Professional Development Master Plan
Professional Learning and Development

How will you grow?

School Administrative Unit #33
Raymond, New Hampshire
July 2017 – June 2022

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MISSION STATEMENT

The Mission of the Raymond School District is to ensure high levels of learning for all. Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.

INTRODUCTION

Our district is committed to assist all professional educators by increasing their knowledge and skills to meet the challenging needs of our students as we prepare them for the future. We see this as a fluid process where reflective educators are constantly shifting their focus to use a variety of rationale to frame their personal professional growth.   Rationale should include district Strategic Goals, Charlotte Danielson's domains/components, and ongoing reflective conversations with colleagues.
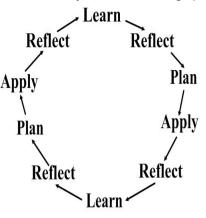
STATEMENT OF PURPOSE

The Raymond School District's Professional Development Master Plan is the tool intentionally used by **reflective educators** to enrich their practice. This framework provides the structure that leads to and opens up opportunity for professional growth.

We believe that effective teaching is the result of:
- Intentional reflective practice
- Accurate reflection which is a learned skill through experience as teachers spiral through the professional development process – that leads to "where do I go now?" based on student learning. "A natural result of reflection on practice is a teacher's sense of which areas of teaching would be the most important ones to strengthen." – Danielson, 2007.
- Professional development that includes assessing practice and organizing improvement efforts
- Purposeful, reflective conversations with colleagues.
- Internal learning – metacognitive practices
- Professional development that is research based
- Strong content knowledge

We recognize that professional development is a cycle of learning, planning, applying, and reflecting:

Learn
Reflect   Reflect
Apply   Plan
Plan   Apply
Reflect   Reflect
Learn

We believe that "the professional self" in an internal process that needs to be intentional, relevant, positively impact students, and immediate.

PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERSHIP

The Professional Development Committee (PDC) seeks the following characteristics in its members:
- Collaborative
- Focused on authentic student learning
- Reflective educators
- Good communication skills
- Willingness to attend meetings
- Interest in developing leadership skills

The Raymond School District Professional Development Committee is composed of the following members:
- 1 Superintendent
- 2 administrative team members
- 1-2 high school members
- 1-2 middle school members
- 1-2 elementary school members
- 1-2 paraprofessionals
- 1 curriculum coordinator

Roles and Responsibilities of Members

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

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

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

OFFICERS OF THE PROFESSIONAL DEVELOPMENT COMMITTEE

Election of Officers

The majority of the Professional Development Committee shall elect the following officers from its membership:
- Chairperson
- Secretary/Treasurer

The Professional Development Committee will determine election of officers annually. Elections will be held no later that the first professional development meeting in September. 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 of Officers

Chairperson:
- To provide administrative leadership in the implementation and ongoing 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 Committee
- To receive and arrange for the proper disposition and distribution of Professional Development Committee mail
- To accept such other responsibilities as may be directed by the Professional Development Committee
- Review any teacher proposed workshops
- Ensure all staff have training in My Learning Plan

Secretary/Treasurer:
- To record the attendance and proceedings of all meetings
- To distribute minutes to all committee 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 Committee

Meetings
The Professional Development Committee will meet monthly after school at an agreed upon site.

PROCESS FOR DEVELOPMENT OF THE MASTER PLAN

Development
- Hold PD meetings monthly the year of review to revise the PD plan before the April 1 deadline
- Review state criteria
- Evaluate and edit existing master plan
- Write draft of new plan
- Make any recommended changes
- Present new plan to Superintendent for School Board approval
- Submit revised plan to the state for approval

Implementation
- The Professional Development Master Plan will be accessible on the District Website
- Present the approved plan to the school staff
- Facilitate understanding of the recertification guidelines
- Guide staff on individual reflective practice
- Advise staff of building representatives and meeting dates
- Maintain professional development libraries in each building (books/periodicals/online resources, etc.)
- Notify staff of professional development opportunities
- Establish a professional development calendar through My Learning Plan
- Post Professional Development Master Plan to school district website and My Learning Plan
- Train all staff in the use of My Learning Plan for professional development collection

Assessment
- Monitor feedback from staff and administration
- Employ formal and informal staff surveys
- Oversee professional development library selections (books/periodicals/online resources, etc.)
- Professional Development Committee collaborates with data team to review student achievement outcomes based on PD activities.

EVALUATING PROFESSIONAL DEVELOPMENT

When evaluating Professional Development five levels need to be considered. The five levels appear in the chart below along with possible data gathering tools and use for the data that is collected.

5-Level Plan for Evaluating Professional Development		
Evaluation Level	**Some Possible Data-Gathering Tools**	**Uses of the Data**
Level 1 Participant Satisfaction Determine participants' reactions to and degree of satisfaction with the presentation, presenter, materials, content, venue, etc.	● Workshop evaluation forms – completed by all participants and reviewed by PDC.	Data used to determine if additional workshops are required on the same topic, or if a more advanced level is needed.
Level 2 Participant Learning Measure the understanding, knowledge, skills, and perhaps new attitudes which participants acquired as a result of the professional development experience	● Workshop evaluation form developed with questions specifically designed to gather feedback on the degree to which the professional development achieved its intended learning outcomes ● Products created by the participants or formal demonstrations of learning (i.e. Google Classroom, Smartboard notebook). ● Written reflections ● Oral debriefs	Helpful in determining the degree to which the specific learning goals of the professional development were achieved. Feedback is used to modify professional development content, format, methods, delivery etc.
Level 3 Organizational Support Assess the adequacy of the support for implementing the new practices provided by the responsible SAU/district/school and the compatibility of organizational policies and practices with the desired change.	● On-site observations ● Interviews with participants, organizational leaders, etc. ● Review of documents (e.g., policies, budgets, meeting minutes, Comprehensive professional development plan, use of release time, etc.)	Helpful in identifying agents of change. Useful to document and improve organizational support and to inform future change initiatives.

Level 4 **Participants' Application of New Knowledge and Skills** Measure participants' actual use of knowledge and skills they have gained through their implementation of teaching practices.	● Formal observations and walkthroughs by consultants, colleagues (Peer coaching/mentoring) and/or supervisors ● Participants' written reflections ● Participants' projects, portfolios, professional development plan evidence collection ● Interviews ● Survey	The data is helpful in providing evidence of participants' levels of use. Useful for determining necessary supports and to improve future professional development activities.
Level 5 **Impact on Student Learning** Measure impact of participants' application of acquired knowledge and skills on student learning.	● Measures of student achievement ● Standardized and nonstandardized assessments ● Performance assessments & projects ● Tests, quizzes, writing prompts ● Samples of students' work ● Observations of students ● Attendance ● Discipline data ● Homework completion & quality ● Classroom and school behavior ● Student Learning Goals (SLGs)-data from fall, winter, and spring, as required per Ed. Effectiveness plan	Data is helpful in determining the degree to which changes in participants' professional practice are having the desired effect on student outcomes. The data is useful for refining change initiatives, identifying and replicating successful practices, and identifying further professional development needs.

DATA COLLECTION, INTERPRETATION, AND USE

DATA SOURCES Identify the types	COLLECTION Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	DECISION MAKING What is the information being used for? How are results reported and to whom?
Algebra Pre-test	7th grade students	Grade 7 Math Staff	Placement into Algebra 1 for 8th grade. (Used as one of multiple data points)
Competency Based Grading as Communicated through Report Cards	Grades are reviewed every 4-5 weeks for overall student performance (progress reports). Grades are entered through the computer on Powerschool, every 9-10 weeks	Teachers review grades 8 times a year: for progress reports and report cards.	- Reported to students, parents, and administration. - Used for student placement in next grade. - Used to track student progress over time. - Tool for showing school progress over time.
Content Area Competencies and assessments	Assessments for content skills of students by teachers district wide	Teachers review the competencies	- Reported to teachers and administration - Used to determine individual growth as well as, competency levels of total student population over time. - Used for curriculum and instructional planning.
State Assessments	Administered in Spring, Scores received in summer Math, reading (Gr. 4-8) and science (Gr. 4, 8 and 11)	Analyzed by grade level teams curriculum committees, and Administration. A report is written which summarizes the findings	- Reported to staff, SAU and School Board & parents. - Used for curriculum and instructional improvement - Student goal setting
Attendance Data	Collected daily, and entered on Powerschool	Administration reviews daily. Secretary reports out students absent more than 5 days in a quarter or any patterns that may warrant further analysis. Reviews total percentage rate of school absenteeism, as well.	- Reported to students and parents, & staff - Used for monitoring individual student performance. - Tool for showing school progress in this area, over time.
End of unit Summative Assessments	Throughout the district	Administration	- Classroom teachers and students - Using rubrics, student reflection and test talks	- Reported to students, parents, and administration. - Used to track student achievement throughout the year - Tool for showing understanding of curriculum
Parent/ Teacher Conferences	Data is kept by the classroom teacher on who attended. Information exchanged at the		- Used as a measure of parental involvement in school and the effectiveness of public relations. - Informal information gathered at the conference helps the teacher better plan for the student.

	meetings helps in planning for the child.	Classroom teacher	-academic performance and/or behavior addressed
PSAT	Given in October	Reviewed grades 10	- reported to parents and Guidance Staff meeting with individual students to set up a plan to improve scores.
Naviance Interest Inventory	Grades 8-12	Reviewed by Guidance department.	-College and career readiness
School Counselor Competencies	Guidance program Grades 4, 8 and 12 yearly	Guidance staff, Administration	- Adjust educational and service programs - Reported to staff, school board, students
Post Secondary	Guidance receives information from parents, students and Institutions of placement in post secondary schools	Guidance Counselors, administration, data team, and students	- Evaluate the effectiveness of the curriculum (i.e. rigorous enough to meet student goals and post secondary expectations)
Graduation and dropout rates	Collected annually by Guidance counselors and administration.	Data –team, SIT committee, and JAG	- Design and improve instructional programs
Disciplinary Statistics	Administration, Guidance counselors and Special Education Staff. Collected per event.	Data team, school board, bullying committee, SIT team, Administration, Special Education, School resource officer (depending on severity).	-Identify problem areas -Selects individuals who may need interventions (counseling, special programs).
Benchmarking (e.g., NWEA/DIBELS/CARI)	K-9	Used by students, Guidance staff and teachers	- Reported to students, staff, & parents - Used for instructional differentiation, targeted instructional improvement and enrichment - Student goal setting
ACCUPLACER	Grade 11, February, annually	Math Dept.	Determines placement for dual enrollment math classes
SAT	Grade 11, Given in Spring	Analyzed by subject area teams, curriculum committees, and Administration. A report is written which summarizes the findings	- Reported to staff, SAU and School Board & parents. - Used for curriculum and instructional improvement - Student goal setting

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS – ESTABLISHING PROFESSIONAL DEVELOPMENT GOALS

Raymond School District Strategic Goals (Updated June 2016)

- Use Competency-Based Grading as a way to measure students' goals for success.
- Implement Educator Effectiveness evaluation strategies.
- Develop a district-wide world languages program.
- Develop flexible school schedules for students and staff based on educational needs.
- Implement an induction program for paraeducators.
- Increase parent awareness of the importance of education.
- All students will read at or above grade level.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
(3 years documentation of Student Learning Goals)

All certified reflective 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:
- Counselors
- Teachers
- Special Education Case Managers
- Media specialists
- Instructional specialists

Each individual's professional development plan will be consistent with their certification(s) and support their job assignment.

The Individual Professional Development Plan will include goals that focus on:
- Improving student learning and be developed from educator self-reflection and self-assessment. This will include analysis of information and data about student achievement and learning. Some examples to identify student learning and achievement in need of improvement may include NWEA and other standardized tests, formative/summative assessments, plans developed in response to identification as a school in need of improvement, etc.

- Aligning their educator's goals with the improvement priorities of the district and/or school, educators should review documents such as District/school improvement plans, NEASC Accreditation reports as well as plans developed in response to identification as a district or school in need of improvement. This would also include other district or school reports or plans and the District's strategic goals

- Identifying both educator's pedagogical and content learning needs, educators should use an appropriate combination of self-assessment tools including The Domains and Competencies outlined in *Charlotte Danielson's The Framework for Teaching Evaluation Instrument, 2013*

Edition.

In developing their individual professional development goals (Student Learning Goals), reflective educators need to consider:

1. Areas of student learning that are in need of improvement
2. Areas of student Enrichment opportunities
3. The improvement goals and priorities of the district/school
4. Encouragement of 21st Century learning
5. Professional knowledge and skills which will enhance their professional practice and improve student learning in the targeted areas

Effective goals meet the following SMART criteria:
S   specific, significant, stretching
M   measurable, meaningful, motivational
A   attainable, agreed upon, achievable, action-oriented
R   realistic, relevant, reasonable, rewarding, results-oriented
T   time-based, timely, tangible

At the beginning of their three-year recertification cycle, certified educators will develop a three year Professional Development Growth Plan which directly relates to district, school, student, and individual goals. This plan must be approved and signed by the building administrator.

<u>Individual Professional Development Plan/SLG Approval Form*</u>
(See Educator Effectiveness Plan for more details)

Teacher Name:
School Name:
Content area:
Grade Level(s):
Certification Period: July 1, 20 ___ to June 30, 20___
SLG Yr. 1:   SLG Yr. 2:   SLG Yr. 3:

Student Learning Goal (Yr. 1):
After completing the worksheets that follow, write a summary in this box of your SLG.

Educator's Signature_____

Principal's Signature _____

Dates of SLG review _____
 * Changes may be made to your SLG with administrative approval.

Student Learning Goal (Yr. 2):
After completing the worksheets that follow, write a summary in this box of your SLG.

Educator's Signature_____

Principal's Signature _____

Dates of SLG review _____
 * Changes may be made to your SLG with administrative approval.

Student Learning Goal (Yr. 3):
After completing the worksheets that follow, write a summary in this box of your SLG.

Educator's Signature_____

Principal's Signature _____

Dates of SLG review _____
 * Changes may be made to your SLG with administrative approval.

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PROFESSIONAL DEVELOPMENT ACTIVITIES

Possible Activities:
The following activities shall be considered as part of the educator's body of evidence but they do not include all activities that an educator may need to improve their practice or student achievement.
All Professional Development Activities must be preapproved by the building administrator in My Learning Plan. Upon completion of any activity, reflections must be submitted to the building principal in My Learning Plan within 20 schools days of the activity's date.

Action research
Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting. (See page 28 for Action Research Outline.)
> **Clock Hour Award:** Unlimited
> **Funding:** Not applicable
> **Requirements:** Activity form and reflection, submit action research outline on p. 28

Book Study
Engaging in a single discussion or series of discussions about a book or other professional publications.
> **Clock Hour Award:** Unlimited
> **Funding:** Not applicable
> **Requirements:** Activity form and reflection

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 of 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.
> **Clock Hour Award:** Unlimited
> **Funding:** Not applicable
> **Requirements:** Activity form and reflection

Classroom observation/visit process
Engaging in conversations about teaching and learning based upon one or more classroom observations. The process includes a planning conference, observation (data collection), and reflecting conference.
> **Clock Hour Award:** Unlimited
> **Funding:** Not applicable
> **Requirements:** Activity form and reflection, Pre Conference, observation, and reflective conference forms

College/Graduate Coursework
Courses provide structured opportunities for educators to learn from facilitators with specialized content areas, 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 Collective Bargaining Agreement (CBA).
> **Requirements:**
> - Submit Professional Development Activity form prior to enrollment.
> - Submit copy of grade report to building principal or designate with receipt of

payment.
- Formal study at an accredited college or university must have a "C" or better to receive clock hours.

Committee Work

Time spent serving on a committee or team related to professional certification, curriculum development, or district goals (e.g. Competency Committee, Reading Committee, etc)

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Certificate of attendance prepared by committee chairperson who will verify attendance using committee meeting minutes. Pre-approval and reflections forms must be completed monthly for all committee work.

Competency 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 (course competencies).

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Grant Writing

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

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Submit professional development activity form, reflection and copy of completed grant

Independent study

Engaging in study of a specific topic of interest either on one's own or as part of a formal university or college degree program.

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

Funding: Not Applicable

Requirements: Submit professional development activity form, Project Description/Approval form (see p. 30) and an end product (ex. a log including a reflective journal, research based lesson plans, etc)

Mentoring/Peer Coaching

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

Clock Hour Award: Unlimited

Funding: Not Applicable

Requirements: Submit professional development activity form.

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.

Clock Hour Award: Unlimited

Funding: Not applicable

Requirements: Activity form and reflection

Professional developer

Creating and/or presenting learning experiences for other educators.

Clock Hour Award: Unlimited

Funding: See p. 18
Requirements: Activity proposal, activity form and reflection

Professional Learning Communities (PLCs)

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. (e.g., examining student work, a lesson study, developing and scoring on rubrics, curriculum development).

Clock Hour Award: Unlimited
Funding: Not applicable
Requirements: Activity form and reflection (Pre-approval and reflections forms must be completed monthly for all committee work.)

Professional networks

Educators linking with one another through electronic or other 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 (e.g., NH Networks, NHEON)

Clock Hour Award: Unlimited
Funding: Not Applicable
Requirements: Submit Professional Development Activity Form, Certificate of attendance

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: Unlimited
Funding: Not Applicable
Requirements: Submit Professional Development Activity Form

Professional Publications

Authoring a work that contributes to the professional field in the context of a professional journal

Clock Hour Award: Unlimited
Funding: Not applicable
Requirements: Activity form and reflection

Professional Reading or Viewing

Reading of professional resources in certification area or viewing professional videos.

Clock Hour Award: Unlimited
Funding: Not Applicable
Requirements: Submit Professional Reading or Viewing Forms, part 1 and 2

Seminars, Conferences, Trainings and Inservices

Attending a conference, seminar, workshop, or webinar related to a certification area or district goal.

Clock Hour Award: Based on individual activity
Funding: Upon completion of activity, submit receipt of payment to building principal or designate.
Requirements: Submit Professional Development Activity form prior to enrollment

Study groups

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

Clock Hour Award: Unlimited
Funding: Not applicable
Requirements: Activity form and reflection

APPEALS PROCESS

If an educator is denied access to a professional development activity by building administration, then the educator can appeal to the Professional Development committee (PDC) for approval. The PDC will listen to the educator's argument and will offer a decision regarding the activity. If the educator is not satisfied with the decision of the PDC, he/she can then appeal to the Superintendent. The Superintendent's decision will be final.

WORKSHOP PRESENTATIONS

All staff members are encouraged to share their professional learning and expertise. In this role they can increase their own knowledge and skills as well as preparing others to use new programs, strategies, ideas, etc. The Professional Development Committee will pay presenters using the following payment schedule:

$75.00 per hour for each hour of presentation
$50.00 per hour for each hour of preparation

If a workshop is repeated, the PDC will only pay for the repeat presentation cost.

A Workshop Proposal Form must be completed through My Learning Plan prior to presenting a workshop. A PD member will present the proposal to the entire committee. Once the proposal is approved, the presenter will be notified by the PDC chairperson and is expected to complete these requirements.

Prior to the presentation the presenter:
- Will prepare a flyer to advertise the workshop
  - the flyer can be sent electronically to the entire district through the Curriculum Coordinator
  - copies of the flyer should be posted at all three schools

At the workshop the presenter:
- will take attendance (name of workshop, date, time, sign in by attendees)
- have participants complete evaluation forms
- prepare and distribute a certificate of attendance to attendees.

After the workshop the presenter:
- will tally the evaluation forms on one sheet
- prepare a payment request for the PDC treasurer
- turn in all evaluations sheets with the tally attached to the committee chairperson

DOCUMENTATION OF PROFESSIONAL LEARNING

For recertification, reflective educators must complete **one** of the following options for ALL endorsements an educator holds:

1. A body of evidence (educator portfolio) that is a natural integrated part of their individual growth plan that employs job embedded activities
2. A minimum of seventy five (75) continuing education units (equal to one clock hour) for certified staff and fifty (50) continuing education units (equal to one clock hour) for certified Paraeducators.
3. A combination of one and two above

Reflective educators need to develop a body of evidence (educator portfolio) 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. Developing a body of evidence (educator portfolio) should be a cycle that encompasses learning, applying, and reflecting.

Educators are required to use the Reflective Planning form to plan action steps after completing initial reflection.

Reflection

It is recommended that all three of these documentation approaches 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.

Reflection is one of the primary means through which educators can articulate the changes in their understanding that have resulted from their professional development experiences. Reflection involves answering the following questions:

1. What did I do?
2. So what did I learn?
3. Now, what will I do? How will I apply this learning?
4. What changes occurred in student learning that you targeted?
5. What can you infer from the changes regarding the professional practices you used?
6. Based upon these results and inferences, what will you do in the future?

Evidence

In its optimum form, developing a body of evidence should be a natural, integrated part of the educators' work and learning process rather than an excessive added demand. The pieces of evidence to be collected should be those which are natural to the professional development activities thus requiring that the educators "collect" rather than "create" evidence. In collecting their evidence, educators need to include evidence of their activities but more particularly evidence of their own learning and the evidence that provides information regarding the impact of their activities on students' learning. Sometimes, brief written explanations accompany each evidence piece in the collection. A written summary reflection, as described above, provides an explanation and interpretation of the composite evidence collection.

Possible Forms/Sources of Evidence
Following are some possible sources of evidence for each of the professional development activities previously described. These suggestions are offered as possible options only and do not represent all the possible sources that one might consider.

Evidence of Educator's Learning
- Written reflection
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video recordings of the lesson, formal observation by a supervisor, colleague, mentor, or consultant, etc.
- Samples of students' work
- Projects, papers, etc from courses and seminars

Evidence used to Examine Impact on Students' Learning
- Results of standardized assessments
- Results of classroom assessments
- Examples of students' projects, papers, daily work
- Student portfolios
- Video recordings of students' presentations or activities
- Skill inventories or checklists
- Anecdotal notes

Evidence used to Examine Impact on Other Student Outcomes
- Discipline data
- Attendance data
- Health records/visits to the nurse
- Behavior records
- Extra curricular participation
- Other…

Helpful Hints for Collecting and Compiling a "Manageable" Evidence Collection

When creating an evidence collection—
- It's not just 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
- Avoid creating a "scrapbook" (a collection of personally meaningful mementos)
- Avoid creating a "steamer trunk" (a container stuffed with materials)
- Use technology—put the evidence on your computer, a CD, or a USB memory stick; use a digital camera to capture pictures of students' projects, students' working, etc.

Requirements for professional educators when submitting seventy five (75) clock hours 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 re-certification is sought.

- 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/her year of leave as one of the three years required for the Professional Development Program.

Requirements for Paraeducators
- Certified paraeducators 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.
- All paraeducators must maintain a paraprofessional certification, unless a teacher certification is held.

REVIEW OF PLAN EVIDENCE AND APPROVAL OF PLAN COMPLETION

A reflective educator will
- Explain what he/she did, what he/she learned, what he/she will do as a result of this learning.
- Interpret the evidence of student learning to make inferences, draw conclusions, and make decisions about instructional practices.
- Apply new knowledge and skills in his her professional work and through practice to refine the application.
- Understand how instruction and learning look through the lenses of multiple intelligences, learning styles, and students' interests.
- Be able to put him/her in the place of the students and to be able to feel their feelings and think their thoughts.
- Recognize his/her strengths & weaknesses, personal learning style, teaching style, etc.
- *****All Professional Development Activities must be preapproved by the building administrator in My Learning Plan. Upon completion of any activity, reflections must be submitted to the building principal in My Learning Plan within 20 schools days of the activity's date.*****

This could be presented in a variety of formats including evidences, portfolios, and narratives.

Timeline

The educator's body of evidence (educator portfolio) and the SAU recertification documents will be collected at the building level and will be reviewed by the PDC representative by March 1st. All bodies of evidence will be presented to the Superintendent for review. Once submitted by the superintendent or designee, and approved by the DOE, educators must log in to My.Doe.NH.gov complete recertification. **Recertification is the responsibility of the individual educator!!**

RECERTIFICATION PROCEDURE

The New Hampshire Department of Education (NHDOE) provides an online system for renewals of educators' certifications. The Superintendent recommends every educator based on verification of satisfactory completion of all requirements of the District's Professional Development Master Plan. Every educator applying for renewal of his/her credential is required to have approval by the district's superintendent or designee. Recommended educators may then log in to https://mydoe.nh.gov to renew their license.

The educator **must forward** a copy of the new certificate to the Human Resource Department of the District upon receipt.

Professional Practice
Reflective Planning (In My Learning Plan)

Name   School

Grade Level   Subject   Inclusive Dates:

(Answer 1-3 only if you are putting in for a self-selected activity. Otherwise, put N/A for 1-3.)

1. Based on your reflective practice what question would you like to answer about student learning or your own teaching?

2. What information do you need to help you answer this question?

3. What are the steps you are going take to help you answer the question?

STEPS	ACTION	TIME LINE
1		
2		
3		
4		
5		

4. Based on the actions you took, answer the following questions on a separate piece of paper:

- What did you learn?
- What new questions do you have?
- How will you use the information you learned to impact your practice and student learning?

Based on Charlotte Danielson's Enhancing Professional Practice A Framework for Teachers.

Professional Reading or Viewing (In My Learning Plan)

Part 1:

Name: **Date:**

Material read or viewed:

Amount of time taken to read/view material:

My level of knowledge on the chosen topic **before** reading or viewing this material was: 1   2   3   4   5

Explain.

Part 2:
Please write two paragraphs in response to each of the following questions:

Why did you decide to read/view this material? What were you hoping to accomplish or find out?

Please outline a plan for integrating what you have learned into your work. Be specific.

How has this material changed or expanded your thinking on the given topic?

Complete reflections on the Professional Development Activity Form and submit to the building principal.

Raymond School District
Workshop Proposal Form (In My Learning Plan)

Title:

Instructor:

Target Audience:

Goal/Major Purpose of the Workshop:

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

Requested Location:

Requested Date and Time:

Preparation Cost: ($50.00 per hour)

Instructor Cost: ($75.00 per hour)

Total Cost:

Raymond School District
Workshop Approval Form

The Professional Development Committee has approved your workshop request for

_____.

As per the Professional Development plan, please complete the following requirements:

Prior to the presentation the presenter:
- *will prepare a flyer to advertise the workshop*
  - *the flyer can be sent electronically to the entire district through the Curriculum Coordinator*
  - *copies of the flyer should be posted at all three schools*

At the workshop the presenter:
- *will take attendance (name of workshop, date, time, sign in by attendees)*
- *have participants complete evaluation forms*
- *prepare and distribute a certificate of attendance to attendees.*

After the workshop the presenter:
- *will tally the evaluation forms on one sheet*
- *prepare a payment request for the PDC treasurer*
- *turn in all evaluations sheets with the tally attached to the committee chairperson*

Payment Request

I, _____ **request payment of** _____

for presenting _____ **workshop**

on _____ **at** _____ **for** _____ **hour(s).**

_____   _____
Signature   **Date**

Raymond School District
Workshop Evaluation Form

Topic: _____ Session: _____

Presenter: _____

Please check one each section

	Yes	Partially	No
1. Did this event meet your expectations?			
2. Did you feel the material presented was relevant to your needs?			
3. Do you feel 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*

Low…………………………High

Presenter's knowledge of subject	1	2	3	4	5
Presenter'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 would make the presentation more useful for you in your teaching practice?

6. What will you take back to use in your teaching practice?

7. Do you feel a need for additional information about the topic?
   No, topic adequately covered _____ Yes, (please be specific)

Signature (optional) _____ Date _____

Action Research Outline

Action Research
Action research is a means for systematically examining the impact of district, school, and classroom practices on student learning and related student outcomes with the intention of solving the problem, resolving the issue, or making an informed decision. It involves a cyclical process of Identifying a focus—Designing the study—Collecting, analyzing, and interpreting the data—Communicating the outcomes—Taking action based upon the results.
Step 1: Identify the problem, concern, idea, or decision to be made and frame it as a research question.
A good question is:
● Focused on student performance which is important to you
● Related to school/district priorities or goals
● Manageable and doable within the available time and resources
● Measurable through quantitative and/or qualitative data
Example: Does a system of positive rewards improve students' behavior?
1. What is the specific research problem I wish to investigate?
2. What do I want to do about this problem?
3. Why is this problem worthy of investigation?
4. What assumptions am I making?
5. What is the specific question I wish to pursue and answer?
6. Do I have a hypothesis in mind? And if so, what is it?
Step 2: Review relevant literature
1. What have other educators and researchers found that relates to this problem, concern, issue or question?
2. How can I use the work of others to inform my research efforts?
Step 3: Design your study
1. Who will be the subjects of my study?
2. How will I select the participants for my study?
3. What data will I collect?
4. What instruments will I use to collect my data?*
5. What procedures will I follow—what will I do, when, where, and how will I do it?
6. How will I organize and display the data in my study?
7. How will I analyze and interpret the data?

*Examples of qualitative data gathering techniques	*Examples of quantitative data gathering techniques
● Interviews ● Focus groups ● Surveys (open-ended questions) ● Observations ● Artifact review	● Surveys (closed response questions) ● Standardized assessments, inventories, etc. ● Scores from quizzes, tests, writing prompts (rubric scored), etc. ● Review of existing data (e.g., discipline, attendance, student grades, etc.)

Step 4: Conduct your study and gather the data
1. Follow the steps you outlined in your plan
2. Collect and organize your data
Step 5: Analyze and interpret the data
1. Use techniques appropriate to the data collected
2. Quantitative (look for meaning in the numbers)/Qualitative look for patterns, themes, etc.
Step 6: Share the results with appropriate audiences
1. Share the data with others who can benefit from your findings
2. Share the data with those whose approval you need to move forward with your solution/decision
Step 7: Use what you have learned
1. Use what you have learned to address the problem or concern, to inform your decision, to guide future action research
Resources
Mills, Geoffrey E. 2003. <u>Action research: A guide for the teacher researcher</u>. Merrill Prentice Hall: New Jersey Stringer, Ernie. 2004. <u>Action research in education</u>. Pearson Merrill Prentice Hall: New Jersey.

Pre/Post Conference From (Required for Classroom Observation/Visit)

Pre Conference Questions:
1. Student Outcomes: What would you like your students to know or be able to do as a result of this lesson? What are your essential questions?

2. Assessment: How will you gather evidence of student learning?

3. Instruction: What strategies will you use to reach your student outcomes?

Observation Notes/Data Collection:

Post Conference Questions:
1. General Impressions: How do you feel your lesson went?

2. Assessment: Were your learning targets met according to assessment data you collected? Is this what you expected? What are your next steps based on your data/observations?

3. Instruction: What went well? What would you be sure repeat if you taught this again? What would you change?

Independent Study Proposal:

Research Question(s): (What question(s) are you attempting to answer by conducting the study?)

Resources: What resources will you utilize to answer this question(s)?

Final product: How will you share your findings? (Slideshow, review of literature, presentation, etc.)