
SAU 70 Staff Development Master Plan

(for Hanover and Dresden Districts)

Approved by the SAU 70 Board: November 6, 2017
Prepared by the Central Staff Development Committee

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INTRODUCTION

Professional Development in the Dresden and Hanover school districts is guided by New Hampshire State Board of Education requirements and the philosophy embedded in the SAU 70 Educational Model. The guidelines in this plan govern the administration of professional development, re-certification activities, track advancement, and funding by the Central Staff Development Committee (CSDC) consistent with the Collective Bargaining Agreement. In applying for professional development funds and credits, the individual employee is responsible for meeting all procedural and professional requirements specified in this plan.

This Staff Development Master Plan applies only to those SAU 70 schools governed by New Hampshire Certification regulations and those SAU 70 schools covered by the Collective Bargaining Agreement between the Hanover and Dresden School Boards and the Hanover Education Association. Therefore, this SAU 70 Staff Development Master Plan does not cover employees at the Marion Cross School located in Norwich, Vermont.

STATEMENT OF PURPOSE

The purpose of professional development is to promote a broad range of high-quality professional learning that has a direct and positive impact on the educational experience for all students. For the professional development plan to accomplish this purpose, it must ensure an alignment of professional learning, educator effectiveness, student learning and academic achievement. The master plan has been developed to support district and building goals with an emphasis on classroom strategies, and classroom and district practices including assessment, and staff evaluations. The master plan aligns with local, state and national professional learning standards. To make this system responsive to the needs of school district constituents, the process must include input from the community, parents, students, teachers, other staff members, administrators, and school board members, while meeting state and national requirements.

See Appendix A for the current members of CSDC.

Organization and Operation of Central Staff Development Committee and Building Staff Development Subcommittees

The Central Staff Development Committee (CSDC) and the Building Staff Development Committees (BSDC) are empowered by the Superintendent of Schools and the Hanover and Dresden School Boards to carry out the responsibilities outlined below. These committees serve most employees at the Bernice A. Ray School, the Frances C. Richmond School, and Hanover High School.

Central Staff Development Committee Responsibilities and Organizational Structure

Membership:

- One staff member from each of the three Hanover/Dresden schools. Each school elects one staff member from its Building Staff Development Subcommittee (BSDC) to be its representative to the Central SDC by no later than May 30. Newly elected members are expected to attend the last meeting of the year along with the retiring member. New members will assume voting powers at the first meeting of the school year. The term for the BSDC representatives to the CSDC is three years.
- Three administrators from the building or SAU level. The Superintendent appoints the administrators to serve on the committee. The term for administrative representatives to the CSDC is up to three years.
- Two representatives of the Hanover or Dresden school boards. The Dresden School Board shall appoint the school boards' representatives. Ideally, the term for the Board representative is two years of staggered terms.
- One Dresden community member who is mutually agreed upon. The term for the community representative is two years.
- A member of CSDC may resign at any time by writing a letter of resignation to the CSDC Chair at least one regular meeting before the effective date of resignation. A vacancy shall be filled by appointment by:
 - The HEA President if the vacancy occurs in staff representation;
 - The Superintendent if the vacancy occurs in administrative representation; or
 - The Dresden School Board Chair if the vacancy occurs in school board representation.

Officer/Chair: The Chair of CSDC is the only officer of this committee. The Chair is one of the ten members of the CSDC, elected by the committee members at the May meeting of the CSDC. The term of the chair is one year. The duties of the CSDC Chair are:

- To preside at all meetings;
- To call special meetings;
- To appoint standing committees;
- To appoint ad-hoc committees, their members, and their chairpersons, if and when the CSDC votes to establish such committees;
- To be available as an ex-officio member of all committees;

- To represent the CSDC at all appropriate public functions;
- To receive all resignations from the CSDC standing membership; and
- To vote in all matters.

Should the chair resign by submitting a letter of resignation to the CSDC, at least one regular meeting before the effective date of the request, the position will be filled by a majority vote of the CSDC membership assembled at the first regular meeting after proper notification of resignation has been given. The replacement officer becomes the active official Chair on the effective date of the resignation of the former Chair.

Responsibilities of the CSDC:

1. Establish procedures to allow the Building Staff Development Subcommittees to approve funds to support re-certification and professional development for professional and support staff at the three schools.
2. Establish and implement the process through which re-certification hours and track advancement credits are awarded to professional staff members.
3. Report annually to the Superintendent its recommendations for sabbatical leave and enrichment grants.
4. Review and approve Alternative Track Advancement proposals.
5. Review all track advancements and pre-approve activities for teachers advancing to Track 7.
6. Adjudicate appeals related to Professional Growth Plans and Professional Development activities.
7. At the Central Staff Development Committee's last meeting of the year, assess the effectiveness of this plan, evaluate and propose changes to this plan, make any necessary revisions/refinements to this plan and submit amendments to NH Department of Education (NH DOE).
8. Every five years review and submit the Professional Development Master Plan to NH DOE.
9. The Superintendent will align and connect the work of Principals Council, SAU curriculum initiatives, and Title II grants to develop an overarching framework for professional development.

Meetings: Regular Meetings of CSDC are held monthly during the school year, beginning in September, at a place designated by the Chair. The last meeting of the year will take place in mid-June, as close as practical to the last day of school. Special Meetings may be called during the summer or at other times by the Chair or by a majority of the CSDC.

Meeting Guidelines:

- All meetings are open to the public, except when the committee enters non-public session, which is governed by the New Hampshire "Right to Know" law.
- Notification of a special or changed meeting must be given at least three days prior to such meeting.

- Whenever procedural controversy arises, Robert’s Rules of Order prevail.
- A simple majority of the CSDC members constitutes a quorum.
- All decisions by vote shall be made by a simple majority provided there is a quorum present.
- CSDC members shall disqualify themselves from voting on any proposal in which they would be recipients.
- In the absence of a regular member, a substitute may vote. The substitute is designated according to the guidelines under “Vacancies” above.

Minutes: The committee shall keep minutes of each meeting, detailing the main points of discussion and recording verbatim the motions, the persons making the motions, and the votes. Arrangements for secretarial assistance is the responsibility of the administrative representatives. Copies of all minutes are sent to CSDC members, all building Secretaries, all Principals, the Superintendent, and to the SAU Finance Manager.

Building Staff Development Subcommittee Responsibilities and Organizational Structure

Membership:

Each of the three Hanover/Dresden schools has its own Building Staff Development Subcommittee (BSDC), consisting of the building administrator and at least two teachers appointed by the HEA. The Building SDC may also include representation from the support staff. The term for BSDC members is one year with a term limit of five years.

Organization:

Organization of each Building SDC (membership formulas, meeting and voting procedures, officers and their duties, etc.) is determined by its respective school. Each Building SDC may create ad-hoc committees as needed.

Responsibilities of the BSDC:

- Approval of all staff proposals for funding, college credits, independent study, and re-certification hours;
- Helping to design and implement on-campus in-service training programs for that school’s staff members. Such programs must respond to needs identified by the school’s professional staff and/or the community, and the School Board’s adopted goals.
- Reviewing and approving individual Evaluation Forms.

Responsibilities of the BSDC Secretary: A staff development-building secretary is appointed by the building principal.

- Maintains and updates individual teacher-activity files;
- Keeps records of individual proposals and related items, re-certification hours earned, college and non-college credits earned, actions taken by the committees, and the

- balance of funds available in each staff member's SDC allowance;
- Upon request, notifies each professional staff member of the re-certification hours accumulated in his or her three-year recertification cycle;
 - Notifies the Superintendent of credits earned toward track advancement; and
 - Provides other relevant information to the Superintendent's office as requested.
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NOTE: While the building secretaries and the SAU office will make every effort to facilitate the process of maintaining professional development records, the staff member is responsible for making certain that details of re-certification hours, college and non-college credits, and track advancement are correctly recorded. Teachers must keep copies of transcripts and other documentation in their own files.

SAU 70 Educational Model

Teacher Competencies, Evaluation & Professional Development

The SAU 70 Professional Development Plan links the components of Teacher Competencies, Teacher Evaluation, and Professional Development into an integrated cycle that is driven by desired student outcomes. Outlined below is a description of each component of the cycle, beginning with the *Standards of Best Practice*.

- **SAU 70 Standards of Best Practice:** These standards are included in Appendix B, which describes the teacher evaluation systems in place in each school in the SAU. The *Standards of Best Practice* define the general expectations of all teachers with respect to educational environment, instruction/communication, and student achievement and student life. These standards are also the foundation teachers use when they develop their annual performance goals and three-year re-certification plans.
- **Professional Growth Plan:** Every three years, the New Hampshire State Department of Education requires teachers to submit a three-year individual growth plan to maintain their certification. This plan requires a minimum of 75 continuing-education units, at least 30 of which must be within the teacher's area of certification, with the balance aligned with the state's *Education Competency Requirements*. The professional growth plan should reflect each individual endorsement area. (See Appendix C.)
- **Staff Evaluation:** Appendix D of this document presents the evaluation procedures for each of the schools in the SAU. Staff evaluation and re-certification are coordinated to avoid duplication and promote synergy. Each building follows the GCO-E process. It includes: traditional classroom observation (at least once every three years for continuing contract staff, annually for non-tenured staff), peer coaching, Critical Friends Groups, and portfolio/self-assessment. Every staff member must choose, or is assigned to, one or more of these approaches annually.
- **Professional Growth Activities:** Using the *Standards of Best Practice*, the individual teacher's re-certification plan, and the findings from the most recent round of staff evaluation, the administrator and teacher identify professional growth activities that would result in the teacher working toward the attainment of district, building level, and individual goals.
- **Goals:** Annual goals are set on three levels: the district level, the building level, and the individual level. Whenever possible, the goals are linked to student outcomes as identified at all levels (district, building, and individual). To have their activities approved, staff members are required to include aspects of these goals in their individual professional development plans as noted above. The SAU 70 Goal Setting Cycle is included in Appendix E.

As a result of this process, staff members receive feedback on their performance, and this feedback is used to refine goals as often as is necessary, but at least every three years in conjunction with individuals' recertification cycles.

**Curriculum Development
Vision • Mission • Goals**

- Vision:** To prepare students to become lifelong learners who contribute positively to the world in which they live.
- Mission:** To provide each student with a quality education in a safe environment.
- Goals:** We, the educational community of School Administration Unit 70, consisting of staff, students, parents, community and board members, are committed to providing each student in our district a foundation in the following mutually reinforcing components of a quality education.

Learner Expectations

The following learner-based expectations (*General District Goals*) have been established in keeping with the district's philosophy.

The student will (at the age-appropriate level) be able to demonstrate:

Academics

A mastery of knowledge and application in the following foundation skills:

Reading Effective communication Science Health/physical education Problem solving Critical thinking Environmental literacy	Writing Mathematics Social students Fine and practical arts Decision-making Technological literacy
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The connection between learning and real-life application.

The ability to carry forward and expand on their learning.

An exposure to world languages and cultures.

The Arts

An appreciation of and participation in the arts.

Citizenship

Responsible and appropriate decision-making in a democratic society.

An understanding of and respect for diverse cultures and populations.

Cooperative, collaborative, and competitive skills.

The highest standard of personal conduct.

An active commitment to the community at large.

Awareness of and commitment to a safe school environment.

The Environment

An understanding of the necessary balance between the resource needs of human beings and the finite nature of the environment.

Care for the Earth and its properties.

Well-Being of the Individual

Responsible decision-making regarding the health and safety of self and others.

Knowledge of and ability to access all available resources to maintain the health and safety of self and others.

Data Collection, Interpretation, and Use

Curriculum work is an ongoing process. SAU 70 administrators and teachers continue to develop and refine the K-12 curriculum to maximize and individualize student learning in a host of academic and other areas. The intentional and intensive study of current research and pedagogies related to best practices has become the foundation of SAU 70 professional development efforts. Unique learning environments have been created throughout a variety of settings, and are becoming more experiential and technology-rich. Digital learning is used to engage learners with experts and fellow learners, providing access to authentic problems and real-world applications.

Professional development provides comprehensive, sustained, and intensive learning opportunities to expand the professional knowledge base available to teachers and to engage them in an ongoing process of critically examining their teaching practices to find new and more effective ways to improve student learning. Data analysis and collection leads to in-depth analysis of student work, development of common local assessment instruments, targeted performance evaluations, and the creation of portfolios that depict authentic professional work.

The data collected will be used to identify student learning needs, develop district and building level improvement goals, and to evaluate student and educator growth. Specific to State assessments (e.g., NH SAS), each spring when the results are released, teachers and administrators will continue to review and discuss the outcomes. At April Board meetings, building administrators will share the results with the Board and community. Principals Council further analyzes the results looking for trends and opportunities for improvement and develops goals based on (1) assessment, (2) survey results from teachers, and (3) observations from classroom walkthroughs.

The more expansive goal is to use the data collected to target the effectiveness of individual professional-development plans and thus the overall effectiveness of the Professional Master Plan to continuously improve student learning.

SAU 70 Educational Model

Action Planning: Individual Teachers; Department/Grade Level Teams

1. Each K-12 curriculum committee should strive to establish its curriculum sequence and assessment criteria to be used to evaluate the effectiveness of the program and to identify students' learning needs.
2. Each K-12 curriculum committee selects broad and varied assessment instruments/methods that will provide an overview of group and individual performance with respect to the defined curriculum.
3. From the instruments defined in item 2, individual teachers, administrators, and K-12 Curriculum Committees collect and analyze data.
4. From the analyzed data, the Principals Council identifies strengths and weaknesses and identifies where additional information might be collected that could inform instruction and guide individual staff development.
5. From the process described in 4 above, Principals Council establishes a focus on those areas of the curriculum where the district and groups of students are not meeting the district's expectations and improvement is needed.
6. Under the guidance of the Principals, teachers or K-12 Curriculum Committees develop individualized plans to address areas where improvement is needed. Such plans should include the specific outcomes desired, a way of measuring those outcomes, the necessary resources, a timeline for achieving results, and, if it is a K-12 Curriculum committee goal, those individuals responsible for accomplishing defined tasks.
7. The plan is implemented. The process begins again with 2.

Professional Development Activities

Listed below are examples of high quality job-embedded and formal professional development activities focusing on content and pedagogy which the educators may undertake to achieve their professional development goals. These differentiated professional learning activities, based on the role and developmental needs of the educators in the system, will build a collaborative learning culture focused on continuous improvement.

Professional Development Activities Guidelines

Professional Development Activities

The following pages list Approved Professional Development Activities for SAU 70. Included are the requirements for approval and the maximum number of clock hours that can be used toward re-certification within a three-year professional growth cycle. This list is intended to help each teacher plan attainment of their professional-development goals and meet recertification requirements. It is not intended to exclude other activities that may arise. Such other activities should be proposed to the Building SDC for approval. If an activity arises during the summer, it should be proposed to the building administrator or the Superintendent if the building administrator is unavailable.

Guidelines

All activities should be aligned with the individual's Professional Growth Plan, the department goals, the school goals, or the district goals. The supervisor may make exceptions for alignment, if worthwhile activities present themselves.

NOTE: Pre-approval is required for the following:

- To access funds from the SDC account
- To use school time for professional growth, whether or not a substitute is used
- To earn college and non-college credits
- For all Alternative Track Advancement activities
- For credits that lead to advancement to Track 7

To receive hours, ***pre-approval is recommended for all activities***. Professionals participate in non-pre-approved activities at their own risk. Pre-approval is not required for in-service workshops. The supervisor, principal, building, or Central Staff Development Committee may deny credits or hours for any activity that is not aligned with the individual's Professional Growth Plan, department goals, building goals, or district goals. They may also deny work that does not demonstrate new learning, a high standard, or adequate documentation.

It is the responsibility of the staff member to maintain records and make certain all details of college, non-college credits, and hours are properly recorded.

Appeals for Professional Development Activities

A staff member may appeal any decision of the Building or Central Staff Development Committee regarding the merit of professional-development activities. The staff member should submit to the CSDC, within 30 days of the decision, a written description of the situation and the reasons for the appeal. The CSDC Chair will contact the appellant to discuss the appeal with the purpose of resolving the matter.

Activity 1 - Courses: Graduate, Undergraduate, Non-College and Online

“The Central Staff Development Committee (CSDC) will review credits to determine whether or not such credits shall be considered toward placement on the appropriate track. Prior to approving such credits for placement, the CSDC shall be assured that they meet a reasonable comprehensive program of improvement rather than a random collection of credits unrelated to the competency of the teacher.

NOTE: The teacher is responsible for making certain that details of college and non-college credits and track advancement are correctly recorded. Teachers should keep copies of transcripts and other documentation. Prior approval is required for all activities to be used for track advancement or all activities requiring funding.

Graduate College Credits

Clock Hour Award: Unlimited Clock Hours

Requirements: The evaluation form must be attached for credit approval.

Approval will be based on meeting the following standards:

- Established quality of programs offered by the institution
- Rigor of the course
- Relevance of the course

Staff members interested in taking a course are responsible for demonstrating that the course meets these standards. Following are means by which staff must demonstrate meeting these standards:

- **Quality**
 - Institution offering the course is accredited, offers terminal degrees, and other staff members have taken classes and recommended the institution *or*
 - Staff member presents evidence (e.g., detailed course syllabus, ratings from prior course evaluations, or reviews on websites) affirming the quality of the course.
- **Rigor of the course**
 - Syllabus reflects expectations in line with graduate course work both in terms of class hours (e.g., 15 class hours per credit or equivalent opportunities to learn content) and expectations (e.g., course readings, written assignments, projects, and examinations)
- **Relevance of the course**

- Course does not replicate content from prior classes *and*
- Content aligns with the individual's job responsibilities; **or**
- Content reflects a skill the building administrator is interested in developing for the greater benefit of the school.

Building administrators or their designees are responsible for evaluating requests to take courses that will be considered for track advances. If a staff member disagrees with the building administrator's evaluation of a course, he or she may appeal to the CSDC for secondary review.

Track Advancement: A transcript and a copy of the approved SDC evaluation form(s) must be submitted to the SAU office for review by CSDC before credits can be used for track advancement. A complete transcript must be submitted at the completion of a degree program.

Undergraduate College Credits

Credit for undergraduate courses is given when the staff member is (a) preparing for a new teaching assignment, or (b) broadening and updating knowledge and skills in his or her subject area where no appropriate graduate-level courses are available. The principal, who will consider its relevance to the PGP and the employee's current professional assignment, must specifically endorse each undergraduate course.

Clock Hour Award: Unlimited Clock Hours

Requirements: Attach a copy of the college grade report to the CSDC evaluation for credit approval.

Track Advancement: A transcript and a copy of the approved SDC evaluation form(s) must be submitted to the SAU office for review by CSDC before credits can be used for track advancement.

Non-College Credits

Non-college credits can be applied to track advancement and to re-certification requirements. The non-college activity should be of value to both the individual professionally and the school district. Criteria for determining non-college credits correspond to college course work:

- For each non-college credit, the project must include 15 hours of supervised contact with a professional in an academic environment. The supervisory professional's written verification of this contact must be submitted with the evaluation form.
- A substantial body of college-level work must be completed and supported by documentation of invested effort.

Clock Hour Award: 15 Clock Hours per credit per endorsement; Unlimited for 3-year cycle.

Requirements: Submit proposal form and detailed proposal to the BSDC. The BSDC will consider the activity and, if approved, forward the application to the CSDC for approval. Should a proposal fail to gain approval at either level, no credit will be granted. Upon completion of the pre-approved non-college credit activity, submit to the CSDC for approval: the SDC Evaluation Form; the letter from the supervisor of the non-college credit(s); and all relevant documentation, products, or other substantiation of the time and effort the teacher invested. Should an activity fail to meet the pre-approved standard, no credit will be granted.

Track Advancement: All non-college courses that a staff member wants to use for track advancement must be approved by the CSDC. A copy of the letter from the teacher's designated supervisor and a copy of the approved SDC evaluation form(s) must be submitted to the SAU office before credits can be used for track advancement.

Activity 2 - Workshops, Institutes, Seminars, Conferences, In-Service Training, Symposia, etc.

These activities provide opportunities for educators to learn from facilitators or leaders with specialized expertise. Upon completion, staff will reflect on how the experience changed/improved their practice and that the professional learning is actually taking place and being applied.

Clock Hour Award: Unlimited Clock Hours
Requirements: Attach a certificate of completion to the evaluation form. This activity may include Webinars; attach pertinent documentation to the evaluation form.

Activity 3 - Critical Friends/ Study Groups

Study groups engage in regular, structured, and collaborative interaction regarding topics identified by the group.

Clock Hour Award: Up to 40 hours per endorsement
Requirements: Submit the evaluation form along with a log and description of how this impacted the teacher's instruction.

Activity 4 - Research

Research is an ongoing process of systematic study involving a hypothesis, data collection, analysis, and conclusion.

Clock Hour Awards: Up to 30 hours per endorsement

Requirements: Staff member must submit topic outline, bibliography, and an explanation of how the information will be used in a classroom or curriculum. Attach documentation of the research to the evaluation form.

Activity 5 - Publishing Professional Articles

This activity is designed to provide the educator with the opportunity to publish articles that reflect on teaching and learning, as well as on particular subject areas (e.g., a biology teacher might write an article on a specific topic for a scientific journal).

Clock Hour Award: Up to 30 hours per endorsement

Requirements: Attach to the evaluation form a log of time spent and a copy of the published article, or draft submitted for publication.

Activity 6 - Committee Work

Committee work constitutes various building and district-wide committees. To receive re-certification hours, it must contribute to professional growth. Committee work may require long- and short-term commitments as well as full-day off-site work sessions and summer involvement.

Clock Hour Award: Up to 30 hours per endorsement

Requirements: Submit the SDC evaluation form along with a log of time spent and a rationale explaining how the committee work supported personal or district goals.

Activity 7 - Mentoring

Mentoring hours are awarded for work with student teachers, beginning teachers, and candidates pursuing alternative certification or assisting another professional to improve instructional strategies.

Clock Hour Award: Up to 30 hours per endorsement

Requirements: Teachers must keep a detailed log of their mentoring experiences.

Activity 8 - Peer Coaching

Peer Coaching hours are awarded for assisting another professional to improve instructional strategies.

Clock Hour Award: Up to 30 hours per endorsement

Requirements: Teachers must keep a detailed log of their mentoring experiences.

Activity 9 - Independent Study/ Professional Reading

A professional staff member can earn re-certification hours by completing an independent-study project. Independent study contributes solely to re-certification hours; that is, no credits toward track advancement can be earned through independent study.

All independent study projects must include an appropriately designed end product. This requirement is intended to ensure fairness by maintaining a consistently high professional standard for earned hours. Video courses or self-teaching activities will be considered under this area.

Clock Hour Award: Up to 20 hours per endorsement

Requirements: Submit evaluation form, a detailed description of the activity, a log of time spent on the activity, a bibliography, and a description of the knowledge gained through the reading or project and how this knowledge will be useful in the classroom.

Activity 10 - Professional Development Presentations

Staff members who teach SDC-sponsored workshops or courses may receive payment or re-certification hours the first time they prepare and present a workshop. Such activities must occur beyond the confines of the school day. For repeated presentations they will be eligible for payment only. The taxable payment is made through the District payroll system, at a rate of \$30 per hour for workshop hours and preparation time. Staff members who prepare and present at workshops or conferences outside the district will be eligible for re-certification hours.

Clock Hour Award: 20 hours per endorsement

Requirements: Attach a log and a copy of presentation or lesson plan to the evaluation form.

Activity 11 - Curriculum/Program Development

Curriculum is the way content is designed, modified, and delivered. Designing a new curriculum for use in the classroom can serve as a powerful professional development opportunity.

Clock Hour Award: Up to 20 hours per endorsement

Requirements: Proposal should include goals, objectives, sample activities, and evaluation strategies. Attach a copy of the curriculum or program to the SDC evaluation form.

Activity 12 - School to Career Partnerships

This activity involves working collaboratively with business, industry, community agencies, and universities. The focus is on improving school and community relationships. The goal is to strengthen public school education.

Clock Hour Award: Up to 20 hours per endorsement

Requirements: Submit the evaluation form along with a log, a letter from the teacher's designated supervisor and a description of knowledge learned and how it will be useful to the teacher and students.

Activity 13 - Observations/ Visitations

Staff members who systematically observe instruction within their school or staff members who visit other schools to develop skills that improve their practice in the classroom can earn re-certification hours.

Clock Hour Award: Up to 20 hours per endorsement

Requirements: Attach a log of actual hours spent observing activities germane to certification to the evaluation form. The staff member observed must verify observation time. The log should be accompanied by an explanation of what was learned and how it will be used.

Activity 14 - Community Service

Most teachers' duties extend beyond the classroom doors. Student service learning is as important for teachers as it is for students when learning about the values of the community in which they teach or live.

Clock Hour Award: Up to 20 hours per endorsement (not applicable to Area 1)

Requirements: Attach a detailed log that lists dates, location, time spent, and activity engaged in to the evaluation form.

Activity 15 - Involvement in Professional Associations or Networks

Credit for this activity will be awarded to those who demonstrate active involvement by serving on boards or committees of professional associations.

Clock Hour Award: 10 hours per endorsement

Requirements: Submit the evaluation form with a log and explanation of how it will be useful to the teacher in school.

Activity 16 - Travel

Clock Hour Award: Up to 10 hours per endorsement

Requirements: Submit the evaluation form with a description of the trip and several classroom activities resulting from the teacher's travel demonstrating how the activity would be used in the classroom.

Activity 17 - Alternative Track Advancement

The Central Staff Development Committee may award track advancement credits for substantial work, supported by documentation, for activities including, but not limited to, Critical Friends Leadership Training, research, publishing, mentorship training, independent study, and student teacher training.

Activity 18 - Multi-Day Teacher-Directed Trips for Extended Learning

Teachers may earn recertification hours for these multi-day trips because during the trips they facilitate new learning for their students that would not be possible in school, helping their students apply what they have learned in the classroom. Hours credited are only those that facilitate student learning and cannot include hours spent on administrative tasks.

Clock Hour Award: Up to 40 hours for two trips, or 30 hours for one trip in any three-year cycle

Requirements: Submit the evaluation form with an annotated itinerary.

Professional Growth Plan

Before an employee can participate in professional-development activities and receive funding or re-certification hours, a Professional Growth Plan (PGP) for a three-year period must be developed, approved by the employee's supervisor, and filed with the Building Staff Development Subcommittee (BSDC) secretary.

Individual Professional Development Plans Are Required of All Certified Educators

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

Professional staff includes: all certificated classroom teachers, subject-matter teachers, and special-endorsement professionals such as guidance counselors, special education instructors, nurses, media specialists, multiple endorsed educators, and professional administrative staff. Professional staff members who are on sabbatical leave are also included.

NOTE: Educators on an alternative pathway (e.g., a teacher who lacks appropriate certification for his/her current teaching position, or a teacher who is working toward certification in a new area, or participating in the Alt. 4 or 5 process) must develop a Professional Growth Plan with the guidance and approval of the Superintendent's office and the state Department of Education (not the Building SDC or the Central Staff Development Committee).

Support staff includes administrative assistants, secretaries, and educational assistants. Support staff may write a one-year, two-year, or three-year plan, depending on the nature or length of their assignments.

The PGP is also the basis of the employee's evaluation program. The employee will provide their supervisor with a copy of the full PGP, and the current year's focus objective will be clearly identified. The summary form of the PGP must be maintained by the employee and attached to all Staff Development Activity Proposals.

**Procedure for Developing an Individual Professional Development Plan (IPDP)
(synonymous with Professional Growth Plan or PGP)**

1. The educator completes a self-assessment. The assessment should be based on:
 - a. Professional educator standards and the certification requirements for a given endorsement and assignment. See www.gencourt.state.nh.us/rules/state_agencies/ed.html: Ed 505.07, Ed 506, and Ed 507.
 - b. Local educator standards such as those used in the district educator evaluation system.
 - c. An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
2. Educators choose at least one goal aligned to the organizational (school/district) goals.
3. Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:
 - a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;
 - b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
 - c. Professional standards as referenced in the local evaluation system; and
 - d. Effective instructional practices related to school and district goals that increase student achievement.

The goals are to be developed from the following data sources:

1. The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
 2. Analysis of student work;
 3. Analysis of student achievement data, if available; and
 4. A review of school or district master plan needs assessment.
4. Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
 5. Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work. Examples of evidence would include written self-assessment and reflection, analysis of student work, analysis of student achievement data, or a description of activities depicting how new learning is being applied.

6. Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
7. When the plan is completed and approved by building administrator(s) the Superintendent is notified and recommends renewal online to the NH Department of Education through EIS.

NOTE: SAU 70 does not employ certified paraeducators in regular or special education.

Documentation of Professional Learning

Educators are to select and prescribe in their individual education plans one of the following options for documenting professional learning gained through the completion of job-embedded or formal professional development activities and the contribution of that learning to the fulfillment of their individual professional development goals:

- The development of a body of evidence that documents job-embedded or formal professional development; or
- An accumulation of a minimum of 75 continuing education hours/units with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development; or
- A combination of fewer than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school and/or district goal(s) and content areas.

For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:

- a. Increases in educator learning;
- b. Growth in student learning and academic achievement;
- c. Content area knowledge and pedagogy;
- d. The individual, school, or district improvement goal(s); and
- e. Professional standards such as those in the local evaluation plan.

Plan Elements

Individual Goals: Part One of this manual refers to the Standards of Best Practice (Appendix

B) and Evaluation Criteria that delineate the district and school building expectations for teachers. These standards are a resource for establishing each teacher’s individual goals.

Methods/Performance Indicators: Each teacher’s plan must include a description of the methods or strategies he or she intends to use to reach the stated professional development goals. The performance indicators should be specific and demonstrable achievements or behaviors in support of the teacher’s goals.

Writing the Plan

Step 1	Review the District and Building Goals and the Standards of Best Practice (Appendix B).
Step 2	Use the Guiding Questions (see Page 30 to help frame goals and objectives.)
Step 3	Write the professional growth plan and summary on the form(s) provided in Appendix D.
Step 4	Submit the plan to the designated supervisor for review and approval. This should involve a discussion as part of the evaluation procedure.
Step 5	Make copies of the approved plan. Teachers must place a copy of the approved plan in a safe place where it can be readily available. Teachers are encouraged to keep extra copies to attach to their activity proposals.
Step 6	File a copy of the approved PGP with the BSDC secretary.
Step 7	Once these steps are completed, the teacher is ready to apply for funding, credits and hours for each activity they undertake (“ <i>Professional Development Guidelines</i> ”).

NOTE: It is the **employee’s** responsibility to make certain that details of activities for certification renewal and track advancement are correctly recorded with the building staff development secretary, who will assist teachers and facilitate reimbursement, but the secretary bears no responsibility for fulfillment of these requirements. The employee should keep copies of all transcripts, grade reports, certificates of completion, payment receipts, and any other document that may be required to demonstrate fulfillment of certification or track advancement activities.

Guidance and Approvals

The teacher’s supervisor as identified by the building principal must approve the PGP. The PGP serves as a focus for each teacher’s professional development and also as the basis for employee evaluation by the teacher’s designated supervisor. Teachers should develop the plan with their supervisor and clearly indicate which specific and attainable goals or focus objectives will be used as part of the forthcoming evaluation.

After the PGP has been approved and filed with the BSDC secretary, each activity a teacher

undertakes for recertification should contribute to attaining individual, school, or district curriculum goals.

The employee may participate in activities for hours, credits and reimbursement that do not directly relate to the PGP as long as they do relate to standing goals of the district or building, connection is made by the employee for the proposed activity, and the Principal or building-level administrator serving on the CSDC approves it in advance.

Timelines/Filing Periods

The PGP must be filed with the BSDC secretary before a teacher can earn certification hours or be eligible for reimbursement. The following deadlines apply to various employees:

Returning Professional staff	File the approved PGP within 3 months of the effective date declared on the teacher’s current license, generally by October 1.
New Professional staff	Teachers must file the approved PGP within 3 months of the date they commence their duties and responsibilities. Exception: If a staff member has been hired as a one-year replacement, he or she should develop for approval and file only Year One of the three-year plan.
Returning Support staff	File the approved PGP by November 1 of each school year.
New Support staff	File the approved PGP within 3 months of the date on which the support staff member commences his/her duties.

Revision of the PGP

An employee may modify or amend the PGP after it has been filed, as long as the changes proposed have been reviewed and approved in advance by the supervisor and the Principal or building-level administrator serving on the CSDC. Revisions must be submitted as an amended PGP form and filed with the BSDC secretary.

Appeals for PGP

A staff member may appeal any decision of the supervisor, the Building SDC, or the Central Staff Development Committee regarding the PGP. The staff member should submit to the CSDC, within 30 days of the decision, a written description of the situation and the reasons for the appeal. The CSDC Chair will contact the appellant to discuss the appeal with the purpose of resolving the matter. If necessary, a ruling by the CSDC will be made at its next regularly scheduled meeting. If not satisfied with the CSDC’s ruling, the staff member may grieve the issue through the grievance procedure provided in the collective-bargaining agreement.

Additional Information

Professional staff members whose credentials expire in a given year must accrue their total hour requirements of approved professional development activities prior to being re-nominated for certification or election. Hours accrued after re-nomination may be counted toward the next three-year recertification cycle, which will commence on July 1 of that same calendar year.

The teacher may develop a comprehensive three-year individual professional development plan, which represents an alternative equivalent to the total number of clock hours required in Ed 512.

Guiding Questions for Writing the Professional Growth Plan

The teacher should ask the following questions in writing a Professional Growth Plan.

District and School Goals/State Requirements

- * What are the educational goals for this district and this school?
- * What will the improvement look like in this district and school when these goals are met?
- * What goals am I particularly responsible for and how do I demonstrate that responsibility?
- * What are the state requirements for recertification, and will my plan satisfy them?

Standards of Best Practice (Individual Goals)

- * What are the criteria for excellence in teaching and what do they look like in the everyday activity of classrooms?
- * What distinguishes a competent teacher from an excellent one?
- * What are my teaching strengths and how do I use them?
- * What teaching demands are most difficult for me?
- * How do I rate myself on the district's criteria for excellence in teaching?
- * What do I need to improve and develop to become a more effective educator in this school and district?
- * Have I identified the content learning and educational practices I need to demonstrate?

Student Outcomes

- * What student data relates to the improvement goals?
- * In what ways do data from my students confirm the need to focus on the selected goals?
- * What do the goals, data, and work samples tell me I need to do?

Methods/Performance Indicators

- * Am I using the goal-setting process to improve instruction so that my students will be more successful learners, or am I completing paperwork to satisfy my supervisor?
- * Have I been too specific and/or too limited in setting my goals?
- * What activities offer the best opportunity for successfully meeting my goal?
- * How can I demonstrate progress toward my goals?
- * What evidence can I present that demonstrates that I have made important changes in my practices in the classroom?
- * How will the evaluation model I select support the attainment of my goals?
- * Have I been specific enough to allow me and others to monitor and measure progress along the way?

How to Obtain Professional Development Funds

1. Eligibility

Professional-development funds are made available to professional staff and support staff employed by the Hanover or Dresden School Districts. To access professional-development funds, employees must first develop a Professional Growth Plan as outlined in Part Two of this document.

2. Funding Levels

The funding levels stated below apply only to full-time personnel. Funding levels for part-time personnel match the percentage of the contracted time or workweek.

- a. Professional Staff: Yearly funding levels are specified in the Collective Bargaining Agreement between the teachers' union and the Dresden/Hanover School Boards.
- b. Support Staff: Yearly funds are specified in the Support Staff Collective Bargaining Agreement between the support staff and the Dresden/Hanover School Boards.
- c. Cost of Substitutes: The district shall pay the cost of substitutes associated with professional-development activities approved in advance by the Principal. The district will also pay the costs for substitutes needed to provide release time associated with an approved enrichment grant.

3. SDC Funding Guidelines (Please see regulation GCIA-R)

Staff may request reimbursement for expenses incurred in pursuing professional growth activities as follows:

- a. Registration fees, single-trip travel, and travel-related expenses such as tolls, meals, and lodging are reimbursable.
- b. Membership dues independent of registration for a workshop are not reimbursable.
- c. Funding may be allowed for materials affiliated with a pre-approved activity. These materials will be considered the property of the school.

4. Documentation

The following documentation is needed to support reimbursement requests:

- a. Expense-report forms should be used to itemize travel, meals, and lodging expenses incurred.
- b. Receipts are required for lodging and for plane, train, and bus transportation. Receipts are required for conference/workshop registration fees. Receipts are required for meals

for activities that are less than full day. Receipts are not required for personal auto mileage or for tolls. Full-day workshops require attendance at morning and afternoon sessions. (**NOTE:** Meal expenses over \$40 per day will not be reimbursed by SDC.)

- c. Personal auto mileage will be reimbursed at whatever is the current IRS-approved rate.
- d. The ideal way to document expenditures is to attach an invoice marked "PAID" from the organization that the employee has paid (e.g., the college offering the course, the group sponsoring the workshop, etc.). Other forms of documentation include receipts or certification of completion with an attached copy of the canceled check, bank statement, or credit card statement.
- e. For each activity, the individual will write a statement reflecting on how the experience helped to meet the annual or 3-year goal. (See Appendix G.)

5. Funds in Advance

Advance and/or forward funding may be obtained as follows:

- a. Employees may request advance funding (payable to the employee) of up to two-thirds of the cost of an SDC-approved activity. Advance funding requests should be made at least 30 days before the start of the activity. This lead-time is needed for approval and processing of checks.
- b. Employees may request forward funding (payable to an outside agency) of expenses in excess of \$30. Documentation of the amount to be paid must accompany the request (e.g., an invoice, brochure or flyer from the sponsor of the activity, or a completed registration form that lists the cost). Employees are required to use the purchase-order system to encumber forward funds unless the vendor refuses to accept purchase orders. Forward-funding requests should be made at least 30 days before the start of the activity. This lead-time is needed for approval and processing of checks.
- c. As noted in item 7, below, if the employee fails to complete the activity or fails to complete the evaluation forms for which advance or forward funding has been provided, the employee must repay that amount to the school district within 30 calendar days of notification that the deadline has been passed.

6. Use of SDC Funds

Effective Date: SDC-approved courses, conferences or workshops that begin after June 30 will be funded from “new year” money. Activities that begin before July 1 will be funded from “old year” money.

Transfer Between Districts: Because the two school boards that provide professional development funds are separate legal entities, the professional development accounts for Hanover and Dresden must be kept separately, and funds may not be transferred between the

Hanover and Dresden districts.

Accumulation of Funds: The accumulation of funds is governed by contract language in effect at the time the grant is awarded.

7. Evaluating Completed Activities

Employees are required to submit an evaluation to provide details regarding the costs associated with an activity; teachers are required to complete an evaluation form providing details regarding costs, hours, credits, and value to their instruction.

NOTE: The evaluation form must be completed and given to the building clerk within 60 days of completing the activity. The activity must be approved and signed by the employee's supervisor, the BSDC, and the building principal or the administrator serving on the CSDC. All supporting documentation must be attached.

8. Charging of funds to appropriate fiscal year:

- If a purchase order is made out for money to be used before July 1, the money will come from this year's account. If the funds are to be used after July 1, the money comes from next year's funds.
- If the course/workshop includes dates before *and* after July 1, the money may come from either account, but not both. Activities *started* after July 1 must use next year's money.
- Activities completed during the summer must be submitted within 60 days of the start of school.
- Funds to be encumbered before the fiscal year changes must be reported to the SAU office by Staff Development building clerks by sending copies of the proposal form before May 1.

Sabbatical Leave, Enrichment Grants

Sabbatical Leaves

If allowed in the collective bargaining agreement, the Dresden and Hanover School Boards shall award an annual sabbatical leave equivalent to one teaching position at full salary to eligible staff members.

The Central Staff Development Committee must receive requests for sabbatical leave in writing by the end of the second school day after January 1 of the school year preceding the school year for which the sabbatical leave is requested. Proposals must be in writing with the proper sabbatical proposal cover sheet and in the proper format. The CSDC evaluates all proposals after discussions with the applicants.

The CSDC provides the annual sabbatical recommendation(s) to the Superintendent of Schools. The recommendation may be for one full-year sabbatical or two half-year sabbaticals. The Superintendent shall forward the recommendation of the CSDC to the Dresden School Board and to the Hanover School Board for their approval prior to January 31 of the school year preceding the school year for which the sabbatical leave is requested.

It is important to note that while applications may be completed and reviewed by the end of January, no sabbatical will actually be awarded until the Dresden and Hanover District voters at school district meetings approve the requisite funding.

To be eligible for sabbatical leave, an employee shall have completed seven (7) consecutive years of successful service in the school district. An employee who is granted a sabbatical leave shall sign a contract acknowledging his/her responsibility for two years of service to the district upon his/her return. If the individual does not return to the district after the sabbatical leave, the individual may be required, at the recommendation of the Superintendent and upon Board approval, to reimburse the district in an amount equal to the sabbatical stipend and any additional legal costs that may occur. If the individual remains in the district for only one year, the individual may be required, at the recommendation of the Superintendent and upon Board approval, to reimburse the district in an amount equal to one-half of the sabbatical stipend. Reimbursement shall be made to the district within one year of the last day of employment in the district, except in the case of death or total disability of the employee.

On return from sabbatical leave, the employee is responsible for submitting a written report of the sabbatical project to the Superintendent by October 1 of the school year following the school year that the sabbatical was earned. The employee may also be asked to make a presentation to the School Board and/or to colleagues.

The compensation for an employee on sabbatical leave shall be for full salary during the time of leave. Extracurricular compensation will be forfeited for the duration of sabbatical leave. Placement on the salary guide upon return from the sabbatical leave shall be the same as it would have been if the employee had taught in the district during such leave. Employee

benefits shall be continued through the sabbatical leave. Payment of salary for individuals on sabbatical leave will be distributed in accordance with current payroll procedures.

Enrichment Grants

As per the contract (which may change), the School Board provides \$25,000 a year for Enrichment Grants. These funds are available to all HEA-contracted employees as follows:

- A. Enrichment grants are to be used for purposes that will enhance the teaching of the recipients, enhance student learning, and further the educational goals of the district. Enrichment grants may be used for course work, study with an expert in the teacher's field, research for writing books or articles, independent study, individual curriculum work, etc. Teachers are encouraged to submit grants that match their professional growth plans and promote innovation in the school.
- B. Employees may submit a grant proposal for up to a maximum of \$5,000.
- C. The Central Staff Development Committee (CSDC) awards enrichment grants. Employees applying for an enrichment grant must submit a comprehensive proposal outlining their plan. Grants shall be awarded only by a majority vote of the CSDC. In the event more than \$25,000 of worthy proposals are submitted, grants will be awarded first to employees who have not previously received a grant. In the event the CSDC approves less than \$25,000, the CSDC will issue a notice seeking a second round of submissions.
- D. **Grant submission guidelines:** Two (2) copies of the grant proposal signed by the school Principal must be submitted to the SAU office by **4:00 PM** of the second school day after January 1. An electronic copy should also be submitted. Proposals should be three to five pages in length. In signing the proposal, the building principal is indicating overall approval of the merits of the grant and support for any class time that might be lost as a result of awarding the enrichment grant. The following checklist will be used by the CSDC in reviewing proposals. All proposals must include:
 - A cover sheet providing a synopsis of the enrichment grant.
 - A goal statement – The goal statement should describe what the teacher hopes to achieve, how the teacher expects the experience will improve student learning, how the activity will enrich their teaching, and how the activity will further the educational goals of the district. (**NOTE:** Independent projects must have a mentor and a reading list.)
 - Objectives – The proposal must include a list of specific measurable objectives and how the activities outlined in the enrichment grant will meet those objectives.
 - Schedule of Activities – The proposal will include a plan of activities and/or an itinerary that will be followed to meet each objective. It will include a timetable for preparation, if any, and a timeline for meeting the evaluation criteria below. If

applicable, the proposal will include material from the sponsoring agency.

- Expenses/Request for funds – The financial information requested on the form must be completed.
- Evaluation – The proposal will list performance indicators that will be used to evaluate this activity. The teacher must clearly explain how the CSDC will know that the goals have been met.

- E. The CSDC shall act on all applications by February 1, but may award conditional approval pending modifications to the application to be completed by March 1. Final notification by CSDC shall be made by March 15. It is important to note that while applications may be reviewed and approved by February 1, grant awards will not be funded until the Dresden and Hanover voters at school district meetings approve the school budgets.
- F. Within ninety (90) days of completing a project funded with a grant under this section, the employee shall submit to the CSDC and the Board a full written account, signed by the building administrator serving on the CSDC, of the project's activities and a description of how the project met the goals of the proposal. The building administrator's signature affirms that the stated outcomes are completed. Applicable supporting documents, e.g., expense vouchers, receipts, mentor's letter, should be attached. The CSDC shall review this report and determine if the goals were met. The CSDC may make recommendations to the administrative liaison as to how to report on the outcomes more effectively. The CSDC may require the employee to resubmit written reports. Final written reports will be placed in a display book in the Superintendent's office and in each school. If the teacher does not complete the activity, he or she will be required to reimburse the district for any advanced funding. Presentations that fail to meet expectations will result in a letter from the principal to the teacher and a copy to the CSDC.
- G. Funds shall be disbursed using the same guidelines as other SDC funds.
- H. Staff-development hours may be awarded for specified activities when enrichment grants are related to a staff member's PGP. Request for hours should be submitted at the building level with an activity evaluation form within sixty (60) days of completion of the activity.
- I. Supplemental Grants: In the event that a grant recipient is unable to complete the enrichment grant due to cancellation of a planned activity and cannot reschedule the activity, the district will retain the funds allocated for that grant. When the CSDC determines sufficient unspent funds are available, they may notify teachers of the possibility of applying for supplemental enrichment grants for the current fiscal year. The guidelines for submission will be identical to those outlined in section D, above.

Process for Filing for Recertification

While the school districts and the SAU office make every effort to facilitate this process, *the ultimate responsibility for recertification lies with the individual staff member*. All staff members should keep track of the date for their re-certification and of their SDC-approved activities and hours.

1. The New Hampshire State Bureau of Credentialing will make the SAU office aware of those teachers who have completed their three-year certification cycles and need to file forms to become re-certified.
2. By mid-April, the building level SDC secretaries will notify those individual staff members whose re-certification hours must be attained by March of the subsequent year, the number of hours they must accrue, and paperwork necessary for re-certification.
3. By mid-April, the secretary will give each teacher a list of the SDC-approved activities that he or she has filed during the current three-year cycle. (Staff members should check this list with their records.)
4. If the number of approved hours does NOT satisfy state requirements, the staff member is responsible for completing the necessary hours.
5. If the number of approved hours satisfies the requirements for recertification, the building secretary will ask the building level principal to review and sign it.
6. The secretary notifies the Superintendent that each teacher's recertification hours are complete.
7. The Superintendent recommends those teachers for certification in the NH DOE's online system.
8. The teacher goes into her or his account on the NH DOE website and pays the required fee.
9. The state then sends the staff member an educator certificate. The building secretary or teacher sends a copy of this certificate to the SAU office.

Reciprocal Recertification. If a new staff member previously initiated a recertification program in the former school district, those re-certification activities and hours may be accepted as a portion of his or her (Hanover/Dresden) Professional Growth Plan if such hours meet New Hampshire requirements.

New staff members should submit their completed re-certification activities and hours directly to the Superintendent for the review and approval process. Once reciprocal hours, if any, have

been determined by the Superintendent, new staff members will begin the Professional Growth Plan approval process outlined in Part Two.

In some cases, the Superintendent will approve a new employee's recertification program (in lieu of approval from the Principal and the Building SDC) when the balance of the program is considered appropriate. The new employee would then file the “transferred recertification program” as his or her PGP with the Building Clerk.

Basis for Funding of Professional Development

The Hanover and Dresden School Boards provide for individual staff-development funds within their respective annual budgets, which are submitted to the voters in March of each year. The CSDC and Building SDC are authorized to grant funding only after the School Boards and the voters have approved the funds. Budget approval by the voters in March cannot be guaranteed. If the voters have not approved a district’s operating budget by the start of a new fiscal year, then the BSDC may need to grant “tentative approval” of funding for that district’s staff members. The fiscal year for staff development begins each July 1 and ends on June 30 of the following year. If the funding is not provided through the normal budget process, the BSDC and the CSDC shall be restricted to approving activities, hours and credits. Absence of voter-approved funding will not relieve the professional staff of recertification requirements.

Changes to the Staff Development Master Plan

Amendment: Amendments to this Master Plan may be adopted by a majority vote of the entire Central Staff Development Committee. For the vote to be valid, such amendments must be introduced in writing at the preceding regular meeting, and copies of the proposed amendments must be distributed to all CSDC members. CSDC members must inform their constituents and allow opportunity for them to discuss the amendments prior to the meeting at which the vote will be taken. Amendments approved by the CSDC must be submitted to the Superintendent, the School Boards, and the State Department of Education for approval. The amendment becomes effective after it receives the necessary approvals. The CSDC shall annually review the Master Plan to determine its effectiveness, appropriateness, and implementation.

Revision: Every five years the CSDC shall review its Master Plan and submit a revision to the State Department of Education. In preparing its revision, the CSDC must survey Hanover and Dresden staff members to evaluate the organizational and operational effectiveness of the CSDC and the professional development process. The revised Master Plan must be approved by the Superintendent, the School Boards, and the State Department of Education. If the plan fails to gain approval at any level, it must be resubmitted to the CSDC for redevelopment.

Revision/Development Process: A subcommittee of the CSDC selected by the CSDC chair will meet with the Superintendent to review, edit, and expand on the existing Master Plan. Their revisions will be presented to the CSDC membership for consideration.

Alternative Track Advancement Credits and Funding

The Central Staff Development Committee may award track advancement credits for substantial work, supported by documentation, for activities including, but not limited to, Critical Friends Leadership Training, research, publishing, mentorship training, independent study, and student teacher training. The purpose of the work is to enhance instruction or support the educational goals of the district. The School Board will support these additional activities with twenty-five thousand dollars (\$25,000 or the amount determined by the current contract) of staff development funds, over and above the amounts authorized elsewhere in this contract. Proposals shall be submitted for pre-approval in accordance with SDC guidelines for activities outlined in the Staff Development Master Plan with the additional requirement of a plan for outcomes presentation. Notice of approval, rejection, or revisions needed shall be transmitted to the applicant within thirty (30) school days of proposal submission. Outcome presentation by the applicant within ninety (90) school days of work completion is required for track-advancement credit. Nothing herein shall limit the granting of recertification credit hours.

- A. The Central Staff Development Committee (CSDC) shall be responsible for the award of both advancement credits and funds. Employees must submit a proposal approved by the Principal and building SDC representative. The proposal should describe the activity and the plan for communicating outcomes to other employees, and provide evidence that the activity will improve instruction and support the educational goals of the district.
- B. Approvals are available to employees as follows:
 - 1. Each proposal should be for a maximum of three (3) credit hours per project, although the CSDC would consider exceptional proposals where the award of more credits might be appropriate. Employees should be expected to invest a minimum of fifteen (15) hours of professional-level work for each credit to be awarded.
 - 2. Employees may generally submit a proposal for up to \$2,500, although the CSDC would consider exceptional proposals whose cost might be more than that amount. If, at the end of each fiscal year the \$25,000 allocated for these activities has not been exhausted, the CSDC will consider reimbursing expenses for awarded projects that were not fully reimbursed.
 - 3. Teachers may apply for projects monthly in accordance with the CSDC meeting schedule.
 - 4. The CSDC will hold teachers accountable to produce innovative and creative projects of the highest level while not imposing unnecessary administrative barriers.
- C. Documentation of expenses to be reimbursed shall meet the requirements outlined for regular staff-development funding.
- D. Advance and forward funding shall be available under the guidelines for regular staff-development funding.

- E. A narrative evaluation and evaluation form must be completed and turned into the building secretary within sixty (60) days of completing the activity. The evaluation form must be approved and signed by the employee's supervisor and the building principal. All supporting documentation must be attached.

APPENDIX A

SAU 70 Central Staff Development Committee Members

Jay Badams, Superintendent

Ellen Clattenburg, Hanover High School Teacher, Chair

John Kitzmiller, Richmond Middle School Teacher

Lauren Amrhein, Ray School Associate Principal

Amanda Yates, Richmond Middle School, Associate Principal

Sylvia Alberta, Ray School Teacher

Julie Stevenson, Hanover High School Dean of Students

Dan Rockmore, Board Member (Hanover/Dresden)

(Board vacancy)

(Community member vacancy)

APPENDIX B

SAU 70 STANDARDS OF BEST PRACTICE

Teachers are the core component necessary for the success of our programs and the fruition of our philosophy. The following standards were adapted and modified from the National Standards by and for the Hanover, Norwich, and Dresden Schools as a part of the school professional development plans. These criteria define what SAU 70 believes are the standards of best practice for its educators.

Effective Planning and Management of the Instructional Environment

The educator will:

- incorporate district and school philosophy and guidelines into his/her annual planning for student learning.
- establish short- and long-term goals derived from unifying themes of fundamental importance to students in their present and future lives.
- identify individual and group needs and use appropriate strategies, which may include the use of up-to-date technologies, to meet those needs.
- frame curriculum around students' own prior knowledge and experience.
- plan inspiring and engaging ways to present unit(s) of study.
- plan for the effective assessment of student learning.
- create an environment that is positive for student learning and involvement.
- demonstrate an openness to student challenges about information and ideas.
- use time and classroom space to promote optimal learning.
- maintain appropriate standards of behavior, mutual respect, and safety.

Effective Instruction/Communications

The educator will:

- demonstrate an up-to-date knowledge of curriculum content.
- identify confusions and misconceptions as indicated by student responses; use regular assessment strategies and remediate, reteach, or extend teaching to meet individual and/or group needs.
- communicate clearly in writing and speaking, and use precise language.
- understand and show the relevance of the subject to lifelong learning.
- use appropriate instructional techniques.
- model the skills, attitudes, values, and processes central to the subject being taught.
- provide options for students to demonstrate competency and mastery of new material and accept a variety of means or methods when appropriate.
- integrate the teaching of reading, listening, writing, speaking, viewing, and the use of appropriate learning tools (e.g., calculator, computers, etc.) within the discipline.
- provide frequent instructional opportunities where students are interacting with ideas, materials, teachers, and one another.
- design curriculum experiences in which students take increasing responsibility for their own learning.

- use appropriate questioning techniques.
- evaluate and try innovative approaches, and refine instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.

Promotion of High Standards and Expectations for Student Achievement

The educator will:

- define and communicate his/her expectations to students.
- monitor students' understanding of the curriculum effectively and adjust instruction, materials, or assessments when appropriate.
- communicate student progress to parents, students, and staff members in a timely fashion using a range of information that may include portfolios, anecdotal records, and other artifacts.
- prepare and maintain an accurate and efficient record-keeping system for the quality and quantity of student work.
- use individual and group data appropriately and maintain confidentiality concerning individual student data and achievement.
- provide feedback to students regularly on their progress.
- promote confidence and perseverance in the student that stimulates increased personal student responsibility for achieving the goals of the curriculum.
- act positively on the belief that all students can learn and that appropriate modifications of instruction and curriculum will enable all students to be challenged to the full extent of their abilities.
- encourage and support students to believe that effort is the key to high achievement; acknowledge and value student work, study, and inquiry.
- identify students who are not meeting expectations regularly, and secure a student's cooperation in developing a plan that defines both teacher and student responsibilities for learning.
- demonstrate an attitude of fairness, courtesy, and respect that encourages students' active participation and commitment in learning.
- build positive relationships with students and parents to enhance students' abilities to learn effectively.
- recognize and respond appropriately when a student is having social and/or emotional difficulties that interfere with learning and/or participation in class.

Understanding and Appreciating Student Life

The educator will:

- understand the principles and patterns of child growth and development, and use this knowledge when working with students.
- strive to ensure equitable opportunities for student learning.
- address the needs of diverse student populations by applying federal and state regulations, Board of Education policies, and district and school guidelines.
- seek to be informed about current issues affecting the intellectual, emotional, and social development of children and adolescents.

- interact positively with and encourage students to develop relationships with others.
- guide and support students with their emotional, social, and intellectual development.
- provide opportunities for students to share in making appropriate decisions about their own learning.
- participate regularly in student or school activities.
- be interested and involved with the non-academic needs of his/her students.

Meeting Professional Development Plan Expectations and School Responsibilities

The educator will:

- assist in the development and implementation of school improvement plans.
- cooperate with administrators and colleagues to consistently meet the expectations of the school community.
- act in a constructive and cooperative way with parents and respond in a receptive way to their contributions.
- be familiar with the school's philosophy and be able to share it with others.
- keep parents informed of student progress and school requirements; work in partnership with parents to support the total development of the student.
- establish and maintain professional boundaries with students and parents.
- share responsibility for achieving the goals and addressing the priorities of his/her team, department, building, and school district.
- support, work collaboratively with, and value the contributions of fellow educators.
- work constructively with others to identify school problems; suggest possible solutions; and support their implementation.
- work collaboratively in planning and implementing interdisciplinary curriculum, instruction, and other school programs; share expertise and new ideas with colleagues.
- reflect on his/her effectiveness; model continuous learning for students and colleagues.
- seek out and collaborate with school-based specialists and resource personnel.
- participate in professional development activities and share information and resources.
- comply with state requirements regarding teacher certification.
- seek means for personal and professional renewal and rejuvenation.

Ensuring Student Achievement

The educator will:

- administer a series of common assessments and individual course assessments that support the curricular goals of the district, building and discipline.
- ensure that assessments allow students of varied learning styles to demonstrate individual knowledge, skills and dispositions.
- systematically employ “pre” and “post” assessments to assess performance level and progress of both individuals and the class, and adjust instruction accordingly to ensure optimal learning.
- use an appropriate “portfolio” of assessments that chronicle the effect that instruction, including differentiation and feedback, has had on student growth and performance.
- demonstrate teacher pedagogies that engage students in metacognitive reflection to

- improve performance.
- develop an assessment strategy to ensure that each child grows and develops in the best way possible (for them) with the understanding that children learn at differing rates and from different starting points.
- develop assessments that measure student performance against standards established by each school and the district and that reflect the district’s emphasis on mastery of 21st century skills and habits of mind, and deep understanding of the enduring understandings of each discipline.
- create a series of assessments reflective of high expectations, and, if possible, extend the parameters of the learning experience to contextually connect to other domains and disciplines. [added 3/15/13]

(Ensuring Student Achievement indicators were added 9/6/12.)

Dresden Board Board	Hanover Board	Norwich
Adopted 20 June 2006	Adopted 21 June 2006	7 June 2006
Revised 14 June 2011	Revised 15 June 2011	

Recoded from **GBI-E** to **GCO-E** 17 July 2009

APPENDIX C

Date filed with BSDC _____

Date approved by BSDC _____

Certification expiration date _____

THREE-YEAR PROFESSIONAL GROWTH PLAN SUMMARY FORM

This Three Year Plan is from _____

Name

List your goals below. You must include a minimum of one **individual** goal, one **building** goal, and one **SAU-wide** goal. (As per NHDOE, there should be specific learning goals for each endorsement area)

Individual: (list your goal(s) followed by performance objectives (**student outcome**) for each goal)

Building: (list your goal(s) followed by performance objectives (**student outcome**) for each goal)

SAU-Wide: (list your goal(s) followed by performance objectives (**student outcome**) for each goal)

Professional signature/date

Supervisor signature/date

Administrator signature/date

Guiding Questions for Writing the Professional Growth Plan

The teacher should ask the following questions in writing a Professional Growth Plan.

District and School Goals/State Requirements

- * What are the educational goals for this district and this school?
- * What will the improvement look like in this district and school when these goals are met?
- * What goals am I particularly responsible for and how do I demonstrate that responsibility?
- * What are the state requirements for recertification and will my plan satisfy them?

Standards of Best Practice (Individual Goals)

- * What are the criteria for excellence in teaching and what do they look like in the everyday activity of classrooms?
- * What distinguishes a competent teacher from an excellent one?
- * What are my teaching strengths and how do I use them?
- * What teaching demands are most difficult for me?
- * How do I rate myself on the district's criteria for excellence in teaching?
- * What do I need to improve and develop to become a more effective educator in this school and district?
- * Have I identified the content learning and educational practices I need to demonstrate?

Student Outcomes

- * What student data relates to the improvement goals?
- * In what ways do data from my students confirm the need to focus on the selected goals?
- * What do the goals, data, and work samples tell me I need to do?

Methods/Performance Indicators

- * Am I using the goal-setting process to improve instruction so that my students will be more successful learners or am I completing paperwork to satisfy my supervisor?
- * Have I been too specific and/or too limited in setting my goals?
- * What activities offer the best opportunity for successfully meeting my goal?
- * How can I demonstrate progress toward my goals?
- * What evidence can I present that demonstrates that I have made important changes in my practices in the classroom?

- * How will the evaluation model I select support the attainment of my goals?
- * Have I been specific enough to allow me and others to monitor progress along the way?

APPENDIX D

DRESDEN SCHOOLS PROFESSIONAL STAFF EVALUATION PLAN

The Dresden School Board expects administrators to evaluate all professional staff annually. Evaluations are to improve instruction through professional growth; enhance administrative management; document bases for individual contract decisions and awarding of step and base increases; recognize noteworthy performance; and, provide guidelines for remediation as needed.

There are five core elements of Dresden staff evaluation:

1. Professional Growth Plans. All certified staff will have a three-year Professional Growth Plan, as prescribed by New Hampshire Department of Education and in accordance with guidelines set forth in the SAU 70 Staff Development Master Plan. Professional Growth Plans should be consistent with District and School mission and building level and school district goals.

2. Annual Goal-Setting. By October 1, all certified staff will have annual goals and measurable outcomes developed in conjunction with building administrators. Individual goals must be consistent with board, building level, or administrative goals, and require administration approval. In most cases, these will have been developed through the summative evaluation process of the prior year.

3. Formal Evaluation. Evaluations will be as follows:

- All non-continuing teachers will receive at least 10 walk-throughs (formative evaluations), but may receive more if desired. They will also receive an annual final staff evaluation (summative).
- All continuing teachers will receive at least 6 walk-throughs during the year, but may receive more if desired. They will also receive an annual final staff evaluation (summative).
- Continuing-contract staff in their final (third) year of their re-certification cycle must have a coordinating recertification plan accompany the final evaluation.
- Teachers at any time may request a full, formal evaluation.

In most cases, walk-throughs will be at least five minutes. Constructive feedback to teachers should occur within 48 hours, and will either be in oral or written form. Full formal evaluations will include, at a minimum, one or more formal classroom observations with pre-observation and post-observation conferences. Mentors will be provided as outlined in the applicable HEA Collective Bargaining Agreement.

Formal evaluations may occur at any time and for any of the following reasons:

- Teacher request;
- Walk-through indicators and trends; or

- Administratively directed interventions and supports.

4. Mid-Year Evaluation Status Report. By March 1, the Principal or designee will complete the Mid-Year Evaluation Status Report (GCO-E-1), documenting the teacher's progress toward professional growth goals, fulfillment of performance expectations, and expectations of the employee development plan. The Principal will notify the Superintendent in writing that all Mid-Year Evaluations are complete.

5. End-of-Year Self-Evaluation Report:

Self-Evaluation: Between April 1 and April 30, the teacher will submit an End-of-Year Self-Evaluation Report (GCO-E-2) to the Principal or designee in advance of a goal review/summative. The Self-Evaluation Report will describe progress made toward the teacher's measurable annual goals and will also include the teacher's personal assessment of his/her performance in the eight performance factors listed on Form GCO-E-2.

6. Final Staff Evaluation: By June 30, Principals will submit to the superintendent a Final Staff Evaluation (GCO-E-3) on each staff member. The Final Staff Evaluation will include a copy of the teacher's completed End-of-Year Self-Evaluation Report (GCO-E-2) outlining that teacher's progress toward achieving designated goals and the Principal's formative observations and follow-up relative to the eight performance factors outlined in the Standards of Best Practice (GCO-E). For teachers requiring a Formal Evaluation, the summative evaluation documents, including classroom observations, will also be attached to the Final Staff Evaluation. A copy of the Final Staff Evaluation will be countersigned by the employee and forwarded to the superintendent by June 30.

Prior to submitting the Final Staff Evaluation, the Principal or designee and staff member will set the preliminary goals for the following year with the understanding that there may be some modifications to the goals within the first 30 days of the school year. These goals will be finalized by October 1 of the following year.

When concerns arise regarding an employee's performance in any year, the Principal or designee may impose an action plan that may incorporate an employee development plan as described in the HEA Collective Bargaining Agreement. The action plan or employee development plan will include specific, reasonable and verifiable performance behaviors agreed to by the Principal or designee and employee. The Principal or designee will determine when an action plan or the employee development plan is no longer necessary.

7. Timeline for development and submission of evaluation documents: The following timeline is derived from this policy, New Hampshire State law, and the Collective Bargaining Agreement with the Hanover Education Association:

- October 1 – Annual goals and measurable outcomes on file in Principal's Office.
- By February 28 – Deadline for the Principal's review of teachers placed on employee development plan.

- March 1 – Principal completes Mid-Year Evaluation Status Report for each teacher.
- March 1 – Written notification to the Superintendent of the status of any continuing contract teachers who are on employee development plans.
- March Board meetings – Superintendent submits formal renewal letters to Board; Superintendent submits recommendations on renewals, base pay increases, and step increases to Board.
- April 30 – End-of-Year Self-Evaluation Report due in Principal’s Office.
- May 31 – Deadline for written notification of intent to place teacher on employee development plan.
- June 30 – Final Staff Evaluation Report due to Superintendent; employee development plans filed in Superintendent’s Office.
- June 30 – Tentative goals for each teacher are established
- Summer – At the earliest meeting of each board, the Superintendent provides written certification to the Board that each professional staff member has received a Final Evaluation Report.

Note:

Accompanying this regulation are the evaluation forms, also referred to as “exhibits”:

GCO-E: *SAU 70 Standards of Best Practice*

GCO-E-1: *Mid-Year Evaluation Status Report* (by the Principal or designee)

GCO-E-2: *End of Year Self-Evaluation Update* (by the staff member)

GCO-E-3: *Final Staff Evaluation* (by Principal or designee)

Dresden Board

Revised: 14 June 2011, 18 December 2012, 28 October 2014

Recoded from **GBI-R** to **GCO-R** May 2010

APPENDIX E

SAU 70 Goal Setting Cycles

Board Goal Setting Review Cycle

April/May

Board retreat/orientation

- Review current annual goals, progress on action plans
- Review existing Standards for Excellence, progress toward attaining those standards
- Identify policy revisions that might be considered in coming year
- Annual goal-setting discussion for subsequent school year

May

- First reading of 3-5 DRAFT annual goals

June

- Annual goals adopted
- DRAFT action plans review/discussion

August

- Adoption of action plans
- Principals present building goals
- Superintendent shares performance goals for administrators

December

- Mid-year review of Standards for Excellence, annual goals to identify items that might be included in subsequent fiscal year's budget
- Update on administrative goals
- Determination of renewal of administrative contracts, where applicable

Administrator Goal Setting Review Cycle

May

- Following goal-setting discussion at Board level, annual review of progress toward Standards for Excellence and building goals, Principal submits drafts personal goals for next year to Superintendent.

June

- Following adoption of Board goals for subsequent year, Superintendent and Principal develop annual goals and action plans for Principal.
- Principal, faculty adopt Building goals for next year.

Summer

- Principal and Superintendent develop action plans to achieve annual Board goals, address opportunities for improvement based on review of Standards for Excellence.

December

- Before the December Board meeting, Principal and Superintendent meet to prepare mid-year review, identify budget priorities that emerge from mid-year review.

APPENDIX F

GCO-E2

END OF YEAR SELF-EVALUATION REPORT

Professional Staff Member:

Annual Growth Goals:

My progress toward the annual growth goals listed above follows:

The following is an assessment of my skills and capabilities and areas for improvement relative to the eight performance factors taken from the Standards of Best Practice (GCO-E).

Planning & Management
Instruction
Communication
High Standards & Expectations
Student Life Engagement
Professional Development Goals
School & Admin Responsibilities

Student Achievement

Professional Staff Member
(Due to Principal by April 30)

Date

Principal

Date

(Due to Superintendent by June 30)

APPENDIX G

SDC EVALUATION FORM

I	NAME	Date
	School	Credential Expiration

**PROPOSALS FOR NON-COLLEGE CREDITS, FUNDING AND/OR TIME AWAY FROM SCHOOL
MUST HAVE BEEN APPROVED IN ADVANCE.**

II	ACTIVITY		Date(s)
	Location		
	Hours approved in advance	Hours actually spent	
	Credits verified by College Transcript / Grade Report		
Non-College Credits approved in advance by full SDC			

Assignment of Staff Development Hours (see reverse)
Use this matrix to distribute hours for the activity named above.

III	ACTIVITY		Area #1		Area #2
	Activity Title	Activity #	Endorsement Area <i>(e.g., Math)</i>	# Hours <i>Ind. Goals</i>	# Hours <i>District/School Goals</i>
	Total # Hours in each area				

IV	Did this activity help you achieve your goal? Explain.

Applicant's Signature Date.....	

**ATTACH ALL RELEVANT RECEIPTS AND ITEMIZED EXPENSE LIST WITH A "SHORT GREENIE"
IF REIMBURSEMENT WAS PREVIOUSLY APPROVED.**

V	PRINCIPAL / SUPERVISOR
----------	------------------------

	Hours approved	College Credits approved	
	Prior Activity # Hours received: / in # / in #		
	Supervisor / Date	SDC Rep / Date	Principal / Date

VI	FULL SDC	
	Non-College Credits approved	Date
	Chairperson's Signature	Date

VII	PROFESSIONAL DEVELOPMENT ACTIVITIES	
	1. Course: Graduate, Undergraduate, Non-College, Audited 2. Workshops, Institutes, Seminars, Conferences, In-Service Training 3. Critical Friends / Study Groups (40 hours) 4. Research (30 hours) 5. Publishing Professional Articles (30 hours) 6. Committee Work (30 hours) 7. Mentoring (30 hours) 8. Peer Coaching (30 hours) 9. Independent Study / Professional Reading (20 hours) 10. Professional Development Presentations (20 hours)	11. Curriculum / Program Development and/or Implementation (20 hours) 12. School to Career Partnerships (20 hours) 13. Observations / Visitations (20 hours) 14. Community Service (20 hours) 15. Involvement in Professional Associations or Networks (10 hours) 16. Travel (10 hours) 17. Alternative Track (45 hours for 3 credits) 18. Multi-Day Teacher-Led Trips (40 hours for 2 trips; 30 hours for 1 trip) <i>N.B. Hours shown are maximums allowed for each three-year cycle.</i>

VIII	AREAS EXPLANATION
	Staff Development hours required in a three-year cycle include a minimum of 75 clock hours. At least 30 hours in Area 1 must be completed for each license endorsement. At least 45 hours in Area 2 must also be completed.
	Area 1: Content — Knowledge of Subject or Field of Specialization <i>30 hours required per endorsement</i>
	Area 2: Professional Development — District and School Goals <i>45 hours required</i> <ul style="list-style-type: none"> Knowledge of content area(s), subject or field of specialization, including

	<p>requirements of individual certifications, in Ed 506 and 507;</p> <ul style="list-style-type: none">● Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;● Professional standards as referenced in the local evaluation system; <i>and</i>● Effective instructional practices related to school and district goals that increase student achievement.
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