

Professional Development Master Plan SAU #95



July 1, 2023- June 30, 2028

Updated 6/15/2023

Table of Contents

FORWARD	1
State of Purpose	3
Beliefs	3
High Quality Professional Development	3
Professional Development Committee	4
Roles and Responsibilities	5
Process by which the Professional Development Committee Developed the Master Plan	6
Data Collection, Interpretation, and Use	6
Data Matrix	6
Educator Licensure Renewal Process	7
Individual Professional Development Plan (IPDP) Process	8
Establishing Goals	9
Appeal of the IPDP	9
Options for Licensure Renewal	10
Transferring Hours	14
Paraprofessional Licensure Renewal Process	15
Approval Request Appeals	15
Professional Development Activities	15
Reflection	16
Activity Approval and Completion	18
Activity Completions and Cost Reimbursements	18
Completion Timelines	18
Licensure Renewal Appeal	19
End of the three-year Licensure Renewal and IPDP completion	19
Completing the Licensure Renewal process for the Department of Education	19
Submitting the new certifications to the SAU	20
Plan Requirements: Demonstration of Skills	20

FORWARD

This document represents a plan designed to articulate the expectations, responsibilities, and opportunities for professional growth and Licensure Renewal .

This manual covers all certified personnel in the Windham school district and complies with the New Hampshire State Licensure Renewal Standards.

This represents the work of the following people:

Professional Development Committee

District:	Nancy Milligan, Assistant Superintendent Ken Duesing, Executive Director of Student Services Dr. Erin Hagerty, Director of Accountability and Assessment Sandra Murray, Administrative Assistant Meghan Corcoran, K-4 Curriculum Director Cathy Croteau, 5-12 Math Director
Golden Brook Elementary:	Ryan Bartlett, Bethany Pellerin
Windham Center School:	Tracey Lamb
Windham Middle School:	Katy Smith
Windham High School:	Jill Bartlett
Paraprofessional:	Terry Maloney
Windham School Board:	Shannon Ulery and Stephanie Wimmer

State of Purpose

The purpose of professional development is to continuously improve instruction and student learning. It consists of both individual and organizational responsibilities.

The fundamental belief is that all students can learn to higher levels and it is a teacher's job to facilitate this. Through an alignment of curriculum, instructional practices and assessment, students will achieve the outcomes that are identified in each community and articulated in the standards.

Beliefs

Beliefs upon which the SAU #95 Professional Development Master Plan (PDMP) is based

- All students and teachers can learn and perform at high levels.
- All students, regardless of race, culture, and gender, are capable of learning core academic subjects.
- Teachers facilitate the learning of students.
- The quality of teaching instruction directly impacts the outcomes of a student's skills.
- Teaching is a complex job and involves reflecting on practice, making judgments and monitoring students' progress.
- Collegial sharing yields better outcomes than individual courses of action.
- Informed decisions based on data yield better results.

Key Components of Individual Professional Development

- Enhances student performance, attitudes, experiences and citizenship
- Strengthens personal commitment to a maximum growth process leading to effective change.
- Renews, refreshes, and broadens one's ability for new learning.
- Promotes reflection on new knowledge which can be incorporated into everyday classroom practice.
- Supports creative risk-taking and innovative explorations which are tied to student achievement. Sustains on-going study of the teaching and learning processes.
- Reflects school and district goals for instructional improvement.

Key Components of Organizational Professional Development

- Incorporates school and district goals.
- Recognizes and addresses diverse learning needs of students.
- Encourages risk taking, mutual trust, and support within the learning community.
- Engages in job embedded programs.
- Provides opportunities for best practices, reflection, and feedback.
- Focuses on collaborative analysis of student achievement.

Links between High Quality Professional Development (HQPD), Professional Competence, and Student Achievement

The critical role played by professional development is recognized at the national level. The U.S. Department of Education identified 10 principles of high-quality professional development to serve as guidelines for schools. These principles reflect and embody what research identifies as best practice for professional development opportunities (Office of Educational Research and Improvement [OERI], 1997).

High Quality Professional Development

1. Focuses on teachers as central to student learning, yet includes all other members of the school community
2. Focuses on individual, collegial, and organizational improvement
3. Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community
4. Reflects best available research and practice in teaching, learning, and leadership

5. Enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
6. Promotes continuous inquiry and improvement embedded in the daily life of schools
7. Is planned collaboratively by those who will participate in and facilitate that development
8. Requires substantial time and other resources
9. Is driven by a coherent long-term plan
10. Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

Using these principles, SAU #95 school district is infusing more job-embedded activities that promote collegial study and support the school improvement plans. The traditional model of professional development, focused on an accumulation of clock hours and activities that were usually individual workshops, were not always connected to the classroom. SAU #95's plan recognizes that true professional improvement comes with inquiry, reflection, and sharing strategies with colleagues. Educators who share their personal competence in certain professional areas, help improve their colleagues' knowledge and skills. Educators who focus on student achievement and ask questions about student learning develop new strategies which improve their professional practice. The principles of high quality professional development help secure the focus on student achievement.

The link between professional development and instructional practices ultimately translates into improved student learning. This relationship has become the foundation of any effective professional development plan. SAU #95 recognizes this and is shifting its PDMP away from a traditional model to one that is based on the 10 principles of HQPD.

Professional Development Committee

Committee Composition

The Professional Development Committee shall be composed of the following members:

- 4 Certified Educators, one elected from each of the schools in Windham.
- 1 Paraprofessional who will represent all schools and is selected from the District instructional assistants.
- 1 Administrative Representative
- 1 Superintendent of Schools or designee (i.e.: Assistant Superintendent)
- 1 School Board Representative
- 1 Member who represent Special Education, (Special Education Administrator)
- 1 Data Administrator
- The Assistant Superintendent will act as the Chair for meeting facilitation.
- Every certified staff member in SAU #95 is eligible for election to the Professional Development Committee. Committee vacancies shall be announced prior to the opening of each school year. If a vacancy occurs, the committee will request the group represented by the resigning member to select another representative to fill the unexpired term.

The Professional Development Committee seeks input from parents and the community through a variety of ways. Each school has a School Council which is composed of parents and teachers. These School Councils usually meet quarterly and professional development topics can be included as part of the agenda. These School Councils also represent the community. The Professional Development Committee representative is able to schedule items on the agenda when input is needed. The district also has an active PTA who gives important input. At the High Schools, students voice their concerns through the Principal's advisory group, School Board representation, student government and peer mentors. The district also has their own website (www.windhamsd.org) allowing the people in the community to log on and get information regarding the schools. Surveys are also conducted on an as needed basis.

Requirements

A full-time staff member who has worked in the district for at least one year. The ability to organize work tasks, communicate with faculty and administration, and collaborate with other committee members.

Stipend: as stipulated in the District Collective Bargaining Agreement (CBA)

Roles and Responsibilities

1. Attend monthly meetings.
2. Endorse the local Professional Development Master Plan, to revise and define professional development policy, and to submit the Plan to the NH Department of Education as required for approval.
3. Plan, approve and publicize in-district professional development activities. To keep up-to-date postings of PD activities at each school.
4. Review data, surveys, school goals, initiatives and teacher needs in planning workshops, courses or training both on a school basis and on a district basis.
5. Formally approve professional development activities for staff's re-certification compliance and school improvement goals.
6. Hear appeals from staff members aggrieved relative to the professional development process. To act upon grievances relative to professional development approvals, clock hour assignments, and goal setting process.
7. Communicate professional development business to other colleagues and to act as the conduit for PD business between the SAU and schools. To assist in communicating Licensure Renewal status to teachers.
8. Act upon the recommendations of professional development subcommittees and district wide committees.
9. Orient staff on new professional development changes to the Master Plan.
10. Train and orient new staff members to the Master Plan requirements, and processes used for request approvals using *My Learning Plan* or other similar technology
11. Provide on-going evaluation to assess the effectiveness of the Master Plan and school or SAU sponsored professional development.

Role of Chair

The Chair shall prepare agendas for the Professional Development Committee. Meetings will be held monthly. Minutes of these meetings will be recorded and distributed.

Role of Secretary: Rotating Member

The secretary responsibilities for note-taking will be rotated among the PDC representatives for the monthly meetings.

Role of PDC School Members

- Attends monthly meetings and all other meetings set by the chair.
- Serves on the professional development subcommittees.
- Reports to faculty.
- Solicits input from the faculty.
- Plans, promotes, communicates, and evaluates high quality professional development for the schools of district SAU #95.
- Reviews and approves Activity Approval and Completion Forms.
- Communicates with Administration regarding the PD process.
- Assists colleagues with their individual professional development plan options outlined in the PDMP.
- Assists staff with the activity approval process and the use of *My Learning Plan* or other similar technology
- Monitors the implementation of the Professional Development Master Plan

Role of Administrator Representatives

The Administrator Representative will be the liaison to the District and SAU Leadership Team. They will represent the perspective of the Administrators during PDC meetings and assist the rest of the Administrators in implementing the PD process. They will also be the liaison to the school councils.

Role of Subcommittees

To accomplish its goals, the Professional Development Committee may select certain representatives to work in subcommittees. For example, when it comes time to revise the Master Plan, the work might be done in a subcommittee and presented to the full committee for input and approval. It is important to gain consensus on revisions to the Master Plan. Changes connected to how SAU 95 conducts its professional development process can be made by consensus of committee members, if it is an internal process, forms or timelines which does not change the intent of the Master Plan content.

Process by which the Professional Development Committee Developed the Master Plan

In 2022 and 2023, The Professional Development Committee (PDC) worked extensively on revising this Master Plan. They reviewed their current plan and envisioned the pieces they needed to add or revise within the district and based on updates in state guidance.

Data Collection, Interpretation, and Use

The district adopted its current District Improvement Plan in September 2022. Throughout the process, many staff and community members were involved to create a vision and set actionable goals for the district. All of the data sources outlined in the data matrix are part of the District Improvement Plan. The Curriculum and Instruction goal of the district is to provide a comprehensive, accessible, and rigorous instructional program aligned with state frameworks and the common core comprised of curricula and instructional practices that are implemented and monitored effectively, and that lead to high levels of achievement for all students. The District Improvement Plan ensures there is both time and protocols to accomplish using data to improve curriculum, instruction, and assessment. Additional needs for professional learning opportunities that arise from any of these steps are communicated to district and building leadership, who are then responsible for creating additional training opportunities for staff.

Data Matrix					
DATA SOURCES	COLLECTION PROCESS		DATA ANALYSIS	DECISION MAKING	
	How/by whom?	When?		Use	Reported to
i4See Reporting Elements	NH DOE	Report Specific	School Board, Administration, School staff	Used to district education and budget decisions	Report out to: School Board Administration Teachers Community
Attendance Data	School staff, recorded in Student Information System	Daily	School Staff & Administration ongoing throughout the year	Used to assist with student achievement	Parents, students, staff, and state
Behavior/Discipline	School staff, recorded on Student Information System	Weekly	Administration and individual teachers	Used in MTSS process	Parents, students, state, and staff as appropriate

High School Graduation rate and Drop-out rates	Director of Assessment & Accountability and District Registrar	Annually	Administration and school counselors ongoing throughout the year	Used to inform instruction and develop strategies to address student needs.	Administration, staff, and state.
Progress Reports and Student Achievement Reports	Instructional staff and administrative records	Triannual	Administration and teaching staff	Measure students' progress	Parents, students, and administration
Grade Distribution D, F, or I	High School Guidance Counselors	Four times per year, after each report card	High School Guidance Counselors and Curriculum Directors.	The Curriculum Directors analyze the results and address intervention strategies with teachers.	Report out to: Administration Teachers Parents Students
Advanced Placement Testing	After course and test completion	Annually	AP Teachers Administration	Used by students for placement in post-secondary classes	Report out to: Administration Teachers Parents Students
Armed Services Vocational Assessment Battery (ASVAB)	High school students in grades 11 Students in grades 10-12 can participate at any time	Annually	Administration School Counselor Parents Students	Used for Career counseling	Report out to: Administration Teachers Parents Students
PLC Meetings	Building administrators, Directors	On-going throughout the school year	Administration, District Directors. Teachers	Used for Professional meetings, learning, data analysis	Report out to: Administration Teachers
PD Planning Surveys	Superintendent, Assistant Superintendent, Directors, Professional Development Committee, Building Administrators	Annually	Administrators, PD committee members, Curriculum directors	Used to plan the professional development needs of staff for the upcoming school year	Professional Development Committee, Administration, Teachers.

Educator Licensure Renewal Process

Certification is a condition of employment. It is the responsibility of each staff member to maintain and review records of his/her status in learning management platform, as it relates to New Hampshire's Licensure Renewal requirements and his/her date of certification expiration. Educators will participate in a variety of professional development opportunities that will further advance them in their professional practice. Through the district level approval process opportunities will be approved and logged over the course of 3-years as outlined by the NH Department of Education. Educators will need to log a minimum of 30 hours toward each content area in

which they are certified. Furthermore Educators need to participate in 45 hours of professional development in the area of school and district goals. By March 1st, educators will submit proof of their professional growth that meets the outlined requirements to the assistant superintendent.

Who will Participate?

The expectation is that all professional and certified staff and certified paraprofessionals who are working full or part time will participate in this Master Plan and develop an Individual Professional Development Plan (IPDP). This includes the Superintendent, Assistant Superintendent, business administrators, principals, assistant principals, district administrators, ESOL coordinators, technology coordinators, career and vocational teachers and counselors, Title I teachers, special education administrators, directors, deans, department heads, counselors, social workers, teachers, media specialists, school psychologists, and any other professional educators deemed appropriate by the superintendent.

Nurses and Licensed Professionals

This plan also includes staff who are licensed such as occupational therapists, physical therapists, school psychologists, speech therapists, and nurses, among others. The staff who are working on licenses can incorporate much of their licensure requirements into this Master Plan in order to work on both simultaneously. There may be times when a professional development activity for this Master Plan may not be able to coincide with a licensure requirement. Nurses, OTs, PTs, and speech therapists are not required to complete a portfolio unless they choose to.

For those licensed school nurses who are employed by an agency listed in Ed 513.01, (a) a minimum of 45 school nurse related continuing education units shall be required; and (b) For those licensed school nurses who are not employed by an agency listed in Ed 513.01, a minimum of 45 school nurse related continuing education units shall be required.

Individual Professional Development Plan (IPDP) Process

All certified educators need to complete an annual Individualized Professional Development Plan (IPDP) The IPDP is for the purpose of continuous professional growth and Licensure Renewal . Each plan will be designed to support the current assignments of the educator with the ultimate goal of improving student learning. The goal(s) will support the educator's current teaching assignment, competencies and content-area standards; as well as, goals set forth by the school and district.

Each licensed educator shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

1. A licensed educator shall file the individual professional development plan with the educational organization for review and approval according to the identified criteria.
2. The individual professional development plan shall include one or more goals for improving student learning and be developed from:
 - a. The licensed educator's self-assessment or reflection on competencies
 - b. Analysis of student work;
 - c. Analysis of student achievement data, if available; and
 - d. A review of the educational organization master plan needs assessment; and
3. The individual professional development plan shall outline the licensed educator's growth in the following:
 - a. Knowledge of content area(s), subject, or field of specialization, including requirements of individual endorsement(s) in Ed 506, Ed 507, and Ed 508;
 - b. Pedagogy and knowledge of learners and learning as defined in Ed 505.03;
 - c. Professional standards as referenced in the local evaluation system; and

- d. Effective instructional practices related to educational organization goals that increase student achievement.

Establishing Goals

- 2 professional/personal goals developed with conversation with primary evaluator
- 1 school goal developed per year with collaboration of staff and administrators
- 1 district goal determined by the district
- Reflect on goals two (CC) and three times (Annual) throughout the year. With each reflection period, meet with the primary evaluator to review and share progress.

All educators will submit their IPDP/Goals indicating their choice of Licensure Renewal option and goals by September 30th, for approval from their administrators. This is done through our Learning Management System. Their Administrator will ask for more information, approve it or request a meeting in a timely manner. This approval is done on-line and if it is noted as "approved and in progress", it will carry the same weight as though it was approved in writing. The IPDP process should be concluded by November 30th.

The criteria used in approving the plan will include:

- A. Correctly filling out the IPDP/Goals form within the Learning Management System
- B. Selecting one of the options: 1 or 2 for licensure renewal option
- C. Goals that are written in the SMART format related to personal development needs, school and district goals.

Educators will keep a copy of their IPDP/Goals in their own professional file, and the original will be kept in the district learning management platform. The Goals/IPDP will include the goals, activities, choice of licensure option, and timeline for accomplishing the goal. (See Goal/IPDP example within the District learning management system). School administrators will review the IPDP and at the end of each year with the educator and verify and approve the completion evidence through the evaluation process.

Reflection and evidence should include:

- Increased educator learning
- Growth in student learning
- Content area knowledge/pedagogy
- Completion of District goals

All activities associated with the IPDP or project that require professional days, release time or costs must be approved by the building administrator and the school's or district's PD representative, in accordance with this Master Plan and District Master Agreements. The Superintendent or designee will also approve any requests for professional days and costs associated with activities or courses. In some cases, parental permissions will need to be obtained if a project entails an experimental type of intervention where a control group of students is required, or surveys containing sensitive information are used. In those cases, informed consent notifications will be completed similar to the ones found in formal Action Research projects.

Appeal of the IPDP

If there is a dispute or disagreement between the educator and administrator and the educator wishes to appeal the decision of the administrator, he/she will request an appeal in writing to the Assistant Superintendent, within 1 week of the final approval. The request must include the decision that they are appealing and the rationale for why they are appealing. The Superintendent will meet with the educator within 1 week's time of the receipt of the request to review the evidence. The Assistant Superintendent will render a decision within a week of the meeting and that decision will be final.

Options for Licensure Renewal

The district provides two options or methods for completing activities as outlined by the PD Master Plan and will be mutually agreed upon and noted on the IPDP. This will be done by October 30th.

Educators must select one of the following two options to provide evidence of their growth in the knowledge of

- Increases in educator learning
- Growth in student learning and academic achievement
- Content area knowledge and pedagogy
- The individual, school, or district improvement goal(s); and
- Professional standards such as those in the local evaluation plan

Option 1: Traditional clock hour and reflection activities (recommended)

An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development;

Option 2: Portfolio/project based (no hours tracked)

The development of a body of evidence that documents job-embedded and/or professional development activities addressing the school and/or district goals and content areas;

Option #1: Clock-Hours

Timelines for Individual Professional Development Plan: Option 1

(Traditional Clock Hour) For those staff who are on a new licensure renewal cycle

Year	Action	Deadline	Who
Year 1	Transfer of PD hours/credit from previous employment. (does not count towards Option 2)	With 90 days of date contract is signed by the Board Chair	Educator submits evidence and Transfer Request Form to the Assistant Superintendent
	Initial meeting with Administrator for discussion of Goals/IPDP, Action Plan, choice of Options for Licensure Renewal.	By September 30	Educator meet with supervising administrator
	Submittal of year 1 Goals/IPDP on the learning management platform for administrator approval	By September 30	Educator submits Goals/IPDP
	Approval of Goals/IPDP using Option 1	By September 30	Administrator approves
	Engage in activities for professional development. (Requests for approvals of activities and release time, professional days and cost)	ongoing	Educator submits activity requests
	Reflection on year 1 Goals/IPDP	By June 1	Educator reflects on year long professional development opportunities.
Year 2	Submittal of year 2 Goals/IPDP on the learning management platform for administrator approval	By September 30	Educator submits Goals/IPDP
	Approval of Goals/IPDP	By September 30	Administrator approval
	Engage in activities for professional development.(Requests for approvals of activities and release time, professional days and cost)	Ongoing	
	Reflection on year 2 Goals/IPDP	By June 1	Educator reflects on year long professional development opportunities.
Year 3	Submittal of year 3 Goals/IPDP for administrator approval	By September 30	Educator submits IPDP
	Approval of Goals/IPDP	By September 30	Administrator approves
	Engage in activities for professional development.(Requests for approvals of activities and release time, professional days and cost)	Ongoing	
	Reflection on year 3 Goals/IPDP	By January 31	Educator reflects on year long professional development opportunities.
	Development and submittal of the Demonstration of skills form	By March 15	
	Evidence and written determination of requirements submitted to administrator	By April 1	Administrator evaluates Reflective Evaluations & portfolios and gives written determination to educator
	Appeals to the Assistant Superintendent	By April 15	Educator submits written appeal
	Appeals determined	By April 30	Assistant Superintendent written notification
	Submittal of Licensure Renewal forms	By April 30	Educator completes online forms and sends money to the DoE after notification from the Human Resources.
	Submit new certifications to the Human Resources.	June 30	Educator sends a copy to the Human Resources.

Option #2: A project based on student learning (Portfolio: no clock hours)

This option is available to all educators who are covered under the Master Plan. This option allows educators to develop and implement specific action research plans of innovation or improvement to the teaching and learning process in their classrooms, school, and/or district. It also provides educators with the opportunity to improve instruction in a project-based format. Educators who wish to try out a specific instructional strategy and evaluate its merit might choose this option and develop a three year plan to develop, implement and reflect. This option must relate and apply to student achievement and student learning.

The work of Option 2 would be kept and presented in a portfolio. Successful development of a portfolio of significant depth and breadth will be approved by the supervising administrator and through them the Assistant Superintendent. It will lead to Licensure Renewal under the provisions of Ed. 509. The project plan will identify multiple objectives under one unifying theme. To ensure the local and state requirements for Licensure Renewal are met, the administrative supervisor will approve the successful completion of the plan. Educators will receive a rubric (see Appendix) from the evaluator documenting successful completion. All materials will be returned to the educator.

Teachers who leave the district prior to completion of his/her portfolio will have the opportunity to write a progress report and present the work that has been completed to the Assistant Superintendent who will then make a recommendation for assigning a designated number of PD hours for work completed. The appropriate number of PD hours will be transferred into the current management system in their account. The professional leaving the district should print the appropriate licensure reports before their account becomes inactivated.

Projects may either be individualized or developed collaboratively with one other professional colleague, but each must submit his/her own portfolio. A collaborative project differs from an individual project in that it allows for two colleagues to work together for the purpose of sharing experiences, progress, and data, having ongoing dialogue, providing support for one another, as well as feedback, and technical assistance to develop and refine skills.

For those educators who have multiple endorsement areas, a portfolio will count towards the completion of all requirements for a Licensure Renewal cycle. Clock hours are not counted in this option. Educators will need to identify the learning that will occur in the project, and how it will address the specific content areas of the educator. There does not need to be a direct link between the specific project and the content area, but there should be some work toward each content area in that project. For example, a PE teacher with endorsements in Physical Education, General Special Education and Elementary Education, chooses a project implementing a new wellness unit or curriculum. In order to cover the other two areas, the project should entail how he/she differentiates instruction. This will address a) the special education endorsement and b) the demonstration of learning requirements. The portfolio could also include any research that was done to supplement materials for diverse learners. Data could be given to show how students with special needs performed in comparison to the typical students. If this project is geared to elementary education students, then most endorsement areas have been addressed. The demonstration of using technology in instruction can be shown in the portfolio, thereby addressing all Licensure Renewal areas and Demonstration of Skill requirements.

All activities associated with the IPDP or project that require professional days, release time or costs must be approved by the building administrator, in accordance with this Master Plan and District Collective Bargaining Agreements. The Superintendent or designee will also approve any requests for professional days and costs associated with activities or courses. In some cases, parental permissions will need to be obtained if a project entails an experimental type of intervention where a control group of students is required, or surveys containing sensitive information are used. In those cases, informed consent notifications will be completed similar to the ones found in formal Action Research projects.

Timeline for submitting the project proposal

Educators, in their first year of a Licensure Renewal cycle, will meet with their administrators for an initial conversation regarding the self-evaluation and the formulation of Goals/IPDP action plan in September and October. They will complete and submit an initial proposal describing their project to their administrator by October 30, using the current learning management system. There will be approximately a two-month window given to educators and their administrators to collaborate and draft a final project. All project proposals need to be submitted to the supervising administrator by December 15. There is no appeal to this IPDP planning process.

Progress Monitoring

Educators will schedule a time to meet with their administrator to review the progress of the project and portfolio yearly. They will provide their project/portfolio progress by June 1, as part of their annual goals meeting. Administrative reviews of the project/portfolio, using the portfolio rubric (see Appendix) will be done, at the minimum, by June 1, every year. In the final year of Licensure Renewal, the final submittal of portfolios will be done by March 1st, and the portfolio evaluation using the rubric from the administrator will be concluded by March 15th, so recommendations for Licensure Renewal can be made to the Assistant Superintendent.

Appeals of portfolio/project-based completions

Evaluations of portfolio evidence will be done through a rubric used by the administrators. They will make the determination of whether educators have met the PDMP requirements for Licensure Renewal to the Superintendent of Schools, based on the project and portfolio completion. Any appeals of an Administrator's determination will have to be done in writing and received by the Assistant Superintendent by March 30th, or an educator loses his/her ability to appeal. The final determination will be made by the Superintendent by April 15th and will be made in writing.

Timelines for: Option 2 Project-based / Portfolio

Year	Action	Deadline	Who
Year 1 (newly hired)	Transfer of PD hours/credit from previous employment. (does not count towards Option 2)	With 90 days of date contract is signed by the Board Chair	Educator submits evidence and Transfer Request Form to the Assistant Superintendent/Human Resources
Year 1	Initial meeting with Administrator for discussion of Self-evaluation, selection of Goals and Action Plan and choice of Options	By September 30	Educator meet with supervising administrator
Year 1	Choice of Option 2- Portfolio	By September 30	Educator submits Project Proposal building principal
	Approval of proposal draft using Option 2	By October 30	Administrator approves
	Engage in activities for Option 2 (Requests for approvals of activities requiring release time, professional days and cost)	Ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using Learning Management System & SAU forms
	Year 1 Progress Monitoring of project. Educator will meet with administration to review progress.	By June 1	Educator submits evidence of progress to administration. Administrator provides feedback on portfolio using rubric.
Year 2	Engage in activities for Option 2 Check in with administrator:	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using Learning Management System & SAU forms
	Year 2 Progress Monitoring of project. Educator will meet with administration to review progress.	By June 1	Educator submits evidence of progress to administration. Administrator provides feedback on portfolio using rubric.
Year 3	Engage in activities for Option 2 Check in with administrator: (Oct)	ongoing	Educator submits requests for approvals of activities requiring release time, professional days and costs, using Learning Management System & SAU forms
	Demonstrations of skills must be complete	December 1	Educators use Learning Management System Demo Forms and rubrics and add evidence to the Portfolio
	Educators will write a reflective summary of project and outcomes AND Meet with Administrators to discuss and view evidence of the completion of the project, the Portfolio and IPDP/Goals	By January 31	Educator evaluates project Educator meets with supervising administrator to review project evidence and Portfolios. Revisions can be made based on input.
	Submit Portfolio project.	By March 1	Administrator evaluates portfolio with rubric found in My File Library
	Feedback provided by Principal	By March 15	Administrator provides feedback and determination
	Appeals to the Assistant Superintendent	By March 30	Educator submits written appeal
	Appeals determined	By April 15	Assistant Superintendent written notification
	Submittal of Licensure Renewal forms	By April 30	Educator completes online forms and sends money to the DoE after notification from the Human Resources.
	Submit new certifications to the Human Resources.	June 30	Educator sends a copy to the Human Resources.

Transferring Hours

Newly hired staff will have 90 days from the date of hire as signed on their contract, or from the start of the school year, to submit their approved professional development evidence from a previous public school district to Human Resources for approval. A form is provided to them on the district's learning management system. After that time, no transfer of hours previously attained will be allowed. Any corrections to hours that have been transferred has to be submitted to the Assistant Superintendent within 30 days after the approved transfer date.

In cases where new employees have not been covered under a school's professional development master plan, they need to submit a listing of activities with evidence of completion, and the Assistant Superintendent will award clock hours as is deemed appropriate. For employees who did not fall under a traditional clock hour system, the Assistant Superintendent will review the evidence collected in the portfolio and make a determination as to the status of the clock hours or the project that will be accepted and transferred. The Assistant Superintendent will make the final decisions.

Staff who are entering into the district in mid-cycle

Staff who are hired into the district and are in mid-cycle will transfer the hours that they have accumulated from another district by completing the transfer process as described above. The approved activities are transferred in a "lump sum" under content areas and/or under school goals. Staff will finish their Licensure Renewal requirements via the learning management system.

Requesting changes to allocated hours

It is up to the educator to make sure they have their hours documented and allocated appropriately for recertification. If educators wish to correct any errors made in the learning management system, must contact the Professional Development Committee representative. Any necessary changes must be made within 1 week of your recertification deadline.

Paraprofessional Licensure Renewal Process

Paraprofessionals licensed by the NH Department of Education can recertify through the Windham School district every three years as outlined by the NH Department Of Education. Paraprofessionals will obtain fifty (50) hours in a three year cycle that demonstrates growth and new knowledge as required by the NH Department Of Education. The hours will be approved by the Director of Special Education or their designee and proper forms submitted for approval by April of the licensure renewal year.

Approval Request Appeals

Educators cannot appeal a denial from their administrator or the SAU to attend the activity or for a request for a professional day. Appeals or disagreement concerning hours must be appealed to the Assistant Superintendent, who may consult with the Professional Development Committee, in writing, within 30 days of the completion of the activity.

Professional Development Activities

The following quote from the National Governors' Association report, entitled "Transforming Professional Development for Teachers: A Guide for State Policymakers," serves as a guide as educators work together to strengthen district and school improvement by addressing excellent, knowledgeable instruction and high levels of student learning and achievement.

The critical tests for all professional development activities should be: Are they intellectually challenging, do they add to the participants' repertoire of skills and content knowledge, do they enhance their contributions to the school community, and do they lead to improvement in teaching practice?

National Governors' Association (1995)

Educators should participate in a variety of professional activities to develop themselves and their professional knowledge. The district provides job-embedded and formal professional development activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving educator effectiveness in raising student achievement. Educators are provided opportunities within the district and are encouraged to participate in professional opportunities outside the district that support their professional needs.

These activities may be facilitated by school principals, district directors, coaches, mentors, master teachers, or outside providers.

Event/ Opportunity	Maximum Hours allowed per 3-year cycle, per endorsement
Student Teacher	20 hours
Student Intern	10 hours
Mentoring/Peer Coaching	20 hours
Professional Book Reads/Independent Study	10 hours
Webinars	10 Hours
Podcast	10 Hours
NEASC Visiting Team	30 hours
Single event (or series of connected events)	20 hours
Action Research	45 hours per event

Event/ Opportunity	Maximum Hours allowed per year
Preparation for Initial Presentation (yearly)	2:1 ratio for initial preparation. 10 hour cap per presentation
Presentation of a Professional Workshop (yearly)	1:1 ratio
Workshop/Conferences	30 Hours
PLC/Study Groups	20 hours per year (10 per endorsement/10 district)
Faculty Meetings (yearly) (District hours)	1 hour per meeting
Department Meetings (yearly) (Content hours)	1 hour per meeting
Graduate Work	45 hours per course

Reflection

Reflection is a process that is done at the individual educator level, at the school level and the District and SAU level regarding the professional development activities offered. This evaluation process is completed annually. The table below outlines the process used in SAU 95.

Level	Timeline? Who	Action	Guiding Questions
Individual	At the completion of a PD activity individuals complete a reflection of the activity. Individual reflections are compiled on the District Learning Platform. (Teachers and Administrators)	Reflect on & Evaluate Activities and Prof. Growth Plans Review by Professional Development Committee Including Administrators	To what degree did it connect to our school or district goals? To what extent did the activity help me reach one of my personal goals? To what degree will what I learned in this activity have an impact on student success or achievement in my classroom or assignment? How do you plan to use what you have learned in your classroom or assignment?
School-wide	After a professional development activity Annual Professional Development Survey Collectively in the Spring by the Professional Development Committee (Administrators and PDC)	Review Activity Evaluation Forms and PDC meeting discussions and Administrative Reviews	Was the activity responsive to educators' needs? Was it delivered in an effective way? What are the next steps for this topic/activity? What could have been changed to make this better? Do you have any suggestions about presenters/trainers that you would recommend for the upcoming school year? Did it produce the outcomes that were intended?
District and SAU-Wide	At monthly PDC Meetings and after the District Wide PD day. Annual Professional Development Survey (Administrators and PDC)	Review Activity Evaluation Forms and Review end of year Professional Development Surveys	How will what we did or what we learned and the resulting learner outcomes help direct us in District goal setting or designing activities next year? Were the activities responsive to educators' needs? Were they delivered in effective ways? How well attended were they? To what degree did they connect to the schools and SAU goals? Did they produce the outcomes that were intended? What were the feedback/evaluations on them? To what extent did we act as a professional learning community? What could have changed to make it better? What are the next steps for these topics/activities?

The preceding chart is a summary of the systematic approach we use in the evaluative process to determine the appropriateness, effectiveness, and level of success of our professional development plan.

The guiding questions help the district identify those activities that educators judged as helpful in achieving the goals. This process gives the district an idea of what PD activities are effective in reaching the school and district goals.

Activity Approval and Completion

Educators submit requests for specific activities, cost reimbursements, and professional day(s) to a member of the building administrator and/or director. Submit approval forms using the learning management system and other paper forms required by the district for reimbursement. **ALL PROFESSIONAL DEVELOPMENT REQUESTS MUST BE PRE-APPROVED AND SUBMITTED** prior to the activity. If requests are not submitted for approval before the actual activity date, they will not be approved. Some considerations can be requested for specific case-by-case reasons, such as an educator being asked to take someone else's place at the last minute. PD approval requests should be **submitted a minimum of 14 days** in advance .

Process:

- Enter your activity request into the learning management system.
- Complete all requested information, including uploading into your file library the agenda, conference overview, schedule, pamphlet, etc. with dates, times, locations included.
- Educator will receive notification once all administrators have approved.

Once pre approved, then...

- Follow your building's instructions for requesting any needed professional days, including putting in absence management system.
- Register for activities.

Once the activity request form is submitted, Administrators make the decisions if the professional development opportunity is appropriate, whether the content meets the needs of the job assignment, and whether the staff person can be excused from their job on the requested day(s).

Activity Completions and Cost Reimbursements

After the activity requests are approved and educators attend the activity, educators submit completion verifications as stipulated in the timelines under each option. In order to complete activities in Learning Management System, the educator must "mark it complete" and fill out the Activity Evaluation form on Learning Management System. Educators are required to upload certificate of attendance, any receipts and/or payment methods. In some instances when mileage is approved, a map must be uploaded with the preapproval showing the mileage to and from the activity. (Typical mileage is given from the school or office to the event and back). Receipts for tolls and parking must be included. Staff should always keep a copy for their own records.

Completion Timelines

It is expected that educators will be prompt in submitting their online activity completions and reflections in Learning Management System and receipts for financial reimbursement to the SAU Business Office. Staff members have 90 days from the completion date of the activity or when course grades or transcripts are posted to submit their reimbursements to the business office, and/or finish activity completions online using Learning Management System. After this date, the educator loses their entitlement to hours, credit and reimbursement, as the activity expires, and cannot be processed and can move through the approval queues in the learning management system. Teachers who pay for courses and workshops before the approvals are given, will not be reimbursed for expenses. Pre Approvals need to be in **a minimum of 14 calendar days prior** to the event (for reimbursement and/or approval of a professional development day) to ensure timely approval from the district. Approval requests cannot be entered into the learning management system after the activity completion date, regardless of cost reimbursement.

Once the activity request form is submitted in the learning management system, Administrators make the decisions if the professional development opportunity is appropriate, whether the content meets the needs of

job assignment, and whether the staff person can be excused from their job on the requested day(s).

All costs will be reimbursed within the same fiscal year as when it was requested. At the end of the school year, the 90 days are reduced to June 30. If activities are not completed within the learning management system and completion packets are not submitted to the SAU by June 23rd, activities will be removed from the learning management system approval queues, without cost reimbursements. The only exceptions are for courses or workshops that span the June-July fiscal years. Activities that do not require cost reimbursement will be dropped from the learning management system approval queues if they are not marked complete by June 30 or if they have already expired. The learning management system approval queue "cleaning" is done every summer.

Licensure Renewal Appeal

Administrators will review the Licensure Renewal documentation to determine if the educator met the Licensure Renewal requirements. Building level administrators will notify educators who have not met the requirements under the Professional Development Master Plan by April 1st and identify what has to be done for subsequent approval. Appeals of those determinations need to be written indicating what is being appealed and why and given to the Assistant Superintendent by April 15th. The Assistant Superintendent will meet with the educator to view the evidence and notify the educator of the appeal decision by April 30th. This decision is final.

Appeals of portfolio/project-based completions

Evaluations of portfolio evidence will be done through a rubric used by the teacher and administrators. The building administration and/or director will make the determination of whether educators have met the professional development master plan requirements for Licensure Renewal to the Assistant Superintendent of Schools, based on the project and portfolio completion. Any appeals of an Administrator's determination will have to be done in writing and received by the Assistant Superintendent by March 30th, or an educator loses his/her ability to appeal. The final determination will be made by the Superintendent by April 15th and will be made in writing.

End of the three-year Licensure Renewal and IPDP completion

In the final year of Licensure Renewal, all IPDP work must be concluded by March 15th, in order to meet the review timelines. All educators who are up for Licensure Renewal may meet with their administrators to review the evidence of completion of certification requirements as outlined in this document. Final summaries or portfolios must be submitted between January 1st and March 15th as requested by their administrators, so appropriate determinations can be made and appeals can be heard if there are any disagreements. (Administrators may adjust this timeline longer, as long as it is not any earlier). Educators will provide evidence of the professional learning gained over their three years through traditional clock hour or a portfolio through the following evidence:

- A. the completion of job-embedded or formal professional development activities,
- B. the reflection on the total experience and the resulting professional learning,
- C. the contribution of that learning to the fulfillment of their assignment and their IPDP's for each year of employment in the Licensure Renewal cycle.

Meetings will be held with administrators, if needed, during the month of February. Criteria used to determine if the IPDP's were successfully completed are based on the documentation of successful completion of:

- A. the Demonstrations of Skills,
- B. i) the 30 hours in each endorsement and 45 in school/district goals, if Option 1 or
ii) successful completion of the project/portfolio of Option 2.
- C. the comprehensive summary reflecting on the total experience and the resulting professional learning.
- D. the extent to which the educator was able to fulfill their IPDP goals.

Completing the Licensure Renewal process for the Department of Education

Once the educator has completed the IPDP as determined by the Administrator, the educator must complete the SAU #95 PD Master Plan Licensure Renewal Completion and Determination Form (see Appendix) and attach the required documents. The administrator signs it signifying approval and submits it to the Human Resource

Department at the SAU. This process should be completed by the date given by the Human Resources Department (March 15th). Licensure Renewal determinations will be made by the Assistant Superintendent or her designee by using the online process provided by the State Department of Education. Technically, educators have until June 30th to meet the DoE's Licensure Renewal timelines, but job contracts may not be issued, if the educator has not met the District's timelines.

The Human Resources department will complete the online process with the Department of Education. Once this step is completed, the educator will be notified by the Human Resources Office. At that time, educators will be able to log into the DoE's website using their secure username and password to complete the Licensure Renewal transactions. This last step should be done in a timely manner once notified.

Submitting the new certifications to the SAU

All educators and licensed staff must submit a copy of the new certification to their principal and SAU for file documentation. In some cases originals will be requested if copies cannot be read or if they have been altered. Consequences of not meeting the District's and/or State's requirements of Licensure Renewal can include voiding an educator's employment contract or adding more costs or requirements to the educator from the State Department of Education.

NOTICE

The PDC can revise the timelines, forms or processes needed in this PD Master Plan for Licensure Renewal purposes. Educators will be notified of changes to the timelines, forms, or processes through Learning Management System information and news notices, faculty meetings notices, or school-wide emails.

Plan Requirements: Demonstration of Skills

To be completed once every 3 years for licensure renewal, or for those who are licensed, during the license cycle. Demonstration of skills is not associated with any clock hour activity or awarded clock hours.

All educators have to provide evidence of (1) best teaching practice. The primary evaluator will approve the demonstration to determine if the requirements have been met by reviewing the evidence submitted during one goal meeting, to be completed no later than the January meeting of the renewal year. Once approved, the educator will enter the demonstration into the learning management system to be approved by the building principal and/or director.

All educators whose assignment includes direct and indirect instruction of students should choose an activity that falls within the areas listed below. Other forms of best teaching practices are also acceptable and should be approved ahead of time by the immediate supervisor.

A demonstration of integrating technology into instruction or their assignment

The goal is to show how educators increased their own skills in using technology for instruction to support student learning, staff development, parental and community engagement.

A demonstration of differentiating instruction

All options will include demonstration of differentiating instruction especially focused on students with special needs, applicable to each educator's assignment. This can also include ways in which they modify lessons or enrichment for students who are gifted and talented, as well. An observation report, lesson plan or final product can be used to show evidence of this requirement.

A demonstration of assessment

The goal is to show how educators utilize either formative or summative assessment to improve student learning.

Demonstration of content knowledge

The goal is to show how educators reflect a high level of content integration to engage their learners.

Project Proposal for Relicensure Portfolio

Name: _____ **School:** _____ **Date:** _____

CHECK ONE: _____ Teaching Portfolio _____ Administrative Portfolio

Supervising Administrator: _____

Relicensure Cycle Years: _____

List all Endorsement Areas to be covered by this project: _____

A. Project Name : _____

B. 1. Student Learning Focus Area: _____

2. School or District Goal to which this corresponds, if applicable: _____

C. Description of the problem being addressed: _____

D. 1. Description of the intervention and strategies to be used: _____

2. If this will cover multiple endorsement areas - How I will integrate my other endorsements into this project: _____

E. Projected outcomes and how they will be measured: _____

F. Research Evidence: What makes this an effective strategy? _____

G. Examples of surveys, tests, permission slips and forms to be used with students

H. Other comments to help explain your project: _____

Save this as a document as shown: RWilson Project Proposal 2020-2021 (First Initial Last Name Project Proposal year of cycle)

Print it out and make 1 copy. Send both to your administrator for approval. He/she will return one with his/her approval signature or ask to meet with you for further discussion. He/she will keep one on file.

Signed: _____ **Date submitted:** _____

Administrator Approval: _____ **Date submitted:** _____

SAMPLE
Project Proposal for Relicensure Portfolio

Name: Gloria Teacher

School: WPS

Date: October 1, 2022

CHECK ONE: Teaching Portfolio Administrative Portfolio

Supervising Administrator: Mr. Smith, Principal

Relicensure Cycle Years: 2022-2024

List all Endorsement Areas to be covered by this project: 1811 Elementary Education and 1900 General Special Education

- A. Project Name :** Student Conferencing for Writing
- B. 1. Student Learning Focus Area:** I will be using the 6 Traits Writing Program in my classroom instruction. I will also be using a new strategy of conferencing with students about their writing.
- 2. School or District Goal to which this corresponds, if applicable:** This fits well under our district goal of having a cohesive and consistent curriculum and improving student writing.
- C. Description of the problem being addressed:** I want to improve my students' writing skills. Last year, 18 out of the 26 students achieved a level 4 in their writing prompts, but 8 were still on level 3 or lower. Currently we use the Basal Program to instruct writing. I have been learning more about the 6 Traits program and had training this summer. I want to use this instructional approach in my classroom. I also have been learning about the benefits of conferencing with students to improve their metacognitive skills in learning to write well. By doing these 2 strategies, I think my students' writing skills will improve 20 90% are scoring at a 4 or above.
- D. 1. Description of the intervention and strategies to be used:**In the fall of 2022, I plan to research best practices in student conferencing and gather information from a variety of national and local resources. I will pre-test the students on their writing skills using the January Writing Prompts. I will take the bottom 20% (5-6 students) and set up 15 minute conferencing times to meet with each of them 2x per week from January to May. I will use a conferencing checklist that will be developed after I conduct the research. I will then post test them with a writing prompt in June and see what the difference is. I will ask 2 other teachers to score these 6 pieces of writing without names, to see how close I was in being objective. I will use specific strategies that are recommended through the research. All students will be introduced to the 6 Traits of writing during my LA class time. In the summer, I will reflect on the results and write up a conclusion based on my results. In the Fall of 2023, I will share my results with my grade team and department. My portfolio of my project, student examples and research will be complete by January 2024.
- 2. If this will cover multiple endorsement areas - How I will integrate my other endorsements into this project:**

I want to improve the skills of students who are below standard and I know that 3 of them are on IEPs. Two of these students have Language Learning Disabilities so I will investigate and research strategies to use in writing for these 2 students. I will incorporate these strategies into my teaching as much as possible. I will also use examples as a way to help all students picture what their writing should look like for each trait.

E. Projected outcomes and how they will be measured:

1. 90% of the students will score a 4 or above in writing by June 2017
 - a. Measured by blind scoring from at least 2 other teachers
2. All students will be able to identify what the 6 traits of writing are
 - a. Measured by an oral test in May and verified on a checklist
3. 100% of the students on IEPs will improve their writing by at least one rubric point
 - a. Measured by the final writing product

F. Research Evidence: What makes this an effective strategy? I will gather the research about effective instructional practice for student writing conferences. I will gather information about writing strategies for students with special needs and language disabilities. I will use state resources at the Department of Education, the Online Writing Center at Purdue University, the ERIC database and our special education department.

G. Examples of surveys, tests, permission slips and forms to be used with students: I have none at this time (10-1-2022). I will show the administration the informational letter to go home with parents before I start the conferences. I will also include the Conference Checklist in my portfolio.

H. Other comments to help explain your project: My main goal is implementing student conferencing for a select group of students, but I will use the 6 Traits as an approach and a way to talk to students about their writing.

Save this as a document as shown: GTeacher Project Proposal 2022-2024 (First Initial Last Name Project Proposal year of cycle)

Print it out and make 1 copy. Send both to your administrator for approval. He/she will return one with his/her approval signature or ask to meet with you for further discussion. He/she will keep one on file.

Signed: _____ **Date submitted:** _____

Administrator Approval: _____ **Date submitted:** _____

Option 2: Evaluation Rubric for the Project-based Portfolio School : _____

Highlight the box which corresponds to your rating. Add your notes and fill in the rating on page 2.

SAU #95 Professional Development Master Plan
Licensure Renewal Completion and Determination Form

Name: _____ Recert. Year: _____ School: _____
(Please print)

Endorsements (Please list all you are recertifying for this year): _____

Please Check One: Option 1- Clock Hours Option 2-Portfolio

Part I:

- A. I have completed my Goals/Individual Professional Development Plan for each year.
 - Attach a copy of each of the Goals/Individual Professional Development Plan with reflections.
- B. I have completed my Demonstrations of Skill and Knowledge
 - Demonstration of Skills Form Approved in our learning management system, and printed
 - Demonstration of Skills Form evidence uploaded and printed for packet.

Choose one below

Option 1: I have completed at least **30 clock hours** in ***each* content area** I have.

- Attach the hours report for Content Areas.

I have completed **45 clock hours** in supporting **school/district goals**.

- Attach the hours report for School/District Goals.

Option 2: I have completed my portfolio.

- I have submitted my portfolio for evaluation.

I certify that I have met the licensure renewal requirements as outlined in the SAU #95 Professional Development Master Plan.

Educator: _____ **Date:** _____
(Signature)

** Make a copy and submit the original packet to your School PD Representative*

Part II. Administrator's Determination:

I have reviewed the evidence submitted and attest that this educator **has**, **has not** adequately completed the professional development requirements as outlined in the SAU #95 Professional Development Master Plan. *A re-submittal will need another Determination Form attached over this one, when it is resubmitted. In addition, if "has not" is selected, explain what must be revised or added?*

Renewals of BEC licenses are no longer upgraded to an EEC based solely on experience. Please indicate if the educator has been evaluated as effective or above according to the local evaluation system, for two consecutive years, and the educator has been employed full-time, for three years under an educator credential (teacher, administrator or specialist).

- Yes (effective 2 year and employed 3 years)**
- No (educator will be renewed under BEC)**

Administrator: _____ **Date:** _____
(Signature)

Assistant Superintendent: _____ **Date:** _____

Portfolio Rubric

Teacher: _____

Administrator: _____

Date: _____

Sections		1. Emerging: <i>Not Acceptable</i>	2. Proficient: <i>Acceptable</i>	3. Distinguished: <i>Exemplary and a model to follow</i>	Evaluator Notes
I. Information	Name, assignment, school, recertification year, endorsement areas, table of contents, other personal information you wish to include	Information is missing or not clear.	All information is included.	All information is included, extra information is included to help explain the project.	
II. Goals/ IPDP Plan	Individual Professional Development Plan includes A. Need Assessment B. IPDP w/ SMART Goals C. End of cycle reflection of the IPDP goals.	Information is missing or not clear or not in SMART format.	Plan is complete. Goals/IPDP are in SMART format and the goals and the Needs Assessment link to project.	Plan is complete, and includes a comprehensive reflection. Goals/IPDP are in SMART format and the goals and the Needs Assessment link to project.	

<p>III. Project Description</p> <p><i>Before you start the project Use the Project Proposal Form to complete this section.</i></p> <p><i>Approvals for all surveys to be used by students must be given.</i></p>	<p>Project Proposal Abstract:</p> <p>A. Project Name: Title</p> <p>B. Student learning focus area.</p> <p>C. Description of the problem being addressed.</p> <p>D. Description of the intervention, and strategies to be used.</p> <p>E. Projected outcomes will be measured.</p> <p>F. Research evidence: what makes this an effective strategy?</p> <p>G. Examples of surveys, tests, permission slips and forms to be used with students.</p>	<p>Information is missing, or the project is not strongly focused on to student achievement, or the research is weak.</p> <p>Examples do not take student equity or confidentiality into consideration.</p>	<p>All information is included. The project connects to student achievement in the classroom and the outcomes are measurable. There is a description that the strategy or intervention is research based. Examples comply with equity and confidentiality requirements.</p>	<p>The Project goal is substantial and can inform the practice of other teachers. The Abstract includes all areas and it is clear, and well written. The project includes research from at least 3 different perspectives, and at least one nationally known researcher. Examples comply with equity and confidentiality requirements.</p>	
<p>IV. Project Intervention</p> <p><i>While you are doing the project</i></p>	<p>A. Log of activities or intervention describing the steps that were actually followed.</p> <p>B. Reflection summaries or journals of the intervention experience.</p> <p>C. Explanations of mid course corrections that were made, if needed, and why.</p> <p>D. Data and explanations of the data: Ex: surveys, charts, graphs to show the results.</p> <p>E. Student evidence, or samples of work to show the intervention.</p>	<p>Information is missing, or the log of activities is too brief, or the supporting student evidence is not linked to the outcome, or evidence is not substantial.</p>	<p>All areas are included. The documents are comprehensive and fully explain how the project went. The data is presented so it can be easily followed in tables or charts. The supporting student evidence is used to support the intervention outcomes.</p>	<p>The logs, reflection summaries, and mid course corrections clearly contain questions and critical thinking. The data includes use of excel charts, graphs and statistical analysis. The supporting student evidence is coded such that it shows examples of intervention outcomes.</p>	

V. Conclusion	<p>The “So What?”</p> <p>A. The reflective summary indicating to what extent this project met the IPDP/goals, the student outcomes and how it impacted student learning,</p> <p>B. The completion of job embedded or formal professional development activities,</p> <p>C. The reflection on the total experience and the resulting professional learning,</p> <p>D. The contribution of that</p> <p>E. learning to the fulfillment of your assignment.</p>	<p>Information is missing. The IPDP/goals were not strongly connected to the project outcomes. The reflection was not analytic nor substantial.</p>	<p>All information is included. Reflection includes critical thinking about the whole experience relating to the IPDP /goals, student learning, and the local assignment.</p>	<p>Reflection includes critical thinking about the whole experience relating to the IPDP/goals, student learning, and the local assignment. Reflection also links back to the research and it adds to the contribution of the professional practice of teaching</p>	
VI. Demonstration of Skills	<p>A. Evidence of technology</p> <p>B. integration in the classroom. B. Evidence of differentiating instruction</p>	<p>(A) or (B) was not done to acceptable standard.</p>	<p>Evidence that (A) and (B) was done.</p>	<p>Evidence that (A) and (B) were embedded into the project.</p>	
VII. Evidence of Professional Development	<p>A. Job embedded professional development relating to the project</p> <p>B. Traditional PD activities relating to the project</p>	<p>No evidence of professional development.</p>	<p>Evidence that professional development was done.</p>	<p>Evidence and reflection of how the PD that was done helped to influence the project.</p>	

7 sections x 3 = 21 possible points. Fill in the rating number below and meet with the staff member to review the evaluation

_____ Ratings: 1-12- Unacceptable, teacher did not meet the standard under the PD Master Plan requirements. The SAU can not recommend the teacher for recertification.

_____ Ratings 13-18- Acceptable, teacher did meet the standard and did meet the PD Master Plan requirements. The SAU can recommend the teacher for recertification.

_____ Ratings 19-21 Exemplary, teacher went beyond the standard and did meet the PD Master Plan requirements. The SAU can recommend the teacher for recertification.

Signature of Administrator Date Signature of Teacher Date

Any appeals of an Administrator's determination will have to be done in writing and received by the Superintendent by March 15, or an educator loses his/her ability to appeal. The final determination will be made by the Superintendent by April 15th and will be made in writing.