

PROFESSIONAL DEVELOPMENT

Procedures & Forms

SCHOOL ADMINISTRATIVE UNIT #53

Allenstown

Chichester

Deerfield

Epsom

Pembroke



2008 – 2013

SAU #53 Professional Development:

www.sau53.org

Employee Resources

Professional Development

(www.sau53.org/profdev.htm)

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Individual Professional Development Plan

All plans should be on file with the SAU by October 15.

Checklist for Completing an Individual Professional Development Plan

The following checklist should be consulted in completing a IPDP:

- Self-assessment checklist (Danielson)
- Reflection I
- Reflection II
- Individual Professional Development Plan (3-year plan)
- Optional: Option 1 Evidence-based Project/Portfolio (See following section on Documentation of Professional Learning for explanation and directions.)

Establishing Individual Professional Development Goals

Access the Reflection and Plan forms at <http://sau53.org/pdfforms.htm>.

The Word forms automatically expand as you fill them out to provide whatever space is needed for each section. Remember to save forms to your own folder as you work.

Self-Assessment/Reflection

The reflection process is intended to guide the development of goals that enhance the individual's:

- Knowledge of subject area or specialization, and
- Knowledge of learners and learning, and
- Knowledge of best practices.

Forms IIA and IIB (on the following pages): Complete the forms using all available school and district data; school and district improvement plan goals; and student data, including classroom assessments and student work. The reflections will assist in completing the Individual Professional Development Plan.

For more details of each item in Form IIA, refer to a copy of Danielson, Charlotte. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

The following list may be helpful in determining areas of strength and future focus. #1 is required area for knowledge of subject or specialization; #2 is required for knowledge of learners and learning; and #3-7 can be used for knowledge of best practices.

Areas of Professional Competence

1. Knowledge of subject or field of specialization shall include an understanding of the theory and content related to the educator's primary teaching or special service assignment.

There may be more than one area of certification (e.g., teacher, elementary teacher and administrator.)
The staff member must earn 30 hours in each area of certification.

2. Knowledge of learners and learning shall include understanding of the nature and development of learners as well as the various processes by which learning occurs including, but not limited to:
 - a. learning theories
 - b. developmental theory of children and adults
 - c. the characteristics of those with learning handicaps
 - d. the cognitive, affective and physiological processes of learning

3. Character and citizenship education shall include the following areas:
 - a. self-discipline, self-respect and self-control
 - b. truth and honesty with self and others
 - c. fairness, integrity and justice
 - d. respect, courtesy and human worth
 - e. responsibility to oneself and others
 - f. community service and responsible citizenship
 - g. privileges, duties and responsibilities of citizenship, including appreciation and respect for:
 - civic and social institutions of the United States and the federal government
 - the organization and operation of municipal, county, state and federal government

4. Professional skills shall include those skills necessary to carry out a job assignment, including, but not limited to:
 - a. methods of teaching
 - b. diagnosis of learning problems
 - c. design of instruction
 - d. evaluation of student work
 - e. student/parent conference techniques

5. Knowledge of the school's role, organization, and operation shall include an understanding of the school as an institution including but not limited to:
 - a. community and school relations
 - b. school law
 - c. school finance
 - d. how the institution changes over time

6. Exploratory or innovative activities shall include group or individual activities not related to components 1 and 5. For example: writing a professional article, assisting in a summer alternative school, making an original set of oral history tapes, creating a new game to stress the learning of fine motor skills.

7. Integration of technology in the school shall include:
 - a. using basic applications, such as word processing for communication, databases for managing information, spreadsheets for problem solving, and telecomputing for internet access
 - b. using technology tools to support curriculum, including curriculum frameworks
 - c. understanding the legal and ethical issues associated with the use of these technologies

SELF-ASSESSMENT CHECKLIST: *A FRAMEWORK FOR TEACHING*

Based upon Danielson, Charlotte. (1996). *Enhancing Professional Practice: A Framework for Teaching*, ASCD.
 (Copies of the book in each school include analytical rubrics for each item in each domain.)

DOMAIN 1: PLANNING AND PREPARATION

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Demonstrating Coherent Instructions
- Assessing Student Learning

Unsatisfactory	Basic	Proficient	Distinguished

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedure
- Managing Student Behavior
- Organizing Physical Space

DOMAIN 3: INSTRUCTION

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

Name: _____ Date: _____

SAU #53

Reflection Worksheet I

Form IIB

6/08

Knowledge of Subject Area(s)/Area(s) of Specialization

Name: _____ Date _____ Certification Expiration Date _____

Certification(s) _____

District _____ School _____

Divide boxes for more than one certification area.

Competencies/strengths:

Focus Areas for improvement:

List possible goals for new three-year plan:

- To
- To
- To
- To

Reflection Worksheet II

Form IIB

6/08

Knowledge of Learners and Learning

Divide boxes for more than one certification area.

<p><u>Competencies/strengths:</u></p>	<p><u>Focus Areas for improvement:</u></p>
<p><u>List possible goals for new three-year plan:</u></p> <ul style="list-style-type: none">• To• To• To• To	
<p>_____ Staff Signature</p>	<p>_____ Administrator/Designee</p>
<p>_____ date</p>	<p>_____ date</p>

Plan Completion - Form IIC

See form following this section.

- Complete personal information at the top of the form, including all areas of certification that you plan to renew.
- 1.** Write goals directly from specific district and/or school improvement goals that you commit to accomplishing.

To identify areas of student learning that need improvement, educators should review an appropriate variety of data, including but not limited to:

- NECAP and other data annually collected and analyzed by the district/school
- Classroom assessment data
- Samples of student work
- Observations of students

- 2A.** Using the goals you drafted in Reflections I and II, write at least one **specific, measurable goal** for knowledge of **each subject or specialization**.

Use the appropriate and relevant NH Certification Standards for your subject or specialization, found in Ed 506 and Ed 507 at <http://gencourt.state.nh.us/rules/ed500.html>.

Effective goals meet the following SMART criteria:

Specific, significant, stretching
Measurable, meaningful, motivation
Attainable, agreed upon, achievable, action-oriented
Realistic, relevant, reasonable, rewarding, results-oriented
Time-based, timely, tangible

- 2B.** Describe what data you will collect and analyze to determine improvement in student learning.

Examples

English/Language Arts

Goal: To improve students' writing by 1.0 on the 6-Traits Writing Rubric in the areas of Ideas, Organization, and Voice by June 200__.

Evidence: Measure/monitor student improvement in each area during each semester of this plan. (Trend analysis may be a useful tool.)

Mathematics

Goal: To improve students' understanding of geometry to a minimum score of 70% on the post-test, or a 20% improvement from the geometry pre-test, whichever is greater by June 200__.

Evidence: Administer a geometry pre-test at the beginning of the year/course and compare to a post-test. Also, use the results of the Measures of Academic Progress by NWEA to compare previous results with results following instruction (one year or test to another).

Social Studies

Goal: To improve students' understanding of the Vietnam War and its impact on life in the United States by June 200__.

Evidence: Measure with performance task, unit test and final exam.

Science

Goals: To improve students' lab reports by June 200__.

Evidence: Measure/monitor student improvement in completing lab reports during each semester of this plan. Using the Science Lab Report Rubric, students will improve by at least 20% by the end of the semester.

Guidance

Goal: To reduce absenteeism and improve the academic performance of 5 chronically absent students each year through June 200__.

Evidence: Gather data regarding attendance, course grades, and feedback of classroom teachers in order to monitor each student's improvement.

Principal/Assistant Principal

Goal: To improve students' achievement in mathematics by 5% school wide through the use of Cognitive Coaching to assist and guide teachers in refining their instructional practice.

Evidence: Collect and analyze data from course final exams or unit tests, Measures of Academic Progress by NWEA.

- 3A and 3B.** Use the same format as for 2A and 2B.

Two goals are required here, one of each type - **knowledge of learners and learning**, and **teaching/educational strategies/best practices for your current position**.

If you have additional areas of certification you may include additional goals and you may include additional strategies/practices unrelated to your current position.

- 4. Check one box for your choice of plan type.** (See following section on Documentation of Professional Learning for explanation and directions, including definition of CEU's.)

- Sign your plan.**

- For **Option 1** Evidence-based Project/Portfolio, or **Option 3**, attach a copy. (See following section for details.)

Documentation of Professional Learning

Plan Type

Option 1 – Evidence-based Collection (body of evidence- Project, Portfolio, etc.)

or

Option 2 – Continuing Education Units (CEU's)

or

Option 3– the combination of fewer than 75 CEU's and the development of a body of evidence

Continuing Education Units (CEU's)

Districts need to consider 1 hour = 1 CEU as the minimum requirement.

A district may require more than 1 hour for a CEU but not less (Toolkit, 2006).

The actual CEU's approved for an activity may not necessarily equal the hours spent on the activity.

Documentation Requirements

1. Educators must utilize one of the IPDP options to **provide evidence** of their growth in knowledge of:

- Subject or field of specialization, and
- Learners and learning, and
- Best practices.

as they relate to school and district goals in order to increase student achievement.

2. **For each documentation option** (Option 1, 2 or 3), the educator will:

- Document professional learning gained through the completion of job-embedded and/or formal professional development activities; and
 - Reflect on the experience and the resulting professional learning, including the contribution of that learning to the fulfillment of their individual professional development goals; and
 - Provide evidence of impact on student learning (improved achievement or not).
-

Evidence

The pieces of evidence collected should be those that are natural to the professional development activities thus requiring that the educator *collect* rather than *create* evidence. In collecting their evidence, educators need to include evidence of the activities but more particularly evidence of their own learning and the evidence that provides information regarding the impact of their activities on students' learning.

Types of Evidence of Student Learning

- Results of standardized assessments
- Results of classroom assessments
- Examples of students' projects, papers, daily work
- Student portfolios
- Video recordings of students' presentations or activities
- Skill inventories of checklists

Types of Evidence of other student outcomes

- Health records
- Attendance records
- Behavior/Discipline records
- Co-curricular records, notes, materials

Option 1: Evidence-based Collection (Project/Portfolio)

Creating an Evidence Collection

- ❖ Document professional learning gained through the completion of job-embedded and/or formal professional development activities; and
- ❖ Reflect on the experience and the resulting professional learning, including the contribution of that learning to the fulfillment of your individual professional development goals; and
- ❖ Provide evidence of impact on student learning (improved achievement or not).

Evidence of educator's learning, such as

- Written reflection
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the less, formal observation by a supervisor, colleague, mentor or consultant, etc.

- Samples of students' work
- Projects, papers, etc. from courses and seminars
- Original instructional materials such as lesson plans, assignment directions and/or rubrics, etc.

Cautions when creating an evidence collection

- It's not just about what you did; it's about what you learned
- It's about working to *improve* rather than trying to *prove*
- Less is more – make a concise collection of carefully selected evidence
- Pick illustrative examples rather than including everything
- Avoid creating a scrapbook (a collection of personally meaningful mementos)
- Avoid creating a steamer trunk (a container stuffed with materials)
- Use technology – put the evidence on your computer, a CD or a USB memory stick; use a digital camera to capture pictures of students' projects, students' working, etc.

Format for Option 1 and 3

Option 1 may be documented in a variety of ways. The following pages provide a template and a different sample.

This document should be attached to the Individual Professional Development Plan required of all certified educators.

In compiling evidence, remember the requirements:

- ❖ Document professional learning gained through the completion of job-embedded and/or formal professional development activities; and
- ❖ Reflect on the experience and the resulting professional learning, including the contribution of that learning to the fulfillment of their individual professional development goals; and
- ❖ Evidence of impact on student learning (improved achievement or not).

Recertification

Complete the Option 1 Self-Assessment Form IIE.

Using a few examples, summarize:

- Your learning as it reflects attainment of goals.
- The impact on student learning.

Name: _____ School: _____

Date of Plan: _____

Option 1: Evidence-based Collection

Product: Reflective Portfolio

Projected Activities:

2007-08

-
-
-
- Maintain portfolio collection with reflections *
- Review progress with supervisor

2008-09

-
-
-
- Maintain portfolio collection with reflections *
- Review progress with supervisor

2009-2010

-
-
-
- Maintain portfolio collection with reflections *
- Review progress with supervisor

Credit: 75 (or 105 or 135 or less if Option 3) hours upon completion

Evaluation:

- Meet with supervisor once each semester to discuss reflections
- Completed portfolio

* See Master Plan for reflection requirements

Option 1: Sample for a Teacher

Focus Question		
How can I use the 6-Traits Writing program to improve the ability of my students to write effectively particularly with respect to ideas, organization and voice?		
Desired Results	Evidence	
For my students: Improved ability to write effectively through improved skills in the areas of ideas, organization and voice.	Of student results: Pre-post writing performance assessment scored using the 6-Traits writing rubric Sequence writing samples (including early drafts and finish copies) in students' writing portfolios, evaluated using the 6-Traits writing rubric	
For myself: Improved capacity to help students to strengthen their writing in the areas of ideas, organization and voice.	Of personal results: Lesson plans, materials, samples of students' work accompanied by written reflections	
Learning Plan		
Activities	Timeline	Evidence of Activities
Attend 6-Traits five-day seminar	Summer of 2006	Certificate of attendance
Administer initial writing performance task assessment	September 2006	Copy of the performance task description and copies of students' papers
Implementation of 6-Traits approach	Begin in the fall of 2006	Lesson plans, materials and samples of students' work
Classroom visits and consultation by a 6-Traits mentor	October 2006 January 2007 April 2007	Visitation schedule Discussion notes
Monthly study group meetings with other teachers using 6-Traits	September 2006 – June 2007	Meeting dates Attendance Discussion notes
Administer final writing performance task assessment	June 2007	Copy of the performance task description and copies of students' papers
Attend 2-day follow-up 6-Traits seminar	Summer of 2007	Certificate of attendance
Administer initial writing performance task assessment	September 2007	Copy of the performance task description and copies of students' papers
Collect student progress data	September 2007 – June 2009	Copies of student progress charts
Participate in monthly critical friends groups to refine practice	September 2007 – June 2008	Meeting dates Attendance Discussion notes
Administer final writing performance task assessment	June 2008	Copy of the performance task description and copies of students' papers
Continue use and refinement of 6-Traits writing and the pre=post writing performance task assessments	September 2008 – June 2009	Lesson plans, materials, performance task description and copies of students' papers
Present a 6-Traits workshop for interested colleagues, mentor colleague(s)	September 2008 – June 2009	Workshop materials, description; notes of mentoring discussions

Option 1: Sample Template

Form I B

Focus Question		
Desired Results		Evidence
For my students:		Of student results:
For myself:		Of personal results:
Learning Plan		
Activities	Timeline	Evidence of Activities

Option 2: Continuing Education Units (CEU's)

Professional Staff

Minimum of 75 CEU's professional growth, to include:

- 30 CEU's in knowledge of subject or specialization field in General Area 1
- minimum of 45 CEU's shall be devoted to approved professional development activities to meet district needs, school goals and/or school improvement plans in General Areas 2-7 (Section VI)
- an additional 30 CEU's of approved knowledge-based activities for each additional subject area or field of specialization.

Paraprofessional Staff

Minimum of 50 CEU's of professional growth.

Documentation of Professional Growth - Activity Form IID (see following page)

Complete a form for each single activity. One form may be completed if an activity has a series of meetings/events.

Activity documentation forms should be turned in to your building administrator **within one year of completing the activity**. This should provide ample opportunity for gathering evidence of student learning.

Activity Log Form IIE

Maintain the log shown on the next page. Insert rows or use additional sheets as needed.

This will be collected at the end of Year 3 as part of the recertification paperwork.

Option 3: Combination of Option 1 and Option 2

Complete Option 1 requirements for less than 75 CEU's and Option 2 requirements for less than 75 CEU's for a combined total of 75 CEU's.

SAU #53: 3 year plan

Individual Professional Development Plan

** Attach document for Option 1 or Option 3

District _____ School _____
 Name _____ Certification area(s) of subject/specialization:
 * _____
 * _____
 * _____
 Expiration Date: June 30, 20__

[Use additional space as needed - website expands spaces or on back of form.]

1. List one or more specific district and/or school improvement goals that this plan addresses that will improve student learning:

-
-

2. From Reflection Worksheet I:

A. Goals

B. Evidence

List at least one specific, measurable goal for knowledge of each subject/specialization :	Explain how the goal will specifically improve student learning and what data you will collect:

3. From Reflection Worksheet II:

List at least one specific, measurable goal for knowledge of learners and learning : (required)	Explain how the goal will specifically improve student learning and what data you will collect:
List goal(s) related to developmentally appropriate teaching/educational strategies and best practices for your current position : (required)	Explain how the goal will specifically improve student learning and what data you will collect:
List goals related to other areas of certification. (optional)	

4. Choice of option for documenting professional learning in fulfilling the above goals:

- Evidence-based Project/Portfolio
 CEU's only
 combination of CEU's and other evidence

_____ Staff Member Date: _____	_____ Administrator/Designee Date: _____	_____ Superintendent of Schools Date: _____
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Plan Approval

The educator will:

- Complete his or her Individual Professional Development Plan according to the SAU #53 Professional Development Master Plan requirements in ample time for it to be approved and submitted to the supervisor and superintendent by the October 15 deadline.
- Submit the Plan to his or her supervisor for approval, who, after affirming that all criteria for the Plan have been met, will submit the Plan to the Superintendent for approval.
- Receive approval by means of signatures on the IPDP form.
- Be allowed appeal by the process described in the Appeals section of this Master Plan.

Professional Development Activities

The professional development activities that educators may undertake in fulfillment of their goals include a variety of both “traditional” and “job-embedded” activities.

Educators should select professional development activities that are appropriate to their goals and matched to their learning needs.

Traditional Activities

These activities continue to be relevant and useful modes of learning for educators particularly when the learning need is one of increasing awareness or building knowledge.

- Graduate or other college courses
- Workshops and professional conferences
- Seminars
- Institutes

Job-embedded Activities

These activities are characterized by the reflective process of practitioners who through review and thoughtful contemplation on the daily experiences learn ways to improve and refine their practice. These activities assist teachers in translating new learning into classroom practice and in refining their practice over time.

This is a partial list of possible activities, with description and types of evidence to be collected:

- **Action research**
Examination of educator’s own teaching and their students’ learning by engaging in a research project within their own classroom; develop research plan, collect, analyze and interpret results of study
- **Book study group**
Record book titles, meeting dates, attendance, discussion notes
- **Classroom observations**
Dates on which the observations occurred, observation notes, discussion with and notes from teacher observed
- **Committee or Task Force** service resulting in professional growth
Service that results in knowledge or practice from the contributions of other participants
- **Critical Friends Group participation**
Discussion of instructional tools, strategies, dilemmas, student work, or other professional practice; record meeting dates, attendance, discussion notes

- **Curriculum, instruction, and assessment development**
Creating new instructional materials and strategies or tailoring existing ones to meet the learning needs of students; log of activities and times, meeting or work notes, copy of product
- **Developing professional developers**
Building the skills and knowledge needed to create learning experiences/workshops/professional development for other educators, including design of appropriate professional development strategies, presenting, demonstrating, and supporting teacher learning and change; an in-depth understanding of the content and pedagogy required for effective teaching and learning of students and other educators. Data: description of the topic, copies of materials, handouts, etc., dates of presentations, lists of participants, optional – video or audio recording of presentations
- **Educational Peer Coaching/Mentoring**
Working one-to-one with a colleague to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, trouble-shooting, and co-planning; log of activities, dates, times, discussion notes
- **Examination of student work, scoring assessments collaboratively**
Collaborative examination of students' work and products to understand their thinking and learning strategies and identifying learning strategies and identifying learning needs and appropriate teaching strategies and materials; copies/samples of the work examined meeting dates and times, discussion notes
- **Independent study**
Study and research supported by the administration may be done by one or more staff members; description of the activity, log of activities, dates, times, copy of product
- **Observations**
Visiting colleagues or other schools to gather new ideas or information
- **Product development**
Log of activities and time, sources of information used, copy of product (hard copy, photos, etc.)
- **Professional networks**
Linking in person or through electronic means with other educators or professional groups to explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems; names of participants, log of contacts, meetings, meeting notes
- **Study groups/Professional Learning Communities**
Immersion in inquiry and discussion with peers; meeting dates, agendas, discussion notes, and materials
- **Other**
An activity submitted for prior approval by the educator's supervisor that results in professional learning and improved student learning,

Option 2: Documentation of Professional Growth

District: _____ School: _____

Name: _____ Year of certification expiration: 200_____

Date(s) of Activity: _____ Location of Activity: _____

1. **Activity:** Title and Brief Description of Activity:

2. **Goals:** From your 3-year plan, copy the school, district and/or individual goals(s) related to this activity:

3. **Educator Impact:** Explain in detail how this activity is improving your teaching/professional skills. Describe or attached evidence. (See Master Plan for list, including teacher made instructional materials such as lesson plan, instructional activity directions and/or rubric, etc.)

4. **Student Impact:** Using evidence/examples/data, explain how this activity has improved student learning/met student needs. (Occasionally, the results are not positive; using evidence, explain why.)

4. **Distribution of CEU's** (number of CEU's requested):

Knowledge of subject/specialization: _____ CEU's Name area of certification: _____

Knowledge of learners and learning: _____ CEU's

Strategies and best practices: _____ CEU's

6. Sign this form and give the original to your supervisor who will return a signed copy to you.

_____ Staff Member Date: _____	_____ Administrator/Designee Date: _____
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Option: 1: Final Assessment

[To be completed upon conclusion of project or if teacher leaves the district.]

District _____ School _____ Date _____

Name _____

Certification(s)

Certification Expiration Date: _____

1. _____

2. _____

Using examples, summarize:

3. _____

▪ your learning as it reflects attainment of goals, and 4. _____

▪ the impact on student learning. (use additional sheets as needed)

Administrator has determined that _____ CEU's towards re-certification requirements have been satisfied.

By: _____ Staff Member	By: _____ Administrator/Designee	By: _____ Superintendent of Schools
Date: _____	Date: _____	Date: _____

New Hampshire Administrative Unit 53 (603) 485-5187	267 Pembroke Street Fax: (603) 485-9529	Pembroke, NH 03275 www.sau.53.org
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