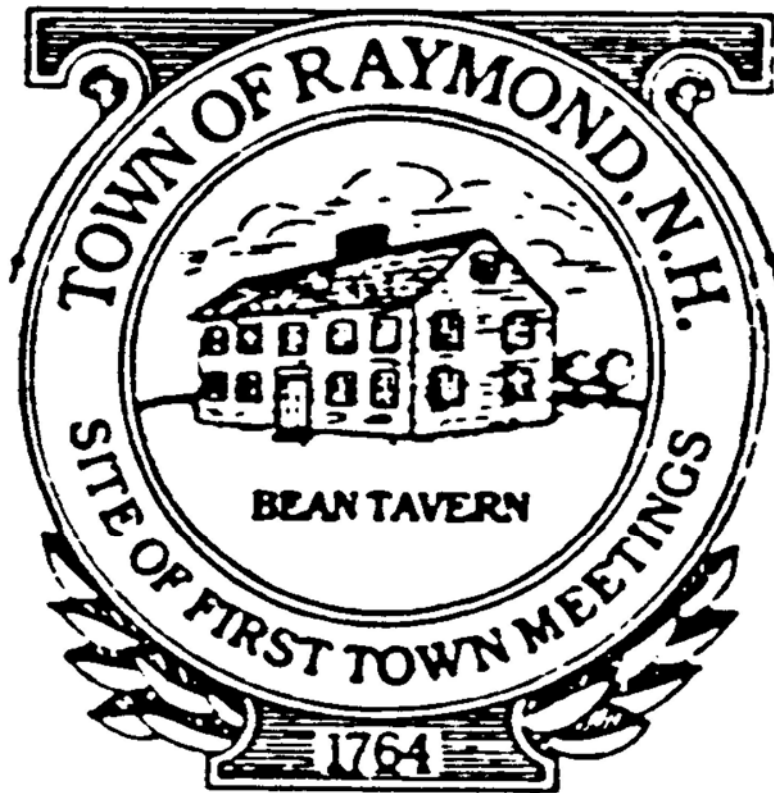


Professional Development Master Plan



***School Administrative Unit #33
Raymond, New Hampshire
June 2007- June 2012***

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Introduction

SAU 33's Professional Development Master Plan serves a number of purposes. It demonstrates our district commitment to aid all professional educators by increasing their knowledge and skills to meet the changing needs of our students as we prepare them for their future. It clearly articulates ways in which certified staff members can obtain credits toward recertification and includes a variety of approaches. It demonstrates how our district has integrated professional development planning with district goals to help increase student performance.

The SAU 33 Professional Development Council sees this document as a framework for decision making and planning in our district. We hope that this will be used in the formulation and implementation of future programs and individual professional plans. We encourage all certified staff members to review this document and allow it to assist them in the process of planning their professional goals.

Purpose of Professional Development Council

The State Board of Education charged the Professional Standards Board to create proposed changes to the re-certification process that would give more support to certified staff to provide meaningful, engaged learning for a diverse student population.

The Administrative Team has strongly supported a professional development council that has been actively involved in providing a professional development plan linked to continued school improvement.

Professional Development is a journey from where we are to where we want to go. The purpose of professional development is to help certified staff to grow in their profession and thereby implement effective learning experiences for all students in keeping with the educational philosophy of the Raymond School District SAU #33.

Beliefs

Professional development allows certified staff:

- To be provided with various opportunities for individual educator growth.
- To create a dialogue among professionals to enhance quality learning in the district.
- To establish alternatives for professional development activities.
- To ensure that the state curriculum frameworks are being incorporated into our curriculum.
- To address re-certification needs for all certified staff.

Professional Development Council Membership

The Professional Development Council (PDC) seeks the following qualities of characteristics in its members:

- good communication skills
- willingness to attend meetings
- interest in developing leadership skills
- willingness to be a team player with an open and broad view of the SAU

The Raymond Professional Development Council is composed of the following members:

- 1 administrative team member
- 1 school board member
- 1 parent member
- 2 high school members
- 2 middle school members
- 2 elementary school members
- 1 paraprofessional
- 1 curriculum coordinator

Each member is entitled to an alternate. Alternates will serve and vote only in the absence of members.

The Professional Development Council has the right to appoint temporary members when a vacancy occurs. These temporary appointments shall be effective until the next school year.

Job Description of Members

Administrator serving on the Professional Development Council will be the intermediary between the Administration Team and the PDC.

Certified educators serving on the Professional Development Council will also be the building representatives. Therefore, they will be the intermediary between the certified staff and the Professional Development Council.

School Board/Parent/Community Member representatives shall be selected in September of each year, and their role is to keep the public informed about the work of the council and to inform the council of ideas and suggestions from the public.

The paraprofessional member is to be an intermediary between paraprofessionals and the PDC.

Officers of the Professional Development Council

Election of Officers

The majority of the Professional Development Council shall elect the following officers from its membership:

- Chairperson
- Secretary/Treasurer

The Professional Development Council will determine election of officers annually. Elections will be held no later than the first professional development meeting of the school year prior to October 15. If the elected secretary/treasurer cannot fulfill his or her term, the chairperson shall appoint a person to carry out the term. If the chairperson cannot fulfill his or her term a majority vote of the committee will appoint a person to carry out the term.

Duties

Chairperson

- To provide administrative leadership in the implementation and on-going development of the Raymond Professional Development Plan.
- To develop the agenda for each meeting
- To conduct each meeting
- To supervise the secretary/treasurer
- To be responsible for the proper transmission of reports
- To arrange workshops, courses and other activities as directed by the Professional Development Council
- To receive and arrange for the proper disposition and distribution of Professional Development Council mail
- To accept such other responsibilities as may be directed by the Professional Development Council
- Generate and distribute certificates of attendance for the school year

Secretary/Treasurer

- To record the attendance and proceedings of all meetings
- To distribute minutes to all council members
- To give a Treasurer's report at each meeting
- To record the expenditures requested including date of request, instructor's name, activity, course or workshop and cost of activity
- To authorize payments for professional development expenses as directed by the Professional Development Council

Meetings

The Professional Development Council will meet once a month. Meetings will be held after school on the third Wednesday of each month at an agreed upon site.

- The dates of the meeting will be scheduled at the first meeting in September.
- The regularly scheduled meeting dates shall be posted in each school and the location where the meeting will be held.
- The meeting shall be no longer than ninety minutes in length, unless agreed upon by the majority of the members present.
- At any meeting, a simple majority of members and/or alternates must be present in order to conduct official business.

Communication of Professional Development Opportunities

The Professional Development Council receives and shares materials concerning professional development opportunities. Schools also receive materials that are shared with personnel throughout the year. Materials will be posted on staff development bulletin boards in each building. E-mail is used to make announcements that pertain to professional development opportunities. Educators have access to e-mail to speed communication. Educators share opportunities and experiences with colleagues on a regular basis both formally and informally.

Time for Professional Development

SAU #33 believes that the faculty and staff of our district are resources in themselves. Peer coaches in curriculum mapping and development will be used extensively as part of our plan for aligning the curriculum to the NH State Frameworks. The district encourages job embedded activities as well as in- district workshops.

Many district-wide programs or workshops tap the resource of in-house experts. Time is given for these activities through professional development days, release time, common planning time and scheduling that allows for flexibility. The present teacher contract allows for five and one half days of professional development time.

Financial Structure

Each fall the Professional Development Council shall submit to the Superintendent for inclusion in the School District Budget such funds necessary for the operation of the Professional Development Council during the forthcoming school year.

- The Professional Development Council authorizes the principal of the school receiving the services or goods to generate a purchase order for any expenditure approved by the Professional Development Council. The Professional Development Treasurer or Chairperson must initial the purchase order.

Allocation of Funds

- The Chairperson can receive a stipend to be set annually by the Professional Development Council.
- The Treasurer can receive a stipend at an hourly rate to be determined annually by the Professional Development Council.
- The Secretary can be employed when necessary at an hourly rate to be established annually by the Professional Development Council.
- Funds remaining after operating expenses will be allocated for Professional Development Council approved workshops and in-service activities, as well as the purchase of educational materials.

Funding

The Professional Development Council funding is provided annually in the general school district budget. The PDC's operating budget allows the committee to function, as well as fund various in-district workshops along with professional development materials and resources.

The school district appropriates funds for educators to attend workshops, conferences, and seminars. The school district also maintains a tuition reimbursement line item in the budget. In addition, the district has offered district wide courses at an in district site(s). The SAU has included in the budget monies for school and district in-service day programs. After surveying the staff for areas of interest, grant monies have been used to fund after school workshops in math and science using in house expertise. Grant monies have also provided opportunities to bring in experts. Other grant resources such as Title 1, DINI (District in Need of Improvement), SINI (School in Need of Improvement), Title IIA, and Title IID have been used to provide time and resources to meet identified goals. For example, training was provided for the newly adopted Everyday Math program. Summer workshops are also offered. Periodic surveys of educators have been a driving force in the selection of how funds are expended.

The school district is working to provide time for educators to work collaboratively with colleagues on job-embedded projects, such as curriculum mapping and literacy for math and reading. Teachers and administrators recognize the importance of providing time for staff members to work together to improve instruction as well as student learning.

Evaluation of Professional Development Master Plan

The evaluation of the value of the Professional Development Master Plan has two components. These components are data analysis of student assessment and feedback from the staff on the plan's effectiveness.

All feedback from the staff should be incorporated into the total evaluation process and become part of the planning. This can be used along with interrupting data in order to improve student learning as part of an ongoing process.

At that time, changes in the district goals can be made as needed and recommendations for changes to the Professional Development Master Plan can be forwarded to the Professional Development Council.

Participants in workshops offered by the district complete evaluation forms. Data from the audience is shared with PDC and recorded for future reference. PDC will adjust its goal and plans to help determine the value of activities based on this input.

Amending Bylaws

- Bylaws shall be amended by a majority vote of the Professional Development Council.
- Any Bylaw changes shall be proposed at one Professional Development Council meeting and the vote on said change shall take place at the following Professional Development Council meeting.
- Amendments approved by the Professional Development Council shall be submitted to the Superintendent or designee, School Board, and State Department of Education for approval.

Appeal Process

Although differences regarding individuals' professional development are usually resolved informally, there is a well-defined process in place for teachers to appeal and reconcile disagreement regarding clock hours, reimbursement, activity approval and/or individual professional development plan approval.

The steps are as follows:

- The staff member must contact the building administrator in writing within fifteen (15) working days of the date of the decision.
- A meeting is scheduled between the administrator and staff member, at which time the staff member may bring whatever information, documentation or resources are needed to support the appeal.
- The building administrator must inform the individual of a decision in writing within fifteen (15) working days of the staff member/administrator meeting.
- The staff member may further appeal this decision to the Professional Development Council by requesting in writing, a hearing with the council. This request must occur within fifteen (15) working days of the decision of the building administrator. No new evidence or information may be presented at this hearing,. However, full discussion of the facts of all parties will precede final deliberations. The building administrator and the aggrieved staff member will be excused from final deliberations and voting.
- The staff member will receive a written decision from the Professional Development Council within five (5) working days of the council meeting.
- The individual may further appeal an unfavorable decision in writing, to the Superintendent of Schools within five (5) working days of the issuance of the Professional Development Council decision. A hearing with the Superintendent will be held within fifteen (15) working days after the receipt of the appeal. Again, no new evidence may be introduced at this time. The decision of the Superintendent of Schools is final and binding.
- In unique and/or unusual circumstances, the specified time limits may be extended by mutual agreement.

Process for Development of Master Plan

Development –

- Attend state technical assistance workshops
- Establish a revision sub-committee of the PDC
- Review new state criteria
- Evaluate and edit existing master plan
- Write draft of new plan
- Present new plan to PDC for review
- Make any recommended changes
- Present new plan to Superintendent for School Board approval
- Submit revised plan to the State for approval

Implementation –

- Distribute the approved master plan
- Present the approved plan to the school staff
- Facilitate understanding of the recertification guidelines
- Inform staff of present district and school goals
- Coach staff on individual plan writing
- Advise staff of building representatives and meeting dates
- Maintain Professional Development libraries in each building
- Notify staff of professional development opportunities
- Establish a professional development calendar in each building

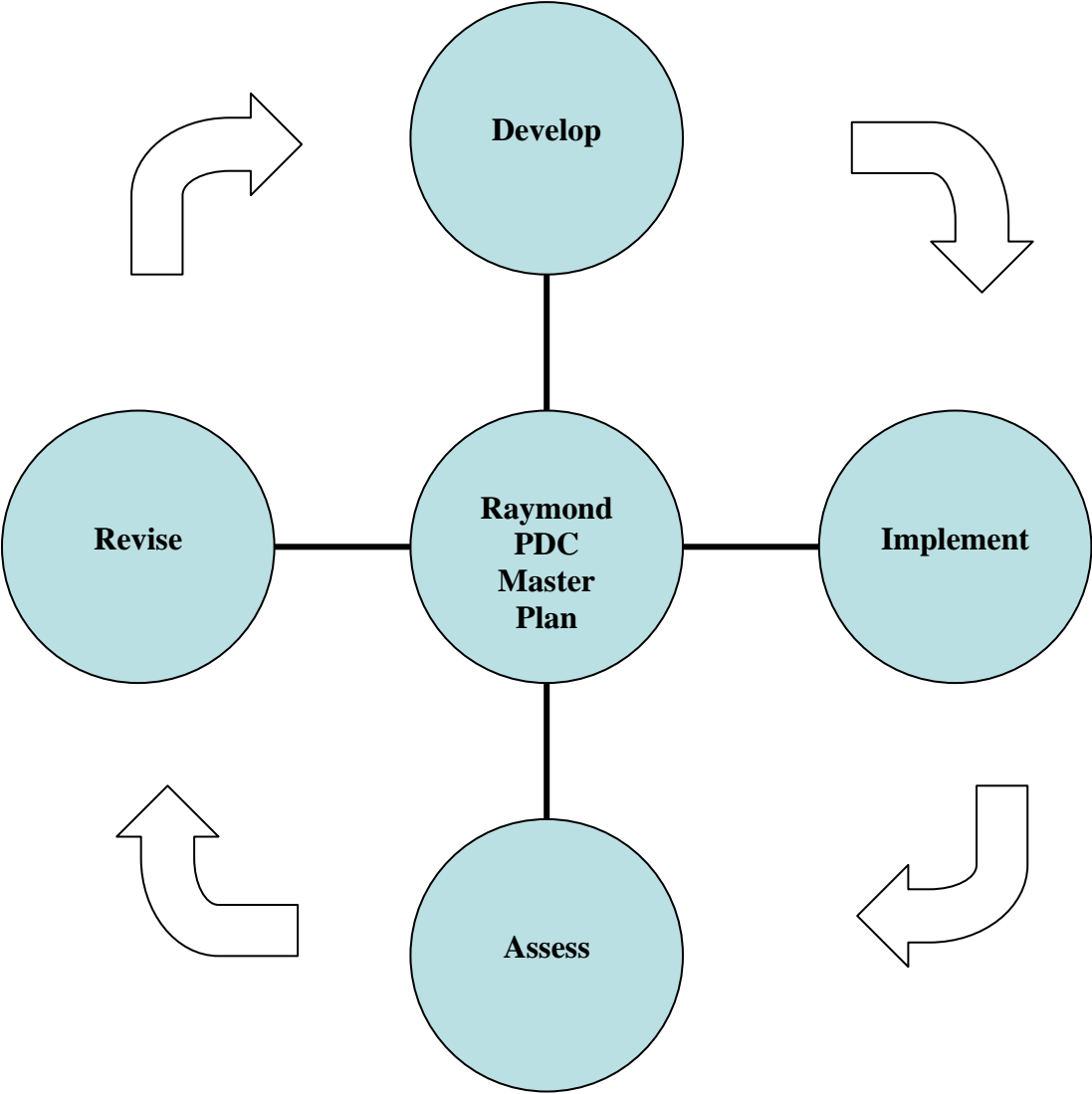
Assessment –

- Monitor feedback from staff and administration
- Employ formal and informal staff surveys
- Analyze professional development materials
- Oversee professional development library selections
- Review data on student progress

Revision –

- Research alternative methods at district and state levels
- Make necessary changes based on research and PDC approval
- Inform staff of changes

Master Plan Development



Raymond School District Philosophy

Education is a responsibility shared among parents, students, professional educators, administrators, and community members. In recognition of each individual's unique needs and learning style, we will offer challenging opportunities in a supportive environment. We will encourage each student to grow intellectually, socially, physically, aesthetically, and creatively.

Intellectual growth will be nurtured through communication, critical thinking, decision-making, problem solving, self-discipline, and self-direction. In addition, we shall foster self-esteem, mutual respect, inter-personal skills, and those values which are necessary for becoming responsible citizens. By providing these opportunities, we will help students to reach their potential and thereby acquire an appreciation for the lifelong pursuit of learning.

Students will have the opportunity to develop respect for themselves, their community, their country and democracy in relation to the world in which we live as they strive to meet the above-stated values and purposes.

Raymond School District Mission Statement

The Raymond School District, as the organization responsible for providing challenging educational opportunities in the supportive environment, is committed to:

- Recognizing each individual's unique needs and learning styles.
- Promoting intellectual growth,
- Fostering self-esteem and mutual respect,
- Developing interpersonal skills necessary for becoming responsible citizens,

and thereby....

Encouraging individuals to reach their potential and to acquire an appreciation for a life-long pursuit of learning.

2006-2007 Raymond School Board Goals

- 1. To focus the District's efforts on continuously increasing student achievement using research and appropriate data.**
 - a. Increase the district-wide scores on the state's standardized tests and NWEA test.
 - b. Use NWEA test result data to develop future instruction.
 - c. Develop and improve enrichment programs for Math, English, Science, and Social Studies for all students K-8 by the end of the 2008 school year through differentiated instruction.
 - d. Continue to monitor the drop-out rate and to actively engage in drop-out prevention programs.
 - e. Develop and implement a plan for curricular alignment with the state standards, assessment and evaluations of students through testing.

- 2. Ensure that the District has the facilities to provide an appropriate educational environment**
 - a. Continue to update and implement the Capital Improvement Plan.
 - b. Develop and implement a district wide Preventative Maintenance Program.
 - c. Identify facility concerns at Lamprey River Elementary School and their impact on the teaching and learning process by 2008.

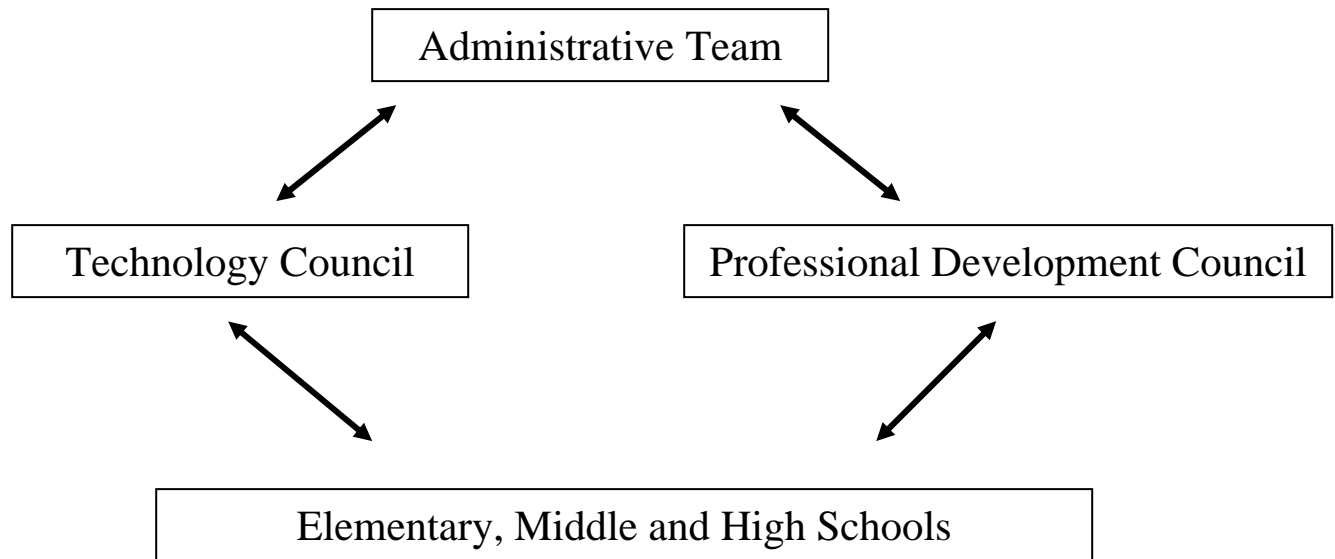
- 3. Improve community relations through effective communications.**
 - a. Continue to participate in joint meetings with other town officials, i.e. Board of Selectmen and Budget Committee.
 - b. Utilize the media to project positive images for the district.
 - c. Provide information for community decision making that will result in passage of School District Warrant Articles.

- 4. Employ effective resource management for the District**
 - a. Maintain, wherever possible, student/teacher ratios for K-3 at or below 18/1.
 - b. Implement a staffing plan which reflects reasonable and appropriate student teacher ratios.
 - c. Attract certified substitutes.
 - d. Reduce district-wide energy consumption by 5% through more effective use of resources.

- 5. Ensure the School Board and District Administration work together as a team.**
 - a. Superintendent to work with the School Board to develop and implement a plan to make the board more effective and informed.

Raymond School District Systemic Leadership Structure

The Raymond School District has worked diligently to establish a leadership structure. The result is an efficient structure for planning, development, communication, and evaluation. This structure has made it possible to coordinate efforts related to curriculum alignment, instructional improvement, professional development and technology integration.



The Administrative Team is composed of the following members:

- Superintendent
- Business Administrator
- Special Education Director
- Building Principals
- Curriculum Coordinators

The Technology Council is composed of the following members:

- Superintendent
- One building administrator
- Curriculum coordinator
- Director of Technology
- One certified staff member from each of the three schools
- School Board member
- Community members
- One student member

Student Growth

Procedures for Collection

Standardized tests are administered to students by highly qualified educators at the appropriate times of the year:

- Fall: Baseline NWEA; NECAP; placement tests
- Spring: NWEA; NHIEAP
- Ongoing: Informal testing

Tools for Assessment

Formal

NECAP
NHIEAP
NWEA
PSAT
SAT Worksheets
Standardized Tests

Informal

Checklists
Running Records
Rubrics
Mid Terms & Finals
Portfolios
Reading Tests
Journals
Self-Assessments
Anecdotal Records
Oral presentations
Homework
Projects

Utilization of Data

- Identify needs and set priorities at team, building, and district level
- Modify curriculum to meet goals and align with state standards
- Recommend budget allotment
- Develop individual professional development goals
- Provide time and training for staff to coordinate and implement identified goals

Student Data – Collection, Interpretation and Utilization
Standardized Assessment

Sources	Collection	Interpretation	Utilization
Gates-McGinitie Reading Test	Grades K, 1,2,3, and 4 Administered in May to whole class by grade level educators and special education educators	Grade level educators, reading educators, administration	-Reported to school staff, school board, SAU and parents -Used to track student progress throughout grades
New Hampshire Educational Improvement and Assessment Program and New England Common Assessment Program	Grades 3-8 and 10 Administered by grade level educators, guidance counselors and special education educators in October and May	Administration Team and educators	-Reported to community, parents, school board and educators -Used for curriculum and instructional improvement -Used to show school progress over time
Northwest Evaluation Association (NWEA)	Grades 2-10 Administered by trained educators in fall and spring of each year	Administration team and educators	-Reported to educators, parents, SAU and school board -Used to track student progress -Used for curriculum development -Used to establish individual and team goals
PSAT/SAT	Administered to high school students by high school educators and administrators	High School guidance counselors	-Reported to parents, students, community, SAU, school board and colleges -Used for placement in colleges -Used to show student progress over time

Non-Standardized Assessment

Sources	Collection	Interpretation	Utilization
Developmental Indicators for the Assessment of Learning (DIAL)	Administered by educators to incoming kindergarten students	Kindergarten educators, administration and reading team	-Reported to educators -Used for baseline instruction and placement
Developmental Reading Assessment	Administered by educators to K-4 students twice yearly or as needed	Grade level educators, reading team, and administration	-Reported to educators -Used for placement -Used to track progress
Everyday Math Unit Assessment	Administered by educators to K-5 students when appropriate	K-5 educators, curriculum coordinators, administration	-Reported to educators -Used for curriculum and instructional improvement -Used to track student progress
Subject matter testing (Mid-term and Final exams)	Administered by educators to students, grades 6-12, at the end of first and second semesters	Educators	-Reported to educators, parents, students -Used to monitor progress -Used for placement -Used for curriculum and instruction development
Report Cards and Progress Reports	Grades K-4 Parent/Teacher conferences held as needed. Report cards are issued in November, February, April and June Grades 5-12 Educators issue progress reports at mid-quarter. Report cards are issued at the end of each quarter in November, February, April, and June	Educators issue progress reports and report cards and contact parents and necessary services as needed	-Reported to parents, students, educators and administration - Used to monitor student progress -Used to show school progress -Used for curriculum and instructional development

Procedures for Utilizing Standardized Tests

The Raymond School District will use the results of the NH School Assessment as well as other standardizing testing to improve student learning. Since student learning is the goal of professional development, it is important to identify measures of student learning. The analysis of student learning will impact all decisions involving professional development in our SAU. The Data Committee is composed of members from all three district schools. It consists of administrators, curriculum coordinators and staff. The charge of the committee is to gather data, identify trends and distribute information to people who impact student learning.

NECAP Testing

At the state level, the district is using the NECAP (New England Common Assessment Program) for grades 3-8 and grade 11. Test results are used to track student progress, develop curriculum and improve instruction. The following is an outline of the schedule the district has adopted:

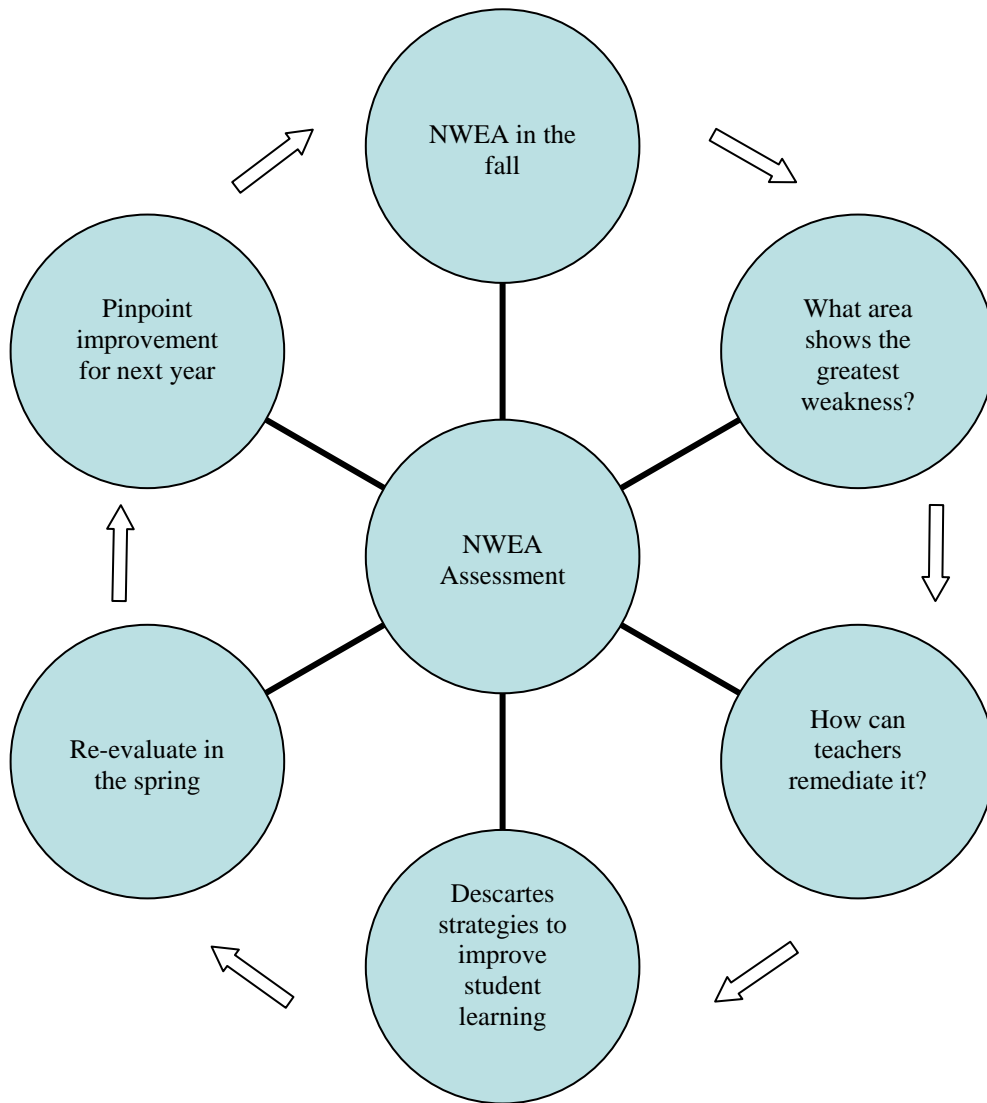
- NECAP tests are administered in grades 3-8 and 11 in early fall by educators
- District results are received in a few months
- Individual results follow
- Results for the test are reviewed by the Administrative Team, Data Committee and educators
- Learning communities, consisting of educators across grade levels, are formed to review GLE (grade level equivalencies) and GSE (grade span equivalencies) for the purpose of curriculum revision
- Information will be shared with the textbook review committee for assistance in selection of appropriate texts/materials
- Grade level teams meet to review common items and incorporate them into curriculum planning
- Cross grade level teams meet to address curriculum gaps and overlaps in successive years

NWEA Testing

At the local level, the district has committed to using the NWEA (Northwest Evaluation Association) tests in grades 2-10 to clearly track student progress. The following is an outline of the plan the district has adopted.

- In early fall, the NWEA tests are administered by trained educators to students in grades 2-10
- Results are received within 24 hours in a RIT score format which clearly shows where the student is in his/her learning process
- Individual scores are depicted as well as class and grade level scores
- The Descartes system provides specific strategies to improve student learning
- Student and/or class goals are developed by grade level teams and/or individual teachers
- Professional Development opportunities within the district are offered to teachers for differentiated instruction and to strengthen identified areas of concern
- Tests are re-administered in the spring to monitor and assess student progress
- Results from the tests will remain in the system and will be used to demonstrate progress throughout the student's school career, creating a history of the student's strengths and weakness
- Successive educators can access the testing results to adapt and assist with curriculum planning

NWEA Testing



Supporting Standards of New Hampshire Frameworks

The staff of the Raymond School District has been working continuously to use the results of the NH State Assessments as well as other standardized tests to evaluate the curriculum effectiveness. This process is ongoing to ensure achievement. Presently, the organizational structure developed clearly delineates our goals to establish an appropriate and effective curriculum.

Year	Step	Activity
2004-2005	Initial Stage	<ul style="list-style-type: none"> -To increase student performance on State Assessment, Curriculum coordinators set long range goals to insure the district curriculum is aligned with the State Frameworks. -Curriculum coordinators gathered a group of teachers to review software available on curriculum mapping. -Technology Pathways was selected and a pilot team was formed.
2005-2006	Pilot Group	<ul style="list-style-type: none"> -Curriculum Coordinator, Technology Director, and the teachers of the pilot group received virtual training from Technology Pathways. -Pilot group worked independently to become proficient in use of software for curriculum mapping
2006-2007	Peer Coaching	<ul style="list-style-type: none"> -Peer coaches receive supplemental training in software in early fall. -Heidi Hayes Jacobson follows up with a training workshop for the entire staff on curriculum mapping using the diary format. -An extended pilot program will employ peer coaching to include as many teachers as possible.
2007-2008	District Wide	<ul style="list-style-type: none"> -First draft of curriculum mapping should be completed -New staff will receive training and peer coaching to facilitate process.
2008-2009	Small group review	<ul style="list-style-type: none"> -Teachers should be familiar and comfortable with curriculum mapping. -Teams work to review existing maps and make necessary adjustments.
2009-2010	Large Group Review	<ul style="list-style-type: none"> -Curriculum maps will be reviewed across grade/subject levels. -Collaborative work will lead to further revisions.
2010-2011	District-wide Mapping	<ul style="list-style-type: none"> -Entire district is employing curriculum mapping. -Maps are aligned both horizontally and vertically to eliminate gaps and overlaps in curriculum. -A more effective curriculum should contribute to higher student achievement.

The curriculum mapping process presents many professional development opportunities for training and job embedded activities. The process of professional development should help educators find the best instructional strategies, activities, and assessments to meet the curriculum goals and ultimately to improve student achievement.

Addressing Teacher Competencies and Professional Development

As required by the New Hampshire Education Law, the master plan provides professional growth opportunities for all certified staff by offering various options for professional development credit. These opportunities range from independent study to job embedded activities, peer coaching, along with in-house and outside presenters. These activities offer experiences for certified staff to gain expertise in the areas of planning and preparation, classroom climate, knowledge of learners and learning, and the school's organization and role in society.

Section ED. 512.02 and 512.03 of New Hampshire Education law identifies the following major professional development components:

- **Knowledge of subject and content areas taught and field(s) of specialization for which certification is taught.**
- **Knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.**
- **Knowledge of learners and learning.**

The Professional Development Council and/or Superintendent will sponsor and arrange activities for the certified paraprofessionals, staff and administrators of the Raymond School District.

- The Professional Development Council and/or Superintendent will promote in-service activities that will correspond to the district goals.
- Raymond School District personnel are encouraged to share their expertise by offering in-service programs through Professional Development Council. The following procedure will be used:
 - Presenter fills out Workshop Proposal Form (see appendix C).
 - The completed form will be given to a building representative.
 - The representative will present the proposal at the next Professional Development Council meeting.
 - The presenter will be informed of the committee's decision in writing (see appendix D).
 - At the presentation of the workshop, evaluation forms will be distributed to all participants (see appendix E).
 - It is the responsibility of the presenter to consolidate the results of the workshop evaluations onto one form.
 - The tallied results will be submitted in writing to a building representative to be shared with the committee at the next Professional Development meeting (see appendix E).
 - It is the responsibility of the presenter to issue certificates of attendance to each participant (see appendix F).

Provisions for Individual Educator Growth and School Program Improvement

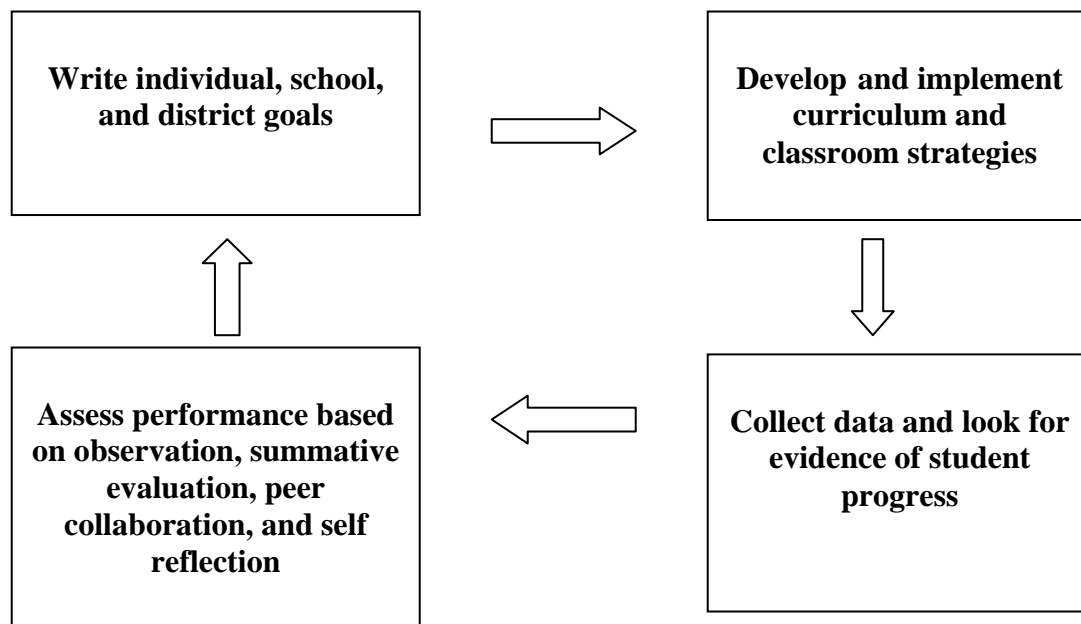
All certified educators are required to have a 3-year professional development growth plan (see appendix G). In accordance with ED. 512.02, the plan will help to focus on increasing student learning and improving instruction. The plan should relate directly to the district's goals, school's goals, and/or the individual's area(s) of certification, the state frameworks, or national standards. The district formed a teacher evaluation committee to standardize the evaluation tools used throughout the system. The plan includes formal and informal observations, review of professional development goal setting, and a summative evaluation based on Charlotte Danielson's model. The summative evaluation reflection provides opportunities for professional development goal setting.

Professional Development Goals and Support

In addition to school district goals, all educators will include an individual and school goal in their individualized Professional Development Plan. Consideration should be given to knowledge of subject area or field of specialization and knowledge of learners and learning.

During the goal setting process, evaluation procedures may include but should not be limited to direct supervision, presentations to staff, data collected by staff members, journals, portfolios, input from peer coaching or mentoring and written self-evaluations. The job embedded activities should include written summaries of findings as well as any recommendations for improvement. Information from these evaluation tools should help to determine if goals were met. It should also help develop and generate new goals.

Process for Individual Goal Setting 3 Year Plan



Self-assessment is an on-going process. Educators incorporate both formal and informal observation, the summative evaluation, peer collaboration, and collection and analysis of available student performance data in their self-evaluation. The collaborative assessment is based on the goals and desired outcomes of the educator. As a result of self-assessment, changes in teaching practices and curriculum can be more effective and new goals set. (see page 48, Appendix N)

Recertification of all Certified Educators

- All certified educators must develop and fulfill a 3-year individual professional development plan for the purpose of continuous professional growth and recertification. Certified educators may include but are not limited to:
 1. Superintendents/assistant superintendent
 2. Business administrators
 3. Principals/assistant principals
 4. District administrator
 5. Special education administrators
 6. Directors
 7. Counselors
 8. Social workers
 9. Teachers
 10. Media supervisors and specialists
 11. Any other professional educator
 12. Paraprofessionals

- For recertification, educators must complete **one** of the following options:
 1. A minimum of 75 continuing education units for certified staff and 50 for certified paraprofessionals.
 2. Educational Pathway that employs job embedded activities.
 3. A combination of one and two above.

- At the beginning of their three-year recertification cycle, certified educators will develop a three year Professional Development Growth Plan (see appendix G) or an Educational Pathway (see appendix H) which directly relates to district, school and individual goals. This plan must be approved and signed by the building administrator. District goals are determined by the school board and the administrative team. School goals can be determined by the building administrators. Individual goals are determined by the educator as they relate to their professional needs, subject area, and student learning.

- The Educational Pathway is an ongoing process which examines a teacher’s teaching and student’s learning by engaging in an educational project. This study includes but is not limited to (1) writing goal(s), (2) developing a plan, (3) collecting data, (4) analyzing and evaluating the data and (5) formulating a conclusion. This plan involves but is not limited to descriptive reporting, sharing, and critical reflection for the purpose of improving classroom instruction. Through the project, teachers demonstrate their commitment to promoting changes indicated by their study.
- Teachers intending to enter into this kind of activity need to get prior approval of the building administrator by outlining how this experience will impact student learning in the classroom (see appendix H). This type of professional development activity may include summer work/activities where teachers can become part of a team in a business or research setting and bring the experience back to the classroom. These experiences could be long-term. A body of evidence work will be awarded.
- Certified educators have the responsibility of maintaining their area(s) of certification. They must earn 30 hours of professional growth in their area(s) of certification within a 3-year cycle. Staff members must also continue to increase their knowledge of learners and learning to improve student performance.
- Individual professional development activities may be engaged in as long as the activity is consistent with one of the district, school or individual goals and **must have** the prior approval of the building principal and superintendent/designee (see appendix B).
- A Professional Activity Form must be completed for every individual activity requested. This document indicates administrative approval and requires the staff member to submit proof of payment if reimbursement is requested (see appendix B).
- Certified Staff must comply with the following requirements:
 - ✓ The responsibility for recertification rests with the individual. All certified staff members should verify their own records.
 - ✓ The Superintendent of Schools is the final agent empowered to recommend recertification.
 - ✓ The Superintendent of Schools will provide each certified staff member with a state recertification form complete with his or her recommendation. This form must be returned to the State Department of Education with the appropriate fee.
 - ✓ After receiving the new certification it is the responsibility of each certified staff member to provide a copy to be placed in their school professional development file and their SAU personnel file.

Distribution of Professional Development Hours for Recertification

<p>Hours required for School, District and/or SAU Goals</p> <p>45 Hours</p>

<p>First Endorsement</p> <p>30 Hours</p> <p>(Total 75 Hours)</p>	<p>Second Endorsement</p> <p>30 Hours</p> <p>(Total 105 Hours)</p>	<p>Third Endorsement</p> <p>30 Hours</p> <p>(Total 135 Hours)</p>
---	---	--

A minimum of seventy-five (75) total clock hours of approved professional development activities is required every three years for renewal of a teacher credential. A clock hour is equal to sixty (60) minutes.

Requirements include:

- A minimum of forty-five (45) clock hours of approved professional development activities must be completed that meets district goals, school goals and /or the goals of the districts Local Education Improvement Plan.
- A minimum of thirty (30) clock hours of approved professional development activities must be completed in each subject area and/or endorsement for which recertification is sought.
- If you have more than 3 endorsements you will be able to request an extension of time. An amended professional development plan must be submitted to the superintendent for state approval to extend the period up to six (6) years, or two (2) certification periods, for that portion of the teacher's professional development plan that exceeds one hundred thirty-five (135) hours.
- Certified paraprofessionals are required to complete a minimum of fifty (50) total clock hours of approved professional development activities every three years for renewal of their professional credential.
- Certified staff whose credentials expire in a given year shall have accrued their total clock hour requirements of approved professional development activities prior to being re-nominated and/or re-elected in accordance with RSA 189:14-a. Clock hours accrued after submission of body of evidence to the SAU will be included in the next three (3) year recertification cycle.
- Certified staff entering the system from another school district will be given credit for professional development earned in any other authorized Professional Development Program.
- Any teacher or administrator on an authorized leave of absence of one year will be required to include his or her year of leave as one of the three years required for the Professional Development Program.

Recertification of all Certified Paraprofessionals

The SAU#33 Professional Development Master Plan is designed to meet both the needs of paraprofessionals as well as professional educators. Certified paraprofessionals must earn 50 continuing education units during the three-year recertification cycle.

Process for Paraprofessional Recertification

- Each paraprofessional must earn 50 continuing education units during the three-year recertification cycle.
- At the beginning of the three-year recertification cycle, each paraprofessional will develop a three-year professional growth plan (see appendix G) or an Educational Pathway (see appendix H), which will be approved by the building principal and will be revised as needed.
- The 50 hours will be earned by following the same process that certified educators employ.

The professional development forms for each certified paraprofessional, teacher and administrator will remain in the files of his/her respective school and the SAU #33 Office. These professional development forms will be retained for each certified paraprofessional, teacher and administrator until such time as recertification has taken place. Each certified paraprofessional, teacher and administrator shall be responsible for their file and when leaving the district the certified paraprofessional, teacher and/or administrator may request his or her professional development file from the school.

Recertification of Educators Not Under the Local Professional Development Master Plan

Certified educators and paraprofessionals seeking recertification who are **not** employed by a school administrative unit, a local school, or a participating nonpublic school shall:

1. Comply with a professional development master plan prepared by the department that is in accordance with the criteria listed in ED 512.02
2. 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 appropriate criteria
3. For those certified paraprofessional 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

Professional Development Activity Approval

- The certified staff member will submit a Professional Activity Form to the building principal for prior approval of workshops, courses or other activities not sponsored by the Professional Development Council. All activities must relate to Professional Development Goals and the current needs of the staff member. (see appendix B)
- Principals and assistant principals will submit a Professional Activity Form request to the superintendent/designee for prior approval of workshops, courses, or other activities not sponsored by the Professional Development Council. All activities must relate to Professional Development Goals and the current needs of the administrator. (see appendix B)
- The superintendent of schools will submit a Professional Activity Form request to the school board for prior approval of workshops, courses, or other activities not sponsored by the Professional Development Council. All activities must relate to Professional Development Goals and the current needs of the superintendent. (see appendix B)

Documentation of Professional Learning

Educators need to develop a body of evidence for documenting their professional learning and the fulfillment of their professional goals. Professionals can draw from both job-embedded and formal activities to help accumulate evidence of their professional growth.

- It is recommended that the documentation approach include a reflective component which asks educators to reflect on what they did, what they learned, and what they are doing/will do as a result of this learning.
- Developing a body of evidence should be a natural, integrated part of the educator's work and learning process rather than creating an excessive added demand on the educator. The pieces of evidence to be collected should be those which are natural to the activities, requiring the educator to "collect" rather than "create" evidence. Educators need to include evidence of their activities and their own learning, and must provide information regarding the impact on student's learning.

Educators can show learning through the following methods:

- Written reflection
- Oral reflection
- Application of new materials
- Samples of student work
- Projects, papers, etc.

Educators can show student learning through the following methods:

- Standardized assessments
- Classroom assessments
- Student work examples
- Student portfolios
- Video tapes of student presentations and activities
- Skill inventories or checklists
- Anecdotal notes

Educators can show impact on students through the following methods:

- Discipline data
- Attendance data
- Health records
- Behavior records
- Extra curricular participation
- Other...

When creating an evidence collection, remember:

- It's not about what you did, it's about what you learned
- It's about working to "improve" rather than trying to "prove"
- Less is more – make a concise collection of carefully selected evidence
- Pick illustrative examples rather than including everything
- Use technology – put the evidence on your computer, a CD, a USB memory stick, a digital camera, etc.

Informal Professional Development Activities

1. Community Service
2. Curriculum Development
3. Individual Study, Travel, and Research
4. Mentoring/Coaching
5. Professional Organization, Leadership Role Outside of School District
6. Professional Reading, Video, and Audio Tapes
7. Publications
8. Staff Exchange
9. Visitations

Formal Professional Development Activities

1. College course
2. Committee/Council Work
3. Conferences, Conventions, Seminars and Workshops
4. Grant-Writing
5. Workshop Presentations and College Courses

Job-Embedded Professional Development Activities

The list below is a sampling of possible job-embedded professional development opportunities:

Action Plan: Examining one’s teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting.

Book Talk: Engaging in a single discussion or series of discussions about a book or other professional publications.

Case Discussions: Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue. This context can also be used to discuss a case study about a particular student. In this instance, the student’s teacher would present the “case” and engage the group in discussion to determine ways to help the student.

Classroom Observation Process: Engaging in conversations about teaching and learning based upon one or more classroom observations. The process includes a planning conference, an observation (data collection), and a reflecting conference.

Creating a “Product”: Developing some kind of “product”. Products could be something for the classroom, school, or district. Examples of a product could include: instructional units, new classroom management approach, handbooks, lab manual, etc.

Critical Friends Group: A structured, collaborative, collegial approach to examining student work to improve instruction and generating solutions to classroom problems. Structure derives from the use of a discussion protocol and often the leadership of a group facilitator.

Curriculum Development, Implementation, Adaptation: Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.

Examining Student Work and Student Thinking, Scoring Assessments: Carefully examining student’s work and products to understand student’s thinking and learning strategies, and identifying learning needs and appropriate teaching strategies and materials.

Immersion in Inquiry: Engaging in the kinds of learning that teachers are expected to practice with their students (inquiry-based science investigations, mathematical problem solving, etc.).

Independent Study: Engaging in study of a specific topic of interest either independently or as a part of a formal university or college degree program.

Mentoring/Coaching: Serving as a formal mentor/coach for another educator or participating as that recipient of formal mentoring/coaching by another educator.

Partnerships: Educators working in collaborative partnership with a business, industry, university or college with a focus on improving the educator’s knowledge of content, instructional methods, and understanding of “real world” applications of curriculum content and skills.

Professional Developer: Creating and/or presenting learning experiences for other educators.

Professional Networks: Educators linking with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems.

Study Groups: Engaging in regular and collaborative interactions with a group of colleagues around a particular topic or topics (block scheduling, cooperative learning, multiple intelligences, etc.). During the group meetings, participants would share information, experiences, questions, concerns, problems, etc.

College Course

Courses provide structured opportunities for educators to learn from facilitators with specialized expertise, as well as from peers. Courses provide teachers with opportunities to connect with outside sources of knowledge in a focused way.

Clock Hour Award: 15 clock hours **Per Credit Hour** awarded by the college or university.

Funding: Tuition for coursework will be awarded according to the current teacher/administrator contract.

Requirements: Submit Professional Development Activity form prior to enrollment. Upon completion of a course, submit a copy of the grade report along with the pink copy of the Professional Development Activity form. Formal study at an accredited college or university must have a "C" or better to receive clock hours. If a "D" or lower is received on a course then credit can only be received through an appeal to the Professional Development Council.

Requirements	
Professional Development Activity Form	✓
Certificate of Attendance	
Receipt of Payment	✓
End Product	
Project Description/Approval	
Grade Report	✓

Committee/Council Work

Committee/Council work constitutes various building and district wide committees/councils. Committee/Council work may require long and short-term commitments as well as full day off site work sessions, and summer involvement. This type of commitment promotes a harmonious environment and contributes to a healthy learning culture.

Clock Hour Award: Not limited

Funding: Not applicable

** Committee/Council Chairperson will verify attendance using the committee/council meeting minutes and prepare Professional Development Certificate of Attendance.

Required Forms	
Professional Development Activity Form	
Certificate of Attendance	✓
Receipt of Payment	
End Product	
Project Description/Approval	
Grade Report	

Community Service

Most teachers' duties extend beyond the classroom doors. Student service learning is as important for teachers as it is for students when learning about the values of the community in which they teach or live. Functions such as serving as a liaison in parent organizations and volunteering in groups relating to school and community will develop good public relations. This activity fosters the development of partnerships with business, industry, and university or college.



Clock Hour Award: Not limited

Funding: Not Applicable

Requirements	
Professional Development Activity Form	✓
Certificate of Attendance	
Receipt of Payment	
End Product	✓
Project Description/Approval	
Grade Report	

Conferences, Conventions, Seminars and Workshops

Conferences, Conventions, Seminars, and Workshops should be related to individual professional growth and school and district needs.



Clock Hour Award: Not limited

Funding: Amount of reimbursement will be awarded according to the current teacher/administrator contract. Upon completion of activity, submit pink copy of Professional Development Activity form with receipt of payment to SAU.

Requirements: Submit Professional Development Activity form to building principal prior to activity. Activity must be aligned with professional or district goals. In-district workshops only require professional development certificate.

Requirements	
Professional Development Activity Form	✓
Certificate of Attendance	
Receipt of Payment	✓
End Product	
Project Description/Approval	
Grade Report	

Curriculum Development

These activities should be related to using grade level expectations in the process of mapping and developing curriculum. The end product is a new or modified curriculum or unit designed to improve student learning. All curriculum activities must be related to individual professional growth, instruction, school and district needs.



Clock Hour Award: Not limited

Funding: Not Applicable unless grant funding available.

Requirements	
Professional Development Activity Form	
Certificate of Attendance	✓
Receipt of Payment	
End Product	✓
Project Description/Approval	
Grade Report	

Grant Writing

Grant Writing will be defined as the writing and submission of a grant or grants that impact on individual professional growth, school and/or district needs.

Clock Hour Award: Not limited

Funding: Not applicable

Required Forms	
Professional Development Activity Form	✓
Certificate of Attendance	
Receipt of Payment	
End Product	✓
Project Description/Approval	
Grade Report	

Independent Study and/or Research

This area involves study and /or research of a specific topic of interest. Travel can be included in this category.



Clock Hour Award: Clock hours per certification area as justified by professional goal setting.

Funding: Not applicable

Requirements	
Professional Development Activity Form – see appendix B	✓
Certificate of Attendance	
Receipt of Payment	
End Product	✓
Project Description/Approval – see appendix M	✓
Grade Report	

Mentoring/Coaching

Part 1:

This targets individuals who are willing to share their expertise and time with student teachers assigned by an accredited college or university, beginning teachers and candidates pursuing alternative certification.

Part 2:

This targets individuals working one on one as a mentor/coach with other professionals to assist them in improving instructional strategies. Building administrators will be involved in the mentoring/coaching process to assist in the design of a schedule that will allow for multiple observations where the goal is focused on improving teaching strategies.



Clock Hour Award: Not limited – maintain a personal log of hours spent

Funding: Not Applicable

Requirements	
Professional Development Activity Form	
Certificate of Attendance	
Receipt of Payment	
End Product	
Project Description/Approval – see appendix M	✓
Grade Report	

Professional Networking

This category covers a wide variety of methods that would allow educators to link with one another to share expertise and learning. These activities could include but are not limited to:

- Visitations
- Staff Exchanges
- Electronic Networking
- Study Groups
- Critical Friends Groups
- Immersion in Inquiry
- Book Talk
- Case Discussions



Clock Hour Award: Not limited

Funding: Not Applicable

Requirements	
Professional Development Activity Form	✓
Certificate of Attendance	✓
Receipt of Payment	
End Product	
Project Description/Approval	
Grade Report	

Professional Organization - Leadership Roles Outside of School District

The leadership role should be related to the improvement of instruction and/or the educational program of your certified area of instruction.

Clock Hour Award: Not limited

Funding: Not Applicable

Requirements	
Professional Development Activity Form - see appendix B	✓
Certificate of Attendance	
Receipt of Payment	
End Product	✓
Project Description/Approval - see appendix M	
Grade Report	

Professional Reading, Video, and Audio Tapes

This provides opportunities to reflect on teaching and learning through professional journals, books, videos, and audiotapes. This allows educators to raise awareness through the introduction of new information and to build on existing knowledge. An increased understanding of information specific to the content areas or teaching methodologies will be gained.

Clock Hour Award: Not limited – maintain a personal log of hours spent

Funding: Not Applicable

Requirements	
Professional Development Activity Form	✓
Certificate of Attendance	
Receipt of Payment	
End Product	
Project Description/Approval	
Grade Report	

Publications

Publications should relate to professional or educational topics and should improve the instructional and/or the educational program. This includes examining classroom experiences, assessing the impact of teaching methodologies, and improved teaching practices related to improved student performance.

Clock Hour Award: Not limited – maintain a personal log of hours spent

Funding: Not Applicable

Requirements	
Professional Development Activity Form	
Certificate of Attendance	
Receipt of Payment	
End Product	✓
Project Description/Approval	
Grade Report	

Workshop Presentations and College Courses

All staff members are encouraged to serve as professional developers. In this role they can increase their own knowledge and skills as well as preparing others to use new programs, strategies, ideas, etc.



Clock Hour Award: Hour-for-hour credit will be allotted for workshop and college course teaching preparation. The time one spends preparing and conducting a workshop or course is creditable towards clock hours. However, preparation and teaching time will be approved only for the first time in cases where the same course or workshop is repeated.

Funding: \$50.00 for each hour of presentation
 \$25.00 for each hour of preparation
 Travel will be paid at the District rate
 Material costs will be on a case by case basis
 (Payment for services subject to funding considerations)

Requirements: A Workshop Proposal Form must be completed and submitted to a Professional Development Council member for council approval prior to presenting the workshop or course. If approved the council expects the presenter to take attendance, have evaluation forms filled out at the end and distribute a Professional Development Certificate of attendance. (See appendix for forms)

Requirements	
Professional Development Activity Form	
Certificate of Attendance	✓
Receipt of Payment	
Workshop Proposal Form	✓
Workshop/Course Evaluation Form	✓
Payment Request Form	✓

Thoughts for Reflection and Self-Assessment

For each strategy included in the Individual Professional Development Plan, each professional should take time to reflect on the intended purpose(s) of the strategy and its relevance to student learning. After the adoption of the Raymond School District teacher evaluation plan, the summative evaluation includes a rubric which covers four domains of the Charlotte Danielson model which are planning and preparation, classroom environment, instruction, and professional responsibilities.

Purpose of reflection-

- Developing awareness – these activities are designed to raise awareness through the introduction of new information.
- Increasing knowledge – the professional explores more deeply into new information in his/her field through a variety of activities such as reading, research, and visiting other schools or classrooms.
- Changing new knowledge into practice – the professional has acquired more and is now ready to develop some new lessons and units of instruction to begin to incorporate the new information.
- Practicing new methodologies – that would help professionals learn through the use of new approaches, practices or processes with their students.
- Providing opportunities to reflect – on teaching and learning opportunities to share with other professionals.

Reflection and Assessment

Professionals should realize that learning and assessment are part of an ongoing process. At the completion of each school year, professionals need to take time to reflect and assess the effectiveness of their annual goals and their impact on student learning.

In the beginning of each school year in the Raymond School District, teachers meet formally with building administrators to set their annual goals. At the end of the school year, teachers then meet both formally and informally with building administrators to review and reflect on their annual goals. This discussion should include such questions as:

- What have you learned?
- How has your goal impacted student learning?
- What was successful?
- What needs to be improved upon?
- What changes will you make, if any?
- Do you plan on expanding on this goal? If yes, how?
- Do you plan to explore it more in depth? If yes, how?
- How has this helped you grow and develop as a professional?

The preceding questions are provided to help guide educators to reflect on their yearly Individual Professional Development Goal. In addition to the self-reflection piece, educators work collaboratively with building administrators to review their summative evaluation. This body of evidence will help educators in assessing their stated goals and in planning for future goal setting. The purpose of the reflection is to make clear what educators learned and how their goals have impacted student achievement.

Raymond School District
SAU #33

Professional Development Acknowledgement

I have received a Professional Development Master Plan. I am aware that in order to be recommended for state recertification I must complete a minimum of seventy-five (75) clock hours of approved activities every three years per ED 512.02. I understand I must have thirty (30) hours of approved professional development activities in each subject area and/or field of specialization for which recertification is sought. I must also complete forty-five (45) hours of approved professional development activities to meet district goals, school goals and /or the goals of the districts Local Education Improvement Plan. All activities must relate to the Raymond School District Goals. I am aware that in order to receive credit for my activities I must have prior approval. (Staff members receive approval from their school principal. Administrators receive approval from the district superintendent.) I am aware that the Professional Development Council expects that I should keep a copy of all approved requests and verification forms and to submit one copy for filing in my school professional development folder and one copy for filing in my SAU personnel folder.

(Signature)

(Date)

*Every teacher is required to sign this form when elected to teach in the Raymond School District. It will become a permanent part of the personnel file.

School Administrative Unit No. 33
RAYMOND SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT ACTIVITY FORM

1. A copy of this form must be completed for every professional activity for which reimbursement and/or professional development credit is sought.
2. Approval by the Superintendent/Designee prior to the beginning of the activity is required for reimbursement.
1. Within 45 days of the activity's completion, the pink copy of this form, a canceled check/receipt, and satisfactory completion of course work must be submitted to the finance department.

NAME _____ SCHOOL _____
 POSITION _____ GRADE(s) _____ SUBJECT(s) _____

Type of Activity (check one)

Graduate Course (___ credits) Undergraduate Course (___ credits)
 Workshop Conference Other _____.

Activity Title (include numbers)

Agency/Institution

City and State

Inclusive Dates _____ Hours Requested: _____ Cost \$ _____

This activity is for - (circle one) Area(s) of certification District Goal(s)

Does this activity require professional leave time?

Employee Signature _____ Date _____

I (do) (do not) approve of this activity and recommend _____ professional development hours.

Reimbursement of \$ _____ charged to account number _____

Principal's Signature _____ Date _____

I (do) (do not) approve of this activity and recommend _____ professional development hours.

Reimbursement of \$ _____ charged to account number _____

Superintendent's Signature _____ Date _____

* REIMBURSEMENT SUBJECT TO SUCCESSFUL COMPLETION OF ACTIVITY AND, WHERE APPLICABLE THE DISTRICT'S COLLECTIVE BARGAINING AGREEMENT.

WHITE - Teacher YELLOW - School PINK - Finance with documentation after activity GOLD - Finance

Raymond School District Workshop Proposal Form

Title:

Instructor:

Target Audience:

Goal/Major Purpose of the Workshop:

Course/Workshop Explanation: (Briefly outline the content of the workshop covering all key objectives)

Requested Location:

Requested Date:

Requested Time:

Total Cost:

Please itemize indicating cost per hour and number of hours.

Preparation Cost:

Instructor Cost:

Other Costs: (i.e. materials, travel)

WORKSHOP APPROVED

The Professional Development Council has approved your workshop(s) request!

Title(s) of workshop(s) include:

Below is a list of what the council expects and how to receive payment.

1. The council expects that you will take attendance at your workshop and distribute a Professional Development Certificate of attendance. This form should include: The following people attended (title of your workshop) workshop given (your name) at (location of your workshop) on (date) and have successfully completed (number) hour/hours.
See attached Professional Development Master Plan appendix F.
2. The council expects that you have evaluations forms filled out at the end of your workshop. An evaluation form is attached or can be found in your Professional Development Master Plan appendix E.
2. The council expects you to tally the results of the evaluations onto one evaluation form (see attached) and give it to one of your building representatives. This person will submit it to the Professional Development Council at the next meeting for review and to be kept for council records.

PROCEDURES FOR PAYMENT

1. The council expects you to send a bill (see below) to the Council Treasurer.
-

Payment Request

I, _____ request payment of _____ dollars for
presenting _____ workshop on _____
at _____ for _____ hour/hours.

Workshop Evaluation Form

Topic: _____ Session: _____

Presenter: _____

Please check one for each question

Yes Partially No

1. Did this event meet your expectations?

2. Did you feel that the material presented was relevant to your needs?

3. Do you feel that you will be able to apply the information gained to your present situation?

4. Please indicate how you feel about the following: *Please circle a number for each item*

	1	2	3	4	5
Speaker's knowledge of subject	1	2	3	4	5
Speaker's ability to present subject	1	2	3	4	5
Format of group/session	1	2	3	4	5
Group size	1	2	3	4	5
Timing (i.e. time of day, length, etc.)	1	2	3	4	5

5. What did you like **least** about the presentation?

6. What did you like **most** about the presentation?

7. What would make the presentation more effective?

8. Do you feel a need for additional information about the topic?

No, topic adequately covered ___ Yes (please specify)

Signature: (optional) _____ Date: _____

Professional Development Certificate of Attendance

This is to certify that

---name---

was a participant in the in-service program

---program---

and has successfully completed *---#---* hours.

This program was offered at

---location---.

---date---

Appendix G

RAYMOND SCHOOL DISTRICT SAU #33 RAYMOND, NEW HAMPSHIRE 03077

THREE YEAR PROFESSIONAL/ PARA PROFESSIONAL DEVELOPMENT GROWTH PLAN

NAME:	SCHOOL:
ASSIGNMENT:	DATE:
ENDORSEMENT AREA/EXPIRATION DATE - [Professional staff 30 hours required in each endorsement]	
1: _____ / _____	2: _____ / _____
3: _____ / _____	4: _____ / _____

List three goals. Goals must be related to the District Goals. [Professional staff 45 hours required. Para Professional staff 50 hours required.]

GOALS	STEPS TOWARD ACHIEVING THE GOAL	EVIDENCE Teacher and Student Performance Indicators	ANTICIPATED COMPLETION DATES
Goal #1 - Individual			
Goal #2 - School			
Goal #3 - District			

SIGNATURES

STAFF MEMBER:	DATE:	PRINCIPAL:	DATE:
---------------	-------	------------	-------

White: Teacher

Yellow: School

Pink: District/Personnel File

Fall of the 1st Year

List steps toward achieving your goal(s).

Date: _____

Spring of the 1st Year

Below write a **brief** response to the following questions.

- What was successful?

- How has your goal impacted student learning?

- What needs to be improved upon?

- What changes will you make, if any?

- How has this helped you grow and develop as a professional?

Building Principal: _____

Staff Member: _____

Date: _____

Date: _____

Fall of the 2nd Year

List steps toward achieving your goal(s).

Date: _____

Spring of the 2nd Year

Below write a **brief** response to the following questions.

- What was successful?

- How has your goal impacted student learning?

- What needs to be improved upon?

- What changes will you make, if any?

- How has this helped you grow and develop as a professional?

Building Principal: _____

Staff Member: _____

Date: _____

Date: _____

Fall of the 3rd Year

List steps toward achieving your goal(s).

Date: _____

Spring of the 3rd Year

Write the **final** reflection on your action plan and include it, along with this form, with your body of evidence.

Building Principal: _____

Date: _____

Staff Member: _____

Date: _____

Professional Development Council Representative: _____

Date: _____

Congratulations!

You have completed your action plan and are approved for recertification.

**REQUEST TO CONVERT
PROFESSIONAL DEVELOPMENT HOURS
INTO SALARY SCHEDULE CREDITS**

To: Superintendent

From:

School Year:

Under the current Collective Bargaining Agreement between the Raymond School Board and the Raymond Education Association, I wish to convert the following professional development hours into _____ credits toward degree status on the Salary Schedule. I understand that I can receive(1) credit for every (20) hours of approved professional development credit, excluding college courses, with a maximum of (5) credits per three year period.

DATE OF ACTIVITY	ACTIVITY TITLE	HOURS

TOTAL HOURS: _____

I verify that the above were approved activities and attended by _____ during this school year.

Date

Professional Development Representative Signature

ANNUAL PROFESSIONAL DEVELOPMENT CUMULATIVE RECORD

NAME: _____ CERTIFICATION EXPIRATION DATE: _____

FIRST YEAR SUMMARY: March 1, _____ to June 30, _____

GENERAL AREA	DESCRIPTION OF ACTIVITY	DATE	HOURS
--------------	-------------------------	------	-------

A. Activities for Endorsement(s)

Total Hours: _____

B. Activities for District Goals/Three Year Plan

Total Hours: _____

Category A. Minimum of 30 Hours per endorsement. Category B. Minimum of 45 Hours for a total of 75 Hours.

Professional Development Committee Member Initials _____.

ANNUAL PROFESSIONAL DEVELOPMENT CUMULATIVE RECORD

NAME: _____ CERTIFICATION EXPIRATION DATE: _____

SECOND YEAR SUMMARY: July 30, ____ to June 30, ____

GENERAL AREA	DESCRIPTION OF ACTIVITY	DATE	HOURS
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A. Activities for Endorsement(s)

Total Hours: _____

B. Activities for District Goals/Three Year Plan

Total Hours: _____

Category A. Minimum of 30 Hours per endorsement. Category B. Minimum of 45 Hours for a total of 75 Hours.

Professional Development Committee Member Initials: _____.

ANNUAL PROFESSIONAL DEVELOPMENT CUMULATIVE RECORD

NAME: _____ CERTIFICATION EXPIRATION DATE: _____

THIRD YEAR SUMMARY: July 30, ____ to February 28/29, ____

GENERAL AREA	DESCRIPTION OF ACTIVITY	DATE	HOURS
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A. Activities for Endorsement(s)

Total Hours: _____

B. Activities for District Goals/Three Year Plan

Total Hours: _____

Category A. Minimum of 30 Hours per endorsement. Category B. Minimum of 45 Hours for a total of 75 Hours.

Professional Development Committee Member Initials: _____.

Yearly Action Plan Self-Assessment and Evaluation

Name: _____ Date: _____

Project Title: _____ School: _____

Position: _____ Grade/Subject: _____

Year: 1 2 3 (circle one)

Include answers to the following question(s)

- What have you learned?
- How has your goal impacted student learning?
- What was successful?
- What needs to be improved upon?
- What changes will you make, if any?
- Do you plan on expanding on this goal? If yes, how?
- Do you plan to explore it more in depth? If yes, how?
- How has this helped you grow and develop as a professional?

Glossary of Professional Development Terms

Assessment - Evaluation of knowledge.

Benchmarks – a specific indicator that will serve as a mark of progress toward one or more project goals. In his/her plan, the educator will identify a succession of benchmarks to be achieved along the way to the goals.

Coaching – collaborative and cooperative efforts between educators, aimed at achieving a particular skill.

Cohort Group – a group of people who begin a task or course of study at the same time. (The teachers who decide to begin the new plan in 2000 will be the first cohort group.)

Collaboration – act of working together.

Collection of Evidence – the things used to substantiate the educator’s progress toward her/his goals. For example: student papers, certificates of attendance, lesson plans, reflective journals, videos, other pertinent data.

Collegiality – positive give and take among professionals engaged in a common endeavor.

Critical Friend - someone with whom the educator regularly shares and discusses his/her project.

The critical friend may use cognitive coaching techniques to guide the educator in his/her reflection and analysis of his/her project. A critical friend can be any professional colleague selected by the teacher. Serving as a critical friend is a voluntary choice.

Culture – concepts, habits, practices, and values of and organization/school building.

Data - facts, figures, information from which informed decisions can be made.

Descartes – A document listing skills and concepts showing up in the NWEA item banks.

Dynamic – energetic, vigorous, changing – as related to the teaching profession.

Empathetic Listening – conveying understanding through the use of listening which reflects personal understanding – or putting yourself in the speaker’s position.

End Product – the evidence of the completion of a professional development activity. The product could include a written , oral, or visual presentation.

Exemplar – a model or sample of the way something is to be done.

Feedback – verbal or written comment on observed behaviors. Feedback can come from students, peers, supervisors, parents, and /or community members.

GLE – Grade Level Expectations – goals established by the state for each grade level.

Goal –a broad statement of aim. “Improving student writing” is a general goal; “Taking a graduate class” is an activity.

Guided Practice – rehearsal of skills under the direction of another in order to learn or become proficient.

Induction – a program or series of meetings which introduces and orients new and beginning teachers to the district, community, school building, resources, and people – and to the teaching profession.

Instructional Decisions – educational strategy and content decisions arrived at after consideration of data such as observations, assessments, surveys, etc.

Job-embedded Activities – activities which are part of the educator’s regular teaching assignment and may also be part of a teacher’s plan to achieve her/his goals.

Management Skills – strategies teachers use to ensure that educational environments are structured, engaging, productive, student-centered, and paced for maximum student achievement.

Mentor – a resource educator who counsels, supports and guides. A mentor has special or extensive knowledge or skill in the topic or area in which the individual is focusing her/his project. A reading specialist is an example of an in-district specialist; out-of district specialists might include consultants, college or university professors, or others with special expertise.

NWEA – Northwest Educational Assessments

Objective – the means by which a goal is achieved. In the teacher’s professional development plan writing, it may be helpful to list the objectives in terms of student learning.