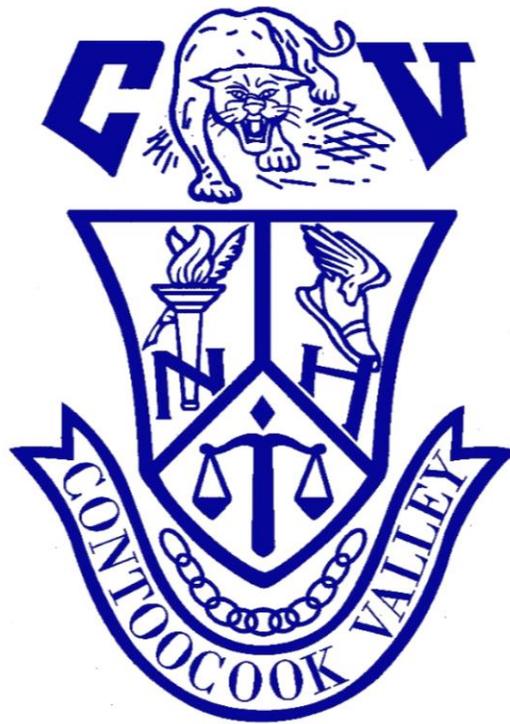


2017-2022

Professional Development Master Plan



Contoocook Valley School District
106 Hancock Road
Peterborough, NH 03458

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2016-2017 PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

Antrim Elementary School	Rachel Hill, Grade 3 Teacher
Contoocook Valley High School	Gretchen Shippee, School Nurse Rachael Bowman, Library Media Specialist Sarah Grossi, Teacher Education Teacher
Dublin Consolidated School	Deborah Quinn, Grade 4 Teacher
Fracestown Elementary School	Ashley Angwin, Grade K/1 Teacher
Great Brook Middle School	Alexandra Heatley, Grade 6 Science Teacher Linda Compton, Nurse
Greenfield Elementary School	Katelyn Purrington, Kindergarten Teacher Lise Lemieux, School Nurse
Hancock Elementary School	Vacant
Peterborough Elementary School	Kristine Chamberlin, Special Educator
Pierce School	Janice Tyler, Grade 1 Teacher
SAU 1 Office	Ann Forrest, Assistant Superintendent Robin King, RTI Paraprofessional Brenda Marschok, Administrative Assistant
South Meadow Middle School	Michelle Hautanen, Grade 5 Teacher Katherine Foecking, Grade 8 Math Teacher
Temple Elementary School	Niki McGettigan, Teaching Principal

STATEMENT OF PURPOSE

The purpose of the Contoocook Valley (ConVal) School District's Professional Development Master Plan is to clearly outline the processes and procedures that have been put into place to support and enhance the professional learning of certified staff, which will in turn support the learning and achievement of students.

Definition of Professional Learning

Professional learning involves “changes in the thinking, knowledge, skills, and approaches to instruction that form practicing teachers’...repertoire” (Knapp, 2003, pp. 112-113). Based on this definition, the ConVal School District believes that effective professional learning enhances the individual's capacity, as well as the organization's capacity, to positively and significantly impact student learning and achievement.

Professional Learning, Educator Effectiveness, and Student Achievement

Researchers have studied, and continue to study, the link between professional learning, educator effectiveness, and student learning. Bausmith and Barry (2011) identified specific features of professional learning that were found to have a positive impact on student achievement. These features include “training over an extended time period (Yoon, Duncan, Lee, Scarloos, & Shapley, 2007), a focus on the subject matter content and how students learn that content (Dopplet et al., 2009; Kennedy, 1998), and opportunities for teacher teams to work collaboratively on student learning (Saunders et al., 2009)” (p. 176). Similarly, Hunzicker (2010) identified five characteristics of effective professional learning opportunities: supportive, job-embedded, instructionally-focused, collaborative, and ongoing.

Hawley and Valli (1999) conducted a meta-analysis that led to the identification of nine principles to consider when designing high-quality professional learning opportunities. These principles are directly related to conditions that cultivate professional learning that leads to improved student learning outcomes:

1. The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.
2. Professional development should be based on analyses of the differences between actual student performance and goals and standards for student learning.
3. Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
4. Professional development should be primarily school-based and built into the day-to-day work of teaching.
5. Professional development should be organized around collaborative problem-solving.
6. Professional development should be continuous and ongoing, involving follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives.

7. Professional development should incorporate evaluation of multiple sources of information on learning outcomes for students and the instruction and other processes that are involved in implementing the lessons learned through professional development.
8. Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
9. Professional development should be connected to a comprehensive change process focused on improving student learning (Hawley & Valli, 1999, pp. 137-143).

The ConVal School District is committed to providing, as well as supporting staff to seek out and engage in, high quality professional learning opportunities that incorporate the principles and characteristics research has identified as leading to improved student learning.

Supporting District/School Improvement Goals and Strategies

As part of the recent strategic planning process, the district developed four goals that will remain a focus for the next five years.

Goal 1: Student Achievement/Performance

Recognizing that the primary mission of the ConVal School District is student learning, the ConVal School District will provide high quality educational opportunities for all students that foster academic growth, the acquisition of identified critical skills, and the development of dispositions that lead to success in higher education and the workplace.

Goal 2: Culture & Community

Recognizing the importance of maintaining a strong, supportive culture among students, staff, families, and fellow ConVal citizens, the ConVal School District will work with these groups to foster a responsive, caring, and high-achieving culture where all feel highly engaged, valued, and included.

Goal 3: Organizational Structure

Recognizing the importance of aligning our schools and staffing with the current best practices, demographic realities, and geographic challenges, the ConVal School District will develop an organizational structure to ensure that all students receive the most equitable high-quality resources and opportunities available.

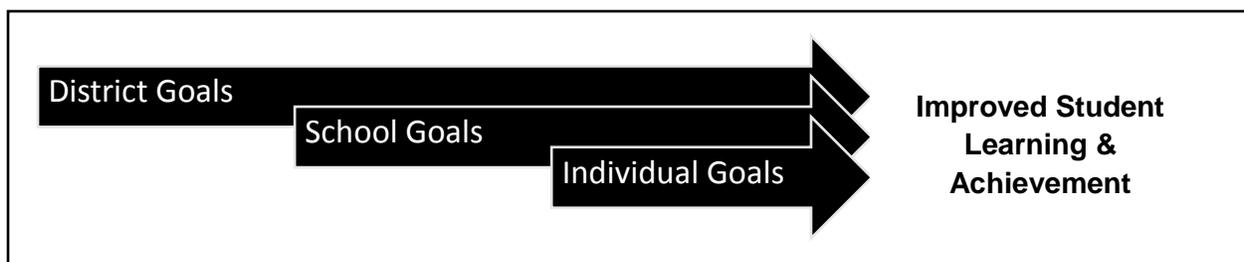
Goal 4: Operations (including Personnel, Leadership, Facilities, and Technology)

Recognizing that maintaining high quality learning environments and highly competent staffing is necessary to ensure student success, the ConVal School District will effectively research, plan, and implement best practices around facilities, personnel, leadership, and technology.

In addition to district goals, individual schools within the ConVal School District develop annually three SMART goals. Each building-level SMART goal needs to be aligned to one of the district's goals.

- **Specific** - Clearly focused on the desired outcome
- **Measurable** - Evidence to be provided will clearly indicate progress
- **Aligned** - Aligned to school and district goals
- **Realistic** - Ambitious but can be achieved
- **Time bound** - Dates of what will be accomplished by when, within the time frame of the school year

The Professional Development Master Plan of the ConVal School District outlines the process individuals follow when developing their professional development goals and plans. These individual goals and plans need to be aligned to overarching school and district goals, so the system is better able to leverage the collective efforts of individual staff members to support and strengthen the learning and achievement of all students.



Professional Learning and Educator Evaluation

The goal of educator evaluation in the ConVal School District is to support professional learning and improve professional practice. To that end, the district’s Educator Evaluation Program is based on Charlotte Danielson’s *Framework for Teaching* and Kim Marshall’s mini-observation model. During an annual evaluation cycle, professionals work in conjunction with their supervising administrator to self-reflect through a self-assessment rubric, set goals, and participate in mini-observations, formal observations, and an annual summative evaluation conference. Information gathered during the annual evaluation cycle is used to guide the growth of each professional, make evaluative decisions, and provide aggregate information on professional development needs.

Self-Assessment

Each individual professional will complete and submit the appropriate self-evaluation rubric.

Goal Setting

Goal development will be a collaborative process between the building administrator and educator. Educators will develop three goals. The first goal will be a SMART goal. The second and third goals will be related to the educator’s professional development plan including what the educator will do during this evaluation cycle to progress toward accomplishing his/her professional development goals.

Mini-Observations

Mini-observations, conducted periodically throughout the school year, offer a chance for the administrator/evaluator to see the teaching process unfold in a variety of instructional

situations. It shifts the educator evaluation focus from a single observation to a sampling of multiple observations and opportunities when continuous feedback, reassurances, suggestions, constructive criticism, praise, and redirection can easily occur.

Formal Observations

Educators with 5 or less years of experience in the district will have two formal observations during each annual evaluation cycle. Formal observations include a pre-observation meeting, a classroom observation, and a post-observation meeting. Educators with more than 5 years of experience with the district, may request a formal observation.

Summative Evaluation

Each educator will have an Annual Summative Evaluation. The educator will prepare for the meeting by reflecting on accomplishment of goals, completing the SMART goal, and reflecting on the observations done during the annual evaluation cycle. The administrator will prepare for the end of the year summation meeting by completing the Annual Summative Evaluation as well as reviewing the educator's goals and outcomes.

Local, State, and National Professional Learning Standards

The ConVal School District adopted Charlotte Danielson's *Framework for Teaching* because it "identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning" (Danielson, 2007, p. 1). Furthermore, the updated 2013 version was revised to better respond to the instructional implications of the Common Core State Standards (Danielson, 2013, p. 5), which were adopted by the state of New Hampshire. Finally, Danielson's *Framework for Teaching* aligns with many of the national standards, including many of those outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Council for Accreditation of Teacher Education (NCATE), and the National Board for Professional Teaching Standards (NBPTS).

The ConVal School District's efforts to design and provide professional learning opportunities are also being guided by the *Standards for Professional Learning* (Learning Forward, 2011). These professional learning standards begin with a common statement, "Professional learning that increases educator effectiveness and results for all students..." This stem emphasizes once again the relationship between an educator's practice and students' learning. Additionally, the use of the word "all" emphasizes the need for educational equity and aligns with the ConVal School District's core belief: "We believe that All must mean All. We must provide the opportunity for each and every student to reach his/her maximum potential."

PROFESSIONAL DEVELOPMENT COMMITTEE

A local Professional Development Committee shall be established by the Superintendent in accordance with ED 512.02(b)(1). The Superintendent may consider input from professional staff, community members, and other constituent groups in making committee appointments.

Definition of a Member

A member of the Professional Development Committee is any individual who is appointed by the Superintendent or his/her designee in accordance with ED 512.02.

Committee Membership

The Professional Development Committee shall consist of at least:

- One (1) representative from 8 out of the 11 district schools
- One (1) building-level administrator
- One (1) district-level administrator
- One (1) special service professional (SSP)
- One (1) paraprofessional

Terms of Office

All terms of office are for one year. A member can serve up to three consecutive terms. The Professional Development Committee will then invite administrators to recommend new members from the designated area of need.

Resignation of Membership

A member may resign at any time. A letter of resignation shall be written by the member and submitted to the Superintendent and Professional Development Committee at least one meeting prior to the effective date of resignation. Upon resignation of a member, the Superintendent or his/her designee shall recommend a replacement.

Request for Resignation of a Member by the Professional Development Committee

The Professional Development Committee may recommend to the Superintendent or his/her designee the removal of a member. All such requests shall be submitted to the Superintendent in writing and be signed by a majority of the Professional Development Committee.

Roles and Responsibilities of Committee Members

The Professional Development Committee shall include the following offices with these stipulations and duties:

- I. Chairperson
 - A. Elected by the full committee with a majority vote.
 - B. Term of office is for one year with eligibility to serve three consecutive terms.
 - C. Shall call all special meetings.
 - D. Shall set the agenda.
 - E. Appoints subcommittee members and the chair of these committees.
 - F. Carries out all other duties as directed by Superintendent.
 - G. Recommends expenditures of committee funds.

- II. Co-Chairperson
 - A. Sits as Chairperson in the absence of the Chairperson.
 - B. Elected by the full committee with a majority vote.
 - C. Term of office is for one year with eligibility to serve three consecutive terms.
 - D. Represents the Professional Development Committee at Board of Appeals hearings.
 - E. Carries out all other duties assigned by the Chairperson.
- III. Committee Members
 - A. Help develop, implement, and evaluate the Professional Development Master Plan at both the district- and school-level.
 - B. Submit amendments to the NH DOE when the Professional Development Master Plan is updated/revised between the five year renewal span.
 - C. Collaborate with other committees responsible for professional learning.
 - D. Participate in the appeals process when needed.
- IV. Professional Development Assistant
 - A. Reviews professional development requests submitted by staff members in preparation for the monthly Professional Development Committee meetings.
 - B. Supports the Chairperson with administrative tasks.
 - C. Takes notes during full Professional Development Committee meetings.
- V. Subcommittees
 - A. Subcommittees may be established to carry out the effective, efficient implementation of the Professional Development Master Plan and to provide professional opportunities to meet district and staff needs. Subcommittees may include but not be limited to:
 - 1. Master Plan Subcommittee
 - 2. Mentor Teacher Subcommittee
 - 3. Grievance/Appeals Subcommittee
 - 4. Emergency Approval of Funding Subcommittee

Development of the Professional Development Master Plan

During the 2016-2017 school year, the Professional Development Committee formed a subcommittee to revise the district’s existing Master Plan to ensure that it fully meets the requirements outlined in the NH DOE’s Professional Development Master Plan Review Form. The subcommittee began by reviewing the district’s current Professional Development Master Plan, the NH DOE’s Professional Development Master Plan Template Form, the NH DOE’s Professional Development Master Plan Review Form, and Professional Development Master Plans from other school districts. The subcommittee also reviewed what research has to say about effective professional learning.

As the subcommittee worked to systematically review sections of the Professional Development Master Plan, proposed revisions were brought to the full Professional Development Committee for review and feedback. The table on page eight outlines the timeline that was followed as the Professional Development Committee worked to revise the district’s Master Plan. The table also includes the timeline that will be used by the Professional Development Committee in their ongoing review and evaluation of the Professional Development Master Plan.

Timeline	2016-2017 Revision of ConVal School District's current Master Plan	2017-2022 Ongoing Review (The review order of sections may change based on the needs of the Committee and/or the District.)
September	Section review and revision of <i>Statement of Purpose and Membership, Roles and Responsibilities</i> .	Evaluate the implementation of the <i>Statement of Purpose and Membership, Roles and Responsibilities</i> section. Note any proposals for changes.
October	Section review and revision of <i>Data Collection, Interpretation, and Use</i> .	Evaluate the implementation of the <i>Data Collection, Interpretation, and Use</i> section. Note any proposals for changes.
November	Section review and revision of <i>Professional Development Activities</i> .	Evaluate the implementation of the <i>Professional Development Activities</i> section. Note any proposals for changes.
December	Section review and revision of <i>Individual Professional Development Plans Required of All Educators</i> .	Evaluate the implementation of the <i>Individual Professional Development Plans Required of All Educators</i> section. Note any proposals for changes.
January	Section review and revision of <i>Establishing Individual Professional Development Goals</i> .	Evaluate the implementation of the <i>Establishing Individual Professional Development Goals</i> section. Note any proposals for changes.
February	Section review and revision of <i>Documentation of Professional Learning</i> .	Evaluate the implementation of the <i>Documentation of Professional Learning</i> section. Note any proposals for changes.
March	Section review and revision of <i>Review Plan Evidence and Approval of Plan Completion</i> .	Evaluate the implementation of the <i>Review Plan Evidence and Approval of Plan Completion</i> section. Note any proposals for changes.
April	Section review and revision of <i>Certified Paraprofessionals</i> .	Evaluate the implementation of the <i>Certified Paraprofessionals</i> section. Note any proposals for changes.
May	<p>Final review and revision of proposed plan with the full Professional Development Committee.</p> <p>Share the proposed Professional Development Master Plan with the larger school community for feedback.</p> <p>Make any needed revisions based on feedback received, and share/present Professional Development Master Plan to the Education Committee for review and feedback.</p>	<p>Discuss and summarize the annual/ongoing evaluation of the Professional Development Master Plan implementation. Review any notes regarding proposals for changes.</p> <p>If needed, (a) share/present to the larger staff any proposed changes to the larger staff for feedback and then (b) share/present to the Education Committee of the School Board any proposed changes for feedback.</p>
June	Share/present Professional Development Master Plan to the full School Board for review and approval, and then submit the revised Professional Development Master Plan to the New Hampshire Department of Education for approval.	If needed, (a) share/present to the full School Board proposed amendments for approval and then (b) submit amendments to the NH DOE for review approval.
July/August	Create an implementation plan for rolling out the revised Professional Development Master Plan to the larger staff.	Create a plan implementing the Professional Development Master Plan for the following school year.

Collaboration with District Committees and Teams

The Professional Development Committee collaborates with District Committees and Teams as needed to support and enhance the professional learning of the individuals who make up our school community, including:

- Central Office Leadership Team
- Administrative Council Leadership Team (District- and School-level Administrators)
- Building-level Leadership Teams
- Educator Evaluation Committee
- Curriculum Committees

Participation in the Appeals Process

- I. Teacher and Administrator submit plan to the committee for review prior to any formal meeting.
- II. Meeting scheduled within seven school days.
- III. Parties present supporting arguments to the committee.
- IV. Committee will seek and identify common ground.
- V. Committee seeks to mediate disputed items.
- VI. If mediation fails to produce an agreement, the committee decides on a written resolution within seven school days.
- VII. If decision is unacceptable to either party, either may appeal to Superintendent within seven school days.
- VIII. The Superintendent will hear the appeal within seven school days and render a final decision.

Procedures for Professional Development Committee

- I. Proposals
 - A. Proposals that have been discussed and agreed upon by the staff member and supervisor for funding must be submitted to the Professional Development Committee no later than one week preceding a regular meeting.
 - B. Proposals for activities requesting funds must be submitted to the Professional Development Committee prior to the activity for approval.
 - C. Proposal applications for funding that are rejected by the Professional Development Committee shall have the reason(s) for rejection written on the proposal.
 - D. Reimbursements and credit to applicant shall be made when the Professional Development Committee has received notice that the individual has (a) marked complete the professional development activity, (b) explained how he/she will apply what he/she learned from the activity, and (c) attached appropriate supporting documentation in the My Learning Plan system. In the case of college courses, the staff member *must* submit a transcript of credit.
 - E. Advance payment for activities and courses may be requested in accordance with the contractual agreement. If the approved activity is not completed, the funds provided by Professional Development must be reimbursed by staff member prior to June 30th of the school year. Reimbursement shall be made for

the amount of the receipts accumulated for the project, not exceeding the amount approved on the Proposal Form.

- i. *Important Note:* The Professional Development Committee reserves the right to deny advance funding to individuals who have previously failed to return in a timely manner advanced funds for activities that were cancelled or dropped.
- F. The funding limit available for any individual staff member for Professional Development approved activities shall not exceed the maximum amount allowed for one fiscal year. Full-time professional staff can access \$500.00 for professional development activities (workshops and conferences) and up to four graduate course credit hours at the University of New Hampshire's in-state rate. Activities requiring funding are proposed by the individual staff member, approved by the immediate supervisor, and then approved by the Professional Development Committee.
- G. Requests for additional money beyond what is stated in the proposal will not be granted.
- H. Grievances concerning proposals shall be directed to the Professional Development Appeals Committee.

Professional Development Committee Meetings

During the school year, meetings of the Professional Development Committee will be held monthly. Additionally, the Professional Development Committee will meet at least once during the summer. The schedule for the Professional Development Committee meetings will be uploaded to the "District Files" section of the file library in *My Learning Plan*.

Special meetings will be held as needed. The date of such meetings shall be established by the Chairperson, and notification to each member shall be at least 24 hours prior to the meeting.

Quorum

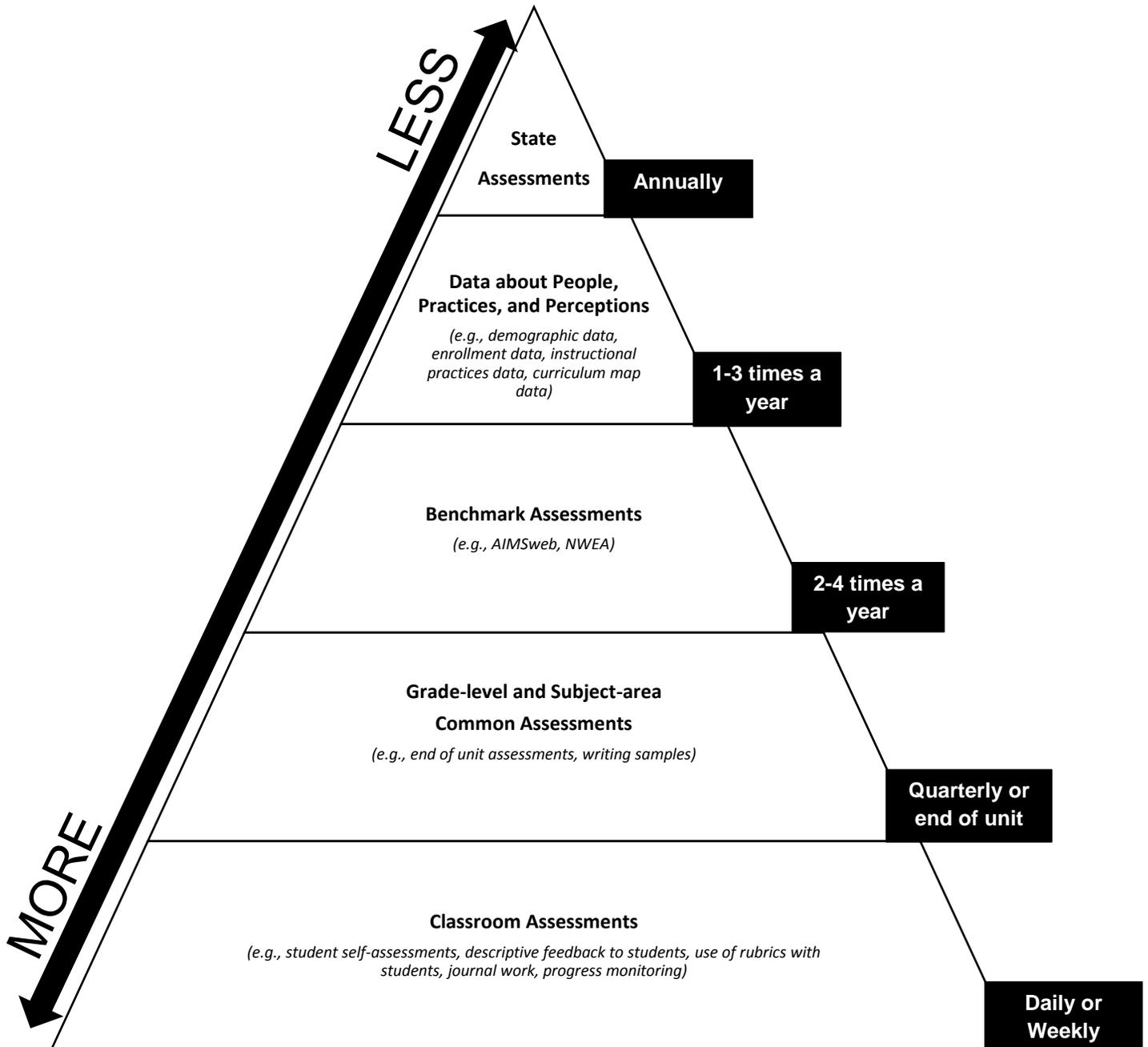
Regular meetings of the Professional Development Committee shall have a quorum of a majority of the standing membership in attendance in order to conduct business. Special meetings do not need a quorum of the standing membership in attendance in order to conduct business, but in all cases where a quorum is not in attendance business conducted at that meeting shall be subject to review at the regular meeting.

Voting

Any member of the committee may request a vote by either voice or show of hands. A simple majority is required in both regular and special meetings on any vote.

DATA COLLECTION AND INTERPRETATION

The ConVal School District recognizes the importance of collecting and interpreting data to inform student and professional learning needs. With that, goal one of the district's Strategic Plan includes a focus on implementing a balanced student assessment program to (a) evaluate student progress toward curriculum goals, (b) inform instruction, and (c) determine appropriate interventions for students. The below graphic provides a visual illustration of the different types of data that will be collected and analyzed annually.



Data Matrix

DATA SOURCES Identify the types.	COLLECTION Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	RESPONSIBILITY AND DECISION-MAKING What is the information being used for? How are results reported and to whom?
State Assessments: <ul style="list-style-type: none"> • SBAC (Grades 3-8) • SAT (Grade 11) • NECAP Science (Grades 4, 8, & 11) • Dynamic Learning Maps (Grades 3-8 & 11) 	SBAC is administered in the fall of each year. The SAT, NECAP and Dynamic Learning Maps are administered in the spring of each year.	Results are analyzed by teachers, building-level administrators, and district-level administrators. Process: Data discussions are guided by the <i>Looking at Data</i> protocol, which includes describing the data, interpreting the data, and identifying implications for practice.	Assessment results report (a) student performance related to current grade-level standards and (b) student readiness for the next grade-level's standards. The results are also used to track the effectiveness of educational programs district-wide. Results are shared with families, schools, and NHDOE.
Data about People, Practices, and Perceptions: <ul style="list-style-type: none"> • Demographic Data • Enrollment Data • Curriculum and Instructional Practice Data (e.g., curriculum maps, instructional practice surveys) • Professional Practice Data (e.g., teacher self-assessment data, teacher evaluation data, SWIFT Fidelity Integrity Assessment data, SWIFT Fidelity of Implementation Tool data) 	Data about people, practices, and perceptions are collected 1-3 times a year by district-level leaders, district-level teams, building-level leaders, and/or building-level teams. Teacher self-assessment data is collected in the fall. The collection of curriculum and instructional practice data varies depending on the work and schedule of the established curriculum committees. The SWIFT Fidelity Integrity Assessment is administered in the winter. The SWIFT Fidelity of Implementation Tool is administered in the spring.	District-level and building-level leadership teams review and analyze the data. Process: Data discussions are guided by the <i>Looking at Data</i> protocol, which includes describing the data, interpreting the data, and identifying implications for practice.	Information gained from analyzing this data informs and guides the development of district- and school-level goals and plans. Goals and plans are shared with all staff, as well as the larger community. For example, the annual publication of <i>We Are ConVal</i> reports on enrollment trends, achievement data, graduation rates, strategic plan progress, and facility use.
Benchmark Assessments: <ul style="list-style-type: none"> • AIMSweb Data • NWEA Data • Behavior Data 	Collected by school-level teams three times a year in the fall, winter, and spring.	Reviewed by classroom teachers, Instructional Support Teams, building-level leaders, and district-level leaders. Process: Data discussions are guided by the <i>Looking at Data</i> protocol, which includes describing the data, interpreting the data, and identifying implications for practice.	Used to determine students' instructional level and to measure academic growth throughout the school year, as well as from year to year. Data is also used to identify priority instructional needs, differentiate instruction, and match students to appropriate interventions.

DATA SOURCES	COLLECTION	ANALYSIS	RESPONSIBILITY AND DECISION-MAKING
Common Assessments: <ul style="list-style-type: none"> • Writing Samples • End of Unit Assessments 	Collected by individual teachers quarterly or at the end of a unit of study.	Reviewed and analyzed by grade-level and/or subject-area Professional Learning Communities (PLCs). Process: Data discussions are guided by the <i>Looking at Data</i> protocol, which includes describing the data, interpreting the data, and identifying implications for practice.	Used to (a) provide feedback to students; (b) monitor and report out on students' mastery of content and skills; (c) refine delivery of instruction; and (d) to inform and evaluate the curriculum maps. Results are reported at the item level in order to support the PLC's ability to identify patterns and trends within and across classes.
Classroom Assessments: <ul style="list-style-type: none"> • Progress Monitoring • Tests • Quizzes 	Collected by individual teachers daily or weekly.	Reviewed and analyzed by teachers and students. Process: Varies	Used to (a) provide feedback to students, (b) monitor/report out on student progress, and (c) to further refine delivery of instruction.

Data Use Processes

In the ConVal School District, grade-level and subject-area Professional Learning Communities (PLCs) have been established to ensure that there is a structure and a process in place that guides and supports individuals within the school system to work together to improve curriculum, instruction, and assessment. PLCs in the ConVal School District meet regularly and are committed to maximizing each student's opportunity to learn and excel. Efforts to meet this commitment focus on the following four essential questions of a professional learning community:

- What does each student need to know and be able to do?
- How will we know if a student is learning?
- How will we respond if a student does not learn?
- How will we enrich and extend the learning for a student who is proficient? (Dufour & Eaker, 1998)

Instruction. Through the gathering and analyzing of student performance data (as noted in Data Matrix), PLCs examine the impact actions and decisions have had on student learning. This on-going examination and reflection supports a culture that is "relentless in examining and questioning the status quo, seeking new methods, testing those methods, and reflecting on the results" (DuFour, DuFour, Eaker, & Karnek, 2010, p. 4).

Curriculum. In response to research that "affirms the fact that the number one factor that increases levels of learning is what gets taught" (Marzano, 2003), PLCs also regularly review grade-level and subject-area curriculum maps in order to better develop and deliver a "guaranteed and viable" curriculum. Curriculum maps ensure teachers address specific content,

in specific courses, at specific grade levels, and that the content can be taught in the time available (Marzano, 2003; Schmoker, 2006).

Assessment. Although the district uses both summative and formative assessment to evaluate the effectiveness of curriculum and instruction on improving student learning, the district's emphasis is on the use of formative assessments. Research has clearly connected the use of formative assessments to significant improvements in student learning. Formative assessments inform both teachers and students. Teachers use information gained from assessments to make any needed adjustments to their instruction. Teachers also use information gained to give both affirmative and corrective feedback to students. Students use information gained from assessments and teacher feedback to self-regulate and self-evaluate their progress towards established learning goals.

Data Use and Needs Assessment

The following demonstrates how data is used in the needs assessment process.

- Student learning needs - Based upon the wide collection and interpretation of data identified in the Data Matrix, administrators and educators identify student learning needs, which then become the focus for developing annual school-level SMART goals and individual educator SMART goals.
- Determine individual educator goals - Educators complete a yearly self-assessment based on the Danielson Framework for Instruction. They also meet with administrators to reflect on past performance based on evaluations. From this data, one individual educator goal is established and approved by the administration.
- Determine school or district goals - During the strategic planning process, representatives from district, school, and community stakeholder groups review and analyze student, school, and district trends. This analysis leads to the development of district goals. Annually, school-level administrators and educators review district- and school-level data to develop three SMART goals. Each building-level SMART goal needs to be aligned to one of the district's goals.
- Evaluate student learning and educator growth - Educators meet on a yearly basis with their supervisor to discuss professional growth and student learning. The data used to assess growth are Danielson's *Framework for Teaching*, SMART goal performance, educator evaluation process, and student performance data.
- Measure the effectiveness of Individual Professional Development Plans (IPDP) - Educators meet on a yearly basis with their supervisor to discuss the effectiveness of their IPDP. The data used to assess effectiveness include formative and summative meetings with administrators, reflections, student data, and their self-assessment of practice. Specifically, educators and their supervisor review the annual goals developed by the educator, which include (a) a SMART goal that is directly aligned to one of the school's SMART goals and focuses on student learning; and (b) two goals that relate to the educator's individual professional development plan and identify what the educator worked to accomplish during the current annual evaluation cycle to progress toward meeting his/her overarching three year professional development goals.

- Evaluate the effectiveness of the Professional Development Master Plan - As part of their monthly meetings the Professional Development Committee members will review district patterns and trends, as well as information gathered from professional development evaluation forms and surveys. The analysis of this data will further inform future planning for professional learning opportunities.

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

Individual Professional Development Plans Required of All Certified Educators

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

Procedure for Developing an Individual Professional Development Plan (IPDP)

- I. The educator completes a self-assessment. The assessment should be based on:
 - A. Professional educator standards and the certification requirements for a given endorsement and assignment. See www.gencourt.state.nh.us/rules/state_agencies/ed.html : Ed 505.07, Ed 506, and Ed 507.
 - B. Local educator standards such as those used in the district educator evaluation system.
 - C. An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
- II. Educators choose at least one goal aligned to the organizational (school/district) goals.
- III. Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:
 - A. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;
 - B. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
 - C. Professional standards as referenced in the local evaluation system; and
 - D. Effective instructional practices related to school and district goals that increase student achievement.
- E. The goals are to be developed from the following data sources:
 - i. The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
 - ii. Analysis of student work;
 - iii. Analysis of student achievement data, if available; and
 - iv. A review of school or district master plan needs assessment
- F. Educators holding multiple endorsements must have goals, activities, and documentation relating to each endorsement area. Endorsements may be allowed to

- lapse and be reinstated in the future after demonstrating three years of professional learning (30 CEU or equivalent evidence).
- IV. Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
 - V. Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work.
 - VI. Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle, the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
 - VII. When the plan is completed the Superintendent recommends renewal online to the NH Department of Education through EIS.

Plan modifications may occur at any time during the cycle upon supervisory approval prior to implementation. Plans will be prorated for an educator who begins working in the district in the middle of his or her recertification cycle.

Job-Embedded Professional Development

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).
~ excerpted from National Comprehensive Center for Teacher Quality Issue Brief 2010

Professional Development Activities

The district recognizes a number of professional development activities that individuals may engage in to help themselves to meet the district, school, and personal growth goals that they have identified in their comprehensive 3-year Individual Professional Development Plans (IPDPs). Descriptions, requirements, and evidence of various professional development activities are located in Appendix A of this document. These can also be found in My File Library in the district's My Learning Plan (MLP) system. The following is a non-exhaustive list of possible high quality professional development activities that educators may engage in to fulfill recertification and IPDP requirements.

- Independent Study and Immersion in Content Area
- Examining Student Work and Student Thinking
- Technology for Professional Learning

- Professional Reading, Video, and Audio Tapes
- Creating a New “Product”
- Curriculum, Instruction, and Assessment Development
- Piloting New Curriculum or Program
- Collaborative Discussion/Study Groups
- Professional Networks
- Mentoring/Coaching
- Partnerships
- Developing Professional Developers (for in-house workshops)
- Action Research
- Professional Learning Communities
- Observations
- College or Graduate work
- Workshops, Webinars, Professional Conferences
- Lesson Study
- Sabbatical Leave (see Appendix B)

List of Possible Strategies for Reflection, Documentation, and Review

- Professional Portfolio
- Reflective Journal
- Parent/Student/Peer Responses
- Statistical Measures/Performance Assessments
- Case Study Analysis
- Benchmarks
- Observation Cycles: Peer, Supervisor
- Anecdotal Records
- Create a Rubric to Measure Goals

Sample Plan for Meeting an Individual Professional Development Goal

Personal Goal: I will use data collected from student assessments to design lessons that better target students’ specific areas of need in reading, ultimately shrinking gaps in performance for students identified as needing Tier 2 instruction/intervention.

Plan for Meeting Goal: In order to meet my personal goal, I will review students’ benchmark assessment data (i.e., AIMSweb, NWEA). I will then, if needed, administer additional diagnostic assessments to identify students’ specific areas of need (e.g., *Words Their Way* Spelling Inventory, Decoding Surveys, Critical Reading Inventory). Based on this information, I will design explicit lesson plans that (a) target specific areas of need, (b) follow an established scope and sequence, and (c) incorporate research-based instructional strategies. Throughout the instruction/intervention, I will progress monitor students using AIMSweb probes as well as formative assessments embedded in the delivery of lessons. I will review and discuss student progress with the school’s Instructional Support Team (IST) and my grade-level PLC, incorporating relevant feedback and suggestions.

Evidence to be Collected: (1) Data collected from benchmark, diagnostic, progress-monitoring, and formative assessments; (2) Grouping charts with student groups, assessment data used to determine student groups, each group’s instructional priority, and resources to be used with each group; (3) Sample lesson plans; (4) Students’ Progress Monitoring Graphs; and (5) Reflective Journal

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

	Action Steps	Timeline
Annually	Complete PD Survey to determine professional development needs.	January 31st
Draft IPDP	<p>Year One:</p> <ol style="list-style-type: none"> 1. During the teacher/SSP/paraprofessional's Summative Evaluation Meeting, the teacher/SSP/paraprofessional and his or her supervisor will reflect on and discuss past performance, specific to personal, school, and district needs. 2. Based on their reflection, the teacher/SSP/paraprofessional and supervisor will discuss appropriate goals for the teacher/SSP/paraprofessional's next IPDP. 3. Following the Summative Evaluation Meeting, the teacher/SSP/paraprofessional will draft an IPDP and submit it through the district's My Learning Plan (MLP) system (see <i>Procedure for Developing an Individual Professional Development Plan</i> on pages 16-17 as well as <i>Sample Plan for Meeting an Individual Professional Development Goal</i> on page 18). 4. When the teacher/SSP/paraprofessional's supervisor receives the IPDP submitted through MLP, the supervisor will set up a time to meet the teacher/SSP/paraprofessional to review the IPDP. 5. During the review meeting, the supervisor will use the <i>Criteria for IPDP Approval</i> checklist to provide the teacher/SSP/paraprofessional with feedback (see pages 20-21). 	March - May
Submit IPDP for Approval	<ol style="list-style-type: none"> 6. If the IPDP meets the identified criteria, the supervisor will approve the plan in MLP. 7. If the IPDP does not meet all of the identified criteria, the supervisor will return the IPDP to the teacher/SSP/paraprofessional through the MLP system with needed revisions noted in comment section. 8. Once the teacher/SSP/paraprofessional has made the needed revisions, the plan will be resubmitted to the supervisor for approval. 	By June 1st
Monitor the Implementation of IPDP	<p>Year One and Two:</p> <ol style="list-style-type: none"> 1. The teacher/SSP/paraprofessional will implement the IPDP, which will include gathering evidence of progress towards meeting IPDP goals. 2. During the teacher/SSP/paraprofessional's annual Summative Evaluation Meeting, the teacher/SSP/paraprofessional and supervisor will reflect on and discuss progress towards meeting the IPDP goals. 3. If needed, modifications in the IPDP for the following year will be proposed and agreed upon. 4. If needed, the teacher/SSP/paraprofessional will edit and revise his or her IPDP to include the agreed upon modifications, which will then be resubmitted to the supervisor for approval. 	By June 1st
IPDP Completion	<p>Year Three:</p> <ol style="list-style-type: none"> 1. The teacher/SSP/paraprofessional will continue to implement the IPDP and gather evidence of progress towards meeting IPDP goals. 2. During the teacher/SSP/paraprofessional's annual Summative Evaluation Meeting, the teacher/SSP/paraprofessional will present evidence of having met the IPDP goals. 3. If the evidence presented by the teacher/SSP/paraprofessional clearly demonstrates that the IPDP goals were met, the supervisor will approve the completion of the IPDP in the MLP system. 4. Once the teacher/SSP/paraprofessional's IPDP has been approved by the supervisor, the superintendent makes a "certificate of renewal recommendation" to New Hampshire's Department of Education. 	<p>March – May</p> <p>By June 1st</p>

CRITERIA FOR IPDP APPROVAL

Criteria	Yes	No	Comments
The educator completed a self-assessment based upon:			
<ul style="list-style-type: none"> • professional educator standards and the certification requirements for his or her given endorsement(s) and assignment(s), 			
<ul style="list-style-type: none"> • appropriate self-evaluation rubric in the district's OASYS system, <i>and/or</i> 			
<ul style="list-style-type: none"> • examination of student outcomes. 			
The educator chose at least one district goal.			
The educator chose at least one school goal.			
The educator created an individual goal related to their area(s) of endorsement when not covered by a selected school or district goal.			
The educator's individual goal will strengthen the educator's:			
<ul style="list-style-type: none"> • Knowledge of relevant content area(s), as well subject or field specialization. 			
<ul style="list-style-type: none"> • Pedagogy and knowledge of learners and learning. 			
<ul style="list-style-type: none"> • Ability to meet professional standards outlined in the district's evaluation system. 			
<ul style="list-style-type: none"> • Ability to implement effective instructional strategies related to school and district goals that increase student achievement. 			

Criteria	Yes	No	Comments
The educator's individual goal was developed from the following data sources:			
<ul style="list-style-type: none"> • Educator's self-assessment 			
<ul style="list-style-type: none"> • Analysis of student work 			
<ul style="list-style-type: none"> • Analysis of student achievement 			
The educator developed clear plan for meeting each of the IPDP goals, which includes engaging in a variety of activities that are aligned to the IPDP goals.			
The educator has listed possible evidence to be collected throughout the implementation of the IPDP which will demonstrate progress towards meeting identified goals.			
In addition to documenting attendance at events or on independent work, the possible evidence listed incorporates reflection on and application of professional learning experiences.			
The IDPD is substantial enough to constitute a three year progress.			
The IDPD is ambitious but manageable/doable.			

Summary of Recertification Requirements for Professional Educators

The State Board of Education mandates that each school district in New Hampshire will be responsible for overseeing the recertification of all professional staff members. The Professional Development Master Plan is designed to help professional staff members meet recertification requirements. After a teacher receives initial certification, s/he must develop an Individual Professional Development Plan that includes:

The development of a body of evidence that documents job-embedded or formal professional development addressing the school or district goals and content areas; or an accumulation of a minimum of 75 continuing education units documenting job embedded or formal professional development addressing school or district goals and content areas; or a combination of less than 75 continuing education units and evidence that in conjunction, document job embedded or formal professional development addressing the school or district goals and content areas.

Explanation of Component Areas Included in Plans

The evidence teachers' documentation should reflect:

Component Area 1 (30 hours for each certification for teachers)

- Knowledge of Subject or Field of Specialization
- This component addresses the individual's command of knowledge related to his/her primary teaching or special service assignment.

Components Areas 2-3 (45 hours for Teachers)

- Component Area 2 - Professional Skills
 - This component relates to knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject and content areas taught and for which recertification is sought.
- Component Area 3 - Knowledge of Learners and Learning
 - This component relates to knowledge of learners and learning as they relate to school and district goals in order to increase student achievement.

Summary of Recertification Requirements for Teachers Using Clock Hours

The situations described below highlight the differences in requirements for recertification.

One Endorsement: A professional staff member with one endorsement needs 75 clock hours with 30 of those hours in his/her knowledge of subject or field of specialization. The remaining 45 hours can be earned in component areas 2 and 3.

- 1 Endorsement Area x 30 hours (component 1) = 30 hours
- Other areas (component 2, 3) = 45 hours
- Total = 75 hours

Two Endorsements: A staff member with two endorsements needs 105 clock hours with 30 hours in each field of specialization for which they are certified (e.g. 30 hours in English and 30

hours in learning disabilities). Of the remaining 45 hours, they can be earned in component areas 2 and 3

- 2 Endorsement Areas x 30 hours (component 1) = 60 hours
- Other areas (component 2,3) = 45 hours
- Total = 105 hours

Multiple Endorsements: For each additional endorsement, a staff member must earn an additional 30 hours to keep current and recertified every three years.

Summary of Recertification Requirements for Paraprofessionals

The State Board of Education mandates that each school district in New Hampshire will be responsible for overseeing the recertification of all professional staff members. The Professional Development Master Plan is designed to help professional staff members meet recertification requirements. After a paraprofessional receives initial certification, s/he must develop a Professional Development Plan that includes an accumulation of a minimum of 50 continuing education units for formal professional development addressing school or district goals and content areas.

The evidence paraprofessionals' documentation should reflect:

- knowledge of effective developmentally appropriate teaching strategies and best practices for the subject and content areas in which they work.
- knowledge of learners and learning.

A paraprofessional needs a minimum of 50 hours of professional growth. Professional growth is the acquisition of additional information or skill related to one's role as a paraprofessional. It consists of such activities as college courses, local in-service seminars or workshops, institutes, independent study, and research. While we recognize the value of work experience and volunteer activities in one's personal growth, these experiences do not in themselves constitute professional growth for recertification purposes. However, if one receives training for such experiences, that training may constitute growth if it relates to improved performance as a paraprofessional.

Documentation of Professional Learning

The ConVal School District recognizes that individual educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning. The district utilizes the electronic tracking service My Learning Plan (MLP) to record this evidence. This evidence is reflected upon through yearly evaluative meetings with supervisors to ensure continued growth of both educators and students. The following is a list of forms used to document this process.

- I. Forms used for the Professional Learning Process (see also Appendix C)
 - A. Self-Assessment of Practice
 - B. My Personal Goals
 - C. Professional Growth Plan
 - D. Self-directed PD Proposal

- E. Workshop/Conference Proposal
 - F. College Course Proposal
 - G. Proposal to Provide PD
- II. Explanations for completing these forms are located in My File Library under District Files in MLP.
 - III. After administrators approve forms submitted to them in MLP, the forms will automatically be forwarded to the central office for review.
 - IV. Teachers will be notified by the SAU that they can go online to NHDOE to complete the certification process. The staff member will be recommended for renewal via EIS (Educator Information System) and will be notified via email when this has been completed. It is the staff member's responsibility to complete the process via Single-Sign-On and pay the appropriate renewal fee. This fee may be reimbursed by the SAU.

Appeals Process for Individuals with Disagreements and the Approval Authority

- I. Teacher and Administrator submit plan to the committee for review prior to any formal meeting.
- II. Meeting scheduled within seven school days.
- III. Parties present supporting arguments to the committee.
- IV. Committee will seek and identify common ground.
- V. Committee seeks to mediate disputed items.
- VI. If mediation fails to produce an agreement, the committee decides on a written resolution within seven school days.
- VII. If decision is unacceptable to either party, either may appeal to Superintendent within seven school days.
- VIII. The Superintendent will hear the appeal within seven school days and render a final decision.

APPENDIX A – ACTIVITY DESCRIPTION, REQUIREMENTS, AND EVIDENCE

Activity	Description	Evidence of Completion* *This is a non-exhaustive list of examples,
Independent Study and Immersion in Content Area	This area provides opportunities for teachers to engage in learning what they are expected to practice in their classrooms. For their own professional growth, teachers need to have authentic experiences outside of the classroom. 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. This type of professional development is best suited for summer work/activities, when teachers can become part of a team in a business or research setting and bring the experience back to class.	<ul style="list-style-type: none"> • Pre-assessment or data detailing a student/teacher need • Detailed log/journal • Written reflections, papers or projects, • Curriculum, materials developed for classroom use, • Post-assessment or data detailing student/teacher improvement/implementation of developed work
Examining Student Work and Student Thinking	Carefully examining student work and products to better understand students' thinking and learning strategies in order to identify learning needs and appropriate teaching strategies, as well as resources and materials. (Examples: rubric development, review national, state, and district test results, aligning new standards to curriculum, examining student work collectively as a team.) These examples lead to sharing standards that will guide instructional practices. This includes work above the usual job-related teaching responsibilities.	<ul style="list-style-type: none"> • Copies of student work examined • Copies of rubrics developed • Meeting dates & discussion notes • Recommendations or changes to be implemented based on data trends
Technology for Professional Learning	This strategy involves using various kinds of technology to learn content and pedagogy, including but not limited to computers, telecommunication (teleconferencing), distance learning, video conferencing, webinars, online tutorials, courses, and video disc technology.	<ul style="list-style-type: none"> • Certificate • Bibliography of resources • Discussion notes • Screenshots • Log • Reflection on application of new skills
Professional Reading, Video, and Audio Tapes	This strategy provides opportunities to reflect on teaching and learning through professional journals, books, videos, podcasts, and audiotapes. 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 or teaching methodologies will be gained.	<ul style="list-style-type: none"> • Written Reflection • Staff Presentation • Detailed Log/Journal
Creating a New "Product"	Developing some kind of "product." Products can be something for the classroom, school, or district. Examples of products could include: instructional units, new classroom management approach, handbooks, lab manuals, multimedia presentations, website development, etc.	<ul style="list-style-type: none"> • The product or representation of it • Timesheet • Proof of application of new product (unit, approach, handbooks, lab manuals, presentations, websites, etc.) to improve student learning

Activity	Description	Evidence of Completion* *This is a non-exhaustive list of examples.
Curriculum, Instruction, Lesson Study, and Assessment Development	Developing new curriculum, creating new instruction units, evaluating current lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.	<ul style="list-style-type: none"> • Curriculum document • Lesson plans • Written reflection • Staff presentation/ In-house workshop
Piloting New Curriculum or Program	Developing and/or implementing new curriculum, creating new instructional units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.	<ul style="list-style-type: none"> • Curriculum document • Lesson plans • Written reflection • Staff presentation/ In-house workshop • Program implementation plan
Committees	Committee work constitutes various building and district-wide committees. Committee work may require long and short-term commitments as well as full day off-site work sessions, and summer involvement. This type of commitment promotes a harmonious environment, and contributes to a healthy learning culture.	<ul style="list-style-type: none"> • Notes • Meeting dates • Written Reflection • Staff Meeting Updates • Attendance Logs
Collaborative Discussion/Study Groups	Study groups engage in regular, structured, and collaborative interaction regarding topics identified by the group. This could also include membership in online communities and the collaboration between individual teachers providing opportunities to discuss classroom strategies techniques, resources, teaching, pedagogy, research and educational trends.	<ul style="list-style-type: none"> • Meeting dates • Written reflection • Staff meeting sharing
Professional Networks	<p>A network is an organized professional community that shares a common purpose. It links with one another to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems.</p> <p>Examples NCTM, ASCD, MENC, NHASP, NEA, CHADD, List Serve, Blackboard, etc.</p>	<ul style="list-style-type: none"> • Notes • Meeting dates • Written reflection • Sharing with peers and staff
Mentoring/Coaching	Serving as a formal mentor/coach or in Contoocook Valley Mentor Program Peer Partner or Supervising Teacher for another educator.	<ul style="list-style-type: none"> • List of written goals • Mentor Log • Written reflection with meeting dates • Peer partner checklist
Partnerships	Educators working in collaborative partnership with a business, industry, university or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills	<ul style="list-style-type: none"> • Written reflection • Detailed log journal • Projects • Reflection piece • Meeting agenda • Notes

Activity	Description	Evidence of Completion* *This is a non-exhaustive list of examples.
Developing Professional Developers (for in-house workshops)	The strategy of developing professional developers designates teachers, administrators, or other school personnel as leaders. Teachers who serve as professional developers increase their own knowledge and skills well beyond what they need to teach students. These individuals are responsible for preparing others to use new programs, strategies, ideas, or participate in change.	<ul style="list-style-type: none"> • Record of professional development presentation • Reflection • Notes/Log
Action Research	Examining one's own teaching or professional practice and its impact on students by engaging in a research project in one's classroom or work. Action Research is a means for systematically examining the impact of district, school and classroom practices on student learning and related student outcomes with the intention of solving the problem, resolving the issue, or making an informed decision. It involves a cyclical process of: <ul style="list-style-type: none"> • Identifying a focus • Designing the study • Collecting, analyzing and interpreting the data • Communicating the outcomes • Taking action based upon the results 	<ul style="list-style-type: none"> • Approval from the superintendent • Written document • Reflection • Share results with appropriate audience • Other evidence of impact on student learning
Professional Learning Communities	District PLC for grade level or subject area.	<ul style="list-style-type: none"> • Notes • Meeting dates • Written reflection • Staff meeting updates • Attendance logs
Observations	Educators observe peers.	<ul style="list-style-type: none"> • Notes • Written reflections • Photographs
College or Graduate work	Educator completes coursework from an accredited higher education institution.	<ul style="list-style-type: none"> • Transcript
Workshops, Webinars, Professional Conferences	Workshops, webinars, and professional conferences must directly relate to IPDP goals and/or is a need based upon administrative directive	<ul style="list-style-type: none"> • Certificate of completion • Reflection upon newly acquired skills and their impact on student learning

APPENDIX B – SABBATICAL LEAVE

Sabbatical leave is for the purpose of enabling the staff members to develop professionally in a manner consistent with District goals.

Fiscal Implications

- II. A staff member is eligible for a Sabbatical leave with seven years of service to the Contoocook Valley School District, the last four of which shall be consecutive. The seven years shall be accrued in no more than ten years.
- III. Sabbaticals may be funded:
 - A. By the School Board upon recommendation of the Superintendent.
 - B. When economically feasible.
 - C. When replacement staffing can be arranged.
- IV. No more than two members of the teaching/professional staff and no more than three members of the total staff shall be on Sabbatical leave at any given time. The Professional Development Committee reserves the right not to recommend any Sabbaticals.
- V. A Sabbatical may consist of any period of time up to and including one full school year.
- VI. Pay may be distributed as either full payment or partial payment as determined by the Contoocook Valley School Board. Full pay may be distributed only for a period of one-half year or less.
- VII. Requests for full year leave must be received by the Professional Development Committee no later than November 1st in the year preceding the year for which the Sabbatical is requested.
- VIII. Requests for a partial year's leave must be received by the Professional Development Committee no later than November 1st of the fiscal year preceding the half-year for which the Sabbatical is requested, following the same procedure as for full year requests.
- IX. All requests for Sabbatical leave shall be forwarded to the Superintendent or his/her designee by the Professional Development Committee with recommendations for approval/disapproval by November 30th in the academic year preceding year requested.
- X. Upon return from Sabbatical leave, a staff member shall be placed on the salary schedule at the level which would have been achieved had the member been actively employed in the system during the period of absence.
- XI. A staff member on Sabbatical leave shall not be paid for sick/personal time but may continue to accumulate sick/personal time during the period of the Sabbatical.
- XII. All other fringe benefits shall continue in effect, contingent on the staff member's eligibility and continuing the required contributions.
- XIII. Salary will be in the usual installments, based on the salary the staff member would have received if actively employed in the District that year.
- XIV. Pay shall not include reimbursement for personal expenses as a result of the Sabbatical Leave.

- XV. Salary to be received by staff member:
- A. one-half contracted pay for a full school year
 - B. contracted pay for one-half school year
 - C. contracted pay for a period less than one-half the school year.
- XVI. A staff member on Sabbatical for less than a full year is required to work at a regular staff position for the part of the year not on Sabbatical.
- XVII. Sabbaticals shall begin at a time agreeable to the individual, Professional Development Committee, and the proper administrative authority.
- XVIII. As a condition of final approval for Sabbatical leave, a staff member must file, with the Superintendent of Schools, the provided contract agreement that stipulates that the member will return to service in the ConVal School District for a period of two full school years immediately following the school year in which the Sabbatical was taken. Nothing in this agreement should imply or otherwise guarantee employment for any length of time pursuant to RSA 189:14-a. On returning, the position offered shall be one that best serves the school district as determined by the Superintendent, provided that the member shall not be assigned outside his/her area of certified qualifications.
- XIX. If a staff member terminates employment with the district prior to completion of this required two year period, the member must repay the Contoocook Valley School District, on a prorated basis within a five year period, the full amount of salary and expenses granted by the district for the Sabbatical. The staff member shall sign a statement in the form of a promissory note indicating the amounts, method, and schedule of repayments required. Repayment is not required in the event of death or permanent disability.

Application Requirements

Individuals interested in applying for a Sabbatical leave need to complete a Sabbatical Leave Application. Please contact the Assistant Superintendent's office for an application. Requests for Sabbatical leave shall include:

- Purpose of Sabbatical Leave
- Compatibility with District goals
- Details of the Proposed Plan
- Means of Evaluation
- Timeline
- Contributions to Professional Development in Relation to Assignment
- Benefit to District, School, and Students
- Tangible Products
- Sharing the Outcomes of the Sabbatical with District and/or School Community Members

Steps in Requesting Sabbatical Leave

Person Responsible	Action
Candidate	Submit completed application form to the Professional Development Committee by November 1st of year preceding proposed sabbatical leave time.
Candidate	Present to the Professional Development Committee.
Professional Development Committee	If approved, forward recommendation to Superintendent for his/her consideration.
Candidate	May be asked by the Superintendent to present to the School Board.
Superintendent	Submits sabbatical request to the Human Resource Director.
Human Resource Director	Forward the request to the full Board with recommendations regarding approval and funding.
Professional Development Committee	Inform candidate of status of Sabbatical Application.
Candidate	Upon approval of the sabbatical request, file the Agreement that stipulates the staff member will return to the ConVal School District for a period of two full years immediately following the school year in which the Sabbatical Leave was taken.

When the Sabbatical is completed, and within one month of the staff member's return to work, a formal presentation and valid written report and completed Professional Development Evaluation form, which reflects specific key results/outcomes and/or deliverables of the original proposal, will be submitted to the Professional Development Committee. The School Board will also require a formal presentation from the staff member.

The Professional Development Evaluation form is to be completed by the staff member and his/her supervisor. It is the responsibility of the Professional Development Committee to determine the validity of this report in accordance with stated goals and objectives of the project and whether or not the specific key results/outcomes and/or deliverables were successfully completed. The Professional Development Committee will accept the report or return it to the staff member for additional information. The committee's findings will be reported to the Superintendent of Schools for review and further action if necessary.

Failure to successfully complete or lack of closure of this project will result in the staff member repaying the Contoocook Valley School District, within a five-year period, the full amount of salary and expenses incurred by the District for the Sabbatical Leave. The staff member must sign a statement in the form of a promissory note indicating the amount, method, and schedule of repayments required.

APPENDIX C – PROFESSIONAL DEVELOPMENT FORMS

My Personal Goals

Personal Goals	
Goal	
Goal Name/Title	<input type="text"/>
Description (max. 1000 chars)	<input type="text"/>
Active	<input checked="" type="radio"/> Yes <input type="radio"/> No 
<input type="button" value="Save"/>	

Professional Growth Plan

Personal/IPDP Information	
Name	<input type="text"/>
Teaching Assignment	<input type="text"/>
School Year for which the IPDP Applies	
Start Date	<input type="text" value="31"/>
End Date	<input type="text" value="31"/>
What District and Personal Goal(s) and Objective(s) will you meet?	
Select At Least One District Objective and One Personal Objective	<input type="checkbox"/> Goal : Student Achievement/Performance <input type="checkbox"/> High Quality Educational Opportunities <input type="checkbox"/> Goal : Culture & Community <input type="checkbox"/> Responsive, Caring, and High-achieving Culture <input type="checkbox"/> Goal : Organizational Structure <input type="checkbox"/> Equitable High Quality Resources and Opportunities <input type="checkbox"/> Goal : Operations (including Personnel, Leadership, Facilities, and Tech <input type="checkbox"/> Best Practices around Facilities, Personnel <input type="checkbox"/> Goal : Personal <input type="checkbox"/> Professional Development for Administrators
What Building Goal(s) and Objective(s) will you meet?	
Select At Least One Building Goal	<input type="checkbox"/> ADMIN:Communication <input type="checkbox"/> ADMIN:Educationally Sound Organizational Structure Options <input type="checkbox"/> ADMIN:Targeted Professional Development Master Plan

How do you plan on meeting the District Goal/Objective?

 Characters left **2048**

How do you plan on meeting the Building Goal/Objective?

 Characters left **2048**

How do you plan on meeting the Personal Goal/Objective?

 Characters left **2048**

Comments

 Characters left **2048**

Finish

Self-directed PD Proposal

Self-Directed PD Proposal

Use this form to enroll in an in-district activity.

Activity Information

Activity Title

Section/Course Code

Activity Format/Type

Description

 Characters left **2048**

Instructor Name

URL for Description

Dates

of Meetings

MeetingDate 1

Meeting 1 Date

Start & End Time :00 To :00

Location

Sub Needed for Date #1 Yes No

Absence Period1 FULLDAY AM PM No Absence

Location of Absence1

Provider

Provider

If not on list, enter here

Hours/Credits

Enter the number of Hours OR the number of Credits you are seeking for this activity

Hours

Credits

Category(s)

Certificate Alignment NOT APPLICABLE
 Principal - EEC (Jun 30 2019)
 Reading and Writing Specialist - EEC (Jun 30 2019)
 Elementary Education K-8 - EEC (Jun 30 2019)
 Superintendent - EEC (Jun 30 2019)

Goal(s) and Objective(s)

Select At Least One District Objective

- Goal : Student Achievement/Performance**
 - High Quality Educational Opportunities
- Goal : Culture & Community**
 - Responsive, Caring, and High-achieving Culture
- Goal : Organizational Structure**
 - Equitable High Quality Resources and Opportunities
- Goal : Operations (including Personnel, Leadership, Facilities, and Tech**
 - Best Practices around Facilities, Personnel
- Goal : Personal**
 - Professional Development for Administrators

Comments

Comments



Characters left **2048**

Finish

Workshop/Conference Proposal

Workshop/Conf Proposal

Activity/Training Details

This section contains basic information about the activity.

Activity Title

Format/Type

--- Click To Select ---

Description



Characters left **2048**

Website for Description

Clock Hours Requested

Enter the number of Hours you are seeking for this activity.

Clock Hours

Hours Distribution

Categories

If you selected 'Knowledge of the subject or content area' above, then you MUST identify your Endorsement/Certificate Area below:

- Certificate Alignment
- AREAS OF GENERAL KNOWLEDGE
 - Principal - EEC (Jun 30 2019)
 - Reading and Writing Specialist - EEC (Jun 30 2019)
 - Elementary Education K-8 - EEC (Jun 30 2019)
 - Superintendent - EEC (Jun 30 2019)

Dates/Times/Locations

of Meetings

MeetingDate 1

Meeting 1 Date

Start & End Time :00 To :00

Location

Sub Needed for Date #1 Yes No

Absence Period1 FULLDAY AM PM No Absence

Location of Absence1

Provider

Provider

If not on list, enter here

Estimated Costs

Upon completion of the activity, all expenses must be documented by an ITEMIZED Receipt and attached as evidence when you Mark Complete.

Registration Fee

Lodging (\$100 max per day)

Other (explain in Comments)

REQUEST FOR ADVANCED PAYMENT (Prior to Activity Completion)

I agree that if I do not complete, pass and provide appropriate documentation (Transcript, Certificate of Attendance, etc.) for the course/workshop, the funds provided by the Professional Development or Tuition will be reimbursed by me.

- REGISTRATION/LODGING FEE REQUESTED
- COLLEGE COURSE/TUITION FEE REQUESTED

Alignment to District Goal and Objective

Select **ONE** District Objective

Goal : **Student Achievement/Performance**

High Quality Educational Opportunities

Goal : **Culture & Community**

Responsive, Caring, and High-achieving Culture

Goal : **Organizational Structure**

Equitable High Quality Resources and Opportunities

Goal : **Operations (including Personnel, Leadership, Facilities, and Tech**

Best Practices around Facilities, Personnel

Goal : **Personal**

Professional Development for Administrators

Alignment to School Goals

Select Bldg Goal(s)

ADMIN:Communication

ADMIN:Educationally Sound Organizational Structure Options

ADMIN:Targeted Professional Development Master Plan

Describe how this activity relates to your plan or district/school goal. (Be clear and specific.)

Describe



Characters left **2048**

Supplemental File Attachments/Documents

To attach a file, you must first load that file into your 'My File Library' on the top left side of the site. Once a document is loaded there, it will be available for you to include in this form submission.

Comments

Comments



Characters left **2048**

Finish

Submit

Save as Draft

College Course Proposal

College Course Approval & Tuition Reimbursement	
Use this form for ALL activities for which college credits are earned.	
Course Information	
Course Title	<input type="text"/>
Course No.	<input type="text"/>
Description	<input type="text"/>
	 Characters left 2048
URL for Description	<input type="text"/>
Course Dates	
Start Date	<input type="text" value="31"/>
End Date	<input type="text" value="31"/>
Course Semester	<input type="text" value="-- Click To Select --"/>
Name of Institution Offering Courses:	
Provider	<input type="text" value="-- Click To Select --"/>
If not on list, enter here	<input type="text"/>
Add a Supplemental File	

Credit/Tuition Fees

Cost per Credit \$

Credits

Reimbursement Requested \$

Goal(s) and Objective(s)

Select At Least One District Objective

- Goal : Student Achievement/Performance**
 - High Quality Educational Opportunities
- Goal : Culture & Community**
 - Responsive, Caring, and High-achieving Culture
- Goal : Organizational Structure**
 - Equitable High Quality Resources and Opportunities
- Goal : Operations (including Personnel, Leadership, Facilities, and Tech)**
 - Best Practices around Facilities, Personnel
- Goal : Personal**
 - Professional Development for Administrators

Alignment to Building Goal(s)

Building Goal(s)

- ADMIN:Communication
- ADMIN:Educationally Sound Organizational Structure Options
- ADMIN:Targeted Professional Development Master Plan

Hours Distribution

Hours Requested

Categories

If you selected 'Knowledge of the subject or content area' above, then you MUST identify your Endorsement/Certificate Area below:

Certificate Area

- AREAS OF GENERAL KNOWLEDGE
- Principal - EEC (Jun 30 2019)
- Reading and Writing Specialist - EEC (Jun 30 2019)
- Elementary Education K-8 - EEC (Jun 30 2019)
- Superintendent - EEC (Jun 30 2019)

Comments

Comments

 Characters left **2048**

Finish

Upon completion of this course, you must attached your grade report when you Mark Complete. You will not be approved for any credits until those documents have been received.

Proposal to Provide PD

Proposal to Provide PD

Please use this form to propose an in district workshop to be offered to other ConVal staff.

Activity Information

Activity Title

Description



Characters left **2048**

Max Participants

Website for Description

Instructor

MLP Instructor

---Not Assigned---

- Aborn, Sandra
- Alese, Marian
- Bando, Joan
- Bates, Helena
- Bernardi, Judith
- Blais, Alexandra
- Cannon, Barbara
- Chandler, Kimberly
- Christensen, Jennifer
- Christian- Coates, Cari

Instructor Name (if not on list)

Meeting Dates/Times/Locations

of Meetings

MeetingDate 1

Meeting 1 Date

Start & End Time :00 To :00

Location

Provider

Provider

If not on list, enter here

Costs

Registration Fee

Hours

Enter the number of Hours you estimate for this activity

Hours

Goal(s) and Objective(s)

Select One Goal/Objective

Goal : Student Achievement/Performance

High Quality Educational Opportunities

Goal : Culture & Community

Responsive, Caring, and High-achieving Culture

Goal : Organizational Structure

Equitable High Quality Resources and Opportunities

Goal : Operations (including Personnel, Leadership, Facilities, and Tech

Best Practices around Facilities, Personnel

Goal : Personal

Professional Development for Administrators

Bldg Goal(s)

ADMIN:Communication

ADMIN:Educationally Sound Organizational Structure Options

ADMIN:Targeted Professional Development Master Plan

Finish

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