

S.A.U. #51

Master Plan for Professional Development

1. Purpose. The purpose of the S.A.U. #51 Master Plan for Professional Development is to better equip the educators of S.A.U. #51 to meet the diverse needs of our students, to respond to the differing professional expectations of our teacher and support staff evaluation systems, to support the improvement initiatives described in each school's goals and each district's local educational improvement plans, and to provide a structure of the recertification of certified staff by the New Hampshire Department of Education.

1.1 Development of Master Plan. This Master Plan has been developed by the S.A.U. #51 Professional Development Committee. The Professional Development Committee is composed of representatives of the school administration, teachers, and paraprofessionals from each of the S.A.U. #51 schools: Barnstead Elementary School, Pittsfield Elementary School, and Pittsfield Middle High School.

1.2 School Development. The Pittsfield School District – is engaged in an ongoing process of school development. These processes seek to identify student needs, establish professional expectations, and develop action plans for school improvement.

1.3 Critical Issues. The Professional Development Committee recognizes several issues that are critical to the success of this Master Plan:

- Time for professional learning;
- Equity in training opportunities;
- A professional culture within the schools and districts;
- Leadership for ongoing staff development;
- Capacity for professional learning among staff members;
- Public support for ongoing staff development activities;
- High standards and the New Hampshire Curriculum Frameworks;
- The impact of professional development on student learning.

(Adapted from the work of Kathy Dunne, *Learning Innovations*, Stoneham, Massachusetts)

In S.A.U. #51, these critical issues must be considered and addressed when developing individual, school, and district staff development activities.

1.4 Knowledge and Beliefs. The extensive knowledge base that exists and continues to be developed about teaching, learning, and the academic disciplines may be broadly categorized into five general divisions:

- Learners and learning;
- Teachers and teaching;
- The nature of content disciplines;
- Principles of effective professional development;
- Change and the change process.

(Adapted from the work of Kathy Dunne, *Learning Innovations*, Stoneham, Massachusetts)

Professional development in S.A.U. #51 is guided by two fundamental principles: (1) professional development should have a direct impact on student learning, and (2) professional development activities should be relevant to the needs of the individual staff member as well as the needs of the school and district.

1.5 Context of Professional Development. The context for professional development is complex and interconnected; this context includes several key factors:

- Time for professional learning;
- The student population being served;
- The expertise of the teaching and support staff;
- Current practices of the teaching and support staff;
- Available resources
- Organizational culture;
- Organizational structures;
- The history of staff development within the schools, districts, and S.A.U.;
- The parents and community.

(Adapted from the work of Kathy Dunne, *Learning Innovations*, Stoneham, Massachusetts)

In S.A.U. #51, professional development planning reflects and respects the idiosyncratic nature of individual staff members, schools, and districts.

1.6 Goals for Professional Development Activities. The Professional Development Committee recognizes several purposes of staff development activities:

- Developing awareness;
- Building knowledge;
- Developing skills;
- Translating theory into practice;
- Practicing teaching strategies;
- Reflecting on teaching.

(Adapted from the work of Kathy Dunne, *Learning Innovations*, Stoneham, Massachusetts)

The schools of S.A.U. #51 seek to provide professional development activities intended to achieve these various goals to support growth and development of individuals, schools, and the district.

2. Core Teacher Competencies. To support student learning through the strengthening of core teacher competencies, S.A.U. #51 recognizes the “components of professional practice” described in the research-based *Enhancing Professional Practice: a Framework for Teaching* (Danielson, 1996) as an essential articulation of core teacher competencies. The schools make available copies of this document for reference.

To assist individuals in understanding the meaning of core teacher competencies, the Professional Development Committee provides an orientation to all staff upon adoption of this plan and is available on an as-needed basis thereafter to provide information regarding these core competencies.

The components reflecting core teacher competencies are arranged in four domains:

2.1 Components. The components reflecting core teacher competencies are arranged in four domains:

2.1.1 Domain 1: Planning and Preparation:

- Demonstrating knowledge of content and pedagogy;
- Demonstrating knowledge of students;
- Selecting instructional goals;
- Demonstrating knowledge of resources;
- Designing coherent instruction;
- Assessing student learning.

2.1.2 Domain 2: The Classroom Environment:

- Creating an environment of respect and rapport;
- Establishing a culture for learning;
- Managing classroom procedures;
- Managing student behavior;
- Organizing physical space.

2.1.3 Domain 3: Instruction:

- Communicating clearly and accurately;
- Using questioning and discussion techniques;
- Engaging students in learning;
- Providing feedback to students;
- Demonstrating flexibility and responsiveness.

2.1.4 Domain 4: Professional Responsibilities:

- Reflecting on teaching;
- Maintaining accurate records;
- Communicating with families;
- Contributing to the school and district;
- Growing and developing professionally;
- Showing professionalism.

2.2 Use of the Framework. An essential use of the *Framework for Teaching* is for self-assessment. Minimally, this self-assessment occurs every three years in preparation for the development of a new individual staff development plan. The rubrics included in the *Framework for Teaching* are intended to identify teacher competencies and support individual growth through:

- Individual reflection and self-assessment;
- Induction and mentoring of new teachers;
- Peer coaching;
- Supervision and evaluation.

2.3 Relationship of the Framework to Student Achievement and School Goals. The *Framework for Teaching* provides a research-based description of effective teaching methods and

strategies. These methods and strategies are useful in articulating high standards for professional practice that are applicable to all teaching roles in the schools. Additionally, expertise in these methods and strategies is associated with successful teaching and student learning. In this regard, the *Framework for Teaching* supports the achievement of school goals relative to student learning. District and school goals are attached as an addendum to this *Master Plan*.

It is the responsibility of the school administration to ensure that subsequent goals are communicated to all staff members and forwarded to the S.A.U. #51 Professional Development Committee. The Committee assumes the responsibility for adding subsequent goals to this *Plan* as they are adopted.

- 2.4 Professional Development and Core Competencies. Within the context of each school district's supervision and evaluation practices, professional staff members develop their individual staff development plans with supervisors. These staff development plans include specific performance goals intended to support the development of teacher competencies and increased levels of student learning.

Individual staff development plans must be manageable. That is, the individual staff member and principal or designee must agree on a limited number of goals that are most critical to student learning and develop a plan of action that is likely to result in the desired improvement.

3. New Hampshire Curriculum Frameworks and the New England Compact Grade Level Expectations. The school district of S.A.U. #51 assumes the responsibility for ongoing curriculum development in terms of alignment with the New Hampshire Curriculum Frameworks and the New England Compact Grade Level Expectations (GLEs). Further, the districts utilize the annual results of the New England Compact Assessment Program (NECA) to guide curriculum adjustments. Districts support curriculum development in many forms, including individual and team planning, summer curriculum development task forces, and whole school curriculum initiatives. The annual NECAP results are analyzed each year and, with other relevant assessment data and school and district goals, are utilized in setting school and district goals for curriculum development.
4. Student Learning Needs. Student learning needs serve as the basis for school and district improvement goals setting as well as individual staff development plan goal setting. Individual and school goals relative to student learning needs are established utilizing a variety of assessment data. These data include:
- The New England Compact Assessment Program (NECAP);
 - Other standardized assessments; including, but not limited to, the Developmental Reading Assessment, the Gates MacGinitie Reading Assessment, and others);
 - Student portfolios;
 - Student performances and exhibitions;
 - Students products and models, such as a review of student writing samples;
 - Student self-assessments, observations, interviews, logs, and peer reviews;
 - Other locally developed assessment instruments.

To identify student learning needs, schools systematically generate and analyze student performance data. These data serve as the basis for goal setting at three levels: the individual educator, the school, and the district. Schools assume the responsibility for communicating student learning needs to all stakeholders, including those who are internal and those who are external to the organization.

More specifically, in the schools of S.A.U. #51, the school administration provides leadership in assisting school and district staff to organize for the annual review of all assessment data. This may include, but not be limited to, a process that involves a school or district committee, grade level teams, or the full faculty. Such leadership includes the allocation of resources for the process of review, curriculum alignment, and/or program development to address areas of student need that are indicated by the assessment results. The process also includes an annual report to the full faculty, school board, and community.

To address goals, individuals, various groups within the faculty, and entire faculties engage in staff development activities. Professional development activities are selected or designated to meet specific, identified student learning needs. Intended to be results-oriented, as opposed to activity-oriented, schools and districts assume the responsibility for assessing staff development activities in terms of their impact on student learning.

5. Accountability for Student Performance. A variety of data descriptive of student achievement and student learning needs is gathered and organized through each school's assessment program and is included in the annual report on student learning results. The annual report includes several key elements. These include, but may not be limited to, trends, comparison of groups, establishment and monitoring of benchmarks, curriculum development, and others, all intended to ensure that student progress is continuous and develops over time.

The assessment and reporting program is managed by the school principal or designee or the school or district's assessment team. It is the responsibilities of this individual or team to collect, organize, and report the data on student learning. This annual report is communicated to the school staff, the school board, and the communities.

School and district committees use these data in setting school and district improvement goals. In addition to establishing goals, the school improvement planning teams also develop action plans that are likely to result in the desired school improvements and increases in student learning. A limited number of attainable goals are identified regularly. Successful attainment of student learning goals is evidenced by gains in student achievement observed in measures described above.

The school board and the school administration support the development of district and school goals by providing resources to support goal attainment. These resources include, but are not limited to, time, funding, and training. School and district action plans include a description of the steps to be taken to address student learning goals and professional development activities that narrowly focus on goal attainment. Each school manages successful goal attainment through curriculum development and professional development tailored to the needs of the specific student population that is served by the school.

School and district improvement planning teams must recognize the complexity of school improvement and school change. In developing plans, the teams (a) involve a broad representation of individuals and groups within the school community; (b) are cognizant of resource issues and are realistic in identifying goals and action plans (plans must be manageable and achievable); and (c) recognize the reality of the complexity of school change.

6. Use of Data for Decision-Making. As noted above, each school’s assessment program includes multiple sources of data relative to student performance. In addition to those specific instruments and practices outlined above, several other data sources are used to provide a detailed school profile relative to student learning needs. These include, but are not limited to, needs identified in the context of special education law, Section 504, and the subsets as defined by the No Child Left Behind Act.

These data are collected, organized, and presented to the faculty and local school board on an annual basis, providing the community with an annual report of student learning results. Data from this report and the school district profile of student learning results are utilized by school and district committees to identify school improvement goals. Progress relative to student learning is defined as measured gains in student learning as evidenced through review and analysis of assessment data.

7. Resources. S.A.U. #51 and its member schools are committed to a program of continuous professional growth and development. Staff members can refer to a variety of sources of data in developing plans including, but not limited to, school assessment data, the Professional Development Committee, and district goals. In addition, *Enhancing Professional Practice: A Framework for Teaching* provides detailed information describing core teacher competencies.

A number of “teacher workshop days” are scheduled in the annual school district calendar for school-wide and district-wide activities. “Professional leave” and “district assignment leave” are granted at the discretion of building principals or designees at which time educators are relieved of day-to-day responsibilities to address staff development needs. Financial resources are provided both through regular district operating budgets and grant programs to support courses, workshops, consultations, etc., both on-site and off-site.

8. Requirements for Individual Professional Development Plans. New Hampshire Department of Education regulations – Ed. 512.03 – requires that “every certified educator shall develop and individual plan” in accordance with the provisions outlines below. The individual professional development plan represents a three-year segment of an ongoing, career-long process of continuous improvement. Individual plans support student learning goals, the school and district’s instructional program, and school and district goals.

- 8.1 Filing. “An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria” in paragraph 8.3 below.

- 8.2 Consistency of Plan with Certification. “The individual professional development plan shall be developed for a three-year period consistent with the educator’s certification.”

- 8.3 Required Elements of the Plan. “The individual professional development plan shall:
- Focus on increased student performance;
 - Satisfy the requirements for recertification specified in Ed 500;
 - Describe how the individual plan is directly linked to the master plan;
 - Reflect the content of the district’s curriculum, area(s) of certification, state frameworks, and national standards, as related to an individual’s expertise;
 - Describe how the individual plan addresses the teacher competencies as stated in Ed 610.02;
 - Include activities for both personal growth and school program improvement; and
 - Include a component for self-evaluation.”
- 8.4 Individual Plans and the *Master Plan*. Individual staff development plans are required to comply with the provisions and spirit of this *Master Plan for Professional Development*.
- 8.5 Hour Requirements for Recertification. “The professional development master plan shall require that every educator applying for renewal of his/her credential acquire the following number of minimum hours in each of the following categories:
- A minimum of 75 hours of approved professional development activity every 3 years;
 - A minimum of 45 hours of total hours required shall be devoted to approved professional development activities to meet district needs, school goals, and/or school improvement plans;
 - A minimum of 30 hours of the total hours required shall be devoted to approved professional development in each subject area and/or field of specialization, which shall include the knowledge requirements of Ed 512.02 (g) (1) for which recertification is sought; and
 - In addition to the requirements above for each endorsement, 30 hours shall be devoted to approved professional development activity in each [additional] subject area and/or field of specialization.”

For those educators requiring more than 135 hours of approved staff development activity, the superintendent may approve an amended staff development plan to extend the period up to six years, or two certification periods, for that portion of the educator’s professional development plan that exceeds 135 hours.

- 8.6 Integration of Curriculum Standards and Goals. Individual professional development plans must reflect the school and district’s curriculum standards and goals as well as the *New Hampshire Curriculum Frameworks*.
- 8.7 Recertification Process of Certified Staff Members. The following process is established both to support the continuous growth and development of individuals and to ensure that the recertification needs of certified individuals are addressed.
- 8.7.1 Self-Assessment. In January of the third year of the individual’s three-year professional development plan, the process for developing a new three-year plan begins. At that time, the individual reviews the components of professional practice described in *Enhancing Professional Practice: A Framework for Teaching* (which is

available in each school). Non-Teaching staff members conduct a self-assessment using the adopted job description for their position.

- 8.7.2 Consultation with Other Data Sources. In addition, the individual staff member considers other data sources as potential areas for professional development. These include classroom observation reports, teacher evaluation reports, student assessment results, district goals, school goals, and state and local curriculum frameworks, and any other relevant data sources that would inform the goal setting process.

Also 30 additional hours of professional development within component one beyond the 75 total hours required for recertification is also required for each additional endorsement.

- 8.7.3 Professional Development Goal Drafting. Following the self-assessment and consideration of other data sources for potential professional development goals, the individual reflects on his/her needs and drafts a limited number of specific professional development goals for the subsequent three-year period.

Guidelines for goal drafting include the following principles:

- Individual goals are likely to strengthen an individual's core professional competencies;
- Individual goals are to be congruent with school goals;
- Individual goals are to enhance the likelihood of increased levels of student achievement.

In addition, each individual is expected to demonstrate personal support for school development initiatives by participating in district- and school-sponsored activities. Such activities are developed on an ongoing basis by the school administration and leadership teams as well as the S.A.U. #51 Professional Development Committee. The school administration assumes responsibility for issuing verification certificates to participants in such activities. The individual assumes responsibility for recording such activities on the yellow *Professional Development Activity Log* (S.D.C. Form 4).

- 8.7.4 Planning Conference. Prior to April 1, the individual staff member meets with the principal or designee to discuss his/her self-assessment, consideration of other data sources for goal drafting, goals drafted, and his/her plan for action in addressing his/her identified goals. The principal or designee provides input into the goal setting and action planning process. In the case of the principal's plan, conferences and approval are arranged with and supervised by the superintendent.
- 8.7.5 Professional Development Plan. Following the planning conferences, the individual completes a three-year professional development plan that is likely to result in increased levels of student achievement (S.D.C. Form 2).

- 8.7.6 Plan Approved by Principal. Following completion of the individual's professional development plan, he/she submits the plan to the principal or designee for approval. If approved, the plan is forwarded to the superintendent of schools for approval.

However, for any number of reasons, the principal may not approve the individual's plan. Reasons for non-approval may include, but are not limited to, the need for the individual to address one or more core competencies and he/she had not identified; the need for the plan to more closely align with district or school goals; or the need for the plan to more strongly support increased levels of student achievement. In any event, the specific reasons for non-approval are identified and communicated to the individual staff member.

Should an individual's plan not be approved by the principal or designee, he/she may either re-draft the plan and resubmit the plan reflecting input provided by the principal or designee; or, the individual may appeal the non-approval. The appeal process is described below.

- 8.7.7 Plan Approved by Superintendent. Following approval by the principal or designee, the individual's professional development plan is submitted to the superintendent of schools for approval.

Again, for any number of reasons, the superintendent may not approve the individual's plan. Reasons for non-approval may include, but are not limited to, the need for the individual to address one or more core competencies that he/she had not identified; the need for the plan to more closely align with district or school goals; or the need for the plan to more strongly support increased levels of student achievement. In any event, the specific reasons for non-approval are identified and communicated to the individual.

Should an individual's plan not be approved by the superintendent, the individual may either re-draft the plan and resubmit the plan reflecting input provided by the superintendent; or, the individual may appeal the non-approval. The appeal process is described in #10 below.

- 8.7.8 Documentation of Professional Development Activities. Approval and documentation is required for each professional development activity. The type of required documentation varies as follows:

- 8.7.8.1 District-Sponsored Activity. A district-sponsored activity is defined as an activity initiated by the local district or S.A.U. For example, such an activity could be an S.A.U.-wide professional development day or in-district workshop. Documentation, using the *Professional Development Activity Log* (S.D.C. Form 4), includes the date of the activity, the title of the activity, identification of the goal being addressed, and a statement relative to the benefits derived from the activity. Final approval following the activity is addressed at the progress conference.

8.7.8.2 All Other Activities. If the activity occurs out-of-district, incurs a cost, requires a substitute teacher, or calls for reimbursement by the district, it must be pre-approved by the principal and superintendent of schools (S.D.C. Form 3). This form must be submitted at least ten days in advance of the activity.

Like the documentation process for no-cost activities, documentation, using the *Professional Development Activity Log* (S.D.C. Form 4) includes the date of the activity, the title of the activity, and a statement relative to the benefits derived from the activity. In the case of graduate level university courses, transcripts must be provided to the S.A.U. office upon completion of the courses.

8.7.9 Progress Conferences. Each individual meets for a professional development plan progress conference with the principal or designee at least one time per year. The purpose of a progress conference is to ensure ongoing evaluation and to review progress made toward achievement of the identified individual professional development goals and the activities engaged in by the individual in support of goal achievement. Areas to be discussed at the progress conference include, but are not limited to, professional development activities, data to support progress, continuing plans for development, plan revision, changes in teaching that result from the plan, and identification of further indicators of progress. Activities listed on the log will be reviewed. When possible, objective evidence to support a positive connection between staff development activity and improved student learning is examined.

In addition, all plans may be modified. When such a modification occurs, the modification is subject to the approval process described above.

8.7.10 Completion of the Professional Development Plan. No later than February 15 of the last year of the individual's staff development plan, he/she submits the completed *Professional Development Activity Log* (S.D.C. Form 4) and verification of participation in the activities included on the *Log* to the principal or designee. When possible, objective evidence to support a positive connection between staff development activity and improved student learning is considered and submitted. This documentation is, in turn, submitted to the superintendent of schools.

8.7.11 Process for Recertification. Upon verification that the requirements for recertification by the Department of Education have been met, the superintendent of schools submits proper documentation for recertification to the Department. The individual seeking recertification submits the required fee at this time. The process for recertification must be completed by June 30 of the year of recertification.

Recertification is required as a condition of continued employment within S.A.U. #51. Should an individual's certification lapse, he/she is required to initiate the process of certification direction with the Department of Education.

8.8 Alternative to the Clock Hour Requirement. Recognizing that individual professional development needs differ, an individual may develop an alternative to the clock hour requirement described above. Such a plan is developed as a result of a collaborative needs assessment process engaged in by the individual and his/her principal or designee. The alternative plan addresses individual, school, and/or district goals; the plan must be approved by the principal or designee and the superintendent.

The alternative plan includes the following elements:

8.8.1 Anticipated Outcome(s). The alternative plan specifically states the anticipated outcome(s) in terms of student achievement.

8.8.2 Action Plan. The alternative plan includes a three-year plan of action that outlines specific activities, a timeline for these activities, and an estimation of the clock hours associated with each activity.

8.8.3 Log. The alternative plan includes provision for maintaining a log of activities, clock hours, and reflection on the various activities; the individual maintains this log.

8.8.4 Progress Reporting Meetings. The alternative plan includes provision for three progress reporting meetings per year that involved both the individual and principal or designee. The meetings provide a formal setting for the individual to discuss with the principal or designee the activities described in the action plan and the progress toward the anticipated outcomes. The minutes also become a portion of the staff members' record of ongoing assessment.

8.8.5 Educators Leaving the District in the Midst of an Alternative Plan. Should an individual engaged in an alternative plan leave the district in the midst of the plan, the individual and principal or designee meet for a final progress-reporting meeting prior to separation from the district. At that time, the principal or designee estimates the total number of clock hours devoted to the plan and provides the individual with a letter that certifies this estimate. The letter is provided prior to the individual's separation from the district.

8.9 Clock Hour Requirements for Individual Professional Development Plans for Educators Not Subject to this Professional Development Plan. An educator who is a resident of the Pittsfield School District, but who is not employed by the S.A.U. (for example, a resident teacher not currently employed who may desire to keep certification current), may seek recertification under the provisions outlined below.

8.9.1 Total Hours. A minimum of 75 hours of approved professional development activity is required in every three-year certification period for the first endorsement.

8.9.2 Subject Area / Field of Specialization. A minimum of 30 hours of the total hours credited for approved professional development activity must be in the knowledge of subject or field component (described below).

8.9.3 Integration of Technology. A minimum of 10 hours of the total hours credited for approved professional development activity must be in the technology component (described below).

8.9.4 Remaining Hours. A minimum of 35 hours of the total hours credited for approved professional development activity must be in other component areas (described below).

8.10 Clock Hour Requirements for Paraprofessionals. Each paraprofessional, including employees of the S.A.U. or the Pittsfield School District as well as non-employed residents of the school district, is required to develop a three-year professional development plan. This plan includes provision for at least fifty clock hours of approved professional development activity and must be approved by the principal or designee and the superintendent.

9. Professional Development Activities. Professional development hours are earned for activities that involve new learning in endorsement area(s) and/or areas or current job responsibilities that are likely to result in professional growth on the part of the individual. Professional development hours are not earned for activities that are customarily considered to be job responsibilities of the teacher, such as routine lesson planning, grading papers, regularly scheduled meetings (team meetings, i.e.p. meetings), etc.

These activities are recorded on the *Professional Development Activity Log* (SDC Form 4). If a staff member has a question regarding the potential approval of an activity, it is best to consult with the supervisor prior to the activity.

9.1 Components. Professional development activities may be classified among the following six component areas recognizing “differences among professional educators” (Ed. 512.02):

9.1.1 “Activities or efforts to reinforce school or district improvement goals, or both;”

9.1.2 “Activities or efforts focused on increasing student achievement;”

9.1.3 “Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought;”

9.1.4 “Knowledge of learners and learning;”

9.1.5 “Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought; and”

9.1.6 “Activities that promote continuous improvement in exercising professional responsibilities and obligations...”

9.2 Types of Activities. Across these component areas, an individual may engage in a wide range of specific types of activities in addressing the goals of his/her professional growth plan. These include, but are not limited to:

- 9.2.1 Action Research. Action research is defined as examining teachers' own learning and their students' learning by engaging in a research project in classrooms and schools. Action research is an appropriate activity for developing awareness, building knowledge, developing skills, and reflecting on teaching. **Prior approval from your supervisor is required and clock hours will be decided on at that time.**
- 9.2.2 Book Study. Book study is defined as reading pre-approved book(s) that might offer insight into the improvement of education (or aspect thereof); taking an opportunity to compare those practices that have improved organizations, businesses, and projects; and discussing the content of the book(s) in regularly scheduled sessions. This may also transfer to the listening and discussion of **audiotapes**. Book study is an appropriate activity for developing awareness, building knowledge, and reflecting on teaching. **Maximum of 5 clock hours credit in a 3-year cycle.**
- 9.2.3 Case Discussion. Case discussion is defined as examining written narratives or video tapes of classroom teaching and learning and discussing what is happening; the problems, issues, and outcomes that ensue. Case study is an appropriate activity for developing awareness, developing skills, translating theory into practice, and reflecting on teaching.
- 9.2.4 Coaching/ Mentoring. Coaching and mentoring is defined as working one-on-one with a **colleague** to improve teaching and learning through a variety of activities, including classroom observation and feedback, problems solving and troubleshooting, and co-planning. Coaching and mentoring is an appropriate activity for building knowledge, developing skills, translating theory into practice, and practicing teaching strategies. **A maximum of 20 hours each for the mentor and the protégé.**
- 9.2.5 Committee/Study Group. **Committee**/study group is defined as engaging in regular, structured, and collaborative interactions regarding topics identified by the group, with opportunities to examine new information, reflect on their practice, and/or assess and analyze outcome data. A **committee**/study group is an appropriate activity for developing awareness, building knowledge, translating theory into practice, and reflecting on teaching. **A maximum of 10 clock hours per 3-year cycle.**
- 9.2.6 Conference Participation. Conference participation is defined as participating in local, state, or national conferences selected to broaden knowledge and to assess adaptability of outside programs. Conference participation is an appropriate activity for developing awareness and building knowledge. **Clock hours are determined by hours of attendance.**
- 9.2.7 Curriculum Development and Adaptation. Curriculum development and adaptation is defined as creating new instructional materials and strategies or tailoring existing ones

to meet the learning needs of students. Curriculum development and adaptation is an appropriate activity for developing skills, translating theory into practice, and practicing teaching strategies. **Clock hours are determined by hours of attendance.**

9.2.8 Developing Professional Developers. Developing professional developers is defined as building the skills and knowledge needed to create learning experiences for other educators. Developing professional developers is an appropriate activity for developing skills, translating theory into practice, and practicing teaching strategies. **Clock hours are determined by hours of attendance.**

9.2.9 Collaboratively Examining Student Work and Scoring Assessments. **Collaboratively** examining student work and scoring assessments is defined as **working with colleagues to examine** student products to understand students' thinking and learning strategies in order to identify learning needs and to develop appropriate teaching strategies and materials. Examining student work and student scoring assessments is an appropriate activity for developing awareness, building knowledge, translating theory into practice, and reflecting on teaching. **This is not intended to include day-to-day correcting. Clock hours are determined by hours of attendance.**

9.2.10 Immersion in the World of Relevant Field-Specific Professionals. Immersion in the world of relevant field-specific professionals is defined as participating in an intensive experience in the day-to-day work of a relevant field-specific professional; for example, a teacher of science engaging in research activities with a scientist. Immersion in the world of relevant field-specific professionals is an appropriate activity for developing awareness, building knowledge, and translating theory into practice. **Prior approval from your supervisor is required and clock hours will be decided on at that time.**

9.2.11 Independent Study. Independent study is defined as following a designed course of study completed independently, including checkpoint evaluation of progress and an end assessment of accomplishment. Independent study is an appropriate activity for developing awareness, building knowledge, and translating theory into practice. **Prior approval from your supervisor is required and clock hours will be decided on at that time.**

9.2.12 Partnership with Relevant Field-Specific Professionals in Business, Industry, and Universities. Partnership with relevant field-specific professionals in business, industry, and universities is defined as working collaboratively with field-specific professionals with a focus on improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information. A partnership with relevant field-specific professionals in business, industry, and universities is an appropriate activity for developing awareness and building knowledge. Independent Study. Independent study is defined as following a designed course of study completed

independently, including checkpoint evaluation of progress and an end assessment of accomplishment. Independent study is an appropriate activity for developing awareness, building knowledge, and translating theory into practice. **Prior approval from your supervisor is required and clock hours will be decided on at that time.**

- 9.2.13 Pilot Project. Pilot project is defined as establishing a core team of teachers and administrators to implement a specific program or specific strategies on a trial basis with associated assessment. A pilot project is an appropriate activity for developing skills, translating theory into practice, practicing teaching strategies, and reflecting on teaching. **Pre-approval is needed. A maximum of 20 clock hours per project.**
- 9.2.14 Professional Development Portfolio. Professional development portfolio is defined as developing a portfolio that demonstrates improvement in teaching and learning through a plan of action focused on a problem or area, evidence of implementation, and reflection on the process and results. Professional development portfolio is an appropriate activity for developing skills and reflecting on teaching. **Pre-approval is needed.**
- 9.2.15 Site Visit. Site visit is defined as visiting recognized resources with the purpose of assessing for possible replication in the school or school district. A site visit is an appropriate activity for developing awareness, translating theory into practice, and reflecting on teaching. **A maximum of 10 clock hours per 3-year cycle.**
- 9.2.16 Technology. Technology is defined as a learning of content and pedagogy through the use of computers, telecommunications, videoconferencing, CD-ROM, and videodisk technology. Technology is an appropriate activity for developing awareness and building knowledge. **A maximum of 5 clock hours per 3-year cycle.**
- 9.2.17 Workshops, Institutes, Courses, Seminars. Workshops, institutes, courses, and seminars are defined as structured opportunities outside of the classroom to focus intensely on topics of interest and to learn from others who have a greater level of expertise. Workshops, institutes, courses, and seminars are appropriate activities for developing awareness, building knowledge, translating theory into practice, and reflecting on teaching. **Clock hours are determined by hours of attendance.**

It is expected that individuals participate in a variety of these types of activities during his/her three-year professional development plan cycle.

- 9.3 Job-Embedded Professional Development. Current best practice supports a general shift away from a model of professional development in which learning occurs away from the job site at a workshop, lecture, or other event in which educators are passive recipients of knowledge provided by others. While events of this type can be helpful as one element of the total program of staff development (included above), educators now acknowledge that on-the-job

professional development – or job-embedded professional development – is more likely to result in improved student learning.

Examples of job-embedded professional development, as described in 9.2 above, include action research, book study, case discussions, coaching and mentoring, curriculum development and adaptation, curriculum implementation, curriculum replacement units, developing professional developers, examining student work and scoring assessments, pilot projects, professional development portfolios, site visits, and study groups.

For approval, job-embedded professional development activities are linked to core teacher competencies, district goals, or school goals. These represent one or more elements in the three-year professional development plan, reflect a commitment of time on the part of the individual, and include an objective assessment of the activity's effectiveness and eventual improvement of student learning.

Job-embedded professional development may be described, for example, as what a teacher does with students that is new and different from previous practice that supports increased levels of student achievement; or what a teacher does in collaboration with colleagues to realize increased levels of student achievement; or data collection, data analysis, research, discussion, planning, and implementation of a change intended to result in increased levels of student achievement.

9.4 Support. It is expected that the school board allocate adequate resources to support achievement of school improvement goals by the schools and district to the greatest extent possible within the operating budgets of the districts. In addition, school faculties are encouraged to pursue grant-funding opportunities in support of district and school goals.

10. Appeal Process for Non-Approval. Should any aspect of an individual's professional development process fail to be approved, a written statement delineating the reason(s) for non-approval is provided to the individual in a timely manner. This includes individual plan, specific activities, the results of the progress conference, and/or completion of the plan. The following process is established to reconcile differences, should the individual wish to appeal the non-approval.

10.1 Level One: Appeal to the S.A.U. #51 Professional Development Committee. The appellor provides a written appeal to a building representative of the Professional Development Committee within ten school days of notice of non-approval. Should the ten school day period be exceeded without appeal, the non-approval stands and the individual submits a revised plan.

The Professional Development Committee considers the appeal at the next regularly scheduled meeting following the receipt of the appeal. The appellor and the administrator who did not approve the professional development plan in question may, at their individual discretion, present the appeal and reason for non-approval in person. However, a personal appearance and presentation is not required for consideration. The Professional Development Committee renders its decision no later than the regularly scheduled meeting of the Committee following the meeting at which the appeal is presented.

10.2 Level Two: Appeal to the Superintendent of Schools. Should either party to the appeal disagree with the decision of the Professional Development Committee, he/she may appeal this decision to the superintendent of schools. This appeal must be made in writing to the superintendent of schools within ten school days of the receipt of the decision of the Professional Development Committee. The non-appealing party is informed of this appeal.

The superintendent of schools considers the appeal and renders a decision on the appeal within fifteen days of the written appeal. The decision of the superintendent of schools is final.

11. S.A.U. Professional Development Committee. The S.A.U. Professional Development Committee is responsible for a variety of tasks in support of professional development in the S.A.U. as outlined below.

11.1 Responsibilities of the Committee. The Professional Development Committee is responsible for a variety of tasks in support of staff development in the S.A.U. as outlined below.

11.1.1 Plan. The Professional Development Committee is responsible for developing and revising a master plan for S.A.U. professional development that is compatible with the certification standards adopted by the New Hampshire Board of Education and the New Hampshire Department of Education. In addition, the master plan is also compatible with the policies of S.A.U. #51 and the Pittsfield School District.

11.1.2 Forms. The Professional Development Committee is responsible for providing the school district with updated copies of professional development forms to allow for the posting of these forms on district and school websites.

11.1.3 Communications – Recertification. The Professional Development Committee is responsible for ensuring that all individuals are informed of recertification requirements and procedures.

11.1.4 Conflict Resolution. The Professional Development Committee is responsible for hearing and resolving disagreements between administrators and individual staff members regarding the approval and non-approval of professional development plans and professional development activities.

11.1.5 Effectiveness. The Professional Development Committee is responsible for assessing the effectiveness of all aspects of this *Master Plan* annually and making recommendations to the superintendent of schools regarding the amending of the *Master Plan*.

11.1.6 Meetings. The Professional Development Committee meets at least one time per year, during the second semester, to review this *Master Plan* and discharge duties regarding recommendations for amendment. In addition, the Committee may also be called to meet by the chairperson or at the direction of the superintendent of schools.

- 11.2 Composition of the Committee. The Professional Development Committee is composed of the superintendent, each school principal, three representatives from each school, and a number of community lay persons. The school representatives include both professional and paraeducators.
- 11.3 Selection of Committee Members. Members of the Professional Development Committee are recommended by school principals or peers or join the Committee on a voluntary basis.
- 11.4 Length of Term. Members serve on the Professional Development Committee for a term of four years, with some members rotating off the Committee each year. Members have an option to serve for additional terms or to resign from the Committee prior to the end of their term.
- 11.5 Committee Chairperson. The chairperson/co-chairpersons of the Professional Development Committee is/are elected each year at the last Committee meeting of the year for service as chairperson(s) in the subsequent year. This election is held no later than June 30. The chairperson(s) is elected by a simple majority of the members present, provided that a quorum is achieved.
- 11.7.1 Term of Office. The chairperson(s) holds office for one year; the chairperson(s) may be re-elected for one or more consecutive terms.
- 11.7.2 Resignation. The chairperson(s) may resign from office at any time, provided that a letter of resignation is submitted to the Professional Development Committee at least one meeting prior to the resignation becoming effective.
- 11.7.3 Vacancy. A vacancy in the position of chairperson(s) is filled by a majority vote of Committee members present at a meeting at which a resignation becomes effective, provided that a quorum is achieved.
- 11.7.4 Duties. The duties of the chairpersons(s) of the Professional Development Committee include the following:
- 11.7.4.1 Presiding at all regular meetings of the Professional Development Committee;
- 11.7.4.2 Preparing and providing an agenda to each Committee member at least one week in advance of meetings;
- 11.7.4.3 Ensuring that minutes of meetings are distributed to Committee members in a timely manner;
- 11.7.4.4 Serving as ex-officio member of all subcommittees;
- 11.7.4.5 Interpreting provisions of the *Master Plan for Professional Development* in between Committee meetings;

- 11.7.4.6 Appointing Committee members to ad hoc and subcommittees, with the approval of the Committee;
 - 11.7.4.7 Representing the Professional Development Committee at all appropriate public functions or appointing such a representative;
 - 11.7.4.8 Receiving resignations from Professional Development Committee members;
 - 11.7.4.9 Preparing an annual report on the activities of the Professional Development Committee for inclusion in each district's Annual School District Report;
 - 11.7.4.10 Carrying out any other duties described in the Master Plan for Professional Development.
- 11.6 Committees. Ad hoc and subcommittees may be established by the chairperson(s) or by a majority vote of the Committee.
- 11.7 Committee Meetings. Meetings of the Professional Development Committee are governed by the following guidelines:
- 11.9.1 Notice. The annual schedule of meetings is established at the first meeting of the school year; meeting reminders are provided to members at least one week in advance of each meeting.
 - 11.9.2 Quorum. A quorum is defined as 50% plus one member of all current members of the Professional Development Committee.
 - 11.9.3 Voting. All decisions of the Professional Development Committee are made by simple majority of the members present, provided that a quorum has been achieved.

Approved by the New Hampshire Department of Education: May 2007