

**CONTOOCOOK VALLEY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT MASTER PLAN**

JULY 2012 – JUNE 2017



APPROVED BY THE CONVAL SCHOOL BOARD ON JUNE 19, 2012

APPROVED BY THE STATE OF NEW HAMPSHIRE ON

TABLE OF CONTENTS

Professional Development Committee Members	Page 3
ConVal School District School Board Members	Page 4
Statement of Purpose	Page 5-6
Professional Plan Goals & District/School Goals	Pages 7-19
Professional Development Committee Guidelines	Pages 20-25
Recertification	Pages 26-28
Sabbatical Leave	Pages 29-31
Identification of Student Learning Needs	Page 32
Data Utilization	Page 32-34
Accountability for Student Performance	Pages 34-36
State Curriculum Frameworks	Page 37
Teacher Competencies	Page 38
Professional Development Activities	Pages 38-43
Evaluation Component	Pages 44
Recertification for Licensed Professionals	Pages 44
Professional Development Forms	Pages 45-49
Master Plan Approval Signatures	Page 50
ConVal District Assessment Model – Appendix A	Pages 51-52
Professional Development Profile Survey – Appendix B	Page 53-71

PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

ConVal High School	Gib West
Great Brook School South Meadow School	Nancy Blair
Peterborough Elementary, Dublin Consolidated & Temple Elementary	Cynthia D'Andrea
Antrim Elementary & Pierce Elementary	Claudia Sysyn
Hancock Elementary, Francestown Elementary & Greenfield Elementary	Katie Richardson
Administrators	Kimberly Saunders, Assistant Superintendent Niki McGettigan, TES Principal
PD Administrative Assistant	Samantha Smith
ConVal School Board	Beverly Bacon
Community Representative	Denise McLenon

CONVAL SCHOOL BOARD MEMBERS

TOWN OF ANTRIM	Mary Allen Crista Salamy
TOWN OF BENNINGTON	Linda Quintanilha
TOWN OF DUBLIN	Mary Loftis
TOWN OF FRANCESTOWN	Stewart Brock
TOWN OF GREENFIELD	Myron Steere
TOWN OF HANCOCK	George Kidd (Vice-Chair)
TOWN OF PETERBOROUGH	Beverly Bacon Joel Green Butch Estey (Chair) Erik Thibault
TOWN OF SHARON	Matthew Craig
TOWN OF TEMPLE	David Martz

**CONVAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT COMMITTEE
MASTER PLAN**

STATEMENT OF PURPOSE

The ConVal School District believes that the goal of professional development is to enhance individual and organizational capacity to improve student learning through knowledge of subject and content areas, learners and learning, and effective teaching strategies and best practices.

We believe professional development that improves the learning of all students prepares educators to

- Understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement.
- Be skillful users of education research; study research before adopting improvement strategies; participate in a variety of learning strategies; use technology to support learning goals; collaborate; and implement a variety of follow-up activities following each new initiative.
- Work with knowledge and skills to involve families and other stakeholders appropriately.

Articulation of the relationship of the professional plan goals to district/school goals. [512.02 (c) (3)]

Our professional development master plan outlines the process for identifying individual, school, and district goals and supports the professional development activities that will achieve them. Student improvement is the paramount consideration in the setting of these goals.

Our school district employs a variety of methods to evaluate student progress. The district goals, developed by a representative group of school and community members, are stated in the Local Education Improvement Plan, which is maintained, evaluated, and updated by the Superintendent in collaboration with the School Board.

Principals collaborate with staff and community to set school goals based on student data, educational research, and national trends. Each school maintains a written process for establishing and evaluating school goals. Each principal ensures that staff and community members understand that process. Written school goals are developed and reviewed yearly and published no later than the first day of school each year. The principal makes yearly reports to the appropriate School Board sub-committee and constituents on their progress in accomplishing school goals.

The professional development master plan provides opportunities for all staff to meet their individual needs and to satisfy district and state requirements. We recognize the value of individual professional growth opportunities as well as sharing knowledge

among peers. The professional development committee's role has changed from overseeing the recertification process to identifying opportunities for job-embedded professional development, encouraging workshops run by district personnel, and evaluating outside sources of knowledge and skills, all within the goals of the district.

Full-time staff are allowed \$400.00 each per year for workshops and conferences and \$2748.00 each per year for tuition for courses that support school and district goals. Staff may apply for additional funds pending availability at the end of the fiscal year. Part-time staff may apply for funding for workshops, conferences, and tuition prorated to contracted hours. In addition, each staff member is guaranteed at least one substitute day for approved professional development activities. Funding for administrators to attend workshops and conferences is established by agreement with the School Board. In addition to funding and substitute time, the ConVal School District provides on-line training and in-house workshops by independent presenters and district staff.

The funding for the administrators to attend workshops and conferences is established within an agreement by the administrative group and the ConVal District School Board.

Professional Development Plans are to be developed cooperatively with the supervisor. The plan shall include identified areas of growth, as indicated through the evaluation process. Professional development goals are the responsibility of each principal. Principals will collaborate with staff and community members to set school goals. Goals are developed based on student performance data and current educational research. Each school will maintain a written process for establishing and evaluating school goals. Each principal will ensure staff and community members understand the written process. Written school goals will be developed and reviewed yearly and published no later than the 1st day of school each year. The principal will make yearly reports to the appropriate ConVal District School Board Sub-Committee and constituents about progress in accomplishing the school goals.

Necessary Elements of Comprehensive Planning

- 1. Community Involvement**
- 2. Standards for Student Learning**
- 3. Conditions for Learning**
- 4. Communication of Information**
- 5. Effective Use of Resources**
- 6. Professional Development**
- 7. Improving Educational Governance and Management**
- 8. Use of Technology**
- 9. Private / Nonpublic School Involvement**
- 10. Data**
- 11. Ongoing Assessment and Evaluation Components**
- 12. Equity**

ConVal School District

SAU #1

Goals and Guiding Principles

*The greater danger for most of us
is not that our aim is too high and
we miss it, but that it is too low
and we reach it.*

Michelangelo Buonarroti
1475-1564

The ConVal School District, in partnership with its member communities, will support and cultivate a quality school system that prepares students for a rapidly, radically changing future. A ConVal student's education experience will:

- ◆ Balance traditional knowledge and skills with innovative, real-world applications
- ◆ Foster critical thinking and problem solving, both individual and collaborative
- ◆ Draw the school, family and community together to instill student responsibility, respect and citizenship
- ◆ Inspire the development of strong internal standards of quality

The ConVal School District believes:

- ◆ All students have the ability and right to learn
- ◆ Learning is both an individual and collaborative endeavor
- ◆ Parents, teachers and the community must set high expectations for student growth and learning
- ◆ All schools must provide a positive, safe, caring environment for teaching and learning
- ◆ Community service is an integral component of students' educational experience
- ◆ All schools must be committed to continuous, on-going improvement
- ◆ Self-discipline, curiosity, intrinsic motivation plus social and academic skills are necessary for lifelong learning
- ◆ Students must be learn 21st century skills to be successful in our ever-changing technological society
- ◆ All schools are responsible for fairness and freedom from bias in their programs and practices

Goal #1

The ConVal School District will maintain high-quality learning environments

1. The School District will maintain safe physical schools and grounds.

Indicators:

- School facilities adhere to all local, state, and federal requirements for physical plant and grounds
- Emergency management plan that is continuously reviewed and improved
- Long range maintenance master plan

2. The School District will create a culture that promotes innovation, healthy relationships and success.

Indicators:

- Increased level of attendance for students and staff
- Reduced student disciplinary referrals
- Increased academic success
- Student-initiated learning

3. The School District will provide support for the physical, social, and academic needs of students and communities.

Indicators:

- Appropriate level of staffing for a school's student population and capacity of the physical facility
- Increased parent and community involvement with the schools
- Expanded options that involve students in alternative learning opportunities
- Expanded social curriculum that promotes positive social skills
- Appropriate resources that support individual, small, and large group learning opportunities
- School and community programs that support positive physical education and life-long recreational activities

4. The School District will provide students with opportunities to enrich and extend their learning.

Indicators:

- Availability of extended learning opportunities for all students
- Comprehensive offering of elective courses available at ConVal High School
- Arts enrichment program for all elementary schools
- On-line opportunities afforded to all students

5. The School District will supply resources and support necessary for quality education.

Indicators:

- Appropriate school budgets

Goal # 2

The ConVal School District will establish curricula that are standards based and reflect essential knowledge, skills and values necessary for students to be successful life-long learners.

- 1. The School District will maintain an updated, clearly articulated, relevant, balanced curriculum.**

Indicators:

- Current curriculum documents for each curriculum area
- Curricular policies and documents reviewed on a five year cycle
- Curriculum that reflects local community needs
- Curriculum aligned with Common Core Standards

- 2. The School District will assess student progress towards curriculum goals.**

Indicators:

- Annual report on student assessment data
- Assessment data that measures individual student progress
- Teachers will use assessment data to inform instruction

- 3. The School District will revise curriculum and professional practices based on data analysis.**

Indicators:

- School action plans that address strengths and weaknesses in programming and practices as identified through assessments
- Staff members' professional development plans that address district goals, school goals, and individual growth plans
- Clear set of articulated performance standards based on Danielson's Framework for teaching

- 4. The ConVal School District will include integrated critical thinking, technology, collaborative, and real-world problem solving skills in all curricular areas.**

Indicators:

- Students and staff demonstrate technological competence as identified in the district technology plan
- Curriculum and instruction make direct connections between classroom learning and "real world" applications
- Graduates surveyed at 1, 3, and 5 year intervals after graduation

Goal #3

The ConVal School District will hire, train, and retain a highly competent, effective staff.

- 1. The School District will establish a fair, efficient process for hiring highly qualified staff.**

Indicators:

- Administrators familiar with current interviewing and hiring practices
- Clear, articulated, measurable job descriptions for all positions.
- Multiple recruitment methods utilized

- 2. The School District will support continuous professional development that improves teacher effectiveness and student learning.**

Indicators:

- An approved Professional Development Master Plan that includes methods to measure the effectiveness of the plan
- An evaluation system that identifies best practices and supports each staff members attainment of district standards
- District mentoring programs that support new staff
- Readily accessible technology equipment and training for all staff
- Competitive, creative compensation packages for all district staff
- Opportunities for professional growth within the school district
- Recognition and appreciation of excellence

- 3. The School District will collaborate with businesses and institutions of higher education to promote teacher preparation and opportunities for professional growth**

Indicators:

- Quality student teacher and practicum programs
- Participation in fellowship and sabbatical programs
- Appropriate staff externship programs with local companies

Goal #4

The ConVal School District will provide core instructional programs that meet the needs of all learners.

- 1. The School District will provide educational programs that set high expectations and provide learners with 21st century knowledge and skills.**

Indicators:

At levels as provided in the district curriculum, students will:

- Demonstrate competency
 - Demonstrate critical thinking skills
 - Demonstrate problem solving skills (Analysis, synthesis and evaluation of information)
 - Demonstrate communications skills
 - Demonstrate interpersonal skills
 - Demonstrate self discipline
 - Demonstrate lifelong physical activity skills
- 2. The School District will collaborate with other organizations to meet the ever-changing educational needs of all students.**

Indicators:

- Articulation agreements with other institutions
- Local post graduate education opportunities
- Mentoring programs
- Business internships
- Adult education opportunities
- Distance learning programs

- 3. The School District will provide programs that meet the ever-changing professional needs of all teachers and staff.**

Indicators:

- Locally created professional development programs
- Professional Development opportunities that increase and enhance student learning and student achievement

Goal #5

The ConVal School District will collaborate with families, businesses, and community organizations to support the developmental, social, and academic needs of all students and the effective use of community resources.

- 1. The school district will work with community organizations and town governments to maximize the effective use of community resources.**

Indicators:

- Joint purchases/contracts
- Parents and non-parents involved in school activities
- High levels of volunteerism
- District web site links to town resources
- Service learning activities are focused on the greater community
- School district voting data shows broad community support

- 2. The school district will provide a variety of opportunities to advance communication necessary to improve student learning.**

Indicators:

- Clear, realistic goals for learning and high standards of behavior and academic work.
- Parents participate in identifying academic and personal goals for students
- Students build and implement personalized plans for success
- Students work in collaboration with peers, teachers, and community
- Parent meetings to establish 4- year high school education plan
- Parent curriculum nights
- Wider distribution of committee minutes

- 3. The school district will provide electronic communication necessary to engage and inform parents and community members of the districts' goals and accomplishments.**

Indicators:

- Current web pages
- Electronic newsletter for distribution
- School/District web sites linked to community, state and regional sites
- Parents access to their student's work on line
- Assignments and student progress records available on line

- 4. The school district will work with local companies to advance educational opportunities.**

Indicators:

- Encourage local business to develop employment practices that will allow parents to participate in their child's school activities without penalty
- Written acknowledgement of local business support
- Student internship opportunities
- Community employee recognition programs
- Assist local companies in meeting their training needs

- 5. The school district will provide parents information to assist in helping their students be successful.**

Indicators:

- Provide parents with course syllabus and expectations
- Provide guidelines for assisting students in school
- Provide updated Parent Handbooks

Goal #6

The ConVal School District will maintain an ongoing assessment system that measures individual student growth, the effectiveness of district programs, and the level of community satisfaction.

1. The School District will utilize a variety of assessments to measure student growth.

Indicators:

- Standards-based assessment measures of student achievement and growth
- Curriculum-based assessment systems measure student academic growth
- Consistent scoring, evaluation, and reporting systems established
- Published assessment rubrics
- Electronic portfolios

2. The School District will assess the effectiveness of district program.

Indicators:

- Utilize state-mandated testing systems
- Monitor student selection of programs
- New program proposals will contain an assessment component
- A realistic cycle and process for program review and revision
- Utilize triangulation of standardized testing
- NEASC accreditation

1. The School District will engage the community in determining and assessing district and school goals.

Indicators:

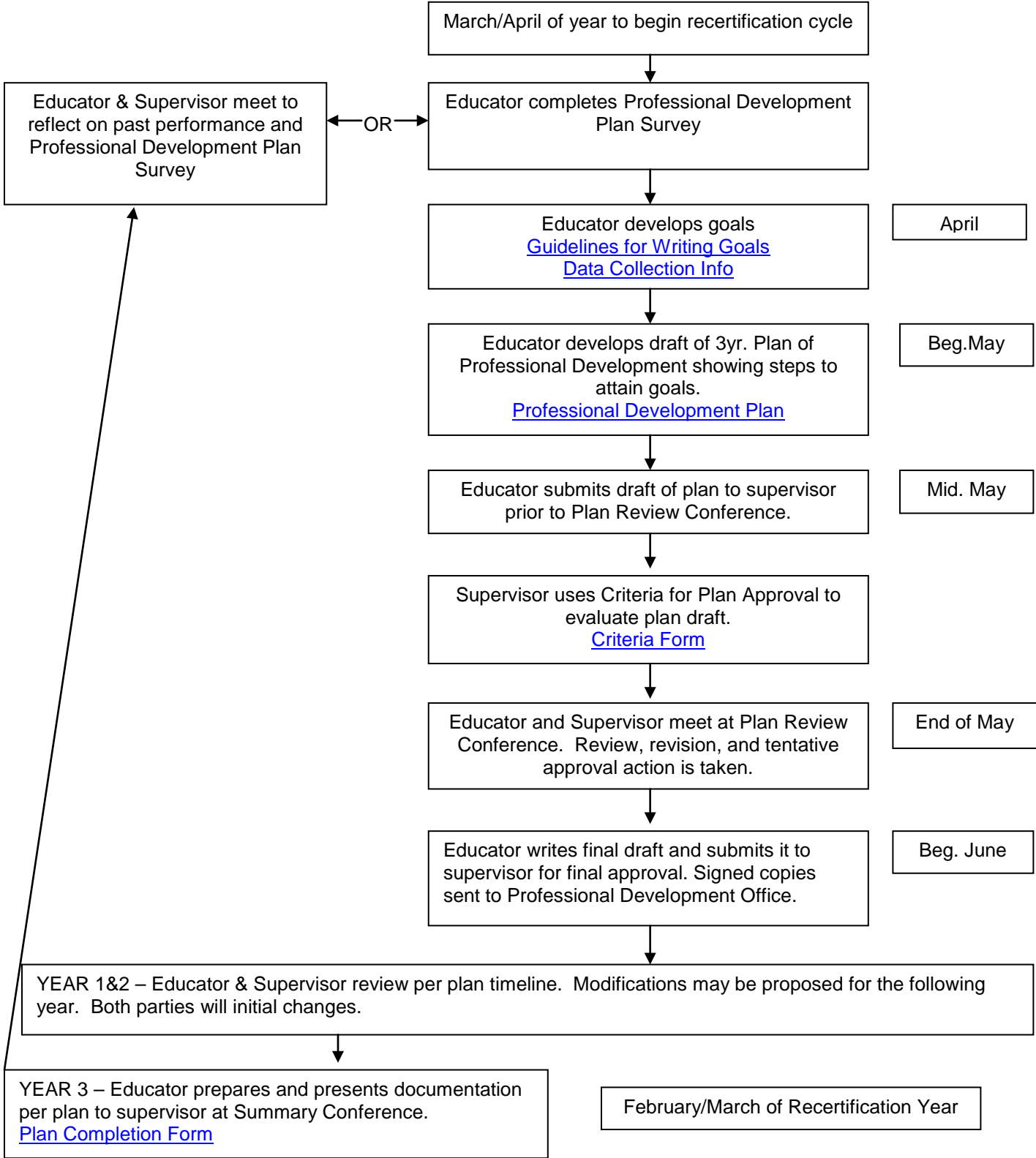
- Survey of parents and community members will show levels of satisfaction
- Community feedback circles will show high levels of familiarity of programs and goals
- Community members serve on appropriate district and school based committees
- Plans of communication that include educating parents on curricula, research based instructional strategies, and assessment

Professional Pathway Overview

	Activities	Timeline
<u>Develop Plan</u> (See <i>Strategies for Meeting Goals</i>)	<u>Year One:</u> <ol style="list-style-type: none"> 1. Educator completes Professional Development Plan Survey. 2. Educator and supervisor meet to reflect on past performance with reference Professional Development Plan Survey. 3. Educator prepares a draft of the Professional Development Plan and submits <i>prior</i> to conference. 4. Plan Review Conference is held between Educator and Supervisor. Professional Development Options, resources and supports needed, and outcomes are discussed. Review, Revision and Tentative Approval action is taken. 	Between March and May
<u>Plan</u>	Educator writes a final draft of the Professional Development Plan and submits it to the supervisor.	<u>Beginning of June</u>
<u>Reflect Document Review</u> (See <i>Strategies for Reflection, Review and Documentation</i>)	<u>Year One and Two:</u> <ul style="list-style-type: none"> • Educator and Supervisor hold review conference per Plan timeline. Modifications in plan for the following year are proposed and agreed upon. <u>Year Three:</u> <ul style="list-style-type: none"> • Educator prepares and presents documentation <u>per Plan</u> to supervisor at summary conference. 	Per Individual Plan Timeline In March of 3rd year
<u>Summary Report</u>	Supervisor submits documentation to SAU #1.	<u>By June</u>

- **Educator is defined as any staff member who holds a certification from the State Department of NH or any other licensing agency.**
- *Plan modifications may occur at any time during the cycle upon supervisory approval prior to implementation.*

Professional Development Plan Flow Chart



Professional Development Plan

- The Educator will complete the online **Professional Development Plan Survey (Appendix B)**, this survey serves two purposes. The first is as a reflection tool for individual teachers to complete and discuss with their supervisor during the goal-setting process. The second is that aggregate data will be used to plan differentiated professional development offerings. Individual results will be available electronically to be reviewed during the goal setting conference.
- The Educator and supervisor will develop a plan that will include three goals for the 3-year cycle.
- These goals will focus on one or more district and/or school goals and areas of growth as identified in the evaluation process and on the Professional Development Plan Survey. One of the three goals may be articulated by the teacher and be outside of the district and/or school goals and areas of growth as identified in the evaluation process and on the Professional Development Plan Survey, but still must be approved by the supervisor.

Guidelines for Writing Goals:

- How does this goal tie in with/connect to District/School goals/areas of growth?
- What materials/resources/supports will I need to meet this goal?
- Action planning/what will I do?
- How will what I do improve student learning in a positive way?
- How will I do it?
 - What options can I use from the **List of Strategies for Meeting Goals?**
- What is my timeline?
- How will I assess and present my results?
 - What options can I use from the **List of Strategies for Reflection, Documentation, and Review?**
- To whom will I present a summary of my achievement?

List of Possible Strategies for Meeting Goals

- a. Collegiate or graduate course work
- b. Workshops
- c. Seminars
- d. Institutes
- e. Job-embedded Activities (also described on page 40-43)
 - Independent Study and Immersion in Content Area
 - Examining Student Work and Student Thinking
 - Technology for Professional Learners
 - Professional Reading, Video, and Audio Tapes
 - Creating a New “Product”
 - Curriculum Development, Implementation, Adaptation
 - Piloting New Curriculum or Program
 - Committees
 - Collaborative Discussion/Study Groups
 - Professional Networks
 - Mentoring
 - Developing Professional Developers
 - Action Research

List of Possible Strategies for Reflection, Documentation, and Review

- Professional Portfolio: *Clear guidelines to be established with the Professional Development Plan*
- Reflective Journal
- Creating a “product”
- Parent/Student/Peer Responses
- Statistical Measures/Performance Assessments
- Case Study Analysis
- Analysis and report of collected data
- Benchmarks
- Observation Cycles: peer, supervisor
- Anecdotal Records
- Create a rubric to measure goals
- Other: suggested and agreed upon by Educator/Supervisor

The Professional Development Plan Survey may be found at the end of this plan as Appendix B.

Criteria for Professional Development Plan Approval

Criteria	Y	N	Comments
The Plan Is valid with respect to the individual's areas of certification			
The Plan includes goals that Are aligned with one or more of the district, school goals and/or areas of growth as identified through evaluation process, PD plan Survey and goal setting development between the staff member and supervisor			
How it will impact student learning.			
The Plan clearly articulates The learning activities in which the individual plans to engage			
The educational applications the individual intends to make			
The assessment instruments/procedures the individual will use to assess the impact of the educational application on student learning			
How the assessment results will be used to make adjustments in future instruction			
The Plan clearly delineates the evidence to be collected to Document individual activities (learning, application, assessment, reflection)			
Assess the impact of the individual's efforts on student learning			
The Plan includes target dates that Are reasonably aggressive but not overly ambitious			
Would lead to the timely completion of the plan			
The Plan Is substantial enough to constitute a three year process			
Is reasonable, manageable, and doable			

PROFESSIONAL DEVELOPMENT COMMITTEE GUIDELINES

MEMBERSHIP

1. **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.
2. **Resignation of Membership.** A member may resign membership 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 appoint a replacement.
3. **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.

ESTABLISHMENT OF COMMITTEE

A local Professional Development Committee shall be established by the local Superintendent in accordance with ED 512.02 section B1.

The Superintendent may consider input from professional staff, community members, and other constituent groups in making committee appointments.

ORGANIZATION

1. **Offices** - The Professional Development Committee shall include the following offices with these stipulations and duties:
 - a. **Chairperson**
 1. Elected by a committee of the whole with a majority vote.
 2. Term of office is for one year with eligibility to serve three consecutive terms.
 3. Shall call all special meetings.
 4. Shall set the agenda.
 5. Appoints subcommittee members and the chair of these committees.
 6. Carries out all other duties as directed by Superintendent.
 7. Recommends expenditures of committee funds.
 - b. **Co-Chairperson**
 1. Sits as Chairperson in the absence of the Chairperson.
 2. Elected by the committee of the whole with a majority vote.
 3. Term of office is for one year with eligibility to serve three consecutive terms.
 4. Represents the Professional Development Committee at Board of Appeal hearings.

5. Carries out all other duties assigned by the Chairperson.

c. **Professional Development Assistant**

1. As per job description.

2. **Subcommittees**

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:

- Special Event Subcommittee
- Master Plan Audit Subcommittee
- Mentor Teacher Subcommittee
- Grievance/Appeals Subcommittee
- Emergency Approval of Funding Subcommittee

TYPES OF FORMS USED BY THE PROFESSIONAL DEVELOPMENT COMMITTEE

1. The types of forms used by the Professional Development Committee are as follows:

- a. Professional Development Proposal Form
- b. Professional Development Evaluation Form
- c. Professional Development Plan Form
- d. Professional Development Plan Approval Form
- e. Professional Development Plan Completion Form
- f. In-House Course/Workshop Form

2. Forms may be obtained from any school office, the ConVal Website, the Professional Development Handbook, or from the SAU office.

3. Explanations for completing these forms will be included in the Professional Development Handbook, on line and in this publication.

4. Recertification related forms are sent to staff members after the completion of the Professional Development Plan. Administrators will submit forms to the Professional Development Office for review. The Professional Development Office will then submit to the Superintendent the Professional Development Plan Completion Form for each staff member. 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.

PROCEDURES FOR PROFESSIONAL DEVELOPMENT COMMITTEE

1. **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 the Monday preceding a regular meeting.
- b. Proposals for activities requesting Professional Growth Units must be submitted to the Professional Development Committee prior to the activity for approval or PGU's

will not be granted.

- 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 the completed Professional Development Evaluation Form and any supporting materials. In the case of college courses, the staff member must also submit a transcript of credit.
- e. Advance payment for activities and courses may be requested in accordance with the contractual agreement. If activity is not completed, the funds provided by Professional Development must be reimbursed by staff member prior to June 30th of the school year.
- f. Reimbursement shall be made for the amount of the receipts accumulated for the project, not exceeding the amount approved on the Proposal Form.
- g. 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. The current contract provides full-time professional staff \$400.00 for professional development activities (Workshops and Conferences) and \$2748.00 for approved college courses. Activities requiring funding are proposed by the individual staff member, approved by the immediate supervisor and monitored by the Professional Development Committee.
- h. Requests for additional money beyond what is stated in the proposal will not be granted.
- i. Grievances concerning proposals shall be directed to the Professional Development Appeals Committee.

3. **Meetings**

- a. Regular meetings
 1. Meetings shall be the second Monday of each month at 3:30pm or at other times that may be approved by the Superintendent.
 2. There shall be at least one regular business meeting during each month of the school year and one summer meeting.
- b. Special meetings
 1. The date of such meetings shall be established by the Chairperson.
 2. Notification to each member shall be at least 24 hours prior to the meeting.

4. **Quorum**

- a. Regular meetings shall have a quorum of a majority of the standing membership in attendance in order to conduct business.
- b. 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.

5. **Voting**

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

2. **Professional Development Reconciliation/Appeal Process**

- a. Teacher and Administrator submit plan to committee for review prior to any formal

- meeting.
- b. Meeting scheduled within 7 school days.
- c. Parties present supporting arguments to the committee.
- d. Committee will seek and identify common ground.
- e. Committee seeks to mediate disputed items
- f. If mediation fails to produce an agreement, the committee decides on a written resolution within 7 school days.
- g. If decision is unacceptable to either party, either may appeal to Superintendent within 7 school days
- h. The Superintendent will hear the appeal within 7 school days and render a final decision.

PROCEDURES FOR PROFESSIONAL GROWTH

1. Professional Growth

"Professional growth" is defined as the improvement of abilities related to one's profession. Professional growth may be achieved by participation in one or more of the following activities:

- f. Collegiate or graduate course work
- g. Workshops
- h. Seminars
- i. Institutes
- j. Job-embedded Activities (also described on page 40-43)
 - Independent Study and Immersion in Content Area
 - Examining Student Work and Student Thinking
 - Technology for Professional Learners
 - Professional Reading, Video, and Audio Tapes
 - Creating a New "Product"
 - Curriculum Development, Implementation, Adaptation
 - Piloting New Curriculum or Program
 - Committees
 - Collaborative Discussion/Study Groups
 - Professional Networks
 - Mentoring
 - Developing Professional Developers
 - Action Research

Professional Growth Units (PGU's) & Lane Changes

Professional Growth Units (PGU's) will be awarded to teachers for activities completed on their own time for the purpose of salary advancement on the district salary scale. Salary advancement occurs when 15 PGU's are accumulated on the contractual scale. The salary scale can be found in the teacher contract. One Professional Growth Unit is equal to one college credit, which represents 15 hours of Professional Growth.

Professional Growth Units will be awarded when all the following criteria are met:

- An activity is attended outside of contractual time
- A Proposal Form is completed and submitted to the Professional Development Committee **PRIOR** to the activity

- An Evaluation Form is submitted to the Professional Development Committee within 60 days from the completion date of the activity

Hours for various activities may not be combined to earn additional PGU's. Hours for one activity (committee, project, etc.) may not be split to earn additional PGU's.

Staff members who are completing Alternative certifications do not receive PGU's until the completion of the Alternative process and certification is issued in the subject taught. For example, a staff member hired with a Bachelor's Degree but not certified in the area taught would not receive PGU's for any work completed on own time until the Alternative Certification process was completed.

A staff member with either a Bachelor's or Master's Degree must accrue 15 PGU's to change a salary lane. **Notification of a lane change must be submitted to the Business Administrator no later than December 1st in the year preceding the year for which the lane change is requested. There are no exceptions to this date.**

Activities completed on your own time will be awarded PGU's by the following schedule:

Hours	PGU's
2-6	.25
7-14	.5
15-29	1
30-44	2
45-59	3*
60	4

*The Maximum PGU's awarded for an activity that is not a college course is three (3). One (1) PGU is equivalent to 15 hours, which is the same as 1 college credit.

One may receive hours (toward Recertification) for ANY Professional Development Committee approved activity.

At the completion of each Professional Development Committee approved activity, notification must be made to the Committee within the prescribed timelines. If an approved funded activity is not attended, the unencumbrance must be reported immediately.

2. **Auditing Courses**

The Professional Development Committee includes the option of auditing college courses. Proposals for auditing courses must comply with Professional Development Fund proposal guidelines. This requires that proposals be submitted in advance of the beginning of the course so that appropriate approval may be granted. Funding for auditing courses must come out of an individual's Professional Development Fund, not Tuition Fund, which is only for credit courses.

3. **Major Projects**

In order to have an acceptable major project, the following must be completed.

- a. A professional need based on district and/or school goals must be met. The applicant must demonstrate that the proposed project meets an existing

- professional need based on district and/or school goals.
 - b. First, the school administrator must approve the project before it is begun. Second, the professional development committee must approve the project before it has begun. The school administrator will be responsible for establishing criteria of acceptability for the completion of each project, **all projects must be completed before PGU's will be assigned.**
 - c. The proposed project must demonstrate a high probability of making a positive impact on classroom instruction (for teachers or students) or in other professional situations.
 - d. The project must be creative in nature and clearly demonstrate professional growth. Clerical tasks such as the compilation or collection of existing materials are not acceptable.
 - e. Work on the project must include documentation of the number of hours spent or compilation of portfolio presentation.
 - f. A copy of the completed project must be presented to the school administrator before final approval is given for assigning Recertification hours and/or PGU+. A presentation to fellow staff members and/or ConVal community who would benefit from their work.
 - g. Professional Growth Units and Recertification hours for each individual project are negotiable only at the time the proposal is submitted.
 - h. Projects completed during release time or completed during paid time may be sponsored by the Professional Development Committee but shall not be eligible for PGU's assigned for advancement on the salary schedule. Such projects may be assigned hours for recertification purposes where applicable.
4. **Professional Growth Units/Hours for Approved Committee Work**
 A member may, under certain specific conditions, make a proposal for Professional Growth Units/Hours for Committee Work. The committee must be district goal-oriented and sanctioned for Professional Growth Units/Hours by the Professional Development Committee. The membership on the committee must be voluntary.
- Specific conditions for approval follow this criteria:***
- a. The Committee Chair submits an accurate record of contact hours for all committee members.
 - b. The submitted record will be for a period of time not to exceed one school year.
 - c. The record of contact hours is to be received by the Professional Development Committee prior to the September meeting for the next year.
 - d. The Committee meetings must take place outside of contracted work hours.

SUMMARY OF RECERTIFICATION REQUIREMENTS FOR TEACHERS

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 a 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.

- *The evidence teachers document should **reflect a knowledge of subject** areas taught and fields of specialization in which certification is sought.*
- *The evidence teachers document should reflect the **knowledge of effective developmentally appropriate teaching strategies and best practices** for the subject and content areas taught and for which recertification is sought.*
- *The evidence teachers document should reflect **knowledge of learners and learning.***

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)	=	<u>45 hours</u>
		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)	=	<u>45 hours</u>
		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.

Explanation of Component Areas Included in Plans

75 hours per 3-year certification cycle for teachers

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

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

Components Areas 2- 3 (45 hours for Teachers)

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.

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 PARAEDUCATORS

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 Paraeducator 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 paraeducators document should reflect the **knowledge of effective developmentally appropriate teaching strategies and best practices** for the subject and content areas in which they work*
- *The evidence paraeducators document should reflect **knowledge of learners and learning**.*

A paraeducator 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 Paraeducator. 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.

State Recertification Process & Requirements

CLOCK HOUR ACCUMULATION

TEACHERS

OF ENDORSEMENTS X 30 = TOTAL HOURS FOR COMPONENT #1

OTHER AREAS (COMPONENTS 2,3) = 45 HOURS

THERE IS NO SPECIFIC NUMBER OF HOURS FOR EACH COMPONENT IN 2-3 JUST A COMBINED TOTAL OF 45

PARAEDUCATORS

50 HOURS OF PARAPROFESSIONAL GROWTH

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Educator develops draft of plan, meets with Supervisor for review using Criteria for Plan Approval Document including recommendations for revisions. Educator completes final plan. Educator and Supervisor sign final plan.

Plan must cover the 3-year period consistent with Educator's recertification cycle.

The Plan shall:

1. Focus on increased student performance
2. Satisfy requirements for recertification
3. Provide a direct link to the master plan
4. Reflect content of district curriculum, areas of certification, state frameworks, & national standards as related to individual educator's expertise
5. Cover teacher competencies as stated in ED 610.02
6. Include both personal growth and school program improvement activities
7. Include component for self evaluation

When the Plan is successfully completed and reviewed by the Supervisor, the Certification of Completion Form is signed by the supervisor and staff member at the end of the 3-year cycle and submitted to PD Office. Once Completion Form is received, PD Assistant processes certification renewal to Superintendent for recommendation.

SABBATICAL LEAVE

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

1. A staff member is eligible for a Sabbatical leave with seven years service to the ConVal School District, the last four of which shall be consecutive. The seven years shall be accrued in no more than ten years.
2. 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.
3. 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.
4. A Sabbatical may consist of any period of time up to and including one full school year. Pay may be distributed as either full payment or partial payment as determined by the ConVal School Board. Full pay may be distributed only for a period of one-half year or less.
5. 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. 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. 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.
6. 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.
7. 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. All other fringe benefits shall continue in effect, contingent on the staff member's eligibility and continuing the required contributions. 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. Pay shall not include reimbursement for personal expenses as a result of the Sabbatical Leave.
8. Salary to be received by staff member:
 - a. one-half contracted pay for a full school year, or
 - b. contracted pay for one-half school year, or
 - c. contracted pay for a period less than one-half the school year.

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.

9. Sabbaticals shall begin at a time agreeable to the individual, Professional Development Committee, and the proper administrative authority.
10. As a condition of final approval for Sabbatical leave a staff member must file, with the Superintendent of Schools, the provided contract agreement which 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.
11. If a staff member terminates employment with the district prior to completion of this required two year period, the member must repay the ConVal 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.
12. Requests for Sabbatical leave shall include purpose, means of evaluation, and compatibility with District goals.
13. Guidelines for Requesting a Sabbatical Leave
 - a. By November 1st of the year preceding sabbatical leave time, the applicant must submit to the Professional Development Committee, a letter requesting sabbatical leave and a list of key results and how they will relate to future student outcomes.
 - b. A letter requesting sabbatical leave for a partial year leave must be submitted to the Professional Development Committee in the same time frame.
 - c. After submission of the proposal the applicant will be asked to appear before the Committee for questions and discussion of the Sabbatical plan before final approval.
 - d. If the Sabbatical proposal has been approved by the Professional Development Committee, it will be forwarded to the Superintendent for his/her consideration.
 - e. The Superintendent or his/her designee shall submit Sabbatical Leave requests to the Human Resource Director. The Human Resource Director will forward request to the full Board at their first meeting in December, with recommendations regarding approval and funding. The staff member may be asked to present to the Board in regard to his/her sabbatical request.
 - f. The staff member must file, with the Superintendent of Schools, this Agreement, which stipulates that 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. Upon returning, the position offered shall be on that best serves the School District as determined by the Superintendent, provided that the staff member shall not be assigned outside his/her area of certified qualifications. Nothing in this agreement should imply or otherwise guarantee employment for any length of time pursuant to RSA 189:14-a.
 - g. If the staff member initiates termination of employment with the School District prior to completion of the required two year period, the staff member agrees to repay the ConVal School District, on a prorated basis 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. Repayment is not required in the event of death or permanent disability.
- h. 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 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 ConVal 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.

A statement of local student learning needs as identified, including but not limited to: New Hampshire Education Improvement and Assessment Program, Portfolio, Standardized tests, or Other local assessment instruments. [512.02 (d)]

Student learning needs are identified in relationship to achievement in meeting district curriculum standards. The ConVal School District Assessment Model (Appendix A Pages 51-52) identifies a variety of assessment tools including but not limited to:

- A. Evaluation using NECAP state test results, standardized testing, and any formal testing appropriately identified.
- B. Appropriate evaluation, observation, formal and/or informal testing at a grade level. Students may demonstrate mastery in a variety of ways including performance on teacher-generated tests, portfolios, public demonstration of knowledge, and successful participation in school/community partnerships.
- C. Students with Individual Educational Plans (IEP)/504 will show growth by working toward meeting annual written goals and objectives as identified in the IEP.

The Professional Development Committee continues to require documentation of an activity's impact on both student learning and District goals at both the proposal and evaluation stage.

A statement describing how Data are utilized to make decisions. [512.02 (c) (3)(4)]

Data collected in Goal 3 Section A, B and C from the ConVal District Assessment Model will be used to make decisions. Analysis of data results in a forum to identify student needs. Professionals consider alternative techniques to strengthen student learning outcomes.

Overview of Evaluating Student Learning Needs

The greatest gains in teacher learning occur in places where whole schools studied student results and agreed on what they needed to learn collectively. The ConVal Professional Development Committee works to identify professional growth opportunities based on the patterns and trends of the NECAP results and from the local assessment plan.

This section of the professional development master plan will be a ***“rolling plan”*** in that new trends and patterns will be added to the professional development master plan notebook yearly as a method of aligning professional development to student needs based on NECAP and local assessments. Patterns analyzed from these assessments will allow the professional development committee to communicate the need to strengthen and revise curriculum and to change teaching strategies.

This approach will also enable the District to obtain the revenues necessary to support high quality professional development by pooling state (consolidated grant) and district resources as well as finding ways to measure the effectiveness of such expenditures.

In addition to the data collected regarding student achievement in academics, the Professional Development Committee uses other data collection methods to evaluate beneficial partnerships with parents, community, and businesses in the area. Documentation and evaluation of community events, parental involvement and cooperation, as well as business partnerships are

kept to determine the effectiveness and potential improvement necessary to meet student needs within the District.

A variety of methods are used to determine the needs of the ConVal students in regards to their social, emotional and physical well-being. Student conduct is monitored in District schools, and these data are compared each year for significant trends to assist in the identification of student needs for specific behavioral programs. The nurses within the District also keep strict documentation of the number of students who need medical attention within each school. Students' height, weight, vision, and hearing are monitored on a yearly basis to verify their physical well-being.

How Data are collected, analyzed, and disseminated

Data are collected and analyzed by school administrators and teachers in order to determine school needs. Workshops have been held with the committee to learn to interpret data and look for patterns and trends. Staff uses data to assist in writing goals. Student data are reviewed by administrators and teachers from year to year to determine if instructional programs put in place as a result of student needs are making an impact on student learning. Administrators use their findings to drive school and district goals.

What data are collected

Data are collected through various sources including:

- Building needs assessments (nurse reports, behavior reports, etc).
- ConVal District Guiding Principles
- Recommendations of curriculum study committees
- Results of standardized achievement tests and NECAP as analyzed by the Curriculum Committees.

Assessing the Impact of Professional Development to Student Learning Needs

Teachers will evaluate workshops according to their impact on student learning as well as personal satisfaction. The ConVal Professional Development Committee also realizes that other underlying assumptions are more difficult to measure, such as: school climate, family background and socio-economic status, student motivation and inspirational level, curriculum, text, and materials, teacher beliefs on student success rates, etc.

The Professional Development Committee can provide professional development based on a collection of assessment data from such sources as (NECAP, ConVal Local Assessment Plan, Nurse Reports, Behavior Reports, NWEA, AIMSWeb, and anecdotal feedback). Data from the New Hampshire State Assessment allows the District to:

- Improve instruction and advance student learning
- Provide feedback to student and parents
- Use as a measure of accountability
- Identify professional development needs
- Track adequate yearly progress
- Increase sharing of practices among teachers

- Inform curriculum renewal
- Focus on what students need to know and be able to do
- Support continuous improvement

Data from the NH State Assessment is not the District's sole basis for making instructional program decisions.

The value of this information will be gathered and evaluated in conjunction with the following process:

1. Based upon a wide collection of student data, student-learning goals are identified. Once identified, the Professional Development Committee pinpoints the most important outcomes to assess and plan for professional development activities.
2. Identified student learning outcomes are disseminated to all staff across the District for input in helping to plan Professional Development activities to address these needs.
3. Once the Professional Development activities are scheduled for the year, student outcomes are measured through evidence from study groups, teacher observations, lesson plans, and student feedback.
4. Using the information from Step 3, the Professional Development Committee will review, add to, and modify the existing professional development activities aimed at meeting the student learning needs.
5. Through the goal setting and reflection process, administrators and teachers are becoming partners with the Professional Development Committee in their commitment to improve programs and results. Measuring the impact of professional development needs to occur over time. When setting student-learning goals, teachers have just begun to learn and experiment with new ideas and strategies. Well-designed goal setting drives expectations for change. At the end of the three-year goal setting process, teachers are able to demonstrate increased understanding of new concepts and teaching strategies. After sufficient time has elapsed for teacher change and student learning, students are an appropriate focus for professional development effectiveness. The Professional Development Committee will work with administrators to evaluate the effectiveness of professional development activities.

A statement describing how accountability for student performance will be demonstrated. [512.02 (d)]

Below are some examples of assessments that are already in place in the district and are **currently used to inform instruction.**

Data Sources <i>Identify the Types</i>	Collection <i>Who Collects it? How often? When?</i>	Analysis <i>Who analyzes it? What is the process?</i>	Decision Making <i>What is the information being used for? How are results reported and to whom?</i>
Attendance Data	Collected daily, and entered on the District Web2School.	Administration/SAU reviews	Reported to parents and staff. Used to monitor student growth.
SAT, AP	School guidance or outside official.	Administration/SAU Guidance School Board	To inform student decision making for future, colleges admittance, etc.
College Admission	Guidance	Administration/SAU Guidance School Board	To inform about course offerings, expectations, etc.
HS Final Grades	End of term, teachers	Teachers, Students, Administration/SAU School Board	To inform instruction To aid students in next course offerings
Student Portfolios	Students and teachers make selections of what is included to review as part of their student growth.	Student and or teachers review what is to be included to profile their growth in learning.	Provides alternative method of showing student growth.
NECAP	Tests administered in early Fall in areas designated by state mandate for each grade level.	Information from the testing to be reviewed by administration.	Reported to staff, SAU, School Board, and parents.
NWEA	Computer tests 3 times yearly to monitor student growth. Subject areas designated by local district goals.	Data analyzed by administrators, teachers, SAU, School Board and parent.	To inform instruction for students.
AIMsWEB	Computer tests 3 times yearly to monitor student growth. Subject areas designated by local district goals.	Data analyzed by administrators, teachers, SAU, School Board and parent.	To inform instruction for students.

Classroom Screenings	Collected daily through conversations, reading, assessments, learning behaviors, formal informal observations etc.	Teacher Student Administrator	Reported to students and parents through conferences, portfolios, presentations and more.
District Wide Report Card	State level	Administration/SAU School Board State Dept.	Inform Administration of standing statewide.
Discipline Data PBIS, bullying, social skills	Collected by teachers, admin assistants, administrators	Teachers, Administration/SAU School Board	Inform instruction and interventions.
SPED referral Identification	Teachers administrators EST's	Teachers School Teams Administration/SAU Sped SAU School Board	Determine interventions and supports necessary to maintain local support and programs
Classroom performance	Teachers	Teachers, Administrators, Teachers , parents	To inform instruction

The need to effectively analyze data collected from a variety of sources (as stated in Requirement # 3A, B and C Page 30) to measure impact on student learning has resulted in the district adopting a five-year cycle for continuous curriculum renewal. Each curricular committee will review, add to, modify and create appropriate professional development activities to meet student learning needs.

Learning and experimenting with new ideas and strategies, teachers will set goals to help bring about effective change or improvement. After sufficient time has elapsed for staff training to take place, student performance is an appropriate focus for measuring professional development effectiveness.

The Professional Development Committee with input from all constituent groups will make recommendations, modifications and/or revisions to strengthen the goal setting process with the ongoing cyclical curricular renewal.

The data dissemination process is:

SCHOOL	FAMILIES	COMMUNITIES
<ul style="list-style-type: none"> • Staff Meeting • Department/Grade Level Meeting • Curriculum Meeting 	<ul style="list-style-type: none"> • Open House • Parent Conference • Report Card • Curriculum Night • School Newsletter 	<ul style="list-style-type: none"> • District Annual Report • Web Site • Local Media • School Board Newsletter

Evidence that the state curriculum frameworks adopted by the State Board of Education are being incorporated into the plan.

The ConVal School District has a multi-year plan for the review and revision of all district curriculum and district programs. The curriculum review process begins with establishment of a district wide curriculum committee. The subject specific curriculum committee will be composed of teacher representatives from all eleven schools and as many different grade levels as possible. The committee will also have representation from special education staff, administrators and whenever possible and appropriate a school board representative and a community representative. It is the responsibility of the Assistant Superintendent to establish the curriculum committees, identify the scope of committees work, provide the committee with resources for the review and revision project and facilitate their meetings. Each curriculum committee will be provided research information that may include but not be limited to:

- National Standards for their specific subject area.
- NH State Frameworks where available
- NECAP testing results
- Locally developed or national standardized testing results
- Samples of exemplary programs and materials

Each Committee will be responsible for updating staff and community on the progress and final outcome of their curriculum review/revision project. The communication process may include but not be limited to the following:

- Written and/or verbal reports to staff members in each school.
- Posting curriculum drafts on the District web site for staff and parent review and comment
- Public biannual reports to the Education Sub Committee of the ConVal School Board

Each curriculum committee shall recommend to administration the purchase of appropriate equipment, materials and supplies necessary for staff to successfully implement new curriculum. In addition, the curriculum committee shall recommend to the Professional Development Committee, specific multi-year training necessary for the staff to implement new curriculum. Training will target content knowledge as well as appropriate research based instructional techniques necessary for staff to meet the needs of all learners.

Each curriculum committee will also be responsible for developing and/or recommending the use of specific assessments necessary to evaluate each student's annual yearly progress. Assessment results will also be reviewed (See Assessment Model Appendix A Pages 51-52) as a means of evaluating the district staff develop opportunities and identifying needs for additional professional development within the district, a specific school or for individual staff members.

**A statement describing how the master plan will address Teacher competencies.
[512.03(a) (3)]**

The Professional Development Master Plan will address teacher competencies in core areas as stated in the Conval School District Professional Development Pathway Overview. This evaluation plan may include but not be limited to the following components:

- 1) Teacher Self-Assessment using Charlotte Danielson's Components of Professional Practice based on "Enhancing Professional Practice – A Framework for Teaching".
- 2) Evaluation of student outcomes measured against district curriculum and state frameworks, using the district assessment model.
- 3) Professional dialog/ portfolio review with immediate supervisor, using data developed in steps 1 and 2 and procedures established by the evaluation committee.

The Professional Development Committee will provide varied training opportunities for staff members to meet the goals of their Individual Professional Development Plan, district and school goals. The Professional Development Committee will actively promote the utilization of in-district resources. Staff will be encouraged to offer workshops in their areas of expertise as well as to participate in mentoring programs, focus groups and teaming. The Professional Development Committee will also look for diverse offerings and establish partnerships with other districts, colleges, universities and other professional organizations to ensure that individuals have a variety of opportunities to grow professionally.

A statement describing professional development activities, including but not limited to collegiate or graduate work, workshops, seminars, institutes, observations, independent study, study groups, job embedded projects, educational peer coaching, mentoring, and/or curriculum development. [512.03 (a) (4)]

The District recognizes professional development activities to help meet the district, school and personal growth goals that are included in the comprehensive 3-year Individual Development Plan. Existing PD activities as follows:

- a. Collegiate or graduate course work
- b. Workshops
- c. Seminars
- d. Institutes
- e. Job-embedded Activities (also described on page 40-43)
 - Independent Study and Immersion in Content Area
 - Examining Student Work and Student Thinking
 - Technology for Professional Learners
 - Professional Reading, Video, and Audio Tapes
 - Creating a New "Product"
 - Curriculum Development, Implementation, Adaptation
 - Piloting New Curriculum or Program
 - Committees
 - Collaborative Discussion/Study Groups
 - Professional Networks
 - Mentoring
 - Developing Professional Developers
 - Action Research

Provisions for individual educator growth and school program improvement. [512.02 (e) (1)]

The Individual Professional Development Plan process will provide a basis for the educators to frame their individual professional development goals and evaluation over a one to three year period. See Professional Development Pathway Overview Pages 15-19.

The Professional Development Committee of the ConVal School District acknowledges the importance of preparing every staff member to understand how to meet their recertification requirements. Implementation of the newly created professional development plan will require the combined efforts of the professional development committee and site based teacher and administrator. Meetings will take place to prepare staff and administrators in a clear understanding of the new professional development plan.

Acceptable Professional Development Activities

The goal of Professional Development is to enhance individual and organizational capacity to improve student learning through knowledge of subject and content areas, learners and learning, and effective teaching strategies and best practices.

A Professional Development Proposal Form is required before a staff member engages in any activity for which funding and/or credit is sought. When the activity is completed, the educator will provide his/her supervisor with at least one piece of evidence.

JOB EMBEDDED ACTIVITIES

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, where teachers can become part of a team in a business or research setting and bring the experience back to the classroom.

Clock Hour Award: 30 hours per certification cycle

Evidence: Detailed Log Journal, Written Reflections, Papers or Projects, Curriculum Materials Developed for Classroom Use

Requirements: Teachers must explain the type of immersion program that they will be involved in, and how that experience will benefit student learning.

Examining Student Work and Student Thinking

Carefully examining student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials. (Examples: rubric development, review national, state, and district test results, 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

Clock Hour Award: 30 clock hours per certification cycle

Evidence: Copies of Student Work Examined, Meeting Dates & Discussion Notes

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, CD-ROM, and video disc technology. The acquisition of skills for various programs will aid in the delivery of pertinent information to students and colleagues.

Clock Hour Award: 45 clock hours per certification cycle

Evidence: Reflection
Final Product (Examples: Brochures, Powerpoint, Video, etc.)

Professional Reading, Video, and Audio Tapes

This strategy provides opportunities to reflect on teaching and learning through professional journals, books, videos, 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.

Clock Hour Award: 30 hours per certification cycle
Evidence: Written Reflection, Staff Presentation and or 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, etc.

Clock Hour Award: 45 hours per certification cycle
Evidence: The product or representation of it

Curriculum Development, Implementation, Adaptation

Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.

Clock Hour Award: 30 hours per certification cycle
Evidence: Curriculum Document, Lesson Plans, Written Reflection, Staff Presentation/ In-House Workshop

Piloting New Curriculum or Program

Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students.

Clock Hour Award: 30 hours per certification cycle
Evidence: 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.

Clock Hour Award: 15 Hours per committee, per certification cycle

Evidence: Notes, Meeting Dates, Written Reflection, Staff Meeting Updates

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, and learning styles.

Clock Hour Award: 15 Hours per school year

Evidence: Notes, Meeting Dates, Written Reflection, Staff Meeting Sharing

Professional Networks

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. Educators join networks to share their own knowledge and experience. In education, these networks are organized to improve instructional practices, address student needs as well as support school reform/culture. The most important elements of maintaining a network are to keep people engaged and connected. Examples of networks include active membership in such organizations as NCTM, ASCD, MENC, NHASP, NEA, CHADD, List Serve, Blackboard, etc.

Clock Hour Award: 15 Hours per network, per certification cycle

Evidence: Notes, Meeting Dates, Written Reflection

Mentoring

Serving as a formal ConVal Mentor Program Peer Partner or Supervising Teacher for another educator.

Clock Hour Award: 30 hours per school year

Evidence: List of Written Goals, Written Reflection with Meeting Dates
Peer Partner Checklist

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.

Clock Hour Award: For each hour of presentation, a maximum of 3 hours of preparation will be awarded. For a repeated workshop, presenters will receive clock hours for presentation time plus one hour for preparation per presentation.

Evidence: Written Goals, Copy of Presentation, Written Reflection

Requirements: An In House Workshop form must be sent to and approved by the Professional Development Committee prior to the presentation.

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 identifying a focus—Designing the Study-Collecting, analyzing and interpreting the data-Communicating the outcomes-Taking action based upon the results. *REFER TO THE GOAL SETTING SECTION OF THE MASTER PLAN*

Clock Hour Award: 75 Clock hours per certification cycle
Evidence: Detailed Journal Log, Data Collected, Analysis & Interpretation of Results, Written Reflection, Share Results with Appropriate Audience

Requirements Teacher meets with the building principal to discuss the project as related to professional goals. Principal signs off on project proposal and submits to PD Committee. The project description must be stated in the first year of the 3-year goal setting process.

FORMAL ACTIVITIES

College/University Coursework/Online 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.

Clock Hour Award: 15 clock hours per credit hour awarded by the college or university.
10 clock hours per credit hour for audited courses.
Evidence: Grade Report

Workshops, Institutes and Seminars

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.

Clock Hour Award: Unlimited Clock Hours
Evidence: Certificate of Attendance, Written Reflection

An on-going evaluation component [512.02 (c) (4)]

An ongoing evaluation component of this master plan is carried out through:

- 1) The district personnel (i.e. Superintendent) monitoring the evaluation process by building administrators of professional staff.
- 2) The building administrators monitoring the professional goals set by staff and professional development done to meet those goals.
- 3) The professional staff by evaluating student achievement (gain/loss) when implementing newly acquired professional development knowledge.

Steps to achieve this include:

1. All staff members will complete a three-year growth plan as arranged between him/her and their evaluating administrator. **Teachers will maintain their individual teacher portfolios over a three-year period.** During this time, evidence will be collected to meet the areas listed in the plan. By collecting items to place in their portfolio, teachers can set goals for improving their teaching and review their progress toward their professional and personal goals. **The teacher must include measurable evidence in the form of work samples that show growth toward their professional development goals.** Summative evaluations will be conducted at the end of the three-year cycle in conjunction with the goal setting process.

2. All staff members will complete a three-year growth plan as above. Using a choice of activities as indicated in Ed. 512.02(d)(10)[a-k] within but not limited to one or more of the four major professional development components (clock hours) to complete their professional and personal goals. Summative evaluation as above.

3. The evaluation process identifies objectives and needs through collaborative study and analysis by teachers, school specialists, students, administrators, school board members, and community members. The Professional Development Committee will seek input periodically from staff on their professional development needs. They will develop recommendations for the coming academic year.

4. A review of projects and charting of statistics will be submitted in writing at the end of each year to show analysis of effectiveness of professional development with regard to activities attended and expenditures made. The written review will be useful to the Local Education Improvement Plan Committee to help with realigning district goals as necessary.

A process to address the recertification needs of all certified employees [512.04(a)]

SUMMARY OF RECERTIFICATION REQUIREMENTS FOR LICENSED PROFESSIONALS

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/ licensee requirements. After a person receives initial certification, s/he must develop a plan to show they have met licensee and certification requirements in their profession.

Professional Development Proposal Form

SAU #1 ConVal School District
Professional Development PROPOSAL Form

Anticipating a Lane Change? Notification must be submitted to the Business Administrator no later than December 1st of the year preceding the year for which the lane change is requested.

Name: _____ Date: _____ School: _____ Position: _____

State the school, district, or professional growth goal that is being addressed through this staff development activity.

ACTIVITY DETAILS

Activity Title: _____ Activity Date(s): _____

Activity Location: _____ Activity Cost: _____

Type of Activity: Workshop/Conference College Course Other

Clock Hours Requested: _____ Own Time District Time Do you need a Substitute? Yes No

Description of Activity: (If you need more space, attach additional sheets)

Does this activity relate to your professional growth plan? Yes No

Does this activity relate to district/school goal? Yes No

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

REQUEST FOR ADVANCED PAYMENT (Prior to Activity Completion)

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

Registration/Lodging Fee* Requested: \$ _____ *Up to \$100/day. Three (3) day limit.

College Course/Tuition Fee Requested: \$ _____

The following expenses are NOT reimbursable through PD Funds: Travel cost, parking fees, meals, curriculum materials, books, and membership fees. These expenses may be reimbursable through the use of the green mileage form or orange misc. payment voucher form.

SIGNATURES REQUIRED

Signature: _____ Supervisor Signature: _____

OR

SpEd Admin. Signature: _____

FOR PD COMMITTEE USE ONLY PDC Authorized Signature: _____

Proposal No: _____ Early Payment Approved: \$ _____ Account #: _____

Date Proposal Received: _____ Date Approved by PD Committee: _____

Recorded in Excel for Committee Approval Submitted for Early Payment

Professional Development Evaluation Form

SAU #1 ConVal School District
 Professional Development EVALUATION Form
 Form is due within 60 days of the completion of the activity!

Anticipating a Lane Change? Notification must be submitted to the Business Administrator no later than December 1st of the year preceding the year for which the lane change is requested.

Name: _____ Date: _____ School: _____ Position: _____

State the school, district, or professional growth goal that is being addressed through this staff development activity.

Activity Title: _____ Activity Date(s): _____
 Description of Activity: (If you need more space, attach additional sheets)

Did this activity relate to your professional growth plan? Yes No
 Did this activity relate to district/school goal? Yes No

How will you apply what you have learned from this activity? (Be clear and specific.)

Contact Hours: _____ Own Time District Time Endorsement Code: _____

Below please indicate how many hours you would like credited to each component area for this activity.
 (If you have more than one endorsement in Area 1, please indicate to which endorsement you would like your hours to be placed.)

	Endorse #1	Endorse #2	Endorse #3	Endorse #4	Endorse #5
1. Knowledge of subject or field of specialization	_____	_____	_____	_____	_____
2. Knowledge of learners and learning	_____	_____	_____	_____	_____
3. Knowledge of effective developmentally appropriate teaching strategies and best practices.	_____	_____	_____	_____	_____

REQUEST FOR PAYMENT

Registration/Lodging Fee: _____ Course/Tuition Fee: _____ Advanced Payment Received: Yes / No

SIGNATURES REQUIRED

Signature: _____ Supervisor Signature: _____
 OR
 SpEd Admin. Signature: _____

FOR PD COMMITTEE USE ONLY PDC Authorized Signature: _____

Proposal No: _____ Payment Approved: \$ _____ Account: _____

Date Received: _____ Recertification Hours: _____ PGUs Awarded: _____

Recorded in BudgetSense Submitted for Reimbursement if Requested Copy to Teacher

Professional Development Plan Form

PROFESSIONAL DEVELOPMENT PLAN

Name: _____

Plan for 3-year period beginning _____, 20__ and concluding _____, 20__

Certification and Areas of Endorsement: _____

Please Check One: Clock Hours _____ Portfolios _____

PLAN AGREEMENT

 Staff Signature Date

 Administrator Signature Date

Name:		Goal	Re-Certification Date:
Goal:			
OBJECTIVES (SUB GOALS)	STEPS TOWARD ACHIEVING THE GOAL	EVIDENCE Teacher and Student Performance Indicators	ANTICIPATED COMPLETION DATE

Professional Development Plan Completion Form

CONVAL SCHOOL DISTRICT - PROFESSIONAL DEVELOPMENT PLAN CERTIFICATION RENEWAL COMPLETION FORM

THIS COMPLETED FORM MUST BE SUBMITTED BY APRIL 30TH TO THE PROFESSIONAL DEVELOPMENT OFFICE

Name: _____ Certification # (EdID #): _____

Areas of Endorsement to be Renewed: _____

Plan Completed Using (Please check one): Clock Hours Portfolio

Certification Expiration Date: _____

PLAN AGREEMENT

By signing this document, the staff member and administrator certify the above named individual has successfully completed the Professional Development Plan to meet the ConVal School District and State of New Hampshire requirements for certification renewal.

For documentation purposes, a copy of the staff member's completed portfolio must be retained by the employee until the completion of the next certification and must be available for audit by the Administration, Professional Development Committee or the NH Department of Education.

Staff Signature

Date

Administrator Signature

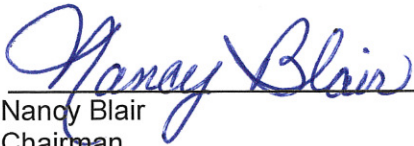
Date

March 12, 2012 Approved by Professional Development Committee

This document verifies approval of the ConVal School District Professional Development Committee 5-Year Master Plan, June 2012.



Richard A. Bergeron
Superintendent of Schools



Nancy Blair
Chairman
Professional Development Committee

Professional Development, State of NH

Appendix A

ConVal School District Assessment Model

Philosophy: The ConVal School District has identified Acceptable Yearly Progress (AYP) for students as one year of growth for each year of school.

Goal: The ConVal School District will measure each student's yearly progress and aggregate the available data to help determine effectiveness of grade level curriculum, instructional strategies, school growth and district success.

Responsibilities:

- Assessment of learning is everyone's responsibility.
- Teachers are responsible for ongoing student assessment
- Teachers and Administrators are responsible for working together to identify Professional Development activities required to improve student learning.
- Curriculum Committees are responsible for using assessment data to review and improve programs that meet the needs of all students.
- Parents are responsible for assisting their children and encouraging academic and social growth. Parents should also model the process of life long learning

Details:

The ConVal School District will continue with state assessment program in a manner and at grade levels as prescribed by the state department of education.

State testing will be administered to all students in grades as prescribed by the department of education. Test results will be analyzed by building administrators and their staffs. In addition assessment results will be disaggregated and analyzed by district curriculum committees. Assessment results will help the district curriculum committees review and revise curriculum goals. Results will also be used at the building level to adjust school based instructional goals.

Core Curricular Assessment K-12

Each of the core curricular areas is on a four to six year review/revision cycle. Every curriculum committee is composed of teacher representatives from each of the district's eleven schools and represents a cross section of grade levels. As part of the review/revision process each committee will develop units assessments to be administered by classroom teachers at the end of each instructional unit. Results of these unit assessments will be used as follows:

- Provide individual classroom teachers with immediate feedback as to student understanding of concepts and skills identified in the grade level curriculum
- Provide important information to curriculum committees to continue to measure district progress in meeting curriculum goals.
- Provide teachers and building level administrators information about acceptable yearly student progress as measured against district curriculum goals

Standardized Assessment to Complement State Assessment Program

The ConVal School District is using NWEA MAPS testing as part of a Follow the Child initiative. The purpose of this nationally normed test is to provide the district data that can be used to measure individual student acceptable yearly progress. The ConVal School district has defined acceptable yearly progress as one year's growth for each year of schooling. Individual student results will be aggregated to reflect growth by class, by school and by district. Teachers, building administrators, District level administrators and district curriculum committees will analyze results. Results would be used to inform and improve curriculum and instruction across the district, within schools, within classrooms and more importantly for each individual student.

Summary

The ConVal School District is committed to:

- Using data to drive program improvement.
- Assessing every student and measuring yearly growth
- Using a variety of assessment strategies and instruments
- Helping teachers and administrators to use data to select appropriate Professional Development opportunities.
- Using data to communicate successes and challenges to constituents and communities within the school district

Appendix B

The online **Professional Development Plan Survey** serves two purposes. The first is as a reflection tool for individual teachers to complete and discuss with their supervisor during the goal setting process. The second is that aggregate data will be used to plan differentiated professional development offerings. Individual results will be available electronically to be reviewed during the goal setting conference.

Professional Development Plan Survey

Demographic Information:

This section is optional, we can better differentiate PD opportunities if this information is completed.

1. I teach at the following grade level (s)

- K-4
- 5-8
- 9-12
- All of the above

2. Please select that which best describes you

- Classroom Teacher
- Special Educator
- Para-professional
- Library Media Specialist
- Health Teacher
- Art Teacher
- PE Teacher
- Music Teacher
- Guidance Counselor
- Administrator
- Other

3. My career in public education has been for:

- 0-5 years
- 6-10 years
- 11-15 years
- 15-20 years
- 21-25 years
- 26+ years

Professional Development Plan Survey

Instructional Planning

For each area pick the statement that you believe best describes you:

***4. Access to content and technology standards, identification of power standards.**

- I know how and where to access the standards.
- I use appropriate standards in the design of lessons and units.
- I demonstrate knowledge of contiguous grade level standards.

***5. Design of effective learning goals at the unit and lesson level:**

- I have a basic understanding of effective lesson planning which addresses the whole group.
- I incorporate differentiation in lesson design. I employ some differentiation strategies.
- I design lessons that are highly suitable for all students, materials are appropriate for all students, and my lesson and unit planning provides opportunities for all students to be successful.

***6. Curriculum Mapping: (reading a map, creating a diary map, and creating a unit map in appropriate district mapping tool)**

- I am able to refer to the District Core Map.
- I can create a diary map and compare it to the District Core Map and identify gaps and redundancies.
- I collaborate in the revision process of the District Core Map.

***7. Use/understanding of district adopted core instructional programs and materials:**

- I am aware of the district adopted core instructional programs, materials and the implementation plans for them.
- I consistently use the district adopted core instructional programs and materials in accordance to with the implementation plan.
- I effectively use the district adopted core instructional programs and materials and am actively in the development and revision of the implementation plans.

***8. Identification of appropriate resources and activities to support student engagement:**

- I use some of the District adopted core curriculum materials.
- I identify and effectively utilize the district adopted core curriculum materials as well as a variety of resources and activities that foster student engagement.
- I apply knowledge of curriculum to the district adopted core curriculum materials and resources and am able to create original learning opportunities that enhance the learning experience and student engagement.

Professional Development Plan Survey

***9. Differentiation of unit and lesson components, based on assessment data and by product or process, to meet the academic, developmental and behavioral needs of students.**

- I demonstrate rudimentary knowledge of differentiation.
- I effectively apply differentiation through planning, instruction, and assessment.
- I consistently differentiate in multiple content areas in planning, instruction, and assessment.

***10. Understanding and application of the ConVal District's model for Response to Intervention (RtI) in practice and in assessment design:**

- I know how to access the District's RtI model and understand my role within the RtI process.
- I effectively apply the RtI Model to the needs of students within the District's RtI process. I can proceed through the steps of RtI competently, and I am able to self reflect about my instructional practice using assessment data & recommendations from the RtI team.
- I use the RtI Model with efficiency and precision. I serve as a member of the RtI Team and resource for others.

***11. Utilization of behavioral assessment tools (SWIS, Teacher Positioning, Task Analysis, Classroom Flow & Room Design, Functional Behavior Assessment) to create and/or implement behavioral management routines, strategies, and practices.**

- I am generally accurate in utilizing behavioral assessment tools to create and/or implement behavioral management routines/strategies/practices. Students are somewhat engaged during independent work time. Transitions, routines, and systems result in loss of some instructional time.
- I effectively use behavior assessment tools to manage classroom routines.
- I demonstrates the ability to effectively use behavioral assessment tools regularly to create, implement, and monitor behavior management routines, strategies, and practices.

Professional Development Plan Survey

Instructional Strategies

For each area pick the statement that you believe best describes you:

*12. Use of small group instruction

- I provide whole group instruction.
- I effectively group students for instruction and use small group instruction.
- I create instructional groups that are productive and have a clear instructional purpose.

*13. Application of principles of Response to Intervention to instruction:

- The learning opportunities I provide are appropriate for some students. Groupings are partially appropriate. Materials are partially suitable. Structure and pacing is not uniformly maintained through the lesson.
- The learning opportunities I provide are appropriate for most students. Groupings are appropriate. Materials are suitable. Structure and pacing is clearly defined.
- The learning opportunities I provide are appropriate for all students. Students initiate activities and projects. Students take the initiative in the formation of groups. Students initiate the choice in instructional materials. I provide opportunities for reflection and closures.

*14. Use of research based instruction: (ie identifying similarities and differences, summarizing and note taking, providing homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback,generating and testing hypotheses, cues questions and advanced organizers.

- I use some research based strategies, but feel confident in only one or two strategies.
- I effectively and consistently use research-based instructional strategies designed to improve student performance.
- I use research-based instructional strategies and often encourage and model strategies for other teachers.

*15. Use of differentiated instruction (process, content, product):

- I sometimes am able to differentiated instruction by process, content, and product.
- I effectively and consistently differentiate instruction using the appropriate strategy (process, content, product).
- I plan for differentiated instruction, effectively and consistently differentiate using multiple appropriate strategies on a daily basis.

*16. Connection of content/learning with the real world:

- I understand the value of providing real world examples and opportunities for students as it relates to content/learning.
- I effectively provide oportunities for students to apply content/learning to the real world scenarios.
- I consistently provide oportunites for students to apply content/learning to real world scenarios, and have developed partnerships with outside agencies to allow the opportunity for real world application

Professional Development Plan Survey

***17. Scaffolding instruction (activating prior knowledge):**

- I understand what scaffolding is, but am not confident in scaffolding instruction.
- I attempt to scaffold instruction into lessons on a regular basis.
- I intentionally and effectively integrate students' prior knowledge and learning into daily lessons.

***18. Higher order thinking skills/depth of knowledge:**

- I identify appropriate higher order thinking skills and introduce performance-based, real-world applications to classroom learning.
- I incorporate higher-level learning objectives and strategies into lesson planning and unit development. I assess for higher-level thinking skills after instruction.
- I share successful strategies and practices with others. I also mentor colleagues/peers. I promote higher-order thinking through instructional practice.

***19. Explicit instruction:**

- I understand the concepts of explicit instruction, but am not always sure of how to implement explicit instruction into my lessons.
- I understand the concepts of explicit instruction and appropriately apply them consistently throughout a lesson.
- I model the use of explicit instruction consistently for my colleagues, and act as a resource for teachers struggling with the concept.

***20. Implementation of components, pacing guides, suggested strategies, district guidelines for instructional time:**

- I can identify and access instructional tools including program components, pacing guides, & district guides.
- I effectively incorporate the use of the core program materials to guide and implement daily instruction.
- I fluently and fluidly implement all components, pacing guide, suggested strategies, and district guidelines for instructional time.

Professional Development Plan Survey

Assessment and the use of data

For each area pick the statement that you believe best describes you:

***21. Design of effective pre-assessments, formative assessments, interim assessments and summative assessments:**

- I have a basic understanding of the three forms of assessment.
- I design and utilize a continuum of assessment tools including those developed by the District and/or PLC.
- I lead peers in the development/ evaluation/ revision of District assessment tools.

***22. Use of multiple measures to determine and monitor appropriate academic growth:**

- As a teacher, I have partial knowledge of the variety of assessment measures.
- I use appropriate assessment measures and consistently use assessment to measure student growth.
- I am highly effective in using assessment measures to determine growth and actively participates in leading discussions with peers about student growth.

***23. Use of data to set appropriate individualized growth targets for students:**

- As a teacher, I attempt to use assessment for strategic groupings.
- I effectively connect student assessment with learning outcomes.
- As a teacher, I am highly effective in using assessment data to develop and implement interventions. I also lead peers in the development and/or revision of evaluation tools and strategies.

***24. Access, analysis , interpretation and communication of assessment data:**

- I am aware that data is available and critically important to educational planning for all students.
- I am able access and communicate data results to all constituents.
- I effectively access, analyze, and interpret students assessment data and communicate results to constituents.

***25. The use of data, including district identified assessment tools, to inform instruction and create interventions for all:**

- I use assessment data to guide instruction for the class.
- I effectively use assessment data to guide instruction for groups of students
- I effectively use assessment data to design instruction for individual students and model the practice for grade level/subject area peers.

Professional Development Plan Survey

***26. Implementation of a continuum of common assessments: (administers common assessments, analyzes common assessment data, and participates in the discussion/reflection of common assessment data within grade level/department teams)**

- I administer the common assessments, score the assessments, and share my assessment data with my grade level/department team.
- I design effective common assessments and analyzes assessment data for trends. I actively participate in making effective instructional adjustments based on assessment results.
- I lead team members/peers in designing effective common assessment questions. I also lead team members in the analysis of assessment data.

***27. Using data to set individualized growth targets**

- I have a basic understanding of how growth targets are formed.
- I successfully link assessment data to establish growth targets.
- I am highly successful in linking assessment data to growth targets. I involve student(s) in developing individual growth targets.

***28. Functions of behavior and use of behavioral data:**

- I demonstrate an initial understanding of behavioral data and interventions and strategies.
- I effectively interpret behavioral data and successfully implement interventions/strategies to correct student misbehavior.
- I skillfully analyzes behavioral data and design and share interventions/strategies.

***29. Communication of data from individual student assessments to appropriate constituents:**

- I work to develop an understanding of student assessments.
- I possess a working knowledge of student assessments and successfully communicate results to other professionals as well as parents.
- I promote student involvement in reviewing assessment results. I also work with/assist students in developing personalized learning goals.

Professional Development Plan Survey

Working with special needs students

For each area pick the statement that you believe best describes you:

***30. Resources that apply to students with educational disabilities:**

- I have an initial understanding of the resources that are available to facilitate the learning of students with IEP's and 504 plans.
- I effectively use the resources available to facilitate the learning of students with IEP's and 504 plans.
- I successfully engage resources, including collaboration with the appropriate special education staff, to facilitate the learning of students with IEP's and 504 plans.

***31. Federally recognized educational disabilities and range of diverse needs.**

- I possess an awareness that there are specific educational disabilities.
- I am knowledgeable of multiple educational disabilities.
- I am knowledgeable about the specifics of multiple educational disabilities.

***32. Implementing accommodations and modifications based on students' IEP/504 plans to ensure student learning.**

- I am able to locate accommodations and modifications and partial knowledge of how to apply the accommodation/ modification to special education learning.
- I create and apply accommodations and modifications to instructional planning, and often seek assistance/consult from special education staff to do so.
- I effectively create and apply accommodations/ modifications, and work collaboratively with special education staff to do so.

***33. Use of IEP/504 goals and objectives to set instructional outcomes for educationally disabled students in the inclusive classroom:**

- I am partially able to align instructional outcomes from goals and objectives to curriculum standards with assistance from appropriate special education staff.
- I align instructional outcomes from goals and objectives in collaboration with appropriate special education staff.
- I am highly effective and independent in aligning instructional outcomes from goals and objectives to curriculum standards and share with entry level teachers.

***34. Effectiveness, efficacy, and efficiency of early intervention:**

- I recognize that early intervention is a key factor in addressing the needs of students with educational disabilities.
- I am effective in the early identification of learning deficits.
- I am proactive in determining early intervention strategies to prevent learning deficits.

Professional Development Plan Survey

***35. Specific learning profiles and needs for personalized differentiation of educationally disabled students.**

- I have a partial understanding that educationally disabled students have specific learning profiles and needs with regard to differentiated instruction.
- I have an understanding that educationally disabled students have specific learning profiles and needs with regard to differentiated instruction.
- I have a detailed and firm understanding that educationally disabled students have specific learning profiles and needs with regard to differentiated instruction.

***36. Special education process, procedures and time-lines:**

- I have a partial understanding of special education process, procedures, and time lines.
- I have a comprehensive understanding of the special education process, procedures and time lines.
- I have extensive knowledge of special education process, procedures and time lines and can skillfully navigate the legal requirements of special education.

***37. Communication with all responsible stakeholders concerning a student(s):**

- I have a partial understanding that multiple methods exist to convey to stakeholders the progress of students with education disabilities.
- I understand and implement the multiple methods to convey to stakeholders the progress of students with educational disabilities.
- I have extensive knowledge and am highly skilled with the multiple methods to convey the progress of students with educational disabilities to various stakeholders.

***38. Implementation of specific remedial programs and approaches:**

- I am aware that specific remedial programs and approaches exist and correspond to specific educational disabilities.
- I can effectively implement remedial programs and approaches that address the needs of students with educational disabilities.
- I have an extensive remedial "toolbox" and I can skillfully draw from a variety of programs and approaches to address the needs of students with educational disabilities.

***39. Use of assessment data to develop and implement targeted interventions to promote individualized growth for special education students**

- I have a partial understanding of the use of assessment data to develop and implement targeted interventions to promote individualized growth for special education students.
- I independently use assessment data to develop and implement targeted interventions to promote individualized growth for special education students.
- I have an extensive understanding of assessment data and can apply this data to a wide array of interventions to promote personal growth targets for students with educational disabilities.

Professional Development Plan Survey

***40. Data and collaboration with special education staff to set appropriate individualized growth targets:**

- I am aware that assessment data plays a critical role in setting individualized growth targets for educationally disabled students and know which special education staff to speak with in regard to the data.
- I am able to effectively measure the growth of students with educational disabilities and work with special education staff to set individualized growth targets.
- I have extensive knowledge in data measurement and am highly effective in measuring the growth of students with educational disabilities.

***41. Plan and design of learning opportunities in conjunction with special education staff:**

- I am learning from special education staff who guide me in the development and implementation of learning opportunities to meet accommodations and modifications.
- I work with special education staff in a consultancy model to create and implement learning opportunities to meet accommodations and modifications.
- I independently create and implement appropriate learning opportunities to meet accommodations and modifications.

***42. Communication with families of students identified as special education:**

- I understand that as a general education teacher it is important to be able to communicate with families about special educational matters.
- I am able to communicate with families of special education information.
- I am able to effectively communicate with families about sensitive special educational information.

***43. Appropriate resources for a specific students' educational disability/ handicapping condition.**

- I am aware and recognize the value in matching appropriate resources to specific educational disabilities/handicapping conditions.
- I matches and implement appropriate resources to specific educational disabilities/ handicapping conditions.
- I proactively and skillfully match and implement appropriate resources to specific educational disabilities/handicapping conditions in a timely manner.

Professional Development Plan Survey

Use of Technology

For each area pick the statement that you believe best describes you:

*44. Technology-enriched learning environments:

- I research and discuss ways in which technology resources enable students to explore, plan, and manage research of individual interest. [e.g. can access curriculum mapping resources].
- I effectively select and use technology resources that enable students to explore, manage, and assess their own learning. [e.g. can create rich technology-enhanced lessons].
- I facilitate the use of technology resources to enable students to explore, manage, and assess their own progress and outcomes. [e.g. teachers can effectively access, map, modify, and report curriculum materials from a digital mapping program].

*45. Using digital tools and resources:

- I research and design learning activities that use digital tools and resources to address individual needs and abilities. [e.g. teachers apply the basic principles of Universal Design for Learning].
- I effectively customize technology-based materials to address learning styles, abilities, and developmental levels of individual students. [e.g. teachers occasionally uses digitized visual mapping tools to develop and differentiate instructional activities].
- I facilitate student learning by recognizing developmental levels of students when developing specific strategies that incorporate digital tools and resources to effectively differentiate learning experiences. [e.g. teacher regularly uses digital visual mapping tools to develop and differentiate instructional activities]

*46. Use of online tools (i.e., wikis, blogs, etc.) to build shared understanding of knowledge with others.

- I research and identify strategies for facilitating knowledge and creative thinking in face to face and virtual environments. [e.g., Teacher explanation and directives are uneven and difficult to follow.]
- I effectively use online tools to facilitate knowledge, creative thinking, and collaborative interaction by engaging students virtual environments. [e.g., Teacher purpose and directives are clear and uses online communication tools to provide instructional resources to students.]
- I model knowledge construction and creative thinking by working collaborative with individuals or groups in both face to face and virtual environments. [e.g., Teacher purpose and directives are linked to student's knowledge and experience.]

*47. Effective use of existing and emerging digital tools and resources:

- I investigate and reflect on research and professional practice for using digital tools and resources to support student learning needs. [e.g., Shows knowledge and use of online PD resources.]
- I effectively design and implement lesson plans that integrate current research and promising professional practices using digital tools and resources. [e.g., Regularly participates in online PD opportunities.]
- I regularly evaluate and reflect on current research and apply promising practices for using existing and emerging tools and resources in support of student learning. [e.g., Maintains a reflective learning eportfolio of current digital tools.]

Professional Development Plan Survey

***48. Digital tools and resources to meet needs of individual learners.**

- I investigate issues related to equitable access and develop strategies for managing technology to address students' diverse learning styles and developmental levels. [e.g., Occasionally uses interactivity of technology as learning centers.]
- I effectively integrate digital tools and resources to address the diverse needs of learners, including access to hardware, curriculum software, and online resources. [e.g., Frequently uses IWB's or computer stations as learning centers.]
- I facilitate equitable access to digital tools and resources, uses learner-centered strategies, and employs features of universal access and assistive technologies to meet the diverse needs of learners. [e.g., I regularly use online IWB lesson libraries and uses IWB's and computer stations daily as learning centers.]

***49. Use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning:**

- I identify and discuss the effective use of current and emerging tools and resources to locate, analyze, evaluate, and use information resources for research and learning. [e.g., Uses Performance Pathways data to produce student growth reports to meet individual student needs.]
- I effectively use current digital tools to locate, analyze, evaluate, and apply information resources to support research and learning. [e.g., Can competently login to databases, assign passwords, run queries on common data sets, display, preview, and print results and reports. Can cut, copy, paste & move content out and in of different programs.]
- I model and facilitate effective use of current and emerging digital tools and resources to locate, analyze, evaluate, and use to support research and learning. [e.g., Can competently create a personally curated set of digital bookmarks within an online tool using categories and tags.]

***50. Use digital-age communication and collaboration tools:**

- I demonstrate the use of communication and collaboration tools
- I provide multiple opportunities for students to apply communications technology resources to interact with others
- I involve students in opportunities to develop cultural understanding and global awareness through digital-age communication and collaboration projects with students from other countries. [e.g., Using kid-friendly online penpal services to connect with other schools.]

***51. Communication using a variety of digital-age media and formats:**

- I research and demonstrate effective use of digital resources for communicating with students, parents, and peers.
- I effectively communicate relevant information and ideas to constituents using multiple digital media and formats.
- I select and use the most relevant, facilitative, and effective media for communicating specific types of information and ideas to constituents. [e.g., Using multiple forms of e-communication tools.]

Professional Development Plan Survey

***52. Ethical use of digital information and technology,(respect for copyright, intellectual property, and the appropriate documentation of sources):**

- I understand effective practices for safe, ethical, and legal use of technology resources. [e.g., Sometimes have students cite sources on their research.]
- I effectively model safe, ethical, legal use of technology resources, including strategies for safe use of technology systems, data, and information. [e.g., Frequently have students cite all sources of their research; Adjusts software (including browser) settings for security, safety, & display purposes.]
- I advocate, model, and teach safe, legal, and ethical use of technology and information, including copyright, privacy issues, and cyberbullying, and security of systems, data, and information. [e.g., I require and assess proper citation of sources on all research projects.]

***53. Vision of technology integration:**

- I identify and evaluate local and global visions of technology infusion, ways of participating in shared decision making and community building, and strategies for developing the technology skills of others. [e.g., Use technology within the classroom as a tool for teaching or learning.]
- I intergrate technology into instruction in accordance with the district vision. Technology intergration by applying it in their own learning environment. [e.g., Frequently infuse technology in all classroom activities.]
- I have adopted a shared vision of technology infusion appropriate for the educational environment, work cooperatively with others in decision making, and contribute to the development of leadership and technology skills in others. [e.g., Maintain a shared site of technology infused grade-level activities and lessons.]

***54. Integration of digital tools and resources to promote student learning and creativity:.**

- I can explain how existing learning resources can be designed or adapted for student's technology use in researching and collecting information online to create a digital product. [e.g., Teacher can explain basic concepts and pedagogical approaches for using technology.]
- I can adapt or create learning experiences that include students use of technology to research, collect, and create digital products. [e.g., Communication displays solid knowledge and awareness of concepts and effective pedagogical approaches.]
- I design and customize technology-enriched learning experiences that engage students in developing research questions, evaluating solutions, and presenting through digital technologies. [e.g., Displays extensive knowledge and facility in implementing concepts and effective pedagogical approaches.]

***55. Digital citizenshipship:**

- I demonstrate digital etiquette and identify how social interactions could support student learning and responsible use of technology. [e.g., Shared student login/passwords seldom used in classroom.]
- I model appropriate use of digital resources and inform learners of consequences for misuse. [e.g., Classroom routines include student reminders of responsible use policies.]
- I promote proper use of digital technology, discusses ethical issues and real-world examples of appropriate and inappropriate uses of digital tools and resources. [e.g., Students consistently cite sources and follow safe online practices.]

Professional Development Plan Survey

Professional Growth and Collaboration

For each area pick the statement that you believe best describes you:

***56. District sponsored professional development:**

- I attend district sponsored professional development in appropriate areas of growth.
- I actively participate in district sponsored professional development appropriate to my areas of growth.
- I implement effective professional development for the district and use data to shape district sponsored professional development for the future.

***57. Professional expectations:**

- I am not always aware of the expectations of the ConVal community.
- I understand and demonstrate the professional expectations of the ConVal community.
- I often explain and mentor others in the professional expectations for the ConVal community.

***58. Use of assessment data to self-reflect on instructional practice and identify areas of instructional strength and areas that need improvement:**

- I recognizes the value of self-reflection as a tool for continuous improvement.
- I actively and honestly reflect on assessment data and participate in self and group reflection opportunities to improve instruction.
- I fully participates in self and group reflection and effectively use assessment data to effectively improve practice on a regular basis.

***59. Participation in the professional learning communities:**

- I attend and understand the importance of professional educational communities.
- I attend and collaborate with members of professional educational communities.
- I actively participate and am a contributing member of professional educational communities such as PLCs, Student of Concern and IEP teams.

Professional Development Plan Survey

Case Managers and Related Service Providers

The following areas are specific to special education teachers, case managers, and related service providers. All others can click next and submit. For each area pick the statement that you believe best describes you:

60. IDEA, specific categories of educational disabilities, and eligibility requirements for IDEA.

- I am aware that specific categories of educational disabilities exist and that specific eligibility requirements exist under IDEA.
- I am knowledgeable of the categories of educational disabilities and the eligibility requirements under IDEA.
- I have extensive and detailed knowledge of the categories of educational disabilities and the eligibility requirements under IDEA. Is proactive in remaining up to date with state and federal legislative changes.

61. Writing an IEP specific to a student's educational disability that has standard-based measurable goals and then enter that information into an online special education data system.

- I possess the initial understanding and the willingness to learn the NHSEIS program, including the ConVal requirement to make IEP goals measurable and standards based.
- I am able to work effectively in NHSEIS and write measurable, standards based goals.
- I am able to work independently, efficiently, and effectively in NHSEIS and write measurable, standard based IEP goals.

62. Organization and maintenance of accurate, legal student records related to special education:

- I understand that maintaining special education records is important and often required by the law.
- I create and organize student special education records.
- I proactively work to create, organize, and maintain accurate, detailed, law abiding (when necessary) special education records.

63. Advocating for students in accordance with IDEA:

- I recognize the value of advocating for educationally disabled students in accordance with IDEA.
- I am effective at advocating for students with educational disabilities in accordance with IDEA.
- I possess a comprehensive understanding of IDEA and can effectively advocate for students with educational disabilities to all stakeholders in accordance with IDEA.

Professional Development Plan Survey

64. Measurement and monitoring student progress toward IEP goals and objectives using district selected standardized measures (ex. AIMSWeb)

- I recognize the value in monitoring progress toward IEP goals and objectives and have a partial understanding of district selected standardized measures.
- I effectively monitor and measure the progress of IEP goals and objectives and use district selected standardized measures.
- I have extensive knowledge in monitoring and measuring the progress of IEP goals and objectives and skillfully use district selected standardized measures.

65. Defined instructional outcomes:

- I am aware that the students require defined instructional outcomes.
- I articulate defined instructional outcomes for students on my caseload.
- I skillfully ensure that defined instructional outcomes are documented for the students on my caseload.

66. Process for recommending and determining the need for a special education paraprofessional.

- I am aware of the process for recommending and determining the need for a special education paraprofessional.
- I effectively engage in the data collection process and the special education process in determining the need for a special education para. I am familiar with ConVal's para justification packet and process.
- I am familiar with ConVal's para justification packet/process and independently and effectively engage in the data collection process and the special education process in determining the need for a special education para.

67. Co-teaching with a regular education teacher:

- I recognize the value and possess an initial understanding of co-teaching with a regular education teacher.
- I have an effective co-teaching relationship with regular education teachers.
- I have a skillful, highly effective relationship with regular education teachers in a co-teaching model.

68. Assessments for IEP goals and objectives.

- I understand that effective IEP goals and objectives are measurable and require assessments at specific time intervals.
- I am effective in conducting assessments that measure the IEP goals and objectives of students with educational disabilities.
- I possess extensive knowledge and am highly skilled in the assessment of IEP goals and objectives of students with educational disabilities.

Professional Development Plan Survey

69. Federal, state, school and district regulations as they relate to students identified as special education:

- I understand confidentiality, and work to ensure fairness for all students including special education students.
- I successfully work with-in school, district and special education regulations and protocols and engage in professional communication with colleagues and families.
- I exhibit a high level of professional standards of honesty, integrity, confidentiality when communicating to colleagues and families. I ensure compliance of school, district and special educational regulations and protocol.

70. Use of a paraprofessional(s):

- I understand that I play a significant role in the responsibility for para effectiveness and that I am involved in the evaluation of paraprofessionals.
- I effectively plan for the use of a para to meet the needs of a student with an educational disabilities and I can effectively assist in the evaluation of paraprofessionals.
- I Skillfully implement best practice in utilizing paras to meet the needs of students with disabilities and effectively assist with the evaluation process of paraprofessionals.

71. Professional consultation specific to IEP goals, accommodations, modifications and best instructional practice for educationally disabled students:

- I know that professional consult is important with regard to the IEP and that best instructional practice should be the standard for students with educational disabilities.
- I engage in professional consult with regard to the IEP and implement best instructional practice for students with educational disabilities.
- I engage in professional consult with a wide variety of stakeholders (general education teachers, speech pathologists, school psychologists, etc) and skillfully employ best instructional practice for students with educational disabilities.