SAU 18

Franklin School District

Professional Development Master Plan

2021-2026

Spring, 2021

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1. **Introduction**

We, the members of the SAU 18 educational community, are committed to developing lifelong learners who are creative and critical thinkers, able to contribute to a changing global society. The SAU educational community consists of students, educators, parents, school board members and the community at large, working collaboratively toward this mission.

According to the United States Department of Education, professional development plays an essential role in successful educational reform. Professional development serves as the bridge between where new and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development. The SAU 18 Master Plan is the joining of a supervisory process with professional development. It outlines how SAU 18 is working to support educator growth through the development of educational standards, identified competencies and professional development.

Purpose

School improvement efforts over the last few decades require that educators learn new roles and ways of educating in order to increase student outcomes. The NH State Board of Education charged the Professional Standards Board to create proposed changes to the recertification process, which would give more support to educators in order to provide meaningful, engaged learning for a diverse student population. SAU 18 strives to enable all learners to achieve standards and to meet competencies by implementing an action plan that links SAU 18 initiatives in a systemic, integrated, preK-12 curriculum.

2. **Members of this Committee**

Carrie Charette, Principal, Franklin High School
Kenneth Darnsey, Principal, Franklin Middle School
Jule Finley, Director of Curriculum
Kelsey Fleury, Paul Smith School
Chris Lewis, Franklin High School
Dan LaGallo, Superintendent
Kate Rose, Paul Smith School
Patricia Prescott, Franklin High School
Lyn Ward Healy, Education Consultant

Committee Chair
- Presides at meetings
- Prepares agendas for meetings
- Communicates with committee members
- Calls special meetings

Committee Secretary
- Records, publishes and distributes notes of meetings to all members and building principals within two weeks of a meeting
- Retains a record of meeting notes

Building Professional Development Representatives
- Endorse the plan and explain it to faculty and staff
- Process and/or make initial approval of clock hours for professional development activities
- Support staff members with the requirements of the plan

3. Components of the SAU 18 Master Plan

Master Plan:

- Strengthens and encourages the link between professional development activities and continuous school/student improvement
- Emphasizes program and school needs as well as individual professional goals
- Provides various opportunities for recertification
- Increases the opportunity for embedded professional development and for the utilization of in-house resources and personnel

The proposed regulations and guidelines from the New Hampshire Department of Education require that our Master Plan demonstrate evidence of the following eight requirements:

1. Statement of Purpose which articulates the relationship between professional development goals and district/school goals
2. Procedures for collecting and interpreting data that indicate the effectiveness of the process
3. A statement of local student learning needs as identified by state summative assessments, portfolios, standardized tests or other local instruments, and utilization of data to inform decision making
4. Evidence that the state curriculum frameworks are being incorporated into the plan
5. Demonstration of accountability for student performance
6. Provisions of individual educator growth through multiple options with an on-going evaluation component
7. Teacher competencies as stated in ED 512.03 (c) (6)
8. Inclusion of a variety of acceptable professional development activities to accommodate diverse learning styles while addressing the recertification needs of all certified employees

4. Amending the SAU 18 Master Plan

Suggestions for changing the SAU 18 Master Plan will be made in writing and sent to the Chair of the SAU 18 Professional Development Committee.

The SAU PD Committee will review the suggestion(s) and make a decision

All revisions will be sent to the New Hampshire Department of Education.

5. **Appeal Process**

If you are dissatisfied with a decision of your Building Professional Development Representative, you must submit a Right of Appeal Form and a copy of your denied Activity Form, with a copy of your Individual Professional Development Plan attached, to the respective building principal within 15 days of receipt of the decision.

The PDC Chair will convene a committee of a minimum of three members of the SAU Professional Development Committee, including at least one administrator, to review your request.
A meeting will be set within ten school days, if possible, and the appellant must be present at the review.
(Note: The appellant and the PDC Appeals Committee have the right to have a union representative present at the meeting.)

If the decision of the Appeals Committee is unacceptable, the appellant may request review of the case by the Superintendent. Two copies of the Right of Appeal Form and denied Activity Form must be sent to the Superintendent of Schools within ten days of the Professional Development Committee's disposition. The decision of the Superintendent is final and binding.

6. **An SAU 18 Framework for Designing Individual District Professional Development**

Professional Development for SAU 18 evolves from the individual context of our district. These contexts are used to focus on child-centered, developmentally appropriate, and research-based practices for enhancing student achievement through improving classroom practice, curriculum, and assessment. The process of analyzing data, setting goals, planning, implementing, reflecting, and collecting more data is used in our new five-year professional development master plan.

Research Based

Developmentally Appropriate

Anal
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Data

Reflect

Set Goals

Implement

Plan

Child-Cent
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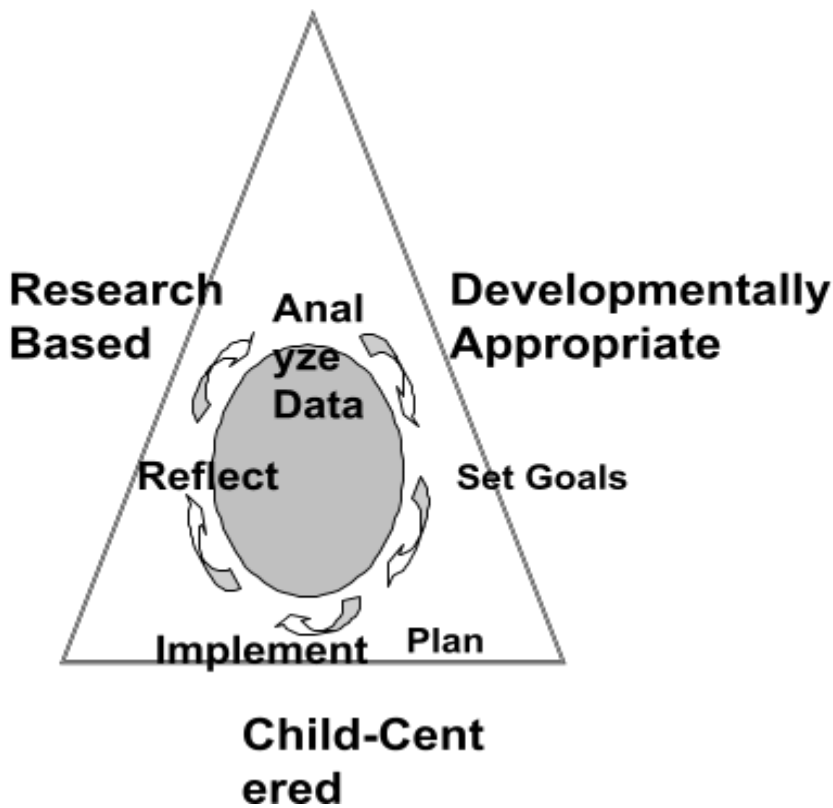
7. SAU 18's Principles of Effective Professional Development

The following principles of effective professional development identified below express our belief that prepared and supported educators help all students achieve a higher level of learning.

Effective Professional Development:

1. Focuses on teachers as central to student learning, yet includes other members of the school
2. Focuses on individual, collegial, and organizational improvement
3. Respects and nurtures the intellectual leadership capacities of teachers, principals, and others in the community
4. Reflects best available research and practice in teaching, learning, and leadership
5. Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to higher 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 resources

8. SAU 18 Educational Improvement Goal

SAU 18's overall goal is to increase student achievement and provide a culture that maximizes learning for all members of the school community.

Specific objectives to support that goal include:

- Continue curriculum alignment to advance academic achievement
- Review summative assessments annually, disaggregating data to analyze specific strengths and needs of our students
- Continue vertical curricular alignment
- Decrease overall dropout rate
- Expand extended learning opportunities
- Utilize professional development to improve instructional practices to support student achievement
- Continue development and implementation of a comprehensive assessment and reporting system which evolves over time
- Establish a learning environment that promotes student growth
- Increase number of non-identified students who have a formal individual educational plan

Each district is responsible for establishing and distributing its annual SAU 18 has a living strategic plan with and/or long-range goals with specific action plans and timelines. for achieving those goals. by September 30^{th,} based on the analysis of data. This includes collection methods used to evaluate specific practices, partnerships with parents, community, and businesses in the area (see Data Collection Chart).

Documentation of community events forums and surveys), parental involvement and cooperation (PTA/PTO and classroom volunteers), as well as business partnerships (internships, job shadowing, and mentoring) is kept to determine effectiveness and to highlight potential improvement necessary to meet student needs within the district.

A variety of methods is also used to determine students' needs as they relate to their social, emotional and physical well-being. Student conduct is monitored in the various schools, and these numbers are compared each year for significant trends to assist in the identification of student needs for specific behavior programs.

Reporting student learning outcomes to the school and local community is achieved through the following: public forums, school newsletters, PTA/PTO meetings, SAU and district websites, district report cards, as well as staff and curriculum meetings.

9. DATA Collection Chart

Data Sources	Collection and Analysis	Timeline
State Summative Assessments	Administration, Guidance, Teachers, and Support Staff	Timely staff meetings following receipt of scores
Curriculum-Based Assessments and Authentic Assessments	Administration, Guidance, Teachers, and Support Staff	Ongoing grade level meetings, subject area committees
Report Cards	Administration, Guidance, Teachers, and Support Staff	Reporting Period (trimesters or quarterly)
Building Needs Assessment (e.g. attendance, retention, behavior incident, health, wellness)	Administration, Guidance, Teachers, and Support Staff	Ongoing (with monthly review)
504, ESOL, Title I, Special Education	Administration, Guidance, Teachers, and Support Staff	Ongoing (with monthly review)
Enrichment Opportunities	Administration, Guidance, Teachers, and Support Staff	Ongoing (with monthly review)
Parent/ Community Input	Forums, surveys, PTO/ PTA meetings, Community Councils	Ongoing (with monthly review)
Technology Integration/ Use	Administration, Guidance, Teachers, and Support Staff	Ongoing
Teacher Evaluation Plan	Administration	Ongoing formal or self-assessment

10. **Analyzing and Using Data to Make Decisions Regarding Student Learning Needs**

SAU 18 educators analyze the strengths and weaknesses evidenced in each state summative assessment and document the results using the Data Collection Chart. The results of these assessments are reported to the school faculties and school board. School leadership groups work to identify specific professional development needs based on the information. The district's budget includes provisions for professional development.

The process for making instructional program recommendations and for planning professional development activities will follow the steps outlined below.

- Data is collected and analyzed to measure student outcomes.
- Learning goals are developed to measure student outcomes
- The Building Professional Development Representatives help teachers prioritize goals, taking student achievement, time, and resource constraints into consideration.
- Goals are disseminated to staff to be used in their self-assessment and in preparation of their Individual Professional Development Plan Goals Form. Individual staff members develop their IPDP Goals by October 1st.
- IPDP's are revised, if necessary, based on new opportunities/needs, student learning outcomes, and/or evaluation determinations.

11. **SAU 18 Individual Professional Development Planning Process**

Option 1 *Traditional Model*	Option 2 *Action Plan Model*	Option 3 *Portfolio Model*
1. Review District/School Goals	1. Review District/School Goals	1. Review District/School Goals
2. Staff member does self-assessment *(Professional Development Self-Assessment Form)*	2. Staff member does self-assessment *(Professional Development Self-Assessment Form)*	2. Staff member does self-assessment *(Professional Development Self-Assessment Form)*
3. Develop individual professional development goals *(Individual Professional Development Plan Form)*	3. Develop individual professional development goals *(Individual Professional Development Plan Form)*	3. Develop individual professional development goals *(Individual Professional Development Plan Form)*
4. Identify specific activities to achieve goals	4. Assemble a professional support team	4 Create on outline and time frame for proposed portfolio
5. Write, then review plan with supervisor, by November 1st	5. Identify specific strategies to achieve goals	5. Identify supporting activities and strategies to achieve goals
6. Implement plan	6. Write, then review plan with building supervisor by November 1st	6. Review portfolio plan with supervisor by November 1st
7. Complete a *Goals Reflection and Evaluation Sheet* for the principal and building representatives upon completion of activities by March 31st	7. Conduct and log yearlong activities *(Professional Development Cumulative Record Form)* and complete a *Goals Reflection and Evaluation Form* by April 1st	7. *Goals Reflection and Evaluation Form* by June 1st of Years 1 or 2. Reflection on year's activities by April 1st of Year 3.
8. Track activities annually. *(Professional Development Cumulative Record Form)*	8. Convene Support Team Annually	8. Presentation of Portfolio

(Note: Option 1 is encouraged by the district.)

12. Process for Developing Your Individual Professional Development Plan

This process has been developed in accordance with ED 512.03

A. **Familiarize yourself with the SAU 18 Goals, the Strategic Plan, and your School Goals**
   - SAU 18 Goals are a result of collaboration between the Superintendent and the School Board.
   - The Strategic Plan is the result of various planning efforts in your local school district represented by professional staff, school board, administration and community members.
   - The Strategic Plan is a document which identifies the improvement goals, the data that support the need for those goals, the action designed to meet or achieve the goals and the criteria for success.
   - Individual school building goals have been established from staff and administration input relative to the identified needs of the building in relation to the other goals.
   - It is important for you to align your Individual Professional Development Plan with the SAU, district, and school goals.

B. **Each certified educator shall develop an individual plan consistent with the educator's certification**. This plan shall:
   - Focus on increased student performance
   - Satisfy requirements for certification - ED 610.02 a- I
   - Be directly linked to the goals of the district
   - Reflect the content of the curriculum.
   - Address educator competencies
   - Include activities for professional growth
   - Include an evaluation component based on data or other collected evidence

   Conduct a Self-Assessment
   - As needed, identify your personal strengths and needs in relation to the SAU, district, and school goals, using the *Self- Assessment Form.*

   Develop Your Individual Professional Development Goals
   - Use *the appropriate form* and any other individually specific data to develop goals based on your needs and those
   - of your students that align with the SAU, district and school goals. These goals need to be very specific and should include a purpose and an outcome that can be demonstrated with evidence in some way.
   - Create your goals on the *Professional Development Goals Form*
   - Meet with administration for approval
   - Revise, if necessary
   - Give copy to your administrator
   - Keep original

C. **Implement specific activities to achieve your IPDP**
   - See the SAU 18 Individual Professional Development Planning Process chart on page 8 for details

of specific activities in the planning process and how to document using the appropriate *Forms*.

   D. **Use your IPDP to maintain records for recertification**
- You will be personally responsible for maintaining your certification and for keeping a file of all
- professional development activity and evidence.
- The SAU 18 Personnel Office will send out a reminder to principals in September of the year your certification expires.

- By April 15th of your recertification year, submit a *Cumulative Record Form, with* any necessary documents listing all clock hours received, to your administrator.

13. Summary of Recertification Requirement

The State Board of Education mandates that each school district in New Hampshire be responsible for overseeing the recertification of all professional staff members. The Master Plan is designed to help professional staff members meet recertification requirements in accordance with ED512.03. (a) (4)

4. The individual professional development plan shall include components such as the following:

   a. Activities or efforts to reinforce school or district improvement goals or both

   b. Activities or efforts focused on increasing student achievement

   c. Knowledge of all subject and content areas taught and field(s) of specialization for which recertification is sought

   d. Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought

   e. Activities that promote continuous improvement in exercising professional responsibilities and obligations

The example below highlights another possible method for certification.

A professional staff member with one endorsement needs 75 clock hours with 30 of those hours in his/her knowledge or **subject or field of specialization**. The remaining 45 hours can be achieved from the above (a-e).

Endorsement Area x 30 hours (component 1)	=	30 hours
Other areas (a-e)	=	<u>45 hours</u>
		75 hours

In accordance with ED 512.06 paraprofessionals who are employed by the SAU shall be required to have a minimum of 50 hours in areas determined by the school or district of their employment.

Activity 1

Study in Content Area

This category provides opportunities for teachers to engage in learning which they are expected to practice in their classrooms. For their own professional growth, teachers need to have authentic experiences outside of the classroom, thus changing teachers' conceptions of the nature of learning and teaching. These experiences in each teacher's particular field of study allow the teacher to learn the content, process, culture, and ethos of their subject matter.

Evidence: **1.** *Professional Development Activity Form*
          2. Up to **30** hours per certification area will be awarded based on submission of a
              Reflective Essay.

Activity 2

Curriculum Development, Implementation and Refinement

Curriculum is the way content is designed and delivered. Putting new curricula into practice in the class can serve as a powerful professional development opportunity. Development, enhancement, modification, adaptation.

- Creating new curriculum units
- Refining curriculum
- Vertical Team meetings

This involves using existing curriculum materials and modifying them to more fully meet the needs of all learners.

Evicences: *1. Professional Development Activity Form*
          3. A Detailed Log must be submitted before any hours will be awarded.

Activity 3

Graduate Coursework

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

Evidence: **1.** *Professional Development Activity Form* prior *to enrollment.* Refer to individual
             teacher contract for specific requirements
          2. Upon successful completion of a course, submit a copy of the **transcript (B or better).**
          3. 15 clock hours per credit hour awarded by college or university.
             10 clock hours per credit hour for audited courses.

Activity 4

Workshops, Institutes, Seminars and OtherCoursework

These activities provide opportunities for educators to learn from facilitators or leaders with specialized expertise, as well as from peers. This allows teachers to connect with outside sources of knowledge in a focused way. A workshop, institute, seminar or coursework must connect to your outlined goals.

Evidences: 1. *Professional Development Activity Form*
                2. **Upon successful completion of a course, submit a copy of participation.**

Activity 5

Action Research

Action Research is an ongoing process of systematic study.
This study includes:

- Stating a hypothesis
- Developing a plan of action
- Collecting data
- Analyzing and evaluating
- Formulating a conclusion

Through completing action research, teachers are committed to promoting changes indicated by their findings. This could also serve as a plan for a sabbatical.

Evidence: 1. *Professional Development Activity Form* explaining the action research in which he/she will be involved and how that experience will benefit them as a classroom teacher.
                2. **Final Report** based on Action Research.

Deadlines are as follows:

1. **On or before November 1st** – The project proposal must be submitted to administrator for initial approval.
2. **November 1st to December 1st** – Revisions will be made, if necessary.
3. **January 5th** – Latest date that the proposal may be submitted.
4. Teacher must update building administrator on a yearly basis.
5. Teacher must submit a written report by **June 1st**

Activity 6

Examining Student Work

Educators examine student work to understand thinking and learning strategies in order to identify learning needs and the appropriate teaching strategies to meet those needs. Examples include: rubric development, review of national, state and district test results, and examining student work collectively. These examples lead to sharing standards that will guide instructional practices. (Maximum 30 hours)

Evidence   1. Detailed log
                             2. Collected data

Activity 7

Committees

Committees are formed to meet various building, district and SAU needs. Committee work may require long and short-term commitments as well as full day off-site work sessions and summer involvement.

Evidence: **1.** *Professional Development Activity Form*
                           2. Verification of hours spent (meeting minutes, sign-in log, certificate, etc.)

Activity 8

Collaborative Discussions/Study Groups

Study groups engage in regular interaction regarding topics identified by the group. This could also include the collaboration among individual teachers, providing opportunities to discuss classroom strategies, techniques, resources, teaching and learning styles.

Evidence: **1.** *Professional Development Activity Form*
                           2. Meeting notes and attendance can serve as the **Detailed Log.**

Activity 9

Mentoring

This activity is divided into four options.

Option 1: Targets individuals who are willing to share their expertise and time with student teachers/interns, novice teachers and candidates pursuing alternative certification.

Option 2: Working one-on-one as a mentor with another professional to assist in improving their instructional strategies. The mentor will be involved in the scheduling that will allow for multiple observations, where the goal is focused on improving teaching strategies.

Option 3: Educators can serve as a student's mentor within the structure of a school program.

Option 4: Serve as a mentor in the district mentor program.

    Clock Hour Award   Up to **45** clock hours in each option per year.

    Evidence: **1.** *Professional Development Activity Form*
                         2. Detailed Log reflecting mentorship and accomplishments.

Activity 10

Professional Educator Networks

A network is an organized professional community that shares a common purpose. Teachers join networks to share their own knowledge and experience. In education, these networks are organized to improve instructional practices and address student needs as well as support school reform. The most important elements of maintaining a network are to keep people engaged and connected. Effective networks are discourse communities that enable teachers to meet regularly (either in person or electronically) to solve problems, consider new ideas, evaluate alternatives, or reflect on specific issues in education and content area. Examples of networks include active membership in such organizations as NCTM, ASCD, NELMS, NHASP, NEA, CHADD, etc.

Credit for this activity will be awarded to those who demonstrate active involvement by serving on board committees or attending meetings.

    Clock Hour Award   **10** hours per year for each organization

    Evidence: **1.** *Professional Development Activity Form*
                         2. Credit for this activity will be awarded to those who demonstrate active involvement by serving on board committees or attending meetings. Include meeting agenda/certificate, etc.

Activity 11

Developing/Presenting Educational Workshops

This activity designates teachers, administrators, or other school personnel as leaders. Teachers who develop or present workshops increase their own knowledge and skills. These individuals are responsible for preparing others to use new programs, strategies, concepts, or participate in change.

Clock Hour Award   Up to **10** clock hours will be awarded f both preparation and presentation per workshop .

Requirements :   1. *Professional Development Activity Form.*
                         2. **Copies of presentation materials, program/agenda, attendance verification/documentation.**

Activity 12

Technology for Professional Learning

This activity involves the learning and using of various kinds of technology for delivery of content and pedagogy, including, but not limited to, smartboards, other presentation hardware, software, computers, telecommunication, teleconferencing, distance learning, and video conferencing.

Clock Hour Award   Up to **20** clock hours per year per certification.

Evidence:Evidence: 1. *Professional Development Activity Form*

Activity 13

Professional Readings, Video and Audio Tapes

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

Clock Hour Award   Up to **15** clock hours per year, per certification.
Evidence: 1. *Professional Development Activity Form*
                         2. **Detailed Log** outlining description of material read and impact on teaching and/or student achievement.

Activity 14

Publication in Professional Media

This activity is designed to provide the educator the opportunity to publish documents that reflect on teaching and learning. This includes examining classroom experiences, assessing the impact of teaching methodologies, and improving teaching practices related to improved student performance.

Clock Hour Award	Up to **45** clock hours per certification per 3-year cycle.
Evidence:	**1.** *Professional Development Activity* **Form**
	2. End product is the published article or verification of publication date.

Activity 15

Community Service/Outreach & Public Relations

Community service establishes a link between educators and the community in which they teach. Functions such as serving as a liaison in parent teacher organizations or volunteering in groups relating to school and community will foster good public relations.

Clock Hour Award	Up to **10** clock hours per year
Evidence:	**1.** *Professional Development Activity Form*
	2. Detailed Log reflecting public relations.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN- Alternate Options

OPTION 2 or OPTION 3

The SAU 18 Master Plan recognizes differences among educators by allowing recertification credit for completion of a comprehensive three-year individual professional development plan that represents an alternative equivalent to the total number of clock hours required in Option 1 (**75** hours: **45** devoted to meet district/school goals and **30** devoted to subject or field of specialization/endorsement area).

Option 2/Option 3 process is structured to encourage individual educators to:
- Examine their teaching, identify the knowledge that needs to be gained and the practices that need changing, and
- Set in motion a plan to make those changes.

This professional process is designed to promote professional dialogue and includes peer and supervisory components as well.

Process:

1. Complete Self-Assessment Form and identify specific district goals and your needs that have guided your plan development. State how your plan demonstrates under- standing the goals of the district and how your plan will support reaching those goals.

   2. List the members of your Professional Support Team and identify their role in the process.

All persons who select Option 2 or Option 3 should assemble a professional support team. In determining your support group, you should consider those who would be a good resource to you. The following criteria are offered to encourage you to think inclusively about how to put together a team allows you to benefit from their experience. This list is a start and should not be limited to colleagues from your building or district. The composition may change over time. The only support team requirement is the inclusion of a building administrator who will oversee your plan implementation. Consider skills that would be helpful to you and find support that can help in those ways.

Option 2 or Option 3

- **Complete a self- assessment**
- **Design your plan**
- **Assemble a professional support team**
- **Create your plan including:** *specific goals, tasks/activities, timelines*
- **assessments**
- **criteria**
- **review dates**
- **portfolio/evidence**
- **Get plan approval**
- **Complete** *Individual Professional Development Plan Form*
- **Log all activities and reviews**
- **Organize portfolio**
- **Review/revise with team and administrator**

Example:

CRITERIA	TEAM MEMBER
Administrator(s) responsible for supervision at the building level.	
A peer (at least one) who knows how I teach and manage my work	
Individuals skilled at organization and follow-through.	
Individual skilled in using and interpreting student data	
An educator whose skills and knowledge I admire.	
Colleague willing and able to be a critical friend.	

3. List specific goals with activities, timelines, assessments and criteria for achievement for each goal. Provide specific review dates and expected evidence. Possible evidence should focus on defining criteria for excellent teaching, any educational improvement goals, assessment data, and a self-assessment of your needed proficiencies. Describe specific evidence you will provide and criteria for evaluating your achievement.

4. You will need to create and keep a log of all your activities. Remember that the log is to serve as the vehicle for capturing your questions, thoughts and insights throughout this professional development process. You must recognize that the time taken to record and reflect on your actions and understandings is, itself, a central part of this professional development activity.

Sample Log *(Professional Development Log)*:

Date?? Goal
Activity (What? When? To Whom? For What Purpose? With What Result?
List of Participants (Support team, administrator, mentor, etc.)
Notes (What actually happened)
Follow-up (What were the observations, suggestions, feedback?)

5. After you have developed your plan and consulted your professional support team, make any revisions necessary. Get your administrator's signature by **November 1st.** Give the original to your administrator and a copy to your building representative.

6. For the first two years in the plan a detailed description must be submitted to the building administrator by **June 1st.** For the final year of the plan, the teacher must submit a final written report of the completed action research project to the building administrator by **April 1st.** Failure to do so will result in nullifying Option 2. Option 1 must then be completed by the end of the three year cycle for recertification. *(Goals Reflection and Evaluation)*

Option 2 Specifics:

Action research is an ongoing process of systematic study. This study includes:

- Starting a hypothesis
- Developing a plan of action
- Collecting data
- Analyzing and evaluating
- Formulating a conclusion

Through completing action research, teachers are committed to promoting changes indicated by their findings. This could also serve as a plan for a sabbatical.

Evidence:
1. ***Professional Development Activity Form*** explaining the action research in which he/ she will be involved and how that experience will benefit them as a classroom teacher.

2. ***Final Report*** based on Action Research.

<u>Deadlines are as follows:</u>

Year 1 and 2

1. **By November 1st-** the project proposal must be submitted to the administrator for initial approval.
2. **By December 1st-** Revisions will be made, if necessary.
3. **December 2nd-** latest date that the proposal may be submitted.
4. Teacher must update building administrator on a yearly basis.

Year 3

5. **April 1st-** Teacher must submit a final written report of the completed action research project.

Option 3 Portfolio Specifics:

A teacher portfolio is basically an organized collection of information that documents accomplishments attained over a period of time, across a variety of contexts and provides evidence of teacher effectiveness. Assemble Portfolio in easily accessible format.

At a minimum, the portfolio must include: Table of contents, Plan, Educational Philosophy, Artifacts or Materials that demonstrate learning outcomes in the classroom, Performance Assessments, Reflective Commentary, Evaluation of Student Work, Presentation and Resources

SAU 18 Professional Development Master Plan

Forms

Professional Development Self-Assessment Form Individual Professional Development Plan (IPDP) Goals Reflection and Evaluation Form Professional Development Cumulative Record Professional Development Right of Appeal Form

Use of Forms

Option 1
Professional Development Self-Assessment Form
Individual Professional Development Plan
Goals Reflection and Evaluation Form
Professional Development Cumulative Record

Option 2
Professional Development Self-Assessment Form
Individual Professional Development Plan
Goals Reflection and Evaluation Form
Professional Development Cumulative Record

Option 3
Professional Development Self-Assessment Form
Individual Professional Development Plan
Goals Reflection and Evaluation Form

SAU 18 Professional Development Self-Assessment Form

1. Rank the topics your school/district has identified as next priorities to address.

2. Identify the criteria for judging achievement of those goals/priorities.

3. Determine where your skills and abilities are relative to that criteria.

4. Outline your own goals, taking into account the discrepancy between where you are and the identified criteria.

5. Develop your plan around those goals using the criteria for achievement as indicators.

SAU 18 Individual Professional Development Plan (IPDP)

This form is to be developed by the individual upon completion of a **Self-Assessment**. Each certified educator shall develop an individual plan consistent with the educator's certification. It is to be submitted to the Professional Development Building Representative by October 1st of the first year of the renewal cycle. The Building Principal will review and respond within 30 days.

Name:_____   **School: _____**   **Position/Grade: _____**   **Credential Years: _____**

List Endorsements Held: _____

Part A
List your goals, including specific measurable outcomes you will use to determine whether you have achieved the goals. Describe the relationship of your goals to the District, School, and/or content area goals. Include your anticipated timeline for achievement.

Part B
Describe how you plan to address each of your goals. Indicate the activities/course or workshop subject or other Means you will use. Refer to the Professional Development Activity descriptions. Please indicate the expected timeline of your planned activities.

Part C
Identify the measurable evidence you plan to submit.

Teacher's Signature: Date: _____

_____

Building Representative Signature: Date: _____

_____

Building Principal Signature: Date: _____

_____   _____Page 22

SAU 18
Goals Reflection and Evaluation Sheet

Name _____   **School** _____

Date _____   **Year of Current Plan**   **(1) (2) (3)**

Year Credential Expires _____

Write a reflection/evaluation of your Individual Professional Development Plan by answering the following questions. Please provide supporting evidence of your goal(s) achievement.

In what ways have I improved my knowledge in my target areas?
How have I transferred what I have learned to my everyday practice?
How, and in what ways, do the goals I've set lead toward student achievement?

Teacher's Signature: Date: _____

_____

Administrator's Signature: Date:

_____   Page 23 _____

SAU 18 Professional Development Cumulative Record

Professional:_____　　　**Date Submitted** _____　　**School** _____　　**Credential expires** _____

Credential Endorsement Area:_____　　Page: _____ of _____

Please use a separate page for each of your endorsements and district goals. Submit this form to the building representative by May 31st of the renewal year.

Date	Activity Description	Hours
TOTAL HOURS THIS PAGE		

SAU 18 Professional Development Right of Appeal

Name: _____ Date: _____

School: _____

Part I: The educator will complete this application to appeal a decision by the Professional Development Committee (PDC) and submit it to the PDC, along with a copy of the denied *Professional Development Cumulative Record* and the current *Individual Professional Development Form.* This shall be done within **15** days of receipt of the decision.

Title and description of the activity:

Rationale for appeal:

Part II: The PDC will convene a meeting to review your request as written above.

Part III: The PDC will complete this form and notify the appellant of the decision within **ten (10)** school days after the date of the meeting.

Decision regarding appeal:

Signatures of committee members:

_____ Date:_____

_____Date: _____

_____ Date: _____

Option 1

Effective Professional Development
Suggestions for Determining Appropriate Professional Development Strategies

Goal Writing Support A

Theory Learners participate in the study of the theoretical basis or the rationale for the skill.	*Implications for Training* Lectures, self-assessment exercises, group discussions, panels, handouts. *Creates Awareness* Learners can be expected to recall some specifics and generalizations.
Demonstration Learners observe the modeling of the skill or competency.	*Implications for Training* Trainer demonstrations, films, case studies, questions. *Promotes Comprehension* Learners can be expected to more effectively discuss the skill or competency and summarize, restate, or explain and infer need.
Practice/Feedback Learners demonstrate/practice a new skill in a protected environment. Learners practice analysis of the behavior of others and offer constructive criticism.	*Implications for Training* Structures must be provided so that participants have the opportunity to demonstrate skill in a safe environment. *Completes Comprehension and Simulates Application* Learners can be expected to interpret skill or competencies, illustrate or demonstrate skills, identify and evaluate the skill or competency in others, and provide assistance for improving.
Coaching/Teaching Learners coach one another as they work the new skill or competency into their repertoire. They provide each other with ideas and feedback.	*Implications for Training* Training must recognize the need for follow-up in terms of coaching and teaming and provide participants with the skills or resources to develop teams or networks to serve as effective coaches. *Completes Application and Incorporates Analysis and Evaluation* Most learners who are part of a team will apply the new skill on the job. Through the supportive process, they will also analyze and evaluate the behavior of other learners and offer viable recommendations for improvement in an acceptable format.

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EVALUATING THE IMPACT OF PROFESSIONAL DEVELOPMENT

Key Questions

Goal Writing Support B

Target Or Group	What Need Will This Activity Address?	How Was This Need Measured?	What Change Is This Activity Intended To Produce?	How Will This Change Be Measured?
Teachers	Teachers need training and practice in strategies proven to be effective in improving reading achievement for at-risk students.	A survey was conducted in which teachers prioritized their professional development needs. Training and practice in reading strategies for at-risk students was the highest-rated need.	Teachers will be able to use the identified strategies with a high degree of effectiveness.	A large sample of teachers will be interviewed using the "Levels of Use" instrument form and the "Concerns-Based Adoption Model" materials.
Students	Student achievement in reading among at-risk students has declined for three of the past four years.	A norm-referenced achievement test is given to all students each spring. Scores for at-risk students were broken out and analyzed to reveal this trend.	Reading achievement of at-risk students will improve.	The same norm-referenced test will continue to be given each spring and the results broken out to reveal the achievement for at-risk students as a sub-group.
Organization	The school needs to be responsive to the needs of all students.	Test scores of at-risk students declined while scores of other groups improved or remained stable.	The school will improve its awareness of and responsiveness to the needs of all students.	Test scores will be disaggregated, and the performance of all sub-groups will be identified and analyzed.

EFFECTIVENESS ESTIMATES
FOR FIVE MODELS OF PROFESSIONAL DEVELOPMENT
Goal Writing Support C

Desired Outcome	Individually-Guided	Observation/ Assessment	Development/ Improvement Process	Training	Inquiry
Mastery of a simple, specific teaching skill.	**Medium:** requires more time to plan than other models.	**High:** adding peer coaching can increase application to 90%.	**Low:** better suited for broader outcomes.	**Highest:** recommended components make it very effective.	**Medium:** less efficient than other models.
Implementation of a complex set of teaching strategies.	**Medium:** less efficient than other models	**Medium:** harder to observe complex strategies.	**Medium:** less efficient than other models.	**Highest**: more complex outcomes make follow-up more important.	**High:** adding peer coaching can increase application to 90%.
Gaining insight into how students learn.	**Medium:** includes professional reading, observation of students.	**Low:** focuses on observing teacher's behavior, not students'.	**Medium:** less efficient than other models.	**Medium:** less efficient that other models.	**Highest:** effective in testing hypotheses.
Mastery of new classroom management skills.	**Medium:** less efficient than other models.	**High:** adding peer coaching can increase application to 90%.	**Low:** better suited for broader outcomes.	**Highest:** recommended components make it very effective.	**High:** adding peer coaching can increase application to 90%.
Implementation of new assessment procedures.	**Medium:** includes collaboration with others.	**Medium:** assessment procedures are not always observable.	**Medium:** less efficient than other models.	**Highest:** recommended components make it very effective.	**High:** effective, but time-consuming.
Solving a complex problem dealing with improving student achievement.	**High:** flexibility allows activities to be designed specifically for this outcome.	**Low:** better suited for giving feedback than problem-solving.	**Medium:** can be adapted to problem-solving tasks.	**Low:** better suited for supporting implementation than creating new knowledge.	**Highest:** effective in solving complex problems, generates a great deal of learning.
Acquiring group leadership skills working as a team to solve a problem.	**Medium:** allows group members to learn what they need, when they need to know it**.**	**Low:** these skills developed outside the classroom, less observable.	**Highest:** leadership opportunities abound in this model.	Low: better suited for supporting implementation than building leadership skills.	Medium: less efficient than other models.

Increasing knowledge of content or subject matter	**Medium:** include professional reading and contact with subject matter experts.	**Low:** focuses on teacher's behavior, not content knowledge.	**Highest:** important element is acquiring new knowledge to solve a problem or meet a specific need.	**High:** effective in helping teachers acquire new knowledge, especially in applying it.	**Medium:** less efficient, focus is creating new knowledge, not acquiring knowledge.