SAU 15

Auburn, Candia, Hooksett

Professional Development

Master Plan

June 2026-June 2031

Approved by NHED July 8, 2026

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ACKNOWLEDGEMENT SAU 15 PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

The SAU 15 Professional Development Committee revised this document with New Hampshire Education Department guidelines, which require revision of the plan every five years.

This committee would like to express their sincere gratitude to those who contributed their thoughts, concerns, and suggestions throughout this process. We fully recognize that this culminating document is the work of many people who contributed their ideas about what constitutes best instructional practices, and how we can optimize the cycle of continuous improvement as it pertains to professional development.

Committee Member	**Group Represented**
Sara Nusbaum	Auburn Village School
Victoria (Tori) Brown	Henry Moore School
Susan Salcito	Fred C. Underhill School
Kailey Boone	Memorial School
Lori Adams	David R. Cawley Middle School
Christine Osborne	Director of Student Services
Brad Largy	Principal
Becky Wing	Principal
Heather Cummings	Interim Assistant Superintendent

Educational Philosophy

The members of the SAU 15 educational community are committed to developing lifelong learners who are creative and critical thinkers and who contribute to a changing global society. The SAU educational community-at-large works collaboratively towards this mission.

INTRODUCTION

The SAU 15 Professional Development Master Plan is designed to increase student learning by improving the quality of instructional, administrative, and supervisory service. This plan integrates the process of an educator's goal setting, professional growth, supervision, evaluation, and recertification. This Professional Development Master Plan provides the structure and means through which educators continuously enhance their professional competency and simultaneously satisfy the NH recertification requirements enumerated in NH Admin. Code Ed 513.

STATEMENT OF PURPOSE OF THE MASTER PLAN

Essential Question: How do we promote and foster an Educator's professional development as a vehicle for improving student learning?

The purpose of professional development in our learning community is to promote and foster educator's learning as a vehicle to meet our SAU-wide, school, and district goals, and improve student learning. Just as the research and development branch of a corporation constantly gathers data by surveying their customers and researching new technology, professional development in a learning community uses data from our students' performance, plus performance goals established by the community, SAU, schools, and educators, to enhance and improve student learning. Thus, improving student learning is driven by the interdependence of all adults working collaboratively.

Essential Question: What is the relationship between professional development and improved student learning?

Our Professional Development Master Plan is based on the belief that we should all be engaged in learning by asking questions, setting goals that are in alignment with SAU/building goals reflecting on our practices, and analyzing student work. Our practices should be a reflection of current best practice relative to professional development, inquiry, and school reform.

This master plan builds upon existing professional strengths, encourages reflection on teaching practice, and fosters a collaborative learning model. This plan reflects SAU 15 Core Values, Learning Forward's Standards for Professional Learning (2022) and the National Board for Professional Teaching Standards(NBPTS) Five Core Propositions:

Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities.

These overarching propositions, along with specific certificate area standards, describe what accomplished teachers should know and be able to do have a positive impact on student learning. (nbpts.org)

Definition of Professional Learning:

SAU #15 embraces the NBPTS definition of professional learning as "a sustained, collaborative, and job-embedded process that is integral to school strategy, aimed at enhancing teacher knowledge and skills to improve student outcomes. It is driven by reflection, analysis of practice, and alignment with the Five Core Propositions."

Link between Professional Development, Educator Effectiveness & Student Achievement:
All professional staff have a responsibility to maintain their certification. This Professional Development Master Plan provides the structure and means through which educators continuously enhance their professional competency and simultaneously satisfy the NH recertification requirements set forth in NH Admin CodeEd 513. It assists each educator in setting, implementing, and reflecting on goals in an individual professional development plan to strengthen instructional practices and increase student achievement.

High Quality Professional Development:
Promotes improvement of student achievement and develops a community of learners, based on the belief that all students can attain high standards.

Creates opportunities for educators to sustain professional dialogue, engage in thoughtful analysis, and identify instructional practices to improve teaching and student learning. Includes ongoing training in the instruction of reading, writing, mathematics, science, social studies, unified arts, and technology.

Incorporate job-embedded activities as well as traditional activities such as workshops, conferences, and courses in the completion of an Individual Professional Development Plan.

Roles of the Master Plan in Supporting the District/School Improvement Goals and Strategies:
The Professional Development Plan outlines the procedures by which staff members strengthen their content and pedagogical expertise, as articulated in their individual professional development plans.. The identified goals in individual plans must be aligned with SAU 15 Core Values.
(See Appendix)

Relationship between Professional Development System and Educator Evaluation System:
The SAU 15 Professional Development and Teacher Evaluation Systems is guided by the work of Charlotte Danielson's A Framework for Teaching. The model promotes a thorough measurement of teacher knowledge of content and pedagogy, while encouraging teachers to self-reflect, re-evaluate and improve practice through collaboration with an evaluator.

SAU 15 recognizes that an evaluation model should serve two purposes: to measure teacher effectiveness and to provide for professional learning (growth) in order to deepen student understanding and achievement.

PROFESSIONAL DEVELOPMENT COMMITTEE

The primary role of the Professional Development Committee is to develop and monitor the master plan for SAU 15 school districts of Auburn, Candia, and Hooksett.

Membership

The SAU 15 Professional Development Committee shall consist of:

- At least five (5) certified educators-at least one representative from each of the five schools in SAU 15
- Elections will be held at the following schools in even-numbered year:
- Hooksett Memorial, Cawley Middle School, Auburn Village School
- Elections will be held at the following schools in the odd-numbered years:
- Hooksett Underhill School, Candia Moore School
- Two (2) administrators including one (1) building administrator and one (1) student services director
- These members will serve on a rotating basis:
  - Building Administrators: Auburn 2030-2032, Candia 2026-2028, and Hooksett 2028-2030.
  - Student Services Director: Auburn 2028-2030, Candia 2030-2032, and Hooksett 2026-2028
- One (1) SAU administrator

The SAU 15 Professional Development Committee may also include a school board member, parent, or community member.

Terms of Office

All terms of office are for two years and are elected by school faculty.

Stipend

An annual stipend is provided for one-representative per school elected to the PDC. If more than one building representative is elected, each representative will receive an equal portion of the stipend. The amount is reviewed annually and may be increased through the adoption of the district budget.

Regular Meetings

Meetings will be held at least four times during the school year.
The chairperson may call special meetings of the PDC.

Resignation

A committee member may resign membership at any time. A letter of resignation shall be submitted by the resigning member to the PDC chairperson at least one (1) regular meeting prior to the effective date of the resignation.

Vacancies

The resigning member's constituency shall be notified immediately by the PDC of an existing vacancy. The constituency shall then fill the vacancy.

Committee Roles and Responsibilities

The chair (SAU Administrator) is responsible for preparing agendas, presiding at meetings, and preparing documents as needed.

The vice-chair (Building Administrator) is responsible for conducting meetings if the chair is not available.

The secretary (Director of Student Services) is responsible for keeping minutes of all meetings and distributing them/making them available electronically.

- Members of the Professional Development Committee will meet to discuss issues relating to the plan's implementation including:
- Examining the extent to which professional development requirements and specific activities are designed to improve professional practice and student outcomes; assess the degree to which the plan accomplishes its stated purpose.
- Communicating the components of the plan and assisting staff and administrators in carrying out the requirements.
- Revising the plan if needed and submitting amendments to the NH DOE.

PROCEDURE TO AMEND THE SAU 15 PROFESSIONAL DEVELOPMENT PLAN

Once approved, the SAU 15 Professional Development Master Plan may be amended in the following manner:

- Proposed amendments to the Professional Development Master Plan must be introduced in writing at a regular Professional Development Committee meeting for approval.
- After Professional Development Committee approval, proposed amendments will be distributed to certified staff members for review and input prior to adoption.
- The Professional Development Committee may adopt amendments to this master plan by two thirds of its voting membership.

Appeals Process

SAU 15 acknowledges that any part of an educator's professional development program may not be approved by the administration. In the event that this occurs, an appeal process may take place.

Definition

An appeal shall be defined as a claim by an educator that there had been an erroneous decision concerning any component of his/her Portfolio, CEU, or Combination Pathway at any step of the process.

Procedures

- The educator shall consult with the Building Professional Development Committee representative in an attempt to resolve the matter. If this consultation fails to resolve the matter, the educator may make a formal written appeal within five school days to the SAU 15 Professional Development Committee. The appeal must specify the nature of dispute and attempts made to rectify the situation. Any relevant paperwork must be attached to the appeal.

- Upon receipt of the written appeal the PDC will set a date for a hearing to be held within thirty school days and will notify the educator and Building Professional Development Committee representative in writing of said date. At this hearing, all parties concerned will have the opportunity to express their opinions and answer any committee questions regarding the appeal. The PDC shall offer an advisory opinion on the appeal to the Superintendent of Schools in writing within five school days of its meeting date.

- The Superintendent, or his designee, will render a decision on the appeal within five school days of receiving the recommendation of the PDC. The Superintendent's decision is final.

DATA COLLECTION, INTERPRETATION AND USE

SAU 15 makes data-driven decisions about learners and learning. A systematic process of collecting, analyzing, interpreting, and using data exists within each of three school districts. Each district has established comprehensive assessment programs for students as they progress from kindergarten through eighth grade. The primary purpose of the assessment system is to collect accurate information about student achievement in order to inform instruction and strengthen instructional practices.

Each district has developed a specific process for data collection, analysis, and interpretation. Assessment results and other data are collected and reviewed by administrators, educators, and curriculum committees. This process allows the districts to:

Develop a personalized education for each child:

- Improve instruction and advance student learning
- Provide feedback on student progress to parents
- Track individual student yearly process
- Identify professional development needs
- Encourage the sharing of best practices among teachers
- Renew curriculum
- Support continuous improvement

Data collection and analysis in SAU 15 occurs at different levels and for different purposes:

- To analyze student performance (individual and group) and identify student learning goals
- Determine individual educator goals
- To develop and evaluate school and district improvement goals
- To identify strengths and needs of our educators to improve students' learning
- Measure the effectiveness of the individual professional development plans
- To evaluate the effectiveness of the Professional Development Master Plans in improving student learning.

Each building administrative team is responsible for the process of collection, dissemination, and analysis of data, as well as improvement planning. Following this process for improvement will enable schools in SAU 15 to:

- Identify strengths in student achievement.
- Identify gaps or weaknesses in student achievement.
- Outline strategies for improvement.
- Identify measures of success.
- Identify the process for reviewing measures of success.

The responsibility for analyzing and interpreting the data lies with administrative teams, curriculum committees, and grade level teachers. After careful analysis, results are clearly articulated and disseminated to educators. Each school principal, in conjunction with the school/grade level teams, is responsible for data collection, analysis and dissemination. This data, in conjunction with SAU 15 Core Values, is to be used by educators to identify professional development goals and yearly objectives that target identified student learning needs. It is also used to measure the effectiveness of their individual professional development plans in meeting those needs.

The following matrix contains data sources that SAU 15 uses to measure student progress, achievement, and behaviors. The available information provides data points to make observations and target learning and instructional strategies in schools and classrooms. As individuals establish goals, it is useful to target some of the data sources that follow along with data gathered from individual classrooms that show student and teacher learning development and growth.

The purpose of administering district-wide assessments is to:

- Determine the effectiveness of district reading, writing, mathematics and science curricula
- Assess individual student progress and report that information to parents.
- Plan appropriate professional development activities based on student data
- Determine enrichment or intervention activities
- Report to parents and the public about the progress students are making toward meeting the standards.

The following assessments gauge the progress of SAU 15 programs across grade levels:

Reflection: How do you use your individual classroom assessments to help you guide and plan instruction based on the progress shown by your students? What does the data tell you about your students?

Data Sources	**Collection Process** **Person Responsible** **Schedule**	**Data Analysis**	**Decision Making** **Use Data to Inform Instruction**
School and District Report Cards NHED	NHED *Annually Released*	Enrollment, Achievement, Accountability	Measure a variety of indicators and compare performance to other districts
Attendance Data	School Staff *Collection daily and recorded in PowerSchool*	Attendance	Reported to parents, students, staff, and community to assist with student achievement
Behavior/Discipline Data	Faculty & Administrators *Collected Daily*	Evidence in setting objectives	Reported to parents, students, staff to determine trends
State Assessment NHSAS Grades 3-8	Faculty & Administration *Quarters or Trimester*	Student Performance in math, reading, writing, and science	Reported to staff, school board, parents, & community Analyze to ensure curricula are effective
Benchmark Assessments K-8	Faculty & Administration *Ongoing*	Student Performance	Reported to parents Track Progress Over Time Determine Trends
Progress Reports and Report Cards	Faculty & Administration *Quarter or Trimester*	Student Writing Performance	Reported to parents Track Progress Over Time Determine Trends
Universal Screeners	Reading Specialists, Faculty, Administration Up to 3x/year *Monthly progress Monitoring*	Foundational Skills and Fluency	Reported to parents Instructional Improvement Progress Monitoring
ACCESS WIDA	ELL Teachers & Administration *Annually*	Students Performance and Eligibility	Reported to parents and DOE Monitor Student Progress Individual Goal Setting
Other Teacher Assessment	Faculty & Administration *Ongoing*	Student Performance	Reported to parents Used to enrich, remediate or reinforce

PROCESS AND REQUIREMENTS FOR DEVELOPING, IMPLEMENTING AND DOCUMENTING COMPLETION OF 3-YEAR INDIVIDUAL PROFESSIONAL PLANS

Education in SAU 15 will participate in professional development activities that will:

- Promote continuous improvement in exercising their professional responsibilities and obligations.
- Be facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders.
- Engage educators in a continuous cycle of improvement.
- Foster collective responsibility for improved student performance
- Support coherent, sustained and evidence-based learning strategies; and
- Provide coaching or other forms of support to transfer new knowledge and skills to the classroom
- Increase their knowledge of best practices for the subject and content areas of specialization for each recertification sought.

Opportunities for professional learning in SAU 15 include high quality job-embedded activities as well as formal professional learning activities. These activities focus on content and pedagogy and should assist educators in improving student learning and achievement. These professional learning activities provide differentiated opportunities for unique professional learning needs of all employees, including but not limited to teachers, administrators, paraeducators and other certified or licensed professional staff.

Examples of high-quality job-embedded professional learning activities that are acceptable for credit include, but are not limited to:

PROFESSIONAL DEVELOPMENT ACTIVITIES

Types of Professional Development	Example Activities	Maximum Hours Awarded (Annually unless otherwise stated)	Evidence to be Submitted
Professional Development through Committee Participation	**Committee/Cohort Membership** Serving on a building level or district level committee.	Hour for Hour (maximum of 10 hours per year)	Agenda/Minutes/Attendance Sheet Recommendations/Actions Reflection/Activity Log
Individual Professional Learning	**Professional Writing and Publication**	Up to 15 hours	Copy of published writing
	Professional Reading, Viewing or Listening	Hour for Hour	Videos, annotated bibliography and book or podcast review, including reflection of how knowledge gained will impact your practice
	Leading Professional Learning Experiences Creating and presenting professional learning for other educators/parents/ community	Hour for Hour	The presentation and evidence of its use
	World Culture Activities, Travel, Internships	Up to 15 hours	Journals, Certificates, Itinerary Reflection of how knowledge gained will impact your practice
Learning Through Visitations	**Professional Observation and School Visitations**	Up to 5 hours	Journal/Discussion/Summary Reflection of how knowledge gained will impact your practice
Mentoring	**Student Teacher Coaching/Mentoring or Peer Mentoring**	*For student intern:* 2 hours per week *For student apprentice*: 5 hours per semester *For formal mentoring (peer)*: Hour for Hour	Activity Log
Formal Modes of Professional Development	**Course Work**	Up to 15 per credit	Transcript
	Auditing	Up to 5 hours	Transcript
	Webinars, Workshops, Conferences	Hour for Hour	Evidence of Attendance Reflection of how knowledge gained will impact your practice

Types of Professional Development	Example Activities	Maximum Hours Awarded (Annually unless otherwise stated)	Evidence to be Submitted
Study Groups Involve two (2) or more colleagues	**Curriculum Development, Adaptation, Analysis by Vertical, Grade Level, or Content-Specific Curriculum Teams** Collaboratively focus on developing new curriculum, creating new instructional units, and/or strategies to meet the needs of students and advance their learning	Hour for Hour	Curriculum Documents, Rubrics, Assessments with Validation/Audit
	Collaborative Inquiry/Action Research/PLT Focused on <u>new</u> ideas and <u>new</u> learning. This process is structured, collegial, and collaborative, and may include book studies, specific pedagogical strategies (including new tech tools or software implementation), data review or assessment strategies (such as looking at student work), or case studies. Above all, the outcomes result in improved learning for students in the focus group.	Hour for Hour	Detailed log of meeting dates, attendance, discussions Reflection of how knowledge gained will impact your practice
Other	**New types of learning** may be submitted for review by the Professional Development Committee	To be approved by the PD Committee	To be approved by the PD Committee

Credit to SAU#21 for sharing this matrix template

ACTIVITY DESCRIPTIONS AND REQUIREMENTS (as noted in chart above)

OBSERVATIONS

Observations afford educators the opportunity to connect with other professionals in their field. The experience of observing others practicing the craft of teaching helps educators to translate new knowledge into practice and to reflect on their own instructional strategies. Observation may be initiated by an educator or by his/her supervisor, for the purpose of observing a program or practice of interest related to the professional goals of the educator and/or the goals of the district or building.

Observations may take place within the district or at another institution.

INDEPENDENT STUDY/STUDY GROUPS/PROFESSIONAL LEARNING COMMUNITIES

This category provides opportunities for educators to learn through independent study, group study, or professional learning communities that they are expected to practice in their classrooms. For their own professional growth, educators can participate in study experiences outside the classroom that enhance their understanding of the nature of teaching and learning.

Educators are encouraged to share the results of their studies. Several activities are included in this category:

1. Independent Study
2. Books Talks
3. Collaborative Discussions/Study Groups
4. Distance Learning
5. Professional Reading, Video, Audio

ACTION RESEARCH

Action research is examining one's own teaching or professional practice and its impact on students by engaging in a research project in the classroom or work setting. It is meant for systematically examining the impact of district, school and classroom practices on student learning and related student outcomes with the intention of solving a problem, resolving an issue, or making an informed decision. It involves a cyclical process of identifying a focus or problem, designing a study, collecting, analyzing, and interpreting data, communicating the outcomes of the study, and taking action based upon the results.

MENTORING/EDUCATIONAL PEER COACHING

Mentoring/Educational Peer coaching provides time for experienced educators to share their experience with others. The sharing of knowledge and the opportunity to practice new methodologies in a collegial atmosphere facilitates the professional growth of both parties involved in the process.

Experienced educator to student intern (mentoring) includes a recognized student teacher preparation or internship program from an accredited institution of high learning.

CEUs: Two (2) CEUs per week of supervision and/or consultation will be granted.

Experienced educator to student apprentice (mentoring) includes introductory program for students enrolled in an accredited institution of higher learning.

CEUs: Five (5) CEUs will be granted per semester.

Experienced educator to colleague (mentoring/educational peer coaching) includes working with another professional to assist in improving instructional strategies. Participating in a mentoring program is included in this category. Activities are drawn from Danielson's four domains and the measures of student learning. For formal mentoring only, both professionals involved will work with the building supervisor to develop a plan of action.

CEUs: Hour for hour credit will be granted to both parties.

CURRICULUM, INSTRUCTION, AND ASSESSMENT DEVELOPMENT

Curriculum development is the process of developing, evaluating, revising, adapting, refining, and enhancing the curriculum to address the needs of all learners in meeting the expectation of the Common Core State Standards.

Instruction is the way content is designed and delivered. Modifying strategies in order to put new curriculum into practice requires that educators reflect on best practices and share their knowledge and experience with others in the profession.

Classroom assessment, when properly conducted, will improve student learning as well as gauge achievement. It is essential. Therefore, educators have a range of methods at their disposal to measure student learning. Successful curriculum development efforts should regularly include opportunities for educators to acquire assessment techniques and use them to develop assessments.

COMMITTEE WORK

Committee work recognizes participation in district committees as beneficial to improving student learning. Committee work includes various building and district-wide committees. Membership may require long and short-term commitments as well as part- and full-day off-site work sessions and summer involvement.

Restriction on the number of hours does not apply to curriculum committees. See those guidelines.

COLLEGIATE OR GRADUATE COURSE WORK

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

Educators may attend courses in person or participate in online courses. College courses may be taken for credit or audited

WORKSHOPS WEBINARS AND PROFESSIONAL CONFERENCES

Workshops, webinars, and professional conferences provide opportunities for educators to learn from facilitators or leaders with specialized expertise as well as from peers. They allow educators to connect with outside sources of knowledge in a focused manner.

PROFESSIONAL PRESENTATIONS

Educators who make professional presentations increase their knowledge and skills while enhancing that of others. Courses taught by an educator at an institution of higher learning as well as workshops presented in-house or at other institutions are included in this category.

OTHER PROFESSIONAL ACTIVITIES

Opportunities are provided for differentiated professional learning activities based on the role and development needs of the educators in the system. While individual educators will be engaged in their own professional development, they will be addressing SAU-wide, building goals and identified student learning needs. The flexibility and variety of the professional development activities will serve the individual educator's needs and learning styles.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS REQUIRED OF ALL EDUCATORS

EDUCATOR CERTIFICATION PROCESS

Teachers and administrators certified by the NHED are differentiated as beginning or experienced educators. For the purposes of this process, regardless of experience, teachers and administrators are herein referred to as educators.

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

Individual Professional Development plans are required for all educators for the purpose of continuous professional growth that supports their current job assignment and for their recertification. The educators included in this group are:

- Superintendents/Assistant Superintendents
- Business Administrators
- Special Education Administrators
- Principals/Assistant Principals/Deans of Students
- District Administrators
- Directors
- Counselors
- Teachers
- Media Supervisors and Specialists
- School Nurses
- Any other NHED certified professional educators
- NHED Certified Paraprofessionals

Each certified educator, holding a professional certificate, will develop an Individual Professional Development Plan in collaboration with a supervisor. The goals of the plan will focus on:

- Improving student learning and achievement
- Will support the goals of the district core values
- Outline educator's growth in knowledge of content area/job assignment consistent with the educator's certification including multiple endorsements.

Certified Professionals through Other Agencies

Recognizing that SAU 15 employs individuals who hold licenses by agencies other than the Department of Education, it is important to support the professional development needs for the advancement and recertification of these individuals. Each professional must be responsible for meeting the renewal criteria of their individual license within the timeframe designated by their licensing boards.

NHED Certified Paraprofessionals

Paraprofessionals working within SAU 15 who are certified by the State of New Hampshire should maintain their certification through this professional development Master Plan. Paraprofessionals are required to obtain a minimum of 50 CEUs per 3-year recertification cycle. These CEUs may be obtained in the paraprofessional's subject or field, in addition to district, school, or individual areas.

Licensure through Site-Based Licensing Plans

Once you have obtained an issued Statement of Eligibility and employment with a New Hampshire PK-12 employer in the role of the endorsement sought, use the resources **here** to prepare your plan for submission.

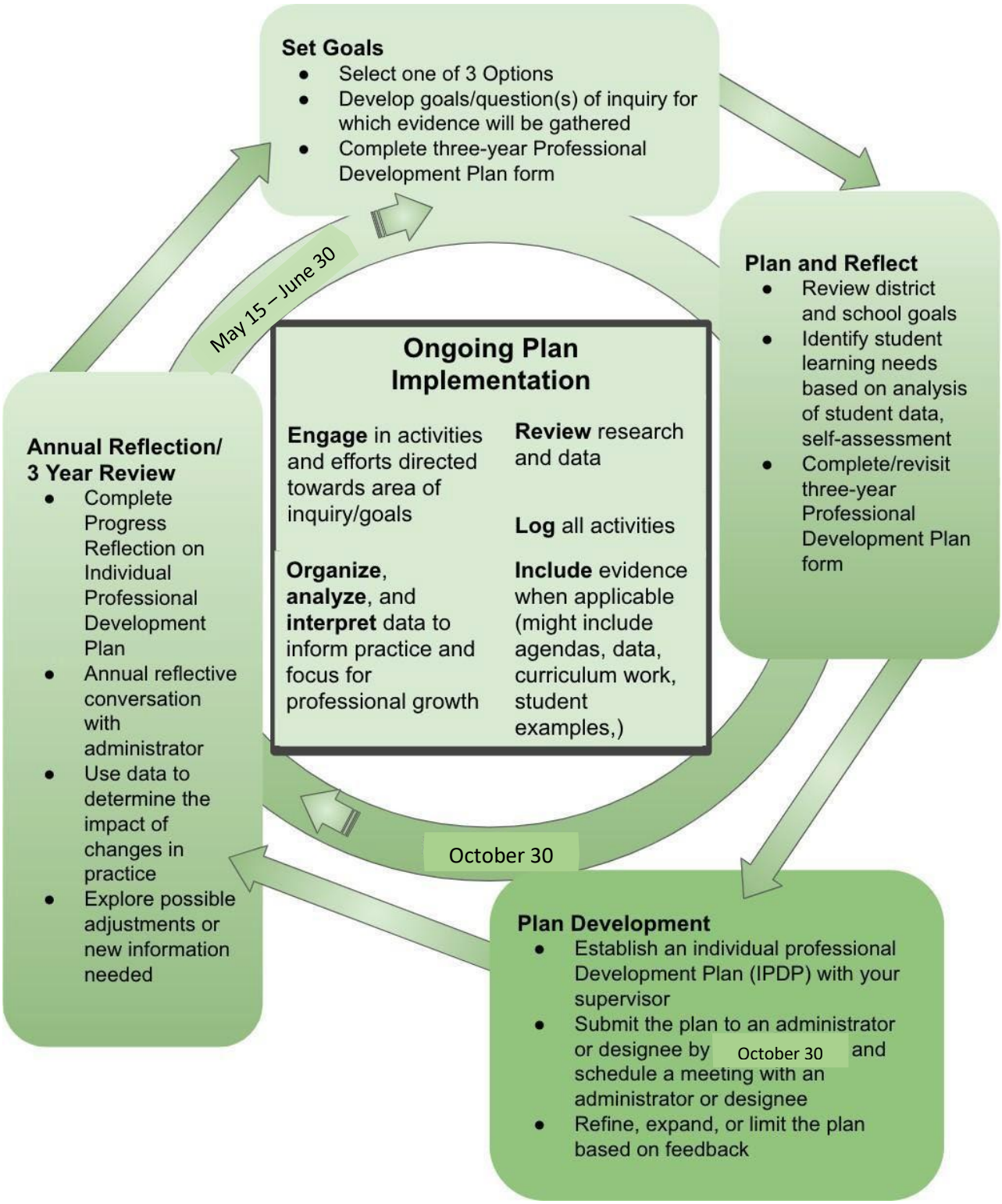
Multiple Endorsements

Educators holding multiple endorsements must have goals, activities, and documentation relating to each endorsement area. Endorsements may be allowed to lapse and be reinstated i~~n the future~~ after demonstrating three years of professional learning (30 CEU or equivalent evidence), in addition to any other NHED requirements, such as content-area or endorsement-relevant assessment(s)

Mid-Cycle Endorsements

If an additional endorsement is received mid-cycle, it is the educator's responsibility to submit a copy of the new certification to the SAU and Building Representative.

ESTABLISHING INDIVIDUAL PROFESSIONAL DEVELOPMENT GOALS



Prior to setting goals educators will:
Per NH Admin Code Ed 513.03, educators must complete a self-assessment as part of their professional development plan development This assessment, based upon the knowledge and skills referenced in Ed 505.07, will lead to an analysis of strengths and areas for growth by the educator. The assessment will be for the educator's personal use and appropriate to his/her area(s) of endorsement.

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

- The educator's self-assessment or reflection on competencies referenced in Ed. 505.07 and the content area standards referenced in Ed 506 and Ed 507.
- Analysis is student work; Analysis of student achievement data is available.
- Review of school or district goals based on the needs assessment

Examine and analyze data on learning and student achievement from state, district, and school.

The development of goals will focus on the acquisition of knowledge and skills to make a positive impact on student achievement. Educators will then establish one or more professional goals for their IPDP that:

- Increases their knowledge of content areas taught and field(s) of specialization for each recertification sought.
- Develops the understanding of pedagogy and knowledge of learners and learning.
- Considers standards for professional learning.
- Demonstrates effective instructional practices that increase student achievement.

Effective goals meet the following SMART criteria:

- **S**pecific-State exactly what is to be accomplished.
- **M**easurable-Can be objectively assessed and state the expectation in percentiles or quantities.
- **A**ttainable-Are expected to accomplish the goal in the amount of time provided and with the resources available.
- **R**elevant-Are important goals essential for success in improving student achievement.
- **T**imely-Clearly address how long, how often, at what specific times, and other issues.

Meaningful reflection on the part of all professionals is essential to growth and achievement of excellent practice. Educators will review their goals and reflect on their progress annually. Reflection will consider knowledge of the content area, pedagogy, and knowledge of learners, as well as professional standards of practice.

If new goals need to be added, or if some goals need to be dropped or modified, the educator will meet with a building supervisor to discuss these changes and reach an agreement.

PROCEDURE FOR DEVELOPING AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

1) Educators choose at least one goal aligned to the organizational (school/district) goals.
2) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal.

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

   The goals are to be developed from the following data sources;
   a. The educator's self-assessment or reflection on competencies referenced in Ed 513.03 and the content are aligned with standards referenced in Ed 506 and Ed 507;
   b. Analysis of student work;
   c. Analysis of student achievement data, if available; and
   d. A review of school or district master plan needs assessment

3) Educators implement their 3-year plans by conducting a variety of activities aligned to their goals.
4) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.

DOCUMENTATION OF PROFESSIONAL LEARNING

SAU 15 educators have three options available to fulfill the professional development requirements for recertification.

Educators have three options for documenting their professional development:

Option 1-Professional Growth Portfolio
The development of a body of evidence that documents job-embedded and/or formal professional development activities addressing the school and/or district goal(s) and content areas.

Option 2-Accumulation of Continuing Education Units
An accumulation of a minimum of 75 continuing education units and evidence that together document job embedded and/or formal professional development activities addressing the school and/or district goals(s) and content areas.

Option 3- Combination of continuing Education Units and Portfolio
A combination of less than 75 continuing education units and evidence that together document job embedded and/or formal professional development activities addressing the school and/or district goal(s) the content areas.

Each plan option follows a three-year timeline and requires the following steps outlines below:

OPTION 1-PROFESSIONAL GROWTH PORTFOLIO PATHWAY
Option 1, the portfolio pathway, is an accumulation of evidence that documents job-embedded and/or formal professional development activities addressing individual goals that are aligned with school and district goals. Educators may select from a variety of activities including, but not limited to:

- An action research project
- Coaching
- Mentoring
- Independent Study
- Study Group
- Curriculum Development
- Assessment Analysis
- Inquiry Immersion

Educators will collect artifacts in an electronic or traditional portfolio to demonstrate new learning.

OPTION 2-ACCUMULATION OF CONTINUING EDUCATION UNITS PATHWAY

Option 2, the Continuing Education Units Pathway, is an accumulation of a minimum of 75 continuing education units that document job-embedded and/or formal professional development activities. The activities must address school and/or district goals as well as knowledge in content areas. CEU's accumulated must consist of:

- A minimum of thirty (30) CEU's in knowledge of field/subject for each endorsement
- A minimum of forty-five (45) CEU's in district/building goals

OPTION 3- COMBINATION OF ACCUMULATION OF CEU'S AND PORTFOLIO

Option 3, the Combination Pathway, consists of a combination of both an accumulation of continuing education units and evidence of professional growth. Taken together this combination documents job embedded and/or formal professional development activities that address the school and/or district goal(s) as well as content area.

SAU 15 PROFESSIONAL DEVELOPMENT TIMELINE

DATE	REQUIREMENT
October 30	**Plan & Reflect** ● Review district and school goals ● Identify student learning needs based on analysis of student data, self-assessment **Goal Setting** ● One of 3 Options ● Develop goals/question(s) of inquiry for which evidence will be gathered ● Complete three-year Professional Development Plan form **New Plan Development** ● Establish an individual professional Development Plan (IPDP) with your Supervisor. ● Submit the plan to an administrator or designee by October 30 and schedule a meeting with an administrator or designee. ● Refine, expand, or limit the plan based on feedback.
Ongoing	**Plan Implementation** ● Engage in activities and efforts directed towards area of inquiry/goals ● Review research and data ● Organize, analyze, and interpret data to inform practice and focus for professional growth. ● Log all activities. ● Include evidence when applicable (agendas, data, curriculum work, student examples, etc.)
Prior to May 15 - 3 Year Review **Oct 30 - Yearly Review**	**Annual Reflection/3 Year Review** ● Complete progress Reflection on Individual Professional Development Plan ● Annual reflective conversation with administrator ● Use data to determine the impact of changes in practice ● Explore possible adjustments or new information needed

OPTION 1 (PORTFOLIO PATHWAY)

At the beginning of each three-year recertification cycle, an educator in SAU 15 will develop an Individual Professional Development Plan with goals designed to advance student learning through the enhancement of professional practice. The educator will follow the steps below to create and fulfill the plan.

PLAN AND REFLECT - September 15

The purpose of planning and reflection is to review personal and district/school goals and identify learning needs. During this process, the educator examines and evaluates district/school goals and critical issues as they impact student, educator, and district/school progress. Using the information gained from self-assessment, the educator will identify learning needs based on both analysis of student data and personal evaluation.

The educator will reflect on teaching practices, professional learning needs, and school/district needs prior to the creation of an Individual Professional Growth Plan.

Proof of self-reflection may include:

- An analysis of student learning and achievement (including assessment results)
- Journal entries
- Reflection on the Self-Assessment from Charlotte Danielson's "Framework for Teaching"

SET GOALS/NEW PLAN DEVELOPMENT – October 30

The purpose of goal setting is to reflect on both self-assessment results and building/district goals to create 3-year goals and yearly objectives.

Three-year goal(s) and yearly objectives will be identified. These goals and objectives will be stated in the educator's Individual Professional Development Plan.

They will be designed to:

- Increase student achievement.
- Reinforce school and/or district improvement goals.
- Increase knowledge of all subject and content areas taught and fields(s) of specialization for each recertification sought.
- Increase knowledge of learners and learning.
- Increasing knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.

Evidence that the plan was designed to support the purposes stated above will be used by the supervisor as the criteria for approving the plan. The educator's measurable objectives will be reviewed, evaluated, and adjusted yearly.

An educator wishing to follow the Combination Pathway must meet with the building supervisor. The Individual Professional Development Plan, stating goals and objectives, must be submitted to the building supervisor for approval. If the Individual Professional Development Plan does not receive approval of the supervisor, the educator may revise the plan and resubmit it.

ACTIVITIES/PLAN IMPLEMENTATION - Ongoing

The purpose of completing professional development activities is to implement action steps to accomplish the educator's objectives and reach the goals set in his/her Professional Development Plan.

The educator will engage in activities that support the goals and objectives of his/her Individual Professional Development Plan.

Activities may include but are not limited to:

- Observations
- Independent Study/Study Groups/Professional Learning Communities
- Action Research
- Mentoring/Educational Peer Coaching
- Curriculum, Instruction, and Assessment Development
- Committee Work
- Collegiate of Graduate Course Work
- Workshops, Webinars, and Professional Conferences
- Professional Presentations

The educator will complete activities that support the goals and objectives of the plan and document them in a portfolio. The activities should build progressively each year.

DOCUMENTATION/PLAN IMPLEMENTATION - Ongoing

The purpose of documentation is to organize, analyze, and interpret activities to show progress made toward meeting the ongoing objectives and the goals of the plan.

This documentation may include, but not limited to:

- Authentic examples of student work
- Audiovisuals
- Data Sets
- Lesson Plans
- Reflections on student learning

Documentation should reflect progress toward goal(s) compared to anticipated outcomes and should provide evidence of growth and knowledge in the areas of:

- Subject or field of specialization
- Learners and learning as they relate to school and district goals in order to increase student achievement.

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 that are natural to the professional development activities, thus requiring that the educators "collect" rather than "create" evidence. In collecting evidence, educators need to include evidence of their activities but more particularly evidence of their own learning and its impact on student learning.

POSSIBLE FORMS/SOURCES OF EVIDENCE:

EVIDENCE OF EDUCATOR'S LEARNING

- Written reflection
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audiotapes of the lesson, or formal observation by an administrator, colleague, or mentor.
- Samples of student 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' project, papers, daily work
- Student portfolio
- Audio/visual recordings of students' presentations or activities
- Skill inventories or checklists
- Anecdotal Notes

EVIDENCE USED TO EXAMINE IMPACT ON OTHER STUDENTS' OUTCOMES

- Discipline data
- Attendance data
- Health records/visits to the nurse
- Behavior records
- Extracurricular participation

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 your student 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

The activity log must be completed no later than 30 days upon completion of the activity and submitted to the building Professional Development Committee representative for signature.

YEARLY REVIEW - October 30

The purpose of the yearly review is to share with administration accomplished activities, evidence of professional growth and student success, and evidence of meeting yearly objectives.

At the end of each year, the educator will meet the supervisor to share evidence in the portfolio that demonstrates professional learning linked to professional objectives and student success. The review will culminate with a discussion of targeted steps toward next year's professional development.
Educators choosing this pathway are strongly encouraged to complete the SAU 15 Professional Development 3-year Cycle Review Form to provide documentation and supervisor approval.

In the event that the yearly progress is not found acceptable by the supervisor the educator may appeal the decision.

--OR—

3 YEAR REVIEW - **May 15**

The purpose of the final review is to share with the administration the culmination of the Individual Professional Development Plan.

At the final review, the educator will meet with the supervisor to present the portfolio. A written summative will be shared that includes evidence that goals and objectives of the plan were met. Included in the summative will be reflections on student success and the professional learning that was achieved.

Based on the evidence of growth contained in the portfolio the supervisor will:

- Approve recertification of the educator.
- Sign the recertification approval form.
- Forward the form to the Superintendent of Schools for recommendation for renewal of the educator's certification(s).

In the event that the portfolio is not found acceptable by the supervisor and the educator is not recommended for recertification, the educator may appeal the decision.

Educators whose credentials expire in a given year may complete their portfolio prior to being re-nominated and/or re-elected in accordance with RSA 189: 14a. Work on an e-portfolio after the date recertification papers are due to be turned in to the Superintendent may be counted toward the next three-year cycle which will commence on July 1 of the same calendar year.

OPTION 2 (CONTINUING EDUCATION UNIT PATHWAY)

At the beginning of each three-year recertification cycle, an educator in SAU 15 will develop an Individual Professional Development Plan with goals designed to advance student learning through the enhancement of professional practice. The educator will follow the steps below to create and fulfill the plan.

PLAN AND REFLECT - September 15

The purpose of planning and reflection is to review personal and district/school goals and identify learning needs.

During this process, the educator examines and evaluates district/school goals and critical issues as they impact student, educator, and district school progress. Using the information gained from self- assessment, the educator will identify learning needs based on both analysis of student data and personal evaluation.

The educator will reflect on teaching practices, professional learning needs, and school/district needs prior to the creation of an Individual Professional Growth Plan.

Proof of self-reflection may include:

- An analysis of student learning and achievement (including assessment results)
- Journal entries
- Reflect on Self-Assessment from Charlotte Danielson's "Framework for Teaching"

SET GOALS/NEW PLAN DEVELOPMENT - October 30

The purpose of goal setting is to reflect on both self-assessment results and building/district goals to create 3-year goals and yearly objectives.

Three-year goal(s) and yearly objectives will be identified. These goals and objectives, along with anticipated activities connected to yearly outcomes, will be stated in the educator's Individual Professional Development Plan.

They will be designed to:

- Increase student achievement.
- Reinforce school and/or district improvement goals.
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.
- Increase knowledge of learners and learning.
- Increase knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught for which recertification is sought.

Evidence that the plan was designed to support the purposes stated above will be the supervisor as the criteria for approving the plan. The educator's measurable objectives will be reviewed, evaluated, and adjusted yearly. An educator wishing to follow the Combination Pathway must meet with the building supervisor. The Individual Professional Development Plan, stating goals and objectives, must be submitted to the building supervisor for approval. If the Individual Professional Development Plan does not receive approval of the building PDC representative and supervisor, the educator may revise the plan and resubmit it.

ACTIVITIES/PLAN IMPLEMENTATION - Ongoing

The purpose of completing professional development activities is to implement action steps to accomplish the educator's objectives and reach the goals set in his/her Individual Professional Development Plan.

The educator will engage in activities that support the goals and objectives of his/her Individual Professional Development Plan.

Activities may include but are not limited to:

- Independent Study/Study Groups/Professional Learning Communities
- Observations
- Action Research
- Mentoring/Education Peer Coaching
- Curriculum, Instruction and Assessment Development
- Committee Work
- Collegiate or Graduate Course Work
- Workshops, Webinars and Professional Conferences
- Professional Presentation

The educator will complete job-embedded and/or formal professional development activities that support the goals and objectives of the approved Individual Professional Development Plan. An accumulation of a minimum of seventy-five continuing education units is required to fulfill the plan.

These seventy-five CEU's must consist of the following:

- A minimum of thirty (3) CEU's for each endorsement
- A minimum of forty-five(45) CEU's in district/building goal

DOCUMENTATION/PLAN IMPLEMENTATION - Ongoing

The purpose of documentation is to organize, analyze and interpret activities to show the progress toward meeting the ongoing objectivities and the goals of the plan.

Documentation should reflect progress toward the goal(s) of the Individual Professional Development Plan.

The educator will complete a Professional Development Activity Log to document the accumulation of CEU's as well as to record knowledge of subject, fulfillment of individual professional development goals, support of district/school goals and/or the Danielson Domain addressed.

The activity log must be completed no later than 30 days upon completion of the activity and submitted to the building Professional Development Committee representative for signature.

YEARLY REVIEW - October 30
The purpose of the yearly review is to share with administration activities completed that demonstrate professional learning linked to professional objectives and student success. The review will culminate with a discussion of targeted step toward next year's professional development.

--OR—

3 YEAR REVIEW - May 15
The purpose of the final review is to share with the administration the culmination of the three-year Individual Professional Development Plan.

In preparation for the final review, the educator will complete the recertification forms received from the SAU office and submit to the building Professional Development Committee representative. The representative will then check and sign the recertification paperwork and submit it to the building supervisor.

At the final review, the educator will meet with the building supervisor to review recertification paperwork documenting the required number of approved CEU's of professional development activities.

Based on the evidence of accumulation of the required number of approved CEU's the supervisor will:

- Sign the recertification approval form
- Forward the form to the Superintendent of Schools for recommendations for renewal of the educator's certification(s).

In the event that the recertification paperwork is not found acceptable by the supervisor and the educator is not recommended for recertification, the educator may appeal the decision.

Educators whose credentials in a given year may accrue their total CEU requirements of approved professional development activities prior to being re-nominated and/or re-elected in accordance with RSA 189:14a. CEU's accrued after the date recertification papers are due to be turned in to the Superintendent may be counted toward the next three-year cycle which will commence on July 1 of the same calendar year.

OPTION 3 (COMBINATION PATHWAY)

At the beginning of each three-year recertification cycle, an educator at SAU 15 will develop an Individual Professional Development Plan with goals designed to advance student learning through the enhancement of professional practice. The educator will follow the steps below to create and fulfill the plan.

PLAN AND REFLECT - September 15

The purpose of planning and reflection is to review personal and district/school goals and identify learning needs. During this process, the educator examines and evaluates district/school goals and critical issues as they impact student, educator, and district/school progress. Using the information gained from self-assessment, the educator will identify learning needs based on both analysis of student data and personal evaluation.

The educator will reflect on teaching practices, professional learning needs, and school/district needs prior to the creation of an Individual Professional Growth Plan.

Proof of self-reflection may include:

- An analysis of student learning and achievement (including assessment results)
- Journal entries
- Reflection on Self-Assessment from Charlotte Danielson's "Framework for Teaching"

SET GOALS/NEW PLAN DEVELOPMENT - October 30

The purpose of goal setting is to reflect on both self-assessment results and building district goals to create 30-years goals and yearly objectives.

Three-year goal(s) and yearly objectives will be identified. These goals and objectives, along with anticipated activities connected to yearly outcomes, will be stated in the educator's Individual Professional Development Plan.

They will be designed to:

- Increase student achievement.
- Reinforce school and/or district improvement goals.
- Increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.
- Increase Knowledge of learners and learning.
- Increase knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.

Evidence that the plan was designed to support the purposes stated above will be used by the supervisor as the criteria for approving the plan. The educator's measurable objectives will be reviewed, evaluated, and adjusted yearly.

An educator wishing to follow the Combination Pathway must meet with the building supervisor. At this time, the educator and supervisors will establish an Individual Professional Development Plan including the action research project to be documented through the portfolio option portion and number of CEU's necessary to satisfy the continuing education unit portion of the plan.

The Individual Professional Development Plan, stating goals and objectives, must be submitted to the building supervisor for approval. If the Individual professional Development Plan does not receive approval of the supervisor, the educator may revise the plan and resubmit it.

ACTIVITIES/PLAN IMPLEMENTATION - Ongoing

The purpose of completing professional development activities is to implement action steps to accomplish the educator's objectives and reach the goals set in his/her Individual Professional Development Plan.

The educator will engage in activities that support the goals and objectives of his/her Individual Professional Development Plan.

Activities may include but are not limited to:

- Observations
- Independent Study/Study Groups/Professional Learning Communities
- Action Research
- Mentoring/Educational peer Coaching
- Curriculum, Instruction and Assessment Development
- Committee Work
- Collegiate or Graduate Course Work
- Workshops, Webinars and Professional Conferences
- Professional Presentations

The educator will complete a Portfolio Evidence Reflection Form that supports the goals and objectives of the approved Individual Professional Development Plan, keeping in mind the combination of portfolio and CEU requirements of the plan.

DOCUMENTATION/PLAN IMPLEMENTATION - Ongoing

The purpose of documentation is to organize, analyze and interpret activities to show the progress toward meeting the ongoing objectives and the goals of the plan.

Documentation should reflect progress toward the goal(s) of the Individual Professional Development Plan.

Documentation in the portfolio component may include, but is not limited to:

- Authentic examples of student work
- Audiovisuals
- Data Sets
- Lesson Plan
- Reflections on student learning

For the portfolio component of the plan, the educator will collect and organize in a portfolio the outcomes of the activities and evidence of progress toward attaining the goals and objectives.

For the continuing education unit component of the plan, the educator will complete a Professional Development Activity Log for each activity to document the accumulation of CEU's as well as to record and reflect on how the knowledge gathered will affect professional practice and/or support district/school goals. The reflection form should be submitted to the building Professional Development Committee representative for signature and submission to the SAU office.

The activity log must be completed no later than 30 days upon completion of the activity and submitted to the building Professional Development Committee representative for signature.

YEARLY REVIEW - October 30
The purpose of the yearly review is to share with the supervisor accomplished activities, evidence of professional growth and student success and evidence of meeting yearly objectives.

At the end of each year, the educator will meet with the supervisor to share activities completed that demonstrate professional learning linked to professional objectives and student success. The review will culminate with a discussion of targeted steps toward next year's professional development.

-OR-

3 YEAR REVIEW - May 15
The purpose of the final review is to share with the administration the culmination of the three-year Individual Professional Development Plan.

At the final review, the educator will meet with the supervisor to present both his/her portfolio and the reflection forms documenting the continuing education unit portion of the plan. A written summative will be shared that includes evidence of professional learning that was achieved.

In the event that the portfolio, the recertification paperwork, or the combination of both is not found acceptable by the supervisor and the educator is not recommended for recertification, the educator may appeal the decision.

Educators whose credentials expire in a given year may complete their portfolio and accrue their total CEU requirements of approved professional development activities prior to being re-nominated and/or re-elected in accordance with RSA 189:14a. Work on a new portfolio and CEU's accrued after the date recertification papers are due to be turned in to the Superintendent may be counted toward the next three year cycle which will commence on July 1 of the same calendar year.

RECIPROCITY

All work completed on a portfolio pathway plan approved in another school district or while an educator was not employed under a district master plan will be accepted by the PDC and counted toward the educator's SAU 15 pathway. The educator must meet with the respective administrator within thirty school days of employment or review and update his/her existing plan. Goal(s) for the remaining year(s) will be set, and the educator will be set, and the educator will then follow the SAU 15 pathway for the remainder of the certification period.

If an educator was completing a CEU option, a record of all previous CEU's must be provided to the PDC, preferably within thirty school days of employment acceptance. Although all CEU's accrued in former plans will be accepted, the educator is expected to accrue 15 hours per year in SAU 15 Core Values and/or building goals. Educators who have no hours to transfer must fulfill the total requirement.

REVIEW PLAN EVIDENCE AND APPROVAL OF PLAN COMPLETION

Every educator applying for renewal of his/her credential must have the approval of the Superintendent. Renewal recommendations are completed online through the NHED Educator Information System (EIS)portal.

CERTIFIED PARAEDUCATORS ED.512.026 (E)

The focus of certified Paraeducators professional development must be to further develop their content knowledge and teaching skills, which in turn will support the learning of all students.

Therefore, in order to maintain their certification, state-certified Paraeducators in SAU15 will participate in activities designed to:

- Deepen their knowledge of content in the area in which they are working.
- Increase their ability to use research-based strategies to assist students in meeting rigorous academic standards.
- Prepare them to use a variety of classroom assessments appropriately.
- Enable them to support SAU 15 district and school goals.

In addition, Paraeducators' professional development should prepare them to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' learning achievement. It should help them develop the knowledge and skills to join and collaborate with learning communities within their district and school.

Paraeducators employed by SAU 15 who are certified by the State of New Hampshire may maintain their certification under the district's Professional Development Master Plan. In order to do this, Paraeducators must accrue a minimum of 50 continuing education units (CEU's) within a three-year cycle. These CEU's must consist of 20 job-specific CEU's and 30 CEU's that support district goals.

To maintain certification under the SAU 15 Professional Development Master Plan a Paraeducator must:

- Meet with his or her supervisor and/or principal at the beginning of the three-year cycle to develop an approved three-year recertification plan.
- Acquire a minimum of 50 CEU's in approved professional development activities and document these activities according to district guidelines and on Professional Development Activity Forms.
- Update or revise the recertification plan as needed to help the Paraeducators acquire the knowledge and skills to perform his/her duties effectively and support the learning of the students with whom he/she is involved.

Paraeducators may avail themselves of any activities, including job-embedded activities, available to other staff members and described in the SAU 15 Professional Development Master Plan "Professional Development Activities" (p.14-15) and "Activity Definitions and Requirements" (p.16-18). Documentation of professional growth activities "will be pre-approved by the immediate supervisor, maintained on Professional Development Activity Forms and kept on file in the school building. Certified Paraeducators will follow the same timelines as those stated for certified educators in the Professional Development Master Plan.

APPENDIX

- Core Values
- Danielson Self-Assessment Form
- SAU 15 Professional Development Plan
- SAU 15 Reimbursement Form

SAU #15 Auburn, Candia, Hooksett Core Values

Our Schools, Our Students, Our Charge

Core Value #1

Schools are for students. All interactions with them must nurture their social, emotional, and academic growth. It is our responsibility to accept all students and treat them with kindness and respect; we are tolerant and non-judgmental. Our decisions are based on what is best for them. We take responsibility for ensuring the success of our students despite the challenges they may face.

Core Value #2

Students meet and exceed high academic standards. Our high expectations demand varied and rigorous learning experiences that enable students to think critically, work collaboratively, communicate effectively and act with integrity. Every student is unique and has different abilities, needs and learning styles that require varying instructional techniques and strategies. Student success is ensured through the use of purposeful, research-based, data-informed instruction. We continuously build and maintain the knowledge base and collaborative culture required for high levels of performance for all members of the learning community.

Core Value #3

We each have the responsibility to ensure the success of all students. The needs of all learners are met when outcome-based learning occurs and when students, teachers, and policy makers are empowered by data. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.

Core Value #4

Twenty-first century instruction is necessary for twenty-first learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace.

Core Value #5

We believe that it does, in fact, "take a village to raise a child." We have a unique opportunity and an obligation in our homes. Our community, our businesses and our schools influence the learning outcomes of our children. These collaborative partnerships within the community foster thoughtful and relevant learning, promoting the growth of each child.

School Administrative Unit 15
Professional Development Self-Assessment Worksheet

Name: **Date:**

In preparation for development of your Individual Professional Development Plan, your yearly review, or for your final, please take the time to reflect upon your teaching performance based on Danielson's four domains using Worksheet I. Complete this summary and prepare to discuss it with your administrator.

Component areas of strength:

Component areas of growth:

Proposed professional development goals:

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Option Selections (X option): **___CEU ____Portfolio ____Combination**

Educator Name: Date:
School: Certification Cycle Start/End Dates:
Primary Certification: _____, 20__ *to* _____, 20__
Other Endorsements: Administrator:

All certified educators must develop two SMART Goals (Specific, Measurable, Attainable, Relevant, and Timely) that align with SAU 15 Core Values.

<u>Goal 1: Content Knowledge/Endorsement(s)</u> is required of all educators.

You can choose <u>Goal 2: Pedagogy & Knowledge of Learners</u> Goal AND/OR
<u>Goal 3: District/Building</u> in addition to the required Goal 1.

GOALS: SELECT GOAL 1 AND AT LEAST ONE OTHER GOAL AREA. Type your SMART goal underneath each check box; the area will expand as you type.

- **GOAL 1: CONTENT KNOWLEDGE/ENDORSEMENT(S)** ***Required***
- **GOAL 2: PEDAGOGY & KNOWLEDGE OF LEARNERS**
- **GOAL 3: DISTRICT/BUILDING**

Year 1 OBJECTIVE(S): What are the specific steps you will take to accomplish the above goals?

Reviewed with administrator: *Date:*

Year 1 Progress Reflection: Describe your progress. What specific and measurable evidence/data did you use to assess impact on student learning/your own learning?

Administrator's signature: *Date:*

Year 2 (if changing, adding or modifying) GOAL(S), please make changes below: ● **GOAL 1: CONTENT KNOWLEDGE/ENDORSEMENT(S)** ***Required*** ● **GOAL 2: PEDAGOGY & KNOWLEDGE OF LEARNERS** ● **GOAL 3: DISTRICT/BUILDING**
Year 2 OBJECTIVE(S): What are the specific steps you will take to accomplish the above goals?
Year 2 Progress Reflection: Describe your progress. What specific and measurable evidence/data did you use to assess impact on student learning/your own learning?
Administrator's signature: *Date:*
Year 3 (if changing, adding or modifying) GOAL(S), please make changes below: ● **GOAL 1: CONTENT KNOWLEDGE/ENDORSEMENT(S)** ***Required*** ● **GOAL 2: PEDAGOGY & KNOWLEDGE OF LEARNERS** ● **GOAL 3: DISTRICT/BUILDING**
Year 3 OBJECTIVE(S): What are the specific steps you will take to accomplish the above goals?
Year 3 Progress Reflection: Describe your progress. What specific and measurable evidence/data did you use to assess impact on student learning/your own learning?
Administrator's signature: *Date:* _____ *Recommend for Recertification*

SCHOOL ADMINISTRATIVE UNIT 15
Request for Reimbursement

1. A copy of this form must be completed for every professional development activity for which reimbursement is sought.
2. Approval by the Superintendent prior to the beginning of the activity is required for reimbursement.
3. Within 60 days of the activity's completion, the yellow copy of this form, a cancelled check/receipt, and proof of attendance/satisfactory completion must be submitted to the bookkeeping department.
4. A separate form and approval is required for staff development credit.

NAME _____ DISTRICT _____ SCHOOL _____

POSITION _____ GRADE AND/OR SUBJECT _____

Are you enrolled in a degree program? Yes _____ No _____

Type of Activity (check one)

___ Graduate Course (____ credits) ___ Undergraduate Course (____ credits) ___ Workshop/Conference

Activity Title (include course numbers) _____

Agency/Institution _____ City and State _____

Inclusive Dates _____ Times _____ Cost $ _____

How will this activity aid in your present assignment? _____

This activity addresses a goal of: ____Three-year professional development plan
_____District/Building Goal

Specific goal addressed _____
_____

Anticipated outcome of participation in this professional development activity _____
_____

Does this activity require professional leave time? _____ (If yes, please attach a Request for Leave)

Are you requesting Professional Development credits for this activity? _____ (If yes, please submit a Professional Development Activity Form to the Local Professional Development Committee)

Employee Signature _____ Date _____

I (___ do ___ do not) recommend approval of this activity and reimbursement of $_____
Charge to account number _____

Signature of Principal/Director _____ Date _____

I (___ do ___ do not) recommend approval of this activity and reimbursement of $_____
Charge to account number _____

Signature of Superintendent _____ Date _____

Reimbursement is subject to successful completion of activity, and where applicable, the district's collective bargaining unit.

WHITE: Superintendent YELLOW: School GOLD: Teacher GREEN: AEA/HEA Presidents
PINK: Bookkeeping with documentation after activity