-C:3, III;
 - (6) A statement describing how the master plan shall require each educator to demonstrate continuous improvement in the exercise of professional judgment and in regard to the knowledge, skills, and dispositions referenced in Ed 505.07, Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, and Ed 506.07;
 - (7) A statement describing a variety of professional development activities focusing on

Professional Development Master Plan
content and pedagogy including, but not limited to:

- a. Job-embedded professional development, including, but not limited to:
 1. Observations;
 2. Independent study;
 3. Study groups;
 4. Action research;
 5. Education peer coaching;
 6. Mentoring; and
 7. Curriculum, instruction, and assessment development; and
 - b. Formal professional development, including but not limited to:
 1. Collegiate or graduate course work;
 2. Workshops and professional conferences;
 3. Seminars; and
 4. Institutes; and
- (8) A process to address the recertification needs of all certified employees, including para-educators;
- (d) The professional development master plan shall comply with state certification rules and with federal, state and local laws and regulations, including the local improvement plan required in federal grant applications.
 - (e) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans:
 - (1) The development of a body of evidence that documents job-embedded or formal professional development addressing the school or district improvement goals(s) and content areas;
 - (2) An accumulation of a minimum of 75 continuing education units documenting job-embedded or formal professional development addressing school or district improvement goals(s) and content areas; or
 - (3) A combination of less than 75 continuing education units and evidence that together document job-embedded for formal profession development addressing the school or district improvement goal(s) and content areas.
 - (f) The administrator or designee shall review each professional development master plan and;
 - (1) Approve such plan in writing if it meets the requirements of this sections; or
 - (2) Confirm in writing that the plan needs modification.
 - (g) If the professional development master plan is amended, the amendments shall be made in accordance with this section, as confirmed by the administrator.
 - (h) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Ed512.03 Individual Professional Development Master Plan.

Professional Development Master Plan

- (a) Each certified educator with a professional certificate, shall develop in collaboration with a supervisor or the supervisor's designee, and an individual plan as follows:
- (1) An educator shall file the individual Professional Development Master Plan with the school administrative unit, local school district or participating non-public 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 Ed 512.02 (c)(6) and the content area standards referenced in Ed 506.01, Ed 506.03, Ed 506.04, Ed 506.06, 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; and
 - (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 189:14-a. 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 the master plan and who holds a professional certificate that supports the educator's current assignment.

Ed 512.04 Criteria for Re-certification of Educators under the Professional Development Master Plan. The following criteria shall apply for recertification of educators under the professional development master plan:

- (a) The professional development master plan shall require that every educator applying for renewal of his/her credential has the approval of the local superintendent or designee for the successful completion of the educator's individual professional development plan, based on one of the options referenced in Ed 512.02(e).
- (b) The individual professional development plan shall address the elements described in Ed 512.03(a)(4).

Ed 512.05 Criteria for Re-certification of Educators Not Under the Local Professional Development Master Plan. Certified educators seeking re-certification who are not employed by a school administrative unit, a local school district or a participating non-public school shall [either]:

Professional Development Master Plan

- (a) Comply with a professional development master plan prepared by the department that is in accordance with the criteria listed in Ed 512.02(c);
- (b) Submit an individual professional development plan developed for a 3-year period, consistent with the educator's certification(s), to the bureau for review, which shall be approved by the bureau if it meets the following requirements:
 - (1) The plan is prepared according to the following breakdown of a minimum of 75 required continuing education units;
 - a. At least 30 of the required continuing education units in an approved professional activity in each subject area or field of specialization, or both, including an understanding of the theory and content related to the educator's primary teaching or special service assignment; and
 - b. At least 45 of the remaining credits aligned with Ed 505.07;
 - (2) The plan includes one or more goals for improving student learning, as developed from the educator's self assessment or reflection on competencies referenced in Ed 512.02(c)(6) and the content area standards referenced in Ed 507;
and
 - (3) The plan includes components, such as, but not limited to, the following:
 - a. Knowledge of all subject or content areas taught and field(s) of specialization for which recertification is sought;
 - b. Knowledge of learners and learning; and
 - c. Knowledge of effective, developmentally appropriate teaching strategies
and best practices for the subject or content areas taught and for which recertification is sought.

Ed 512.06 Certified Paraprofessionals. Under current law, the only paraeducators who must be certified in New Hampshire are those who are employed in Title I schools (as designated by the Department of Education) or have been hired using Title I or IDEA funds.

Requirements for paraprofessionals certified under Ed 504.05 shall be:

- (a) For those certified paraprofessionals who are employed by an agency listed in Ed 512.01 a minimum of 50 hours continuing education units shall be required in areas determined by the professional development master plan required by this part; and
- (b) For those certified paraeducators who are not employed by an agency listed in Ed 512.01 a minimum of 50 hours continuing education units of paraprofessional growth shall be required.