

# **Professional Learning Master Plan**

Bow School District

SAU 67

Bow, NH

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## **Introduction**

The Professional Learning Master Plan of the Bow School District, developed by educators, administrators, community, and School Board members, is based on the belief that it is the responsibility of the District to challenge and prepare students for high levels of achievement in a diverse, technological, and rapidly changing world. The Master Plan is focused on teacher training that is directed toward instructional improvement and increased student learning and achievement. The Plan is designed to serve as a framework for certified personnel to use as they go through the process of assessing their own Professional Learning needs, and developing a three-year plan to move forward with their own professional growth. The Master Plan also outlines a process for appealing decisions made in relation to a professional learning plan.

The Master Plan is a working document, which reflects changing needs as identified through ongoing evaluation of assessment data relative to student learning. The Plan recognizes that Professional Learning is a continuous process involving setting goals, identifying student needs, examining instructional practices, teacher and student learning and academic performance, and determining if the process has been successful in improving student achievement. Through this continuous process of assessment and evaluation, the district will remain alert to issues and will address them in a timely fashion.

## **Contributors**

Several groups are represented on the Bow Professional Learning Master Plan Committee. A list of Committee members who contributed to the writing and revision of the current document follows:

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**Helene Begley** Reading Specialist, Bow High School and Bow Memorial School

**June Branscom** – School Board Member

**Melissa Cook** – Special Education Teacher, Bow High School

**Sean Costello** – Teacher, Bow Memorial School

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**Marcia Trexler** – Specialist and Teacher, Bow Memorial School

**Amy Turley** – Teacher, Bow Elementary School

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This Committee would like to express their sincere gratitude to the many individuals who have contributed their thoughts, concerns and suggestions throughout this process. We fully recognize that this document is the work of many people who contributed their ideas about what constitutes good teaching and how we can achieve greater student learning in our District. We would especially like to thank the Windham, Amherst, and Hanover/Dresden School Districts. This work reflects many hours of research, discussion, writing and revision. We expect that it will remain a dynamic document, subject to revisions as we implement the Master Plan.

## Statement of Purpose

The Bow Professional Learning Master Plan Committee has adopted The Standards for Professional Learning were developed and approved for use in 2011. (<http://www.learningforward.org/standards>) These standards place an emphasis on learning, for both students and professional staff members. “The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help students perform at higher levels.” (Standards for Professional Learning, page 14) The emphasis has moved from developing skills to ensuring that educators increase the effectiveness of their instruction and that this will impact student learning in a positive way. The following chart summarizes the standards. (Standards for Professional Learning, page 61)

<b><u>Standards for Professional Learning</u></b>	<b><u>Core elements of each standard</u></b>
<b>Learning Communities:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> <li>● Engage in continuous improvement</li> <li>● Develop collective responsibility</li> <li>● Create alignment and accountability</li> </ul>
<b>Leadership:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<ul style="list-style-type: none"> <li>● Develop capacity for learning and leading</li> <li>● Advocate for professional learning</li> <li>● Create support systems and structures</li> </ul>
<b>Resources:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> <li>● Prioritize human, fiscal, material, technology, and time resources</li> <li>● Monitor resources</li> <li>● Coordinate resources</li> </ul>
<b>Data:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none"> <li>● Analyze student, educator and system data</li> <li>● Assess progress</li> <li>● Evaluate professional learning</li> </ul>
<b>Learning Designs:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> <li>● Apply learning theories, research, and models</li> <li>● Select learning designs</li> <li>● Promote active engagement</li> </ul>
<b>Implementation:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change	<ul style="list-style-type: none"> <li>● Apply change research</li> <li>● Sustain implementation</li> <li>● Provide constructive feedback</li> </ul>
<b>Outcomes:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> <li>● Meet performance standards</li> <li>● Address learning outcomes</li> <li>● Build coherence</li> </ul>

## Professional Learning Committee

### Function:

- Develop, implement, and evaluate the local Master Plan
  - Design and recommend policy to the School Board
  - Review and update the Master Plan
  - Address the district's in-service needs
  - Provide professional growth activities
  - Share needs assessment information with the Superintendent of Schools
  - Evaluate the function of the system
  - Hear appeals from staff
  - Aid educators in the recertification process
- Understand and endorse the Master Plan as required, and submit it for approval to the Superintendent of Schools, the Bow School Board, and the NH Department of Education.
- Attend meetings of the Professional Learning Committee to address business issues as well as participating in learning opportunities about Professional Learning.
- Inform staff of changes in the process of Professional Learning for recertification.
- Orient new staff members to the Master Plan requirements.
- Plan in-service activities that address SAU goals, to consider proposals from educators and to facilitate the sharing of knowledge and skills derived from other Professional Learning activities.
- Keep educators informed and provide them with current information regarding State recertification procedures, Master Plan revisions, and Professional Learning programs.
- Develop a yearly professional learning budget proposal.
- Develop procedures for review and evaluation of the Master Plan and to continually improve our evaluation process.

### Composition:

The Master Plan Committee shall be comprised of representatives of the following: the School Board, administrators, teachers, special educators, specialists, paraprofessionals, and the community. Each Committee member will represent their respective constituency and act as a conduit of information between constituents and the Master Plan Committee. Members may serve in two capacities, i.e. teacher and special education teacher.

The representation on the committee will be as follows:

Teachers, Bow High School	2
Teachers, Bow Memorial School	2
Teachers, Bow Elementary School	2
Special Educator	1
Paraprofessional	1
Building Administrator	1
School Board Member	1
Community Member	1
SAU Administrator	1
Total	12-14

### Elections:

Prior to the first meeting of the Master Plan Committee, appropriate groups shall hold elections. Teachers in each school building shall elect their representatives to the Master Plan

Committee. The School Board shall appoint one of its members. The PTO shall designate a community representative. The Superintendent shall appoint an SAU administrator.

In the event that a member of the Master Plan Committee vacates his or her position on the Committee, a replacement shall be appointed by his or her representative group to fill the vacancy. To ensure the continuity of the efforts of the Professional Learning Committee, each building will be represented by two members, who will each serve a two-year term. It is preferred that building membership is staggered. A representative may serve for more than one two-year term.

**Term of Office:**

Each elected person shall serve as a member of the Committee for a two-year term. A person filling a vacancy shall serve on the Committee for the duration of the term of the individual he/she is replacing.

**Duties of Officers:**

Election of a Chairperson, Vice Chairperson, and Secretary will occur at the first meeting of the school year. Officers will serve a term of one year. They shall be elected by a simple majority of members present provided there is a quorum for the meeting. Any other position deemed necessary will be appointed by the Master Plan Committee.

The Master Plan Committee shall include the following offices with the duties as described for each office:

**Chairperson**

- Serves one-year term of office
- Prepares and e-mails agendas in advance for all meetings
- Presides at all regular meetings
- Receives all resignations from Committee members
- Appoints members to subcommittees and appoints the Chairperson of the subcommittee
- Establishes yearly Master Plan Committee tasks and timelines
- Carries out any other duties as described in the Master Plan or assigned by the Superintendent of Schools

**Vice Chairperson**

- Serves a one-year term of office
- Presides in the absence of the Chairperson
- Oversees the dissemination of the Master Plan Committee communications to the community at large
- Coordinates the Professional Learning needs assessment
- Conducts the Professional Learning evaluation survey and report results
- Carries out all other duties as assigned by the Chairperson

**Secretary**

- Serves a one-year term of office
- Keeps the minutes of all meetings
- Publishes minutes of all meetings and distributes them to all members of the Master Plan Committee and submits them for posting on the SAU website
- Handles all Master Plan Committee correspondence
- Maintains a file of the Master Plan Committee minutes, correspondence, and all other pertinent documents

**General Meeting Procedure:**

- Notification of all meetings shall be given at least one week prior to the meeting
- Meeting announcements will be posted on the SAU website
- Seven meetings will be held per year (October, November, January, February, April, May and June) on the first Thursday of the month
- The April meeting will include the Annual Plan review
- Meetings may be scheduled as entire day in-service meetings. First half of the meeting time will be devoted to monthly Master Plan Committee agenda items and the second half will focus on subcommittee working and developing, monitoring, implementing, evaluating and proposing changes to the Master Plan

**Subcommittee Meetings:**

- Subcommittee meetings may be called by the Chairperson of the subcommittee.
- Subcommittee meetings will be posted on the SAU website.

**Voting:**

- A simple majority shall carry all decisions (a quorum required)

**Quorum:**

- The simple majority of the entire Master Plan Committee membership or subcommittee shall constitute a quorum

## **Individuals/Groups Supporting: The Master Plan Roles and Responsibilities**

Below is a list of groups and individuals who play a role in the implementation and evaluation of the Master Plan.

### **School Board**

Responsibilities include:

- Understanding and endorsing the Master Plan
- Participating in the process to identify SAU goals
- Approve budgets relating to the Master Plan

### **Superintendent**

Responsibilities include:

- Understanding and endorsing the Master Plan
- Coordinating and continually revisiting the Strategic Plan to inform the SAU of goal setting and budget processes, and as the evaluation standard for the Master Plan
- Working with the building administrators to guide, develop, and implement collaborative goal setting processes at the building level
- Review updates to the Master Plan from the Chairperson of the Master Plan Committee
- Review all recertification proposals to determine recommendations for recertification to the NH Department of Education
- Review final appeals and render decisions

### **Building Administrators**

Responsibilities include:

- Understanding and endorsing the Master Plan
- Acting on requests for approval of Individual Professional Learning Plans, Professional Learning activities, Professional Learning hours, Professional Days, and reimbursement
- Conducting the supervision/evaluation processes, including Progress Reports and Individual Professional Learning Plans
- Developing building goals with staff
- Working with professional staff to gather and analyze student learning data
- Meeting with educators annually to review reflections and log
- Meeting with educators at the end of their three (3) year Individual Professional Learning Plan and review goals, Professional Learning activities, Professional Learning hours, evidence of growth, and all state recertification requirements
- Approval or denial of the Individual Professional Learning Plan will be given in writing as outlined in Plan

### **Individual Staff Members**

Responsibilities include:

- Developing and implementing a three-year Individual Professional Learning Plan based upon SAU, district, and building goals in accordance with the Bow School District Master Plan
- Obtaining approval of Individual Professional Learning Plan from a building administrator
- Documenting ongoing Professional Learning activities according to the Master Plan
- Verifying all Professional Learning records with the SAU
- Upon completion of three-year cycle, submitting all documentation of Individual Professional Learning Plan, Professional Learning activities, Professional Learning hours (if applicable), and evidence of growth for final recertification approval
- Filing with the New Hampshire Department of Education for recertification
- Providing SAU office a copy of current certificate

## **Professional Learning and Data**

### **Use of Data:**

The mission of the Master Plan is to promote professional learning as a vehicle for improving every student's learning. Student learning is the primary focus. Our analysis of student learning data will impact all decisions concerning Professional Learning within the SAU.

Data gathering and analysis varies depending on class and student needs. First, data must be carefully selected and gathered. The Bow School District produces, and has access to, an enormous amount of data (see data matrix charts). The second challenge is to disaggregate collected data so that the information can be analyzed in an organized, systematic way. The knowledge gained is the basis for professional learning decision-making.

The process of analyzing data is an imperative step to the construction of new knowledge. It offers educators the insight and understanding needed to make thoughtful decisions about how to best focus professional learning efforts. Educators can plan activities that target specific student learning needs that have been identified through careful data analysis. As a result of focusing on areas truly in need of attention, educators will be constantly working to:

- Improve instruction and advance student learning
- Provide useful feedback to students and parents
- Promote focus on instruction and integrated planning
- Drive curriculum renewal
- Focus on what students need to know and need to be able to do
- Increase sharing of practices among educators
- Support continuous improvement (provided by the NH Department of Education)

### **Communication:**

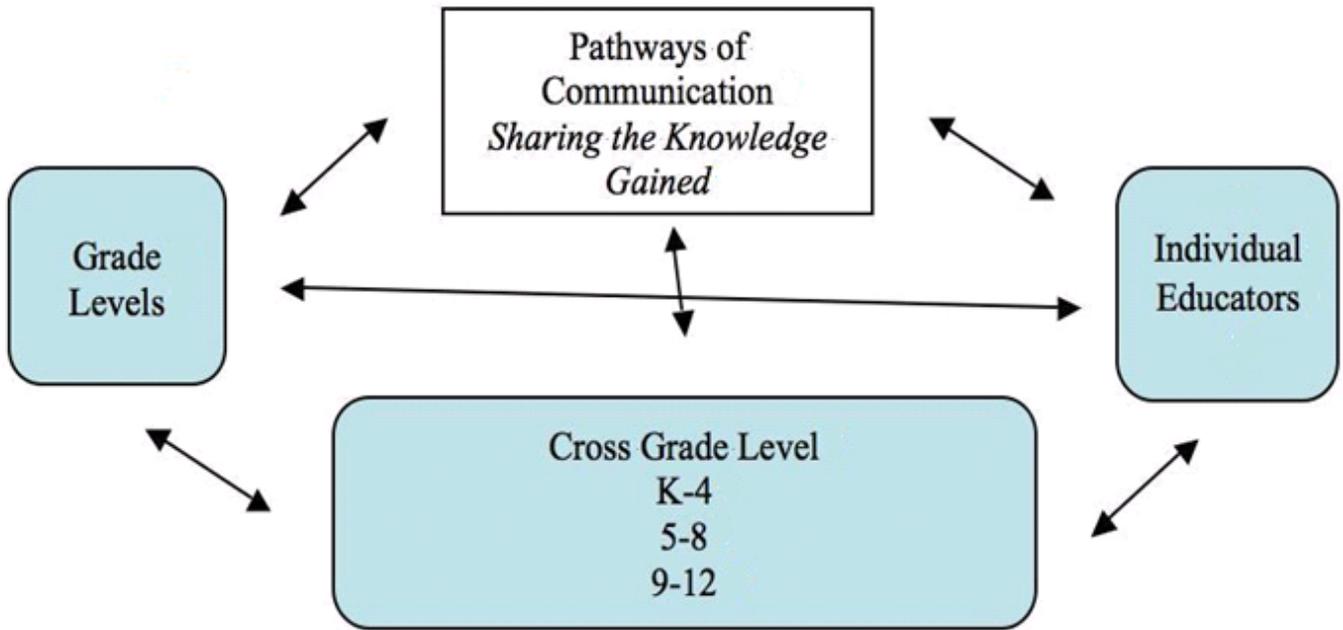
The Bow School District curriculum development process is committed to aligning all curricula with the Common Core State Standards and the NH State Frameworks, which are aligned with the National Standards. Professional learning opportunities are designed to address the strengths and weaknesses in implementation of curriculum, including improved instructional practice and measured student performance, with emphasis on correcting any identified weaknesses. Professional learning opportunities are also designed to make connections to School-In-Need-Of-Improvement (SINI) Plans and Districts-In-Need-Of-Improvement (DINI) Plans and address the needs outlined in these Plans. Professional learning opportunities are also designed to be forward looking and exploratory. Documented, ongoing data analysis of formal and informal assessments is used to identify weaknesses and celebrate our strengths.

### **Identification of Local Student Learning Needs:**

Student needs on the local level are identified through the use of the New England Common Assessment Program (NECAP), Smarter Balanced Assessment, Pre-Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), Advanced Placement Examinations (AP), and Northwest Evaluation Association/Measures of Academic Progress (NWEA/MAP) testing. A variety of non-standardized methods such as daily observation of student progress, portfolios, report cards, and mid-term and final examinations are also used (See Data Matrices).

### **Collection, Analysis, and Dissemination of Data:**

The responsibility and process of determining the link between student performance and professional growth will become embedded in the educational setting by collecting and analyzing data. The results will be used to implement necessary instructional and curricular changes.



**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
Attendance Data	Collected daily by classroom teachers/ office staff and entered on the district Student Information System (SIS), Infinite Campus	Teachers, administrators, school nurse and guidance team review attendance data as it relates to academic and social progress and overall school success.	Attendance is monitored on an ongoing basis to foster full participation in the BES educational program and to partner with parents in the management of illness/health issues. Attendance is reported each trimester to parents via report cards.
Report Cards	Three times per year, grades are collected and reported on Infinite Campus (SIS). Grades are available through the parent portal and printed copies are sent home with students.	Teachers and administrators review report card grades 3 times per year.	Grades are reported to students, parents, and administration. They are used to document and track student learning and progress towards meeting end-of-year, grade level standards.
NECAP/ Smarter Balanced	Annually, the Superintendent and school administrators collect and review the information when it is released from the DOE. The SAU collects the District level reports. School data is reviewed by administrators and teachers to inform curriculum and instruction.	The administrators review all results. Faculty, data and grade level teams review student, grade and school results.	Parents are provided with student NECAP reports. Results are shared with the School Board. The Administration shares results with all faculty. The results are used to identify focus areas for improvement, as appropriate, at the student, classroom, grade and school levels in curriculum and instruction. The timeline for analyzing the results is typically early spring after results are released by the DOE.

**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
NECAP ALT	Annually, as appropriate for individual students in grades 3 and 4, special education case managers collect data (including videotaping) of student progress for individual student portfolios.	Information about the results of the assessment is reviewed upon release by the DOE, usually in August. The Administration and Case Managers collect and interpret the portfolio results.	The information is used to inform the portfolio assessment process, monitor student progress and inform the development of Individual Education Plans. Written results are reported to parents upon release.
NWEA	Classroom teachers in grades 2 – 4 administer the assessments in the areas of reading, math and language usage each year in the fall and spring.	Results are gathered via student, classroom, grade level and school NWEA reports. The data is analyzed by teachers and administrators immediately following administration of the assessments.	The information is used to monitor student progress, to serve as one data point in the entrance criteria for intervention and to inform curriculum and instruction at the student, classroom, grade and school levels.
Writing Prompts	Classroom teachers administer the writing prompt 2 times per year (fall and spring). The writing prompt is graded using grade level writing rubrics.	Classroom teachers, Administrators, and the Reading Specialists are responsible for analyzing the data. Teams engage in shared review and analysis of student writing at each grade level following the collection of the data.	Data is analyzed to monitor student growth and to inform instruction at the student, classroom, grade and school levels.  The writing prompt data is housed in each student’s literacy folder.
DIBELS Next	The Intervention Team administers the DIBELS to all first grade students 3 times per year (fall, winter, spring). Classroom teachers administer DIBELS to above grade level readers at the end of each trimester as part of the determination of a student’s reading level. Students in Tier II or Tier III intervention are progress monitored using the DIBELS bi-weekly.	Classroom teachers, administrators, and the Intervention Team analyze the assessment data at the student, classroom and grade level. Analysis takes place immediately following the collection of data.	Assessment data is reviewed and used to monitor student progress and to make decisions about needs for Tier II and /or Tier III intervention.

**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<p><b>DATA SOURCES</b> Identify the types</p>	<p><b>COLLECTION</b> Who collects it? How often? When?</p>	<p><b>ANALYSIS</b> Who analyzes it? What is the process?</p>	<p><b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?</p>
<p>PALS (Phonological Awareness Literacy Screening)</p>	<p>Kindergarten teachers administer the PALS three times per year (fall, winter, spring) to all students in kindergarten. Two ‘forms’ of the assessment (Form A and Form B) are alternated to increase the validity and reliability of the results. Sections of the PALS are also used in kindergarten screening in the spring prior to the start of kindergarten.</p>	<p>Classroom teachers, grade level Intervention Team members (including Reading Specialists) and the Administration review student and classroom results.</p>	<p>Data is used to monitor student progress in several early literacy skill areas. Data is also used to help make decisions about Tier II and Tier III intervention and to inform differentiated literacy instruction in the classroom.  Data is housed in a student’s literacy folder.</p>
<p>Grade Level Sight Word Assessments</p>	<p>Classroom teachers/paraprofessionals will individually assess high frequency word fluency during the school year.</p>	<p>Classroom teachers and Intervention Team members (including Reading Specialists) analyze student and classroom data immediately upon administration.</p>	<p>Data is used to monitor student progress and to inform instruction. Spring results are placed in student’s literacy folder.</p>
<p>Kindergarten/incoming first grade Screening – comprehensive screening across developmental domains and in early academic areas (this screening is administered with each incoming kindergarten and newly enrolled grade one students).</p>	<p>Once a year in the spring by teachers, Reading Specialists, speech and language pathologists, and occupational therapists.</p>	<p>Administration, teachers, Reading Specialists, speech and language pathologists, and occupational therapists review all information as a team.</p>	<p>Information is used for program and placement decisions, to inform instruction at the start of the school year and to help make decisions about participation in the Tier III Extended Intervention program at the kindergarten level. The results are reported in writing to parents and placed in each student’s literacy folder.</p>

**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
Spring 2012- Primary NWEA K-1 Spring 2012- Aimsweb (reading/math) K-4 Spring 2012- DIBELS Next (reading) K-4	This data will be collected by classroom teachers and/or intervention teachers in reading and math.	If adopted, data will be analyzed by classroom teachers, Intervention Team members and administration.	If adopted, information will be used to monitor student learning over time, to inform/differentiate instruction and to help make decisions for Tier II and Tier III intervention. Reporting guidelines TBD.
Rigby PM Ultra Benchmark	Classroom teachers administer Benchmarks individually to all students 4 times per year (December, March, June, and a ‘floater’ given as appropriate at a time of year determined by the teacher). Teachers record student assessment data on a benchmark cover (summary) sheet shared with the Reading Specialists and Administration each trimester.	Benchmark data is analyzed by classroom teachers immediately after Reading Specialists and Administration review classroom summary results. Grade level teams and Reading Specialists engage in a peer review of benchmark results to continue to build consistency in the administration of the assessment instrument and the scoring/interpretation of the benchmark results (accuracy and comprehension).	Classroom teachers, Intervention Team members (including Reading Specialists) and Administrators use benchmark data to monitor student progress and to inform instruction at the student and classroom level. Results are also used to help identify needs for Tier II and Tier III intervention.

**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<p><b>DATA SOURCES</b> Identify the types</p>	<p><b>COLLECTION</b> Who collects it? How often? When?</p>	<p><b>ANALYSIS</b> Who analyzes it? What is the process?</p>	<p><b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?</p>
<p>Attendance</p>	<p>Collected daily by homeroom teachers/office staff and entered into Infinite Campus in the morning. Additionally, teachers track attendance for every class.</p>	<p>Administration reviews attendance looking for any problem areas. Teachers report students who have attendance concerns to Administration.</p>	<p>Results are reported in Infinite Campus daily. Administration, faculty and parents across the District can access attendance data as well. It is reported to the DOE annually.</p>
<p>Report Cards</p>	<p>Eight times per year grades are collected and reported on the Infinite Campus computer system. Grades are available through the parent portal and report cards go home quarterly.</p>	<p>The faculty reviews grades 8 times per year for progress reports and report cards. Faculty members contact parents when they are concerned about a student's grades. Administrators review grades as needed.</p>	<p>Report cards are sent home quarterly to custodial parents and the final report card is included in students' cumulative files. Review of grading trends is done by Administrators.</p>
<p>NECAP/ Smarter Balanced Assessment</p>	<p>NECAP tests are generally done by homeroom. Accommodations are recommended by classroom and Special Education teachers, and personnel throughout the building assist with the testing process. October for all, May for 8<sup>th</sup> grade Science testing.</p>	<p>The Administrators review all the results and relevant results are distributed to teachers. Case Managers review respective subgroups.</p>	<p>Teachers are given copies of past and current student performances, sample responses, and released questions to analyze by grade level and department and to inform instruction. Administrators analyze school-wide results.</p>

## Bow Memorial School

Bow School District - SAU #67

Professional Development Master Plan

### DATA SOURCE MATRIX

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
NECAP-ALP	Special Education and grade level teachers compile and submit ALP portfolios as required by the State.	Special Education Teachers analyze the results to improve student results.	Success/progress of Special Education students is analyzed by Administrators and Special Education Teachers.
NWEA/MAP	During the September window, new students and targeted groups/individuals are tested. In May all BMS students are tested.	The BMS Data Cohort team helps teams locate data. Teachers access data and analyze results according to their needs. Administration analyzes trends and distributes growth information to teachers.	Administration discusses strengths and areas of concern with individual teachers and with the Superintendent.
Writing Prompts	LA and Reading Instructors	Individual teachers and the LA and Reading Departments analyze data according to rubrics.	Data are used by LA and Reading teachers to inform instruction and curriculum. Administrators analyze State Testing in Writing.

**Bow Memorial School**

Bow School District - SAU #67

Professional Development Master Plan

**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
ICT Portfolios (ISTE Standards)	Each year folders are organized and work is collected by students.	Grade 8 teachers compile the final ICT portfolios for transfer to BHS.	Students write reflections on their work and progress as part of the process.
Midterm/Final Exams	8 <sup>th</sup> grade teachers administer midterm and final exams based on course and BHS requirements.	8 <sup>th</sup> grade teachers correct tests and use scores to calculate final course grades.	8 <sup>th</sup> grade teachers analyze student success and use data to inform curriculum and instruction.
NAEP	Bow is frequently among the "Randomly Chosen" NH Schools	The state administers the test to randomly chosen students in grade 8.	Results are not provided to schools.

## Bow High School

Bow School District - SAU #67

Professional Development Master Plan

### DATA SOURCE MATRIX

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
Attendance	Collected daily by classroom teachers/office staff and entered on the district computer system: Infinite Campus	Administration reviews attendance looking for any problem areas. Secretary reports students absent more than 5 days in a quarter, or any patterns that may warrant further analysis. Special education case managers	Results are reported to students and parents quarterly, or more if needed. Administration, faculty and parents across the district can access attendance data daily using Infinite Campus. It is reported to the DOE annually. It is used to monitor individual student performance.
Report Cards	Four times per year grades are collected and reported on the Infinite Campus computer system. Grades are available through the parent portal.	Faculty review grades 8 times per year: for progress reports and report cards. Faculty contact parents when one or more grades result in a failure. Administrators review grades 8 times per year.	Administration, faculty and parents across the District can access grading data daily using Infinite Campus. Review of grading trends is done by Administrators.
NECAP/ Smarter Balanced	Annually, the Superintendent and Administrators collect and review the school's information when it is released from the DOE. The SAU collects the District level reports. The SAU and Administrators interpret the data.	The Administrators review all the results. The Deans and high school departments or grade levels review their own discipline results. The Special Ed Director and case managers review respective subgroups.	Analysis of the NECAP data leads to discussions about curriculum strengths and weaknesses. The departments work to redesign curriculum to address weaknesses.

## Bow High School

Bow School District - SAU #67

Professional Development Master Plan

### DATA SOURCE MATRIX

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used for? How are the results reported and to whom?
NECAP - ALT	Annually, the Superintendent and Administrators collect and review the school's information when it is released from the DOE. The SAU collects the District level reports. The SAU and administrators interpret the data.	The administrators review all the results. The Deans and high school departments or grade levels review their own discipline results. The Special Ed Director and case managers review respective subgroups.	Analysis of the NECAP data leads to discussions about curriculum strengths and weaknesses. The departments work to redesign curriculum to address weaknesses.
NWEA	The Reading Specialist and Special Education use NWEA with individual students during the open windows as a diagnostic tool.	The Reading Specialist and Special Education analyze the data for individual students.	The data is used to make decisions about individual student progress and service planning.

**Bow High School**

Bow School District - SAU #67

Professional Development Master Plan

**DATA SOURCE MATRIX**

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> What is the information being used for? How are the results reported and to whom?
ACT	Annually, Administrators collect and review the school's information when it is released from the testing company.	Guidance and Administration review the data	Students receive reports of their individual progress. Trends are analyzed by Administration. The results are shared with the Board
Digital Portfolios (ISTE Standards)	Each year folders are organized and work is collected by students.	The final portfolios are approved by Senior Seminar teachers.	Students write reflections on their work and progress as part of the process.
Accuplacer	Guidance administers Accuplacer to 9-11 <sup>th</sup> graders in May/June annually in math and writing.	Guidance, Administration and Teachers review the data	Students receive reports of their individual progress. Teachers look at data for individual students. There is a diagnostic math section, which helps teachers to identify specific strengths and weaknesses. Trends are analyzed by Administration.

## Bow High School

Bow School District - SAU #67

Professional Development Master Plan

### DATA SOURCE MATRIX

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
Curriculum Competencies	Grades are connected to course competencies. Students passing courses are passing course competencies. Four times per year grades are collected and reported on the Infinite Campus computer system. Grades are available through the parent portal.	Faculty review grades and competencies 8 times per year: for progress reports and report cards. Faculty contact parents when students are in danger of failing a competency (and the course).	Remediation is provided by faculty members to target competencies for individual students. Special Education uses this data to provide individual support to students. Review of trends is done by Administrators.
AP Exams	Guidance administers Accuplacer to those students electing to take the AP tests. These tests happen according to the AP schedule, generally in early May.	Guidance, Administration and teachers review the data.	Students receive reports of their individual progress. Teachers analyze individual progress to make instructional adjustments. Trends are analyzed by administration. The results are shared with the Board
Behavior Data	Discipline incidents are documented within Infinite Campus by the Assistant Principal.	Guidance and Administration review the data.	Trends are analyzed by Administration.

## Bow High School

Bow School District - SAU #67

Professional Development Master Plan

### DATA SOURCE MATRIX

A description of the procedures for systematically collecting and interpreting student data and information from a variety of sources:

<b>DATA SOURCES</b> Identify the types	<b>COLLECTION</b> Who collects it? How often? When?	<b>ANALYSIS</b> Who analyzes it? What is the process?	<b>DECISION MAKING</b> For what is the information being used? How are the results reported and to whom?
Midterm/Final Exams	Teachers administer midterm and final exams based on course and BHS requirements. Seniors do not take finals in the spring.	Teachers correct tests and use scores to calculate final course grades. Teachers analyze the data and departments look at tests to determine effectiveness.	Teachers analyze student success and use data to inform curriculum and instruction.
Senior Project	The completion of senior project demonstrates a student's achievement of the school's learning expectations. The course is a semester long course taken in summer, fall or spring.	Senior Seminar teachers, mentors, and most staff members are involved somehow in the evaluation of senior projects.	Teachers analyze student success and use data to inform curriculum and instruction. Additionally, the information informs decisions about cross-cutting competencies.
Youth Risk Behavior Survey (YRBS)	This school-wide survey is conducted every other year.	Guidance and Administration review the data	Trends are identified and changes are made as necessary. Results are reported to the Board.
Senior Exit Survey	Survey conducted by Guidance of graduating seniors using Survey Monkey.	Guidance and Administration review the data	Trends are identified and shared with the faculty. Changes are made as necessary.

## **Developing Individual Professional Goals**

### **Staff Members Who Follow the Master Plan**

All certified educators are required to follow the Bow School District Master Plan, including:

- Superintendent
- Business Administrator
- Principals
- Assistant Principals
- District Administrators
- Special Education Administrators
- Teachers
- Specialists (OT, Speech, School Psychologist, Nurse, etc.)
- Directors
- Counselors
- Social Workers
- Media Specialists
- Deans
- Paraeducators

Professionals in each of the categories listed above are required to write three-year Professional Learning Plans as outlined in the Bow School District Master Plan.

## Summary of Recertification Requirements

### **Recertification Process:**

Certification is a condition of employment. It is the responsibility of each staff member to follow the Master Plan, maintain and review records of his/her status as it relates to New Hampshire's recertification requirements and his/her date of certification expiration. The Master Plan is designated to help professional staff members meet their recertification requirements.

### **Newly Hired Staff and Transferring Credit for Professional Learning Hours:**

Newly hired staff will have 90 days from the date of hire stated on their contract, or from the start of the school year, to submit their approved Professional Learning evidence from a previous public school district to their direct supervisor for approval and transfer. After that time, no transfer of hours previously attained will be allowed. Any corrections to hours that have been transferred must be submitted within 30 days after the approved transfer date.

In cases where new employees have not been covered under a school's Master Plan, they need to submit a listing of activities with evidence of completion, and the direct supervisor will award clock hours as is deemed appropriate. For employees who did not fall under a traditional clock hour system, their direct supervisor will review the evidence collected in the portfolio. The supervisor will make a determination if the project will be accepted and transferred. Documentation of Action Research Project will be submitted to the SAU.

### **To improve student learning educators will:**

- 1 Complete Self-Assessment Survey **Online**
- 2 Reflect on Goals and Share Evidence
- 3 Review and Reflect on Self-Assessment and Student Data
- 4 Modify Plan based on Student Data and New Knowledge
- 5 Determine Professional Learning Focus Areas
- 6 Study the Building and District Goals
- 7 Engage in Plan
- 8 Design Individual Professional Learning Plan and Submit Plan to Direct Supervisor for Approval
  - Self-assess using the Professional Standards relating to your current job assignment.
  - Review and reflect on your self-assessment, identifying areas in need of improvement.
  - Review SAU and building goals.
  - Identify and/or review student learning needs based on assessment data.
  - Given your understanding of strengths and weaknesses as reflected in your self-assessment, the SAU and building goals, and student learning needs, develop two to four goals for your professional learning.
  - Describe the possible evidence of your learning and impact on student learning.
  - List the resources/activities you think you may need to achieve your goals.
  - Meet with a building administrator to discuss and get approval of your Individual Professional Learning Plan.
  - When your plan is approved, begin working toward your goals.
  - At the end of the first two years of the Plan, staff will have a review and update meeting for the plan with the direct supervisor and/or submit professional development hours.
  - At the conclusion of the three years, staff will share progress and results of the Action Research Project with their immediate supervisor and/or submit professional development hours.

## Steps in Completing the Individual Professional Learning Plan (IPLP)

### Step 1: Needs Assessment/Self Assessment by September 30 (Reference pg. 34)

Each educator will complete the District's online Needs Assessment and review results. He/she will also reflect on the competencies required by their assignment areas and will review available student data. He/she then will identify a specific area of need or interest.

### Step 2: Goal Setting

Goals for developing the Individual Professional Learning Plan are those that:

- A Reinforce School and District Goals in order to increase student learning for ALL students.
- B Increase educator effectiveness in order to increase student learning for ALL students.
- C Increase knowledge of subject and content areas taught and field of specialization for each endorsement area in order to increase student learning for ALL students.
- D Increase knowledge of learners and learning and increase student learning for ALL students.
- E Increase educator effectiveness and results for all students; integrate theories, research and models of human learning to achieve its intended outcomes.
- F Increase educator effectiveness and results for all students; align outcomes with educator performance and student curriculum standards, and increase student learning for ALL students.
- G Increase leadership skills that can develop capacity, advocate and create support systems for professional learning which result in learning for ALL students.
- H Increase educator effectiveness within learning communities committed to continuous improvement, collective responsibility and goal alignment which results in learning for ALL students.

The Bow School Board, Administrators, educators, and community members work collaboratively to develop annual and long-term District and school goals. The Bow School District Goals and Building Goals are found on the Professional Development page of the Bow School District website. Individual school goals are fully aligned with SAU 67/Bow School District goals and each of the Bow schools' goals. These goals are developed by Administration based on a variety of data (i.e. community survey results, statewide testing, District testing, refer to the data matrix charts). The Bow School Board works collaboratively with Administration, teachers, and community to define and establish such goals.

Individual Professional Learning Plan (IPLP) goals should be fully aligned with the SAU 67/Bow School District and the respective school goals. Therefore, individual goals are to be designed and selected based on need for improved instructional practice in order to meet student needs and to improve student learning and performance.

Professional Learning offerings and selections are developed to improve teaching, student learning, and performance. These needs are determined according to assessment data as measured against school and District goals as well as State and national frameworks. Teams of teachers and/or administrators, after reviewing assessment data, provide a list of potential areas of improvement to the Professional Learning Committee. The Professional Learning Committee and Administration then prioritizes possible goals and develops appropriate workshops and activities to address these goals.

In addition to maintaining a standing budget line-item process to generate resources for Professional Learning, the Bow School District establishes long-range plans on a continual basis to support achievement of individual Professional Learning goals as they relate to District/school goals and improvement of student learning.

### **Step 3: Choosing an Option in the IPLP**

Educators must select one of the following three options to provide evidence of their professional learning. Plans must be designed and approved by **October 30**. A portfolio will document how Professional Learning resulted in student learning for any of the three options.

#### **Option 1: Action Research Project (no hours tracked)**

The development of a body of evidence that documents job embedded and/or Professional Learning activities addressing student learning, the school and/or District goals and areas of certification;

#### **Option 2: Traditional Clock Hour and Reflection**

An accumulation of a minimum of 75 continuing education units as outlined (include link) that documents job embedded and/or formal professional learning activities addressing student learning, the school and/or District goals and areas of certification;

#### **Option 3: Hybrid; a combination of option 1 and 2**

A combination of less than 75 continuing education units and evidence that together document job embedded and/or formal professional learning activities addressing student learning, the school and/or District goals and areas of certification

### **Step 4: Goal Setting**

When choosing an option, the educator and Administrator should reference the Standards for Professional Learning and include learning related to pedagogy and knowledge of learners and learning. The emphasis of the State Department of Education is currently on job embedded professional learning activities and/or *action research projects* that address student learning while remaining connected to the job functions that teachers complete on a daily basis.

The focus of the Master Plan is to increase student achievement as evidenced through the utilization of data. Goals must encompass each area for recertification. The goals may either be individual goals or overarching goals that address the differing certifications. Each certified educator must have goals that increase their knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.

## **Individual Professional Learning Plan: Year One**

### **Year One of Certification Cycle: Development of IPLP**

**September 30<sup>th</sup>:** Complete online needs assessment.

**October 15<sup>th</sup>:** Each educator will collaborate with his/her building administrator to mutually create the goal(s) set forth in their Individual Professional Learning Plan. Each educator will be asked to create at minimum two goals. One goal will be related to an endorsement area and be focused on increased student achievement. The other goal will relate to established school goals. All goals will be written in SMART format: Specific, Measurable, Attainable, Relevant, and Time-bound.

**October 30<sup>th</sup>:** All educators will submit their IPLP indicating their choice of option and goals for approval from their building administrator. The administrator may ask for more information, approve the plan or request a meeting in a timely manner.

**November 15<sup>th</sup>:** Revisions (if necessary) will be submitted to the building administrator. Upon approval, the IPLP plans will be forwarded to the Superintendent by the building administrator. Educators will keep their IPLP in their own professional file, and a copy will be kept in the school's cumulative professional file.

### **Year One: Certification Cycle: End of Year Activity**

**May 15<sup>th</sup>:** Employees will meet with their school administrator to review their reflection(s) of progress towards the IPLP goals. School administrators will approve the IPLP at the end the year and will be responsible for verifying and approving the completion evidence, established when the plan was initially approved. This meeting could be held at the same time as the annual summative conference (as outlined in the Master Plan).

## **Individual Professional Learning Plan: Year Two**

### **Year Two: Certification Cycle: Beginning of Year**

**September 30<sup>th</sup>:** Complete online needs assessment.

**October 15<sup>th</sup>:** Each educator will collaborate with his/her building administrator to mutually determine if the IPLP goals and/or option need revision based on changes in teaching assignment or completion of year one goals.

**October 30<sup>th</sup>:** All educators will submit their revised IPLP for approval from their Administrators. The Administrator may ask for more information, approve the plan or request a meeting in a timely manner.

**November 15<sup>th</sup>:** Revisions (if necessary) will be submitted to the building administrator. Upon approval, the IPLP plans will be forwarded to the Superintendent by the building administrator. Educators will keep their IPLP in their own professional file, and a copy will be kept in the school's cumulative professional file.

### **Year Two: Certification Cycle: End of Year Activity**

**May 15<sup>th</sup>:** Employees will meet with their school administrator to review their reflection(s) of progress towards the IPLP goals. School administrators will approve the IPLP at the end the year and will be responsible for verifying and approving the completion evidence, established when the plan was initially approved. This meeting could be held at the same time as the annual summative conference (as outlined in the Master Plan).

## **Individual Professional Learning Plan: Year Three**

### **Year Three: Certification Cycle: Beginning of Year**

**September 30<sup>th</sup>:** Complete online needs assessment.

**October 15<sup>th</sup>:** Each educator will collaborate with his/her building administrator to mutually determine if the IPLP goals and/or option need revision based on changes in teaching assignment or completion of year one goals.

**October 30<sup>th</sup>:** All educators will submit their IPLP indicating their choice of option and goals for approval from their building administrator. The administrator may ask for more information, approve the plan or request a meeting in a timely manner.

**November 15<sup>th</sup>:** Revisions (if necessary) will be submitted to the building administrator. Upon approval, the IPLP plans will be forwarded to the Superintendent by the building administrator. Educators will keep their IPLP in their own professional file, and a copy will be kept in the school's cumulative professional file.

### **Year Three: Certification Cycle: End of Year Activity**

**April 1<sup>st</sup>:** Each educator will meet with his/her administrator to review the evidence of the IPLP. Portfolios must be submitted at this time to the administrators so appropriate determinations can be made and appeals can be heard if there are any disagreements.

Educators will provide evidence of the professional learning gained through a written summary that document:

- The completion of job-embedded or formal Professional Learning activities
- The reflection on the total experience and how the professional learning resulted in or impacted student learning
- The contribution of that learning to the fulfillment of their assignment and their IPLP

Criteria used to determine if the IPLP was successfully completed are based on:

- The documentation of successful completion of the individual learning plan
- Met the 30 hours in each endorsement and 45 in school/District goals, if appropriate (option 2 and option 3)
- The educator wrote a comprehensive summary reflecting on the total experience, the resulting professional learning and impact on student learning
- The extent to which the educator was able to fulfill their goals
- The extent to which student learning was demonstrated or impacted

**April 15<sup>st</sup>:** In writing, administrators will approve the IPLP or notify educators who have not met the requirements under the Master Plan. If an administrator determines that a staff member does not fulfill the requirements of the Professional Learning Master Plan, reasons must be given in writing. (See Appeals Process if applicable, include link).

**Certification Recommendation:**

After satisfactory completion of the three-year plan, the building administrator will certify to the Superintendent that the plan is completed and that recertification is recommended. The Superintendent will make recommendations of recertification to the State Department of Education.

**Completing the Paperwork and submitting it to the Department of Education:**

Educators who are deemed by the Superintendent as meeting and completing SAU 67's Professional Learning Master Plan requirements will be sent electronically the appropriate links to the State's website from the SAU. The educators will be responsible for completing the process and paying the fee online or sending the form to the State Department of Education along with the required fee, (link to DOE form) according to the Department guidelines.

**Submitting the New Certifications to the SAU:**

All educators and licensed staff must submit a copy of the new certifications to the SAU for their files. Consequences of not meeting the District's and/or State's requirements of recertification can include voiding an educator's employment contract or adding more costs or requirements to the educator from the State Department of Education.

## Appeals Process

If there is a dispute or disagreement at any time between the educator and administrator regarding all aspects of the Individual Professional Learning Plan that the teacher wishes to formally appeal, the following steps must be followed to resolve the manner:

- He/she will request an appeal in writing to the Chairperson of the Professional Learning Committee within five (5) working days of the receipt of the Principal's decision or lack thereof. The Chairperson, within fifteen (15) working days of receipt of the appeal, will hold a hearing for the educator and building administrator with the Professional Learning Committee. The purpose of the hearing will be to hear both sides of the issue. The Principal involved in the appeals process will be required to abstain during the voting procedure.
- The decision of the Professional Learning Committee will be presented to the individual and Principal, in writing, within five (5) working days of the hearing stating the reasons for the opinion reached.
- If the educator or Principal is dissatisfied with the decision of the committee, he/she may appeal in writing within five (5) working days of receipt of the decision to the Superintendent of Schools, who will render a decision within five (5) working days and whose decision in all cases will be final.

## Paraprofessionals

Certified Paraeducators: [http://www.education.nh.gov/certification/para\\_ed.htm](http://www.education.nh.gov/certification/para_ed.htm)

Requirements for paraeducators certified under Ed 504.05 shall be as follows:

Certified paraeducators who are employed by the Bow School District are required to complete a minimum of 50 continuing education units during a three-year certification cycle that shall:

- Reinforce School and District Goals in order to increase student learning for ALL students
- Increase paraeducator effectiveness in order to increase student learning for ALL students
- Increase knowledge of subject and content areas taught in order to increase student learning for ALL students
- Increase knowledge of learners and learning and increase student learning for ALL students
- Increase paraeducator effectiveness and results for all students; integrates theories, research and models of human learning to achieve its intended outcomes
- Increase paraeducator effectiveness and results for all students; align outcomes with paraeducator performance and student curriculum standards, and increase student learning for ALL students
- Increase leadership skills that can develop capacity, advocate and create support systems for paraprofessional learning which result in learning for ALL students
- Increase paraeducator effectiveness within learning communities committed to continuous improvement, collective responsibility and goal alignment which results in learning for ALL students

## Ongoing Evaluation of the Master Plan

The Master Plan Committee will be responsible to review and evaluate the Professional Learning Master Plan as a whole on a yearly basis at the April meeting. This committee will meet to discuss the following:

- Is the Plan being followed at the individual, school, and district levels? How can it be improved?
- Does the Plan meet the needs of the individual, the school, and the District?
  - Needs Assessment (pg. 34) data will be reviewed as identified earlier in the plan.
  - The District Data Team will provide an analysis of student achievement based on the assessments identified in the Data Matrix.
  - Exit Surveys will be completed and analyzed to determine staff Professional Development needs.
  - Administration will provide feedback to the committee based on the evaluation results.
  - Mini-grant Applications will be reviewed.
- Is the evaluation procedure for the Professional Learning Plan clearly defined and followed?
- Does the Plan meet the current regulations as outlined by the NH Department of Education?

The Professional Learning Master Plan Committee will make changes or improvements to the Professional Learning Master Plan as needed.

## **Professional Learning Self/Needs Assessment**

Completed each fall, this professional development self-assessment provides direction for individual, school, and district professional development opportunities.

Framework for Teaching Proficiency, Copyright 2011, Danielson

### **Demonstrating Knowledge of Content and Pedagogy**

- **Distinguished:** Displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
- **Proficient:** Displays solid knowledge of the important concepts in the discipline and how these relate to one another. Plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
- **Basic:** Familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Plans and practice skills indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.
- **Unsatisfactory:** In planning and practice, makes content errors or does not correct errors made by students. Plans and practice display little understanding of prerequisite relationships important to student learning of the content. Displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

### **Demonstrating Knowledge of Students**

- **Distinguished:** Actively seeks knowledge of students' levels and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
- **Proficient:** Understands the active nature of student learning, and attains information about levels of development for groups of students. Also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.
- **Basic:** Indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.
- **Unsatisfactory:** Demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

### **Setting Instructional Outcomes**

- **Distinguished:** All outcomes represent rigorous and important learning in the discipline.
- The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate,

represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

- Proficient: Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
- Basic: Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but no attempt is made at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.
- Unsatisfactory: Outcomes represent low expectations for students and lack of rigor, not do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.

### **Demonstrating Knowledge of Resources**

- Distinguished: Knowledge of resources for classroom use, for expanding one's own knowledge and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
- Proficient: Displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.
- Basic: Displays basic awareness of resources available for classroom use, for expanding one's knowledge, and for students through the school, but no knowledge of resources available more broadly.
- Unsatisfactory: Unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.

### **Designing Coherent Instruction**

- Distinguished: Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. Lesson structure is clear and allows for different pathways according to diverse student needs.
- Proficient: Coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. Lessons and units have a clear structure with appropriate and varied use of instructional groups.
- Basic: Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. Lessons and units have a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.

- **Unsatisfactory:** The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

### **Designing Student Assessments**

- **Distinguished:** Plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Intends to use assessment results to plan future instruction for groups of students.
- **Proficient:** Plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Intends to use assessment results to plan for future instruction for groups of students.
- **Basic:** Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Intends to use assessment results to plan for future instruction for the class as a whole.
- **Unsatisfactory:** Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Has no plan to incorporate formative assessments in the lesson or unit, nor any plans to use assessment results in designing future instruction.

### **Creating an Environment of Respect and Rapport**

- **Distinguished:** Classroom interactions among teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.
- Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.
- **Proficient:** Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.
- **Basic:** Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.
- **Unsatisfactory:** Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Does not deal with disrespectful behavior.

## **Establishing a Culture for Learning**

- Distinguished: The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
- Proficient: The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.
- Basic: The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject
- Unsatisfactory: The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.

## **Managing Classroom Procedures**

- Distinguished: Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
- Proficient: There is little loss of instructional time due to effective classroom routines and procedures. Management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
- Basic: Some instructional time is lost due to only partially effective classroom routines and procedures. Management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.
- Unsatisfactory: Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

## **Managing Student Behavior**

- Distinguished: Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct.
- Monitoring of student behavior is subtle and preventive. Response to student misbehavior is sensitive to individual student needs
- Proficient: Student behavior is generally appropriate. Monitors student behavior against established standards of conduct. Response to student behavior is consistent, proportionate and respectful to students and is effective.

- Basic: Standards of conduct appear to have been established, but their implementation is inconsistent. Tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.
- Unsatisfactory: There appears to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.

### **Organizing Physical Space**

- Distinguished: The classroom is safe, and learning is accessible to all students including those with special needs. Makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
- Proficient: The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Makes effective use of physical resources, including computer technology.
- Basic: The classroom is safe, and essential learning is accessible to most students. Use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.
- Unsatisfactory: The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

### **Communicating with Students**

- Distinguished: Links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
- Proficient: The instructional purpose of the lesson is clearly communicated to the students, including where it is situated within broader learning; directions and procedures are explained clearly. Explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.
- Basic: Attempts to explain the instructional purpose has only limited success, and/ or directions and procedures must be clarified after initial student confusion. Explanation consists of a monologue, with no invitation to the students for intellectual engagement.
- Spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.
- Unsatisfactory: The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Explanation of content contains major errors. Spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

### **Using Questioning/ Prompts and Discussion**

- Distinguished: Uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions.
- Students themselves ensure that all voices are heard in the discussion.
- Proficient: Uses some low-level questions, but poses questions to students designed to promote student thinking and understanding. Creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
- Basic: Questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.
- Unsatisfactory: Questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

### **Engaging Students in Learning**

- Distinguished: Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually
- Proficient: The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate.
- Basic: The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of lessons may not provide students the time needed to be intellectually engaged.
- Unsatisfactory: The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of lessons is too slow or rushed. Few students are intellectually engaged.

### **Using Assessment in Instruction**

- Distinguished: Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.
- Proficient: Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback, that advance learning. Students appear to be aware of the assessment criteria; some of

them engage in self-assessment. Questions/ prompts/assessments are used to diagnose evidence of learning.

- Basic: Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.
- Unsatisfactory: There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

### **Demonstrating Flexibility and Responsiveness**

- Distinguished: Seizes opportunities to enhance learning, building on a spontaneous events or student interests or successfully adjusts or differentiates instruction to address individual student misunderstandings. Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
- Proficient: Promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
- Basic: Attempts to modify lessons when needed and responds to student questions and interests with moderate success. Accepts responsibility for student success, but had only a limited repertoire of strategies to draw upon.
- Unsatisfactory: Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Ignores student questions; when students experience difficulty, the teacher blames the students or home environment.

### **Reflecting on Teaching**

- Distinguished: Makes thoughtful and accurate reflections of lessons' effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
- Proficient: Makes an accurate assessment of lessons' effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Makes a few specific suggestions of what could be tried another time the lesson is taught.
- Basic: Has a generally accurate impression of lessons' effectiveness and the extent to which instructional outcomes were met. Makes general suggestions about how a lesson could be improved.
- Unsatisfactory: Does not know whether lessons were effective or achieved instructional outcomes, or teacher profoundly misjudges the success of lesson. Has no suggestions for how a lesson could be improved.

### **Maintaining Accurate Records**

- Distinguished: System for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.

- Proficient: System for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.
- Basic: System for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.
- Unsatisfactory: System for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Records for non-instructional activities are in disarray, resulting in errors and confusion.

### **Communicating with Families**

- Distinguished: Communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Efforts to engage families in the instructional program are frequent and successful.
- Proficient: Communicates frequently with families about the instructional program and conveys information about individual student progress.
- Basic: Makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.
- Unsatisfactory: Communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. Makes no attempt to engage families in the instructional program.

### **Participating in a Professional Community**

- Distinguished: Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.
- Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in a least one aspect of school or district life.
- Proficient: Relationships with colleagues are characterized by mutual support and cooperation; actively participates in a culture of professional inquiry. Volunteers to participate in school events and district projects, making a substantial contribution.
- Basic: Maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Becomes involved in the school's culture of professional inquiry when invited to do so. Participates in school and district projects when specifically asked.
- Unsatisfactory: Relationships with colleagues are negative or self-serving. Avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Avoids becoming involved in school events or school and district projects.

### **Growing and Developing Professionally**

- Distinguished: Seeks out opportunities for professional development and makes systematic effort to conduct action research. Seeks out feedback on teaching from both supervisors and colleagues. Initiates important activities to contribute to the profession.
- Proficient: Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Participates actively in assisting other educators.
- Basic: Participates in professional activities to a limited extent when they are convenient.

- Accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Finds limited ways to contribute to the profession.
- Unsatisfactory: Engages in no professional development activities to enhance knowledge or skill. Resists feedback on teaching performance from either supervisors or more experienced colleagues. Makes no effort to share knowledge with others or to assume professional responsibilities.

### **Showing Professionalism**

- Distinguished: Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Is highly proactive in serving students, seeking out resources when needed. Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Complies fully with school and district regulations, taking a leadership role with colleagues.
- Proficient: Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Maintains an open mind in team or departmental decision-making. Complies fully with school and district regulations.
- Basic: Honest in interactions with colleagues, students, and the public. Attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Decisions and recommendations are based on limited though genuinely professional considerations. Complies minimally with school and district regulations, doing just enough to get by.
- Unsatisfactory: Displays dishonesty in interactions with colleagues, students, and the public. Is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Makes decisions and recommendations based on self-serving interests. Does not comply with school and district regulations.

## **Option 1: Action Research**

Introduction to Action Research

Creating SMART Goals

Professional Learning Portfolio

SMART Goal Cover Sheet

Action Research Project

## Action Research

Action Research, in short, is a process where an educator examines his/her own teaching practice carefully using a systematic process. Action research is not simply a review of the data that is already published, but rather is an active process which provides information to implement change in the classroom, teaching process and in student learning

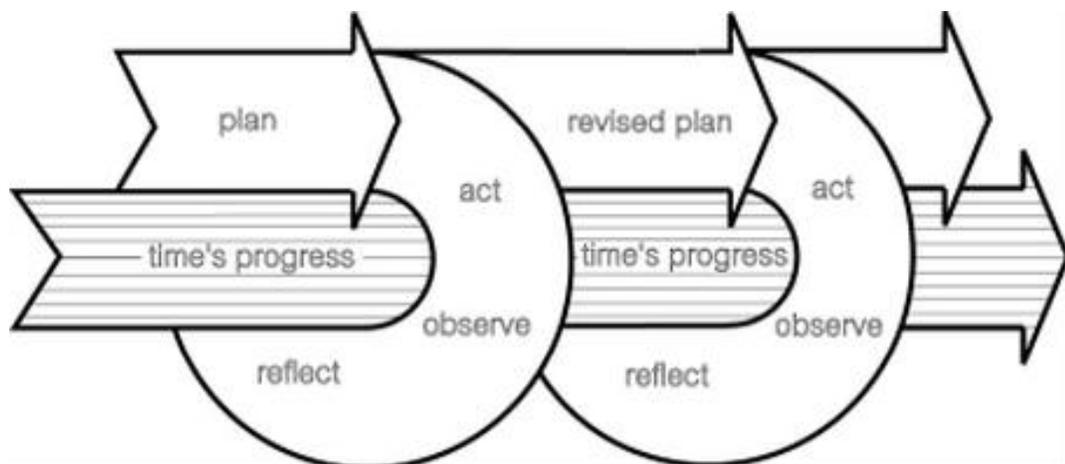
There are a number of steps within the action research process which are all critical to the successful implementation of a project.

- 1 Identify the Problem
- 2 Collection and Organization of Data
  - This may include District, school, and classroom data to identify a baseline of student performance as well as a Literature Review.
- 3 Interpretation of the Data
- 4 Action Based on the Data
  - This includes gathering more data and evaluating the results to determine if a change in student learning has occurred.
- 5 Reflection
  - This reflection should include an evaluation of whether desired results have been achieved and if next steps are needed. The reflection could lead to starting the process over and identifying the problem or acting on the evidence and trying something new.

One step naturally leads to the other, and the reflection stage may lead to the realization that the “problem” has not been solved. This may lead to the process starting again in a cyclical fashion.

In simplistic terms you should “Plan, Act, Observe, Reflect, Revise the Plan, Act, Observe, Reflect,” etc.

The annual review conference is in place to review progress. Options (Action Plan, Hybrid, Hours) may be modified at this time.



## Creating SMART GOALS

From Paul J. Meyer's "Attitude Is Everything"

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

### **Specific**

### **Measurable**

### **Attainable**

### **Relevant**

### **Time Bound**

**Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- \*Who: Who is involved?
- \*What: What do I want to accomplish?
- \*Where: Identify a location.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: Specific reasons, purpose or benefits of accomplishing the goal.

**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

**Attainable** - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them.

**Realistic** - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly *believe* that it can be accomplished.

**Time Bound** - A goal must have a target date. If you desire to make a million dollars, but don't set the timeline for it, it won't be motivating. A deadline too far in the future is too easily put off. A goal that's set too close is not only unrealistic, it's discouraging. Long-term goals are simply a description of what you want for yourself in the future -- say about 3 to 5 years out. The best way to define them is to give examples: graduate college, get a good job, find a life partner, get rich quick, etc. A goal is not a plan; it's more like a wish list with a basis in reality. Then set short-term goals to reach that plan. What can I do 6 months from now? What can I do 6 weeks from now? What can I do today?

## Professional Learning Portfolio

In general, the portfolio is an organized way to keep track of the journey that the educator is taking for the project or intervention. This project has student learning at its foundation and covers a time span of at least two years. There is some flexibility to these sections for educators who are not directly working with students. This sheet may be modified each year as the Professional Learning Committee updates and revises the portfolio process.

Administrators will review the project and portfolio giving feedback on sections that need improvements or clarifications.

	<b>Elements of a Portfolio:</b>
Information	Name, assignment, school, recertification year, endorsement areas, table of contents, other personal information you wish to include
IPLP	Individual Professional Learning Plan includes: A. Needs Assessment B. IPLP w/ SMART Goals C. End of cycle reflection of the IPLP goals
Project Description	A. Project Name / Title B. Student learning focus area C. Description of the problem being addressed D. Description of the intervention, and strategies to be used E. Projected outcomes how they will be measured F. Research evidence: what makes this an effective strategy G. Examples of surveys, tests, permission slips and forms to be used with students
Project Intervention	<b><i>While you are doing the project</i></b> A. Log of activities or intervention describing the steps that were actually followed B. Reflection summaries or journals of the intervention experience C. Explanations of mid course corrections that were made, if needed, and why D. Data and explanations of the data: Ex: surveys, charts, graphs to show the results E. Student evidence, or samples of work to show the intervention
Conclusion	<b><i>The “So What?”</i></b> A. The reflective summary indicating to what extent this project met the IPLP goals, the student outcomes and how it impacted student learning, B. The completion of job-embedded or formal professional development activities, C. The reflection on the total experience and the resulting professional learning, and D. The contribution of that learning to the fulfillment of your assignment.

Demonstrations Of Skills	A. Evidence of technology integration in the classroom B. Evidence of differentiating instruction C. Evidence of administrative application (for admin endorsements)
Evidence of Professional Development	A. Job embedded Professional Learning relating to the project B. Traditional Professional Learning activities relating to the project
Appendix	Other materials pertinent to the project
Evaluation	Evaluation of the Portfolio, project-based process

**Individual Professional Learning Plan  
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Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Select an Option for the Individual Professional Learning Plan:

\_\_\_\_\_ **Option 1: Action Research Project (no hours tracked)**

\_\_\_\_\_ **Option 2: Traditional Clock Hours and Reflection**

\_\_\_\_\_ **Option 3: Hybrid; a combination of option 1 and 2.**

**SMART Goals:**

**Goal 1: Subject or field of specialization:** (There may be one goal per certification area, or one goal which encompasses all certification areas.)

**Goal 2: Learners and Learning:** (Please refer to Creating SMART Goal Document)

\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator**

\_\_\_\_\_  
**Date**

# Action Research Project

Start Date: \_\_\_\_\_

End Date: \_\_\_\_\_

**AREA OF FOCUS: (What is your chosen area of focus? How does it directly impact student achievement? Why did you choose this area? What new professional learning are you anticipating?)**

Area of Focus

**TARGET GROUP: (Who are the students you are trying to impact? (Use first names only or another identifier) How do you think this strategy or content focus will benefit the target group?)**

Target Group

**BASELINE DATA: (What are the baseline data that support your choice for this area of focus? What patterns or trends do you see in the data?)**

Baseline Data

**IMPLEMENTATION PLAN: (What is your plan to implement the strategy or content knowledge? How do you involve the stakeholders in the planning process?)**

Implementation Plan

**SMART OBJECTIVES: (Identify at least one SMART objective related to improved student performance.)**

**Specific, Measurable, Attainable, Results-Oriented, Time-Bound & Tied to Student Achievement**

SMART Objectives

**PROCEDURES & MEASURES: (What are the steps you will follow? How will you measure student progress?)**

Procedures/Measures

**DATA COLLECTION: (What data will be collected? How often?)**

Data Collection

**IMPLEMENTATION: (Describe the actual implementation of your plan.)**

Implementation

**DOCUMENTATION OF ADJUSTMENTS: (How did the plan change during the course of the AR timeline? What prompted the change in plan? What were the effects of the changes?)**

Adjustments

**REPORTING RESULTS & IMPLICATIONS FOR FUTURE: (What are your results and how will you share them? How will the results impact your teaching in the future?)**

(What are your results? How does the baseline data compare to the ending data? How will you share results with stakeholders? How will you share results with others in your school? How will the results impact your teaching in the future? What new professional learning occurred?)

Results/Impact

**ALIGNMENT TO DISTRICT GOALS & OBJECTIVES:**

Goal(s)/Objective(s)

**Goal:**

**Goal:**

**Goal:**

**COMMENTS:**

Comments

## **Option 2: Clock Hour and Reflection**

Creating SMART Goals

Professional Learning Opportunities

State Recertification Requirements

SMART Goal Cover Sheet

Individual Professional Learning Reflection Sheet

Annual Progress Review

Annual Professional Learning Log

## Creating SMART GOALS

From Paul J. Meyer's "Attitude Is Everything."

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**Time Bound**

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## Professional Learning Opportunities

Opportunities	Clock Hours Awarded	Required Documentation
Action Research	N/A	-Portfolio documenting Action Research process, data, impact on student learning
Independent study and immersion in content area	Up to 30 clock hours per certification as justified	-Reflection page which includes impact on student learning -End product -Grade report/Certificate of Completion -Documentation of hours on annual summary sheet
New curriculum development and implementation	Up to 30 clock hours per certification as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -End product -Grade report/Certificate of Completion -Documentation of hours on annual summary sheet
Curriculum enhancement, modification, adaptation, and refinement	Up to 30 clock hours per certification	-Reflection page which includes impact on student learning -End product -Grade report/Certificate of completion -Documentation of hours on annual summary sheet
Coursework	15 clock hours per credit hour awarded by the college or university  10 clock hours per credit hour for audited courses	-Course approval and reimbursement form -Reflection page which includes impact on student learning -End product (if applicable) -Grade report/Certificate of completion -Documentation of hours on annual summary sheet

Opportunities	Clock Hours Awarded	Required Documentation
Workshops, institutes, and seminars	Unlimited clock hours	<ul style="list-style-type: none"> <li>-Workshop approval form</li> <li>-Reflection page which includes impact on student learning</li> <li>-Grade report/Certificate of completion</li> <li>- Documentation of hours on annual summary sheet</li> </ul>
Sabbatical (May also be considered for option 2)	75 clock hours	<ul style="list-style-type: none"> <li>-Reflection page which includes impact on student learning</li> <li>-End product (if applicable)</li> <li>-Grade report/Certificate of completion</li> <li>-Documentation of hours on annual summary sheet</li> </ul>
Examining student work and student thinking	Up to 30 clock hours per year per certification	<ul style="list-style-type: none"> <li>-Reflection page which includes impact on student learning</li> <li>-End product (if applicable)</li> <li>-Documentation of hours on annual summary sheet</li> </ul>
Committees	Up to 30 clock hours per committee, per year	<ul style="list-style-type: none"> <li>-Reflection page which includes impact on student learning</li> <li>-End product (if applicable)</li> <li>-Documentation of hours on annual summary sheet</li> </ul>
Collaborative discussions/Study groups	Up to 30 clock hours per certification area as justified by project description and professional goal setting	<ul style="list-style-type: none"> <li>-Reflection page which includes impact on student learning</li> <li>-Documentation of hours on annual summary sheet</li> </ul>
Mentoring	Up to 30 clock hours per certification area as justified by project description and professional goal setting	<ul style="list-style-type: none"> <li>-Reflection page which includes impact on student learning</li> <li>-Documentation of hours on annual summary sheet</li> </ul>

<b>Opportunities</b>	<b>Clock Hours Awarded</b>	<b>Required Forms</b>
School to Career Partnerships	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -End product -Documentation of hours on annual summary sheet
Professional Networks	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -Documentation of hours on annual summary sheet
Developing Professional Developers	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -Documentation of hours on annual summary sheet
Technology for professional learning and application	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -End product -Documentation of hours on annual summary sheet
Professional reading, videos, and audio tapes	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -Documentation of hours on annual summary sheet
Publishing related to educational profession	Up to 30 clock hours per certification area as justified by project description and professional goal setting	-End product -Reflection page which includes impact on student learning -Documentation of hours on annual summary sheet
Community service	Up to 10 clock hours per certification area as justified by project description and professional goal setting	-Reflection page which includes impact on student learning -Documentation of hours on annual summary sheet

## **State Recertification Requirements/Clock Hour and Reflection**

**Teachers** 75 hrs per 3-year certification cycle

**Paraprofessionals** 50 hrs per 3-year certification cycle

### **Component Area 1 (30 hours per certification area)**

- 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.

### **Component Area 2 (45 hours)**

- Reinforce School and District Goals in order to increase student learning for ALL students.
- Increase educator effectiveness in order to increase student learning for ALL students.
- Increase knowledge of subject and content areas taught and field of specialization for each endorsement area in order to increase student learning for ALL students.
- Increase knowledge of learners and learning and increase student learning for ALL students.
- Increase educator effectiveness and results for all students; integrate theories, research and models of human learning to achieve its intended outcomes.
- Increase educator effectiveness and results for all students; align outcomes with educator performance and student curriculum standards, and increase student learning for ALL students.
- Increase leadership skills that can develop capacity, advocate and create support systems for professional learning which result in learning for ALL students.
- Increase educator effectiveness within learning communities committed to continuous improvement, collective responsibility and goal alignment which results in learning for ALL students.

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\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator**

\_\_\_\_\_  
**Date**

*Individual Professional Learning Reflection Sheet*

*SAU 67 – Bow School District*

*Recertification Cycle: 20\_\_\_\_ - 20\_\_\_\_*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Learning hours are awarded after you submit your reflection to a building administrator for approval. Prior to submission and approval of your reflection, accumulated professional development hours are pending. You may submit a reflection after the completion of a single activity or reflect after completing a series of related activities. You are required to submit at least one reflection per year. Reflections may be written in a different format as long as they follow guiding questions.

**Guiding Questions:**

- What did you do?
- What new skills and/or knowledge did you gain by participating in this activity? How will this activity impact your teaching practice in the classroom?
- What evidence/data will you gather to show how your learning from this activity will impact student learning?
- What are your next steps?

Activity List & Dates

Applicable Endorsement

**Reflection which outlines how these activities impacted student learning** (Attach additional pages if necessary):

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

This sheet will be included in your portfolio

**Individual Professional Learning Plan  
Annual Progress  
SAU 67 – Bow School District  
Recertification Cycle: 20 \_\_\_\_ - 20 \_\_\_\_**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Annually, educators shall meet with a building administrator to review progress of their Individual Professional Learning Plan. This document provides educators and administrators an outline for the discussion regarding progress towards the plan. Signing this document provides documentation of the conversation

**Educators shall bring the following items to the meeting:**

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- Activity Logs and Reflection Sheets
- Evidence/Data Showing the Impact of Your Learning on Student Learning

**The following questions are a guideline for discussion during the conversation:**

- 1) What professional learning have you accomplished relating to the goals stated on your Individual Professional Learning Plan? How many hours are approved? How many hours are pending?
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- 3) How is it going? What successes have you experienced? What obstacles?
- 4) What is the evidence/data you have gathered that shows the impact of your professional development on student learning?
- 5) What's next?
- 6) **(Year Three only):** Share your complete collection of evidence/data of your work towards your goals and the impact of that work on student learning.

**Administrator's Comments on Progress** (Attach additional pages if necessary):

Administrator \_\_\_\_\_ Date: \_\_\_\_\_



## **Option 3: Hybrid**

Creating SMART Goals

Introduction to the Hybrid Model

Action Research Project

Action Research Proposal

Annual Progress Review

SMART Goal Cover Sheet

Individual Professional Learning Reflection Sheet

Annual Professional Learning Log

## **Creating SMART GOALS**

From Paul J. Meyer's "Attitude Is Everything."

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

### **Specific**

### **Measurable**

### **Attainable**

### **Relevant**

### **Time Bound**

**Specific** - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- \*Who: Who is involved?
- \*What: What do I want to accomplish?
- \*Where: Identify a location.
- \*When: Establish a time frame.
- \*Which: Identify requirements and constraints.
- \*Why: Specific reasons, purpose or benefits of accomplishing the goal.

**Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

**Attainable** - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them.

**Realistic** - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly *believe* that it can be accomplished.

**Time Bound** - A goal must have a target date. If you desire to make a million dollars, but don't set the timeline for it, it won't be motivating. A deadline too far in the future is too easily put off. A goal that's set too close is not only unrealistic, it's discouraging. Long-term goals are simply a description of what you want for yourself in the future -- say about 3 to 5 years out. The best way to define them is to give examples: graduate college, get a good job, find a life partner, get rich quick, etc. A goal is not a plan; it's more like a wish list with a basis in reality. Then set short-term goals to reach that plan. What can I do 6 months from now? What can I do 6 weeks from now? What can I do today?

## **Introduction to the Hybrid Model**

The hybrid model is a blend of action research and clock hours. This model is intended for professional staff who either:

- 1 Create an action research plan that does not apply to all of his/her certification areas
- 2 Has created an action research project(s) that will take less than three-years to complete or is not substantial enough to cover certification requirements.

If the action research project does not cover all certification areas, clock hours are collected for the certification areas that are not covered by the action research model. If a staff member is completing the hybrid model, the clock hours will be required for the content areas (30 clock hours per certification area) that are not covered by the action research plan.

If the action research plan is determined to be less than a cumulative three-year project or it is determined that the project is not substantial enough to cover certification requirements, necessary clock hours will be determined at the initial meeting with the staff member and Administrator.

The annual review conference is in place to review progress. Options (Action Plan, Hybrid, Hours) and clock hours that are required may be modified at this time.

# Action Research Project

Start Date: \_\_\_\_\_

End Date: \_\_\_\_\_

**AREA OF FOCUS: (What is your chosen area of focus? How does it directly impact student achievement? Why did you choose this area? What new professional learning are you anticipating?)**

Area of Focus

**TARGET GROUP: (Who are the students you are trying to impact? (Use first names only or another identifier) How do you think this strategy or content focus will benefit the target group?)**

Target Group

**BASELINE DATA: (What are the baseline data that support your choice for this area of focus? What patterns or trends do you see in the data?)**

Baseline Data

**IMPLEMENTATION PLAN: (What is your plan to implement the strategy or content knowledge? How do you involve the stakeholders in the planning process?)**

Implementation Plan

**SMART OBJECTIVES: (Identify at least one SMART objective related to improved student performance.)**

**Specific, Measurable, Attainable, Results-Oriented, Time-Bound & Tied to Student Achievement**

SMART Objectives

**PROCEDURES & MEASURES: (What are the steps you will follow? How will you measure student progress?)**

Procedures/Measures

**DATA COLLECTION: (What data will be collected? How often?)**

Data Collection

**IMPLEMENTATION: (Describe the actual implementation of your plan.)**

Implementation

**DOCUMENTATION OF ADJUSTMENTS: (How did the plan change during the course of the AR timeline? What prompted the change in plan? What were the effects of the changes?)**

Adjustments

**REPORTING RESULTS & IMPLICATIONS FOR FUTURE: (What are your results and how will you share them? How will the results impact your teaching in the future?)**

(What are your results? How does the baseline data compare to the ending data? How will you share results with stakeholders? How will you share results with others in your school? How will the results impact your teaching in the future? What new professional learning occurred?)

Results/Impact

**ALIGNMENT TO DISTRICT GOALS & OBJECTIVES:**

Goal(s)/Objective(s)

**Goal:**

**Goal:**

**Goal:**

**COMMENTS:**

Comments

*Individual Professional Learning – Action Research Proposal*  
*SAU 67 – Bow School District*  
*Recertification Cycle: 20\_\_\_\_\_ - 20\_\_\_\_\_*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Prerequisites for Goal Setting**

- Self Assessment/Needs Assessment
- Reflection on Your Self Assessment
- Review SAU Goals
- Review Building Goals
- Review Identified Student Learning Needs

Action Research should be based on a manageable idea. It is important to keep the focus on a scale that can be achieved. It should be interesting to you and something that will not disrupt your normal routine.

**Consider the answers to the following questions:**

1. What is your concern?
2. Why are you concerned?
3. What do you think you could do about it?
4. What kind of evidence could you collect to help you make some judgment about what is happening?
5. How would you collect such evidence?
6. How would you check that your judgment about what has happened is reasonable, fair and accurate?

**Attach a proposal, which includes:**

- Proposed Title of Action Research Project
- Provide a general description of your Action Research Project and how it will systematically address improvement of the district/school, programs, teaching, and learning for all students.
- Based on your Self Assessment, what specific professional growth targets will you focus on in your Action Research?
- Describe the context in which you will conduct your project.
- Describe the problem/situation that you plan to address in your action research. List your proposed research question, which will guide you investigation. Describe the methods you plan to use for collection and analysis of data. Describe you plan for monitoring and evaluating your action plan.
- If applicable, describe how you plan to disseminate your action research within the school/district community.
- What are your projected completion timelines for project development, implementation and evaluation?

**Individual Professional Learning Plan**  
**Annual Progress**  
**SAU 67 – Bow School District**  
**Recertification Cycle: 20\_\_\_\_\_ - 20\_\_\_\_\_**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

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- 5) What's next?
- 6) **Year Three only):** Share your complete collection of evidence/data of your work towards your goals and the impact of that work on student learning.

**Administrator's Comments on Progress** (Attach additional pages if necessary):

Administrator \_\_\_\_\_ Date: \_\_\_\_\_

*Individual Professional Learning Plan  
Goal Approval Form  
SAU 67 – Bow School District  
Recertification Cycle: 20\_\_\_\_ - 20\_\_\_\_*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Select an Option for the Individual Professional Learning Plan:

\_\_\_\_\_ **Option 1: Action Research Project (no hours tracked)**

\_\_\_\_\_ **Option 2: Traditional Clock Hours and Reflection**

\_\_\_\_\_ **Option 3: Hybrid; a combination of option 1 and 2.**

**SMART Goals:**

**Goal 1: Subject or field of specialization:** (There may be one goal per certification area, or one goal which encompasses all certification areas.)

**Goal 2: Learners and Learning:** (Please refer to Creating SMART Goals Document.)

\_\_\_\_\_  
**Employee**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator**

\_\_\_\_\_  
**Date**

*Individual Professional Learning Reflection Sheet*

*SAU 67 – Bow School District*

*Recertification Cycle: 20\_\_\_\_ - 20\_\_\_\_*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Learning hours are awarded after you submit your reflection to a building administrator for approval. Prior to submission and approval of your reflection, accumulated professional development hours are pending. You may submit a reflection after the completion of a single activity or reflect after completing a series of related activities. You are required to submit at least one reflection per year.

**Guiding Questions:**

- What did you do?
- What new skills and/or knowledge did you gain by participating in this activity? How will this activity impact your teaching practice in the classroom?
- What evidence/data will you gather to show how your learning from this activity will impact student learning?
- What are your next steps?

Activity List & Dates

Applicable Endorsement

**Reflection which outlines how these activities impacted student learning** (Attach additional pages if necessary):

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_



# **FORMS**

Support Staff Reimbursement

Course Approval and Reimbursement

New Hampshire Department of Education Forms

Request to Facilitate Workshop

State Recertification Requirements

Workshop Approval Forms

For Office Use Only	
Request Rec'd	
Authorization	\$
Grade Rec'd	

**SAU #67 BOW SCHOOL DISTRICT**  
**BOW EDUCATIONAL SUPPORT STAFF**

**Note: This form must be completed PRIOR to taking the course in order to receive pre-payment or reimbursement.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

Course(s) Starting Date: \_\_\_\_\_ Anticipated Concluding Date: \_\_\_\_\_

Course Title	College, University or Sponsor Program	Total Not To Exceed \$900
1.		

The maximum amount of pre-payment or reimbursement is \$900 per person. Courses must be pre-approved by the administration.

*Pre-payment may be made if this form is received by the Business Administrator at least thirty (30) days prior to the payment due date. Failure to send the form in at least thirty (30) days prior to payment date will result in reimbursement directly to the employee only. Transcripts must be submitted to the Business Administrator upon completion of the course(s). Failure to receive a "C" or better in the course or failure to provide transcripts will result in reimbursement to the District for all of its pre-paid costs by the employee or the withholding of funds from pay due to the employee to satisfy the outstanding balance due to district.*

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date



\_\_\_\_\_ Approved          \_\_\_\_\_ Denied

Reason: \_\_\_\_\_



\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date



\_\_\_\_\_ Approved          \_\_\_\_\_ Denied          Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Amount of Reimbursement: \_\_\_\_\_ Signed: \_\_\_\_\_

Business Administrator

**SAU #67 BOW SCHOOL DISTRICT  
Request for Course Approval & Reimbursement**

NOTE: This form must be completed PRIOR to taking the course in order to receive reimbursement.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Course(s) Start Date: \_\_\_\_\_ Anticipated Concluding Date: \_\_\_\_\_

Course Title	College or University	Number of Credits	Cost Per Credit	Subtotal
1.				
2.				
3.				
			<b>Total:</b>	

These courses are part of an approved graduate program leading to a Master, CAGS, or Doctorate Degree?

\_\_\_\_\_ YES \_\_\_\_\_ NO

*Reimbursement is paid in accordance with the process outlined in the master contract. Transcripts must be submitted to the superintendent's upon completion of the course(s).*

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved \_\_\_\_\_ Denied

Reason:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Amount of Reimbursement: \_\_\_\_\_ Signed: \_\_\_\_\_

## **NH Department of Education Website and Forms**

Online renewal and EIS Educator Profile

<https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>

### **Certified Teacher**

**NH DOE Forms Found at:** <http://www.education.nh.gov/certification/index.htm>

NH DOE Renewal for Educators who choose to pay by check

Teacher Renewal Transmittal Form (for those who choose to pay by check)

### **Paraeducator**

**NH DOE Forms Found at:** [http://www.education.nh.gov/certification/para\\_ed.htm](http://www.education.nh.gov/certification/para_ed.htm)

Paraeducator Responsibilities / Application Procedures

Professional Growth Requirements for Paraeducator

Paraeducator Transmittal

### **SAU 67 Forms**

Individual Professional Learning Plan

Action Research Proposal

Reflection Sheet

Annual Professional Learning Log

Annual Progress

Request to Facilitate In-District Workshop

Workshop Approval Form

Request for Course Approval and Reimbursement

**SAU 67 – Bow School District  
Request to Facilitate In-District Workshop**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School Phone: \_\_\_\_\_ School Fax: \_\_\_\_\_

Department/Grade Level: \_\_\_\_\_ Best Time to be Reached: \_\_\_\_\_

Workshop Scheduled for In-District Service Day on (Date): \_\_\_\_\_

Target Audience: \_\_\_\_\_

---

Maximum Number of Participants: \_\_\_\_\_

Workshop Length (Circle One):    1hr.    1.5hr.    2hrs.    2.5hrs.    3hrs.    Other: \_\_\_\_\_

Location of Workshop (school, room number, etc.): \_\_\_\_\_

Please List All Materials Needed (It is up to the facilitator to purchase materials needed. Please submit receipt to the Professional Learning Committee for reimbursement.): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brief Explanation of Workshop: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain how the workshop supports District/Building Goals. (Why is this workshop needed?): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Each facilitator will receive a \$50 honorarium per hour. Reimbursement is given after the facilitator submits workshop evaluation forms to the Professional Learning Committee.

Approved by (Building Administrator): \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

# Teacher Competencies

As required by Ed 512, the Master Plan provides professional growth opportunities for veteran and new teachers by offering several different options for earning clock hours and demonstrating professional growth. These opportunities range from independent study to job-embedded activities, as well as in-house and outside presentations, to create a wide range of Professional Learning activities. These activities offer experiences for educators and paraprofessionals to gain expertise in the areas of planning and preparation, classroom climate, knowledge of learners and learning, and the school's role and organization. Though an educator may choose Option 2: Clock Hours, or Option 3: Hybrid model, the activities must reflect student learning, and the documentation of the learning must be included in the educator's reflection of the activity.

## Professional Learning Opportunities

Professional Learning is a series of integrated learning experiences. Every staff development hour is accumulated through a variety of approaches that combine to form a unique Professional Learning Master Plan consistent with an individual's professional goals. The professional educator is continuously assessing and evaluating his/her needs within the educational environment. With this in mind, the professional is able to constantly evaluate his/her approach within the classroom and within the school community, directly impacting student achievement.

### **The five educational Professional Learning purposes are:**

- 1 To focus on developing awareness through the introduction of new information
- 2 To build knowledge
- 3 To translate new knowledge into practice and application
- 4 To focus on new methodologies that help teachers learn through the process of using a new approach, practice, or process

**SAU #67 BOW SCHOOL DISTRICT**  
**Workshop Approval Form (Revised**  
**November 2007)**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Current Position: \_\_\_\_\_

Grade and/or Subject: \_\_\_\_\_

Title of Course/Workshop: \_\_\_\_\_

Location: \_\_\_\_\_

Date Course/Workshop to Begin: \_\_\_\_\_ End Date: \_\_\_\_\_

Description of Activity: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How does this activity relate to your goals and professional growth plan? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

**REQUEST FOR FUNDING – PROJECTED COST**

Sub Needed? YES NO

Workshop/Conference Fee: \$ \_\_\_\_\_ Mileage: \$ \_\_\_\_\_

Other: \$ \_\_\_\_\_ Tolls/Parking/Fare: \$ \_\_\_\_\_

Meals: \_\_\_\_\_ \$ \_\_\_\_\_

Lodging: \_\_\_\_\_ Night(s) \$ \_\_\_\_\_

---

**COMPLETE THIS SECTION AFTER THE WORKSHOP**

What were the merits of this workshop? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

**COMPLETION ALL ACTUAL COSTS**

Identify Items Attached for Verification

- [ ] Receipt w/Cancelled Check [ ] Transcript or Grade Report [ ] Mileage Receipt  
[ ] Meals Receipt [ ] Tolls/Parking/Fare Receipt [ ] Lodging Receipt [ ] Other

<b>For Office Use Only</b> Request Rec'd  Authorization \$  Grade Rec'd
--

Once workshop/course is completed, return workshop/course approval form to principal or superintendent to receive funding reimbursement.

