Professional Learning Plan 2014-2019

Collaboration · Cooperation · Coordination
For Student Learning

SAU 21

- Hampton Falls
- North Hampton
- Seabrook
- South Hampton
- Winnacunnet

SAU 21

Hampton Falls · North Hampton · Seabrook
South Hampton · Winnacunnet Cooperative School Districts

Professional Learning Plan

2014-2019

A Plan Involving
Quality Professional Learning

for

Continuous Improvement
of all Students' Learning

June 2014
Amended September 2015

Professional Learning Plan 2014 - 2019

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***In order to access the hyperlinks in this document, you must have a web connection and be logged into My Learning Plan for MLP forms**.

SAU 21 Professional Learning Plan

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Statement of Purpose

The Professional Learning Plan (PLP) is strongly linked with the Educator Appraisal Plan (EAP) to effectively support our professional staff as they work to achieve high expectations and achievements for student learning. The plan encourages goal setting with the growth of our students' learning as the main objective. The focus on student learning objectives (SLOs) as part of the Educator Appraisal Plan should inform the skills and knowledge our professionals need to improve and advance student learning. The Professional Learning Plan supports collaboration, cooperation and coordination between professionals to accomplish this work across grade levels and the districts of SAU 21. **The goal of high quality instruction and strong student achievement is the purpose of Professional Learning.**

With ongoing challenges to understand changing student needs, this plan should be refined and adjusted as needed by the SAU 21 Professional Learning Committee to continue the advancement of SAU 21 towards excellence in teaching and learning.

The Professional Learning Plan provides the framework for the development of strong, focused goals coupled with strategies to engage our teachers and administrators in advancing student learning and performance. The PLP articulates this through the defined parameters for:

- Reflecting on Student Growth Data,
- Measurable and Rigorous Student Learning Objectives,
- Directed types of professional learning that contribute to student learning and growth, and
- The annual process of reflecting on student needs to establish or refine goals in support of our strategic aims.

To that end, the PLP and EAP are intricately linked. The reflection on student learning and performance provides the premise through which improvement goals are established. These goals must be measurable so that we will have a means of knowing whether or not we are making progress. These plans acknowledge that all children are different and there are many variables that can affect student growth. Classrooms may be challenged in different ways and we may not always reach our intended goals at first. However, the continued and concerted focus to improve student learning will ultimately prevail. The goal revision process by individual members of our educational community should coordinate with district and school improvement goals.

The goal revision process will evolve from more generalized SMART goals to more defined goals through the first year of this plan. Each professional staff member is expected to have three high quality goals written in a SMART format by the 2015-16 academic year where two of those goals may also be tied to their Student Learning Objectives (SLOs) which are establish 15% of the staff member's summative evaluation. Furthermore, the continued, dedicated participation of professional staff in leading curriculum development, reviewing of student achievement, and engaging in organizational growth should be reflected in the EAP rubrics used to assess each individual's participation as a professional educator.

Other connections between the plans include peer observations to both learn and contribute towards each other's growth and each educator's reflection on student survey results which provides feedback from our most treasured clients. These parts of the EAP can provide more specific needs for professional learning by the educator or assist in directing specific school goals that staff will be encouraged to pursue. School wide, grade level or curriculum team SLOs will also be viable options for professional staff members to work together in the pursuit of greater student growth.

Professional Learning Committee

The role of the SAU 21 Professional Learning Committee (PLC) membership is to encourage high quality Professional Learning for SAU 21 educators. The Committee's members oversee the development, implementation and evaluation of the Professional Learning Master Plan as well as approve and monitor all Professional Learning opportunities and activities in SAU 21. Three times a year, the PLC minutes will be summarized and communicated through online venues or publications such as *Curriculum Matters*.

Professional Learning Committee Organization

The membership of the SAU 21 Professional Learning Committee includes the SAU 21 PLC Chair, Assistant Superintendent and school level PLC Chairs as the representatives of the SAU 21 schools. Each school shall name an alternate to ensure representation from each school at all SAU 21 PLC meetings. Schools and members include:

- Barnard School
- Lincoln Akerman School
- North Hampton School
- Seabrook Elementary School
- Seabrook Middle School
- Winnacunnet Cooperative High School
- SAU 21 Assistant Superintendent
- Representation from the Seacoast Education Association Teacher's Union (as needed).
- SAU 21 School Board's Representation (as needed).

SAU 21 PLC Chair Responsibilities:

- Presides at each meeting and prepares agendas for meetings in conjunction with representative suggestions and the Assistant Superintendent.
- Communicates with and assists school level Professional Learning Chairs.
- Facilitates Professional Learning SAU-wide and across the districts of SAU 21
- Calls any special meetings necessary for the articulation of the PLP
- Communicates PLC recommendations to the Assistant Superintendent

Secretary:

- Records, publishes and distributes minutes of all meetings to committee members within one week.
- The secretarial duties can rotate among committee members at each meeting.
- Any important considerations should be shared with the building principals through memos that document decisions. Follow-up discussions should occur between representatives and administrators or through the SAU 21 Leadership Team meetings attended by principals and Central Office Administrators.

PLC School Level Representatives

- Clarify, write, and endorse the Professional Learning Master Plan.
- Communicate and clarify approved professional learning activities and hours.
- Communicate professional learning concerns to the SAU 21 PLC.
- Assist staff members in developing their Individual Professional Learning Plans (IPLP) through training events and online resources.
- Provide opportunities for staff to learn about any changes in the new SAU 21 Professional Learning Plan.
- Support staff members with the master plan requirements and procedures through training events.
- Address needs for professional learning opportunities and if necessary assist in the appeal process.
- Encourage, facilitate, and provide quality controls for the promotion, scheduling and sharing of Professional Learning in their respective buildings.

Selection to be the school level PLC representative includes one of the following methods:

- Appointment by the prior PLC representative, with confirmation by the represented body and PLC.
- Appointment by the PLC Chair, with confirmation by the PLC.

Amending the SAU 21 Professional Learning Plan

Suggestions for changing the SAU 21 Professional Learning Plan (PLP) can be made in writing and sent to the Chair of the SAU 21 Professional Learning Committee. The SAU 21 PLC will review the suggestion(s) and take it back to their local schools for discussion prior to approving at the PLC level. The SAU 21 PLC may decide to survey or solicit additional information from all plan participants before pursuing any amendments. If there is a two-thirds majority vote of the SAU 21 PLC, the suggestion will be acted upon and submitted as an amendment to the PLP for NH Department of Education approval.

Appeals Process

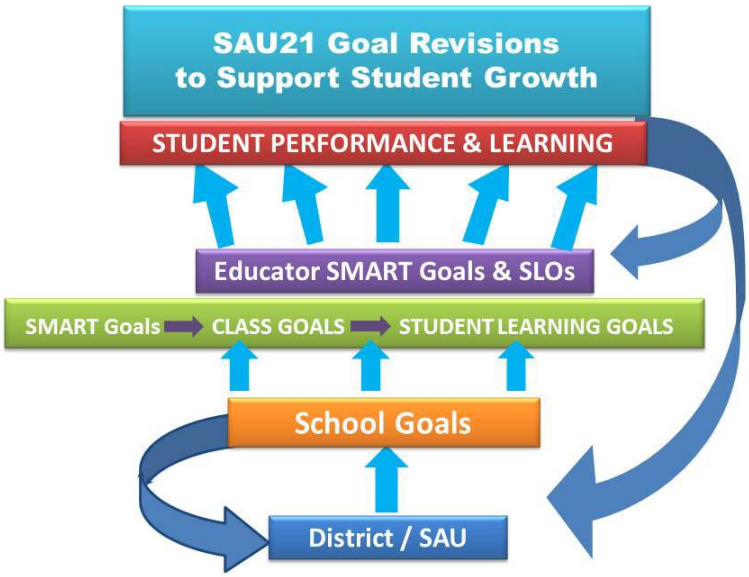
An employee may appeal the decisions of the Local PLC representatives or supervising administrators regarding Professional Learning Plans or Professional Learning Activity approvals. Additionally, they may appeal the denial of attending a workshop or conference by school administrators.

Within ten (10) school days of the Local PLC's or School Administration's final, written decision, the employee must request a hearing before the SAU 21 Professional Learning Committee. The request is to be submitted in writing to the Chair of the SAU 21 PLC.

Within ten (10) school days of appeal, the Chair will assemble the SAU 21 Professional Learning Committee (comprised of a majority of PLC representatives from of each SAU 21 Schools). The Chair will also notify the appellant employee within the same ten (10) school days of the time, location and requirements of the hearing. *Note: The appellant and the PLC Committee have the right to have a union representative present at the meeting.*

The PLC Chair will communicate the recommendations of the PLC Committee in writing to the employee within five (5) days of the hearing. The recommendations of the SAU 21 Professional Learning Committee are final.

Setting Goals and Aligning Professional Learning Activities



Multiple measures of student performance provide the most effective means for identifying successes, challenges and needs. Student learning needs are critical when determining professional learning activities. Therefore the review of student performance results should inform goals and ultimately translate into Student Learning Objectives, and the professional learning activities chosen. Educators may review classwork, homework, projects, student performance tasks, and assessments (written or verbal) and consider the types of information that they use to judge how their students are growing, learning and achieving. Staff reflection upon student needs offers potential focus areas for personalizing professional learning. Staff may pursue greater content knowledge, pedagogical strategies, or a better understanding of how students learn, and many other potential growth areas. These recognized needs inform the development of the educator's goals and/or SLOs, and focuses the types of professional learning that will help them to overcome student learning challenges or to challenge students who meet expectations. This also provides opportunities for specialists, such as guidance counselors, library/media or nurses to target specific areas where they impact student success; be it small or large groups of students. For examples of Student Learning Objectives and potential Professional Learning Activities please see Appendix C.

The goal reflection and revision interacts directly with the Educator Appraisal Plan where professional performance is evaluated with student growth indicators. SAU 21 districts and schools have numerous assessment systems that facilitate the collection and interpretation of student growth data. Classroom data may also be presented as evidence of student growth. Vertical Curriculum Teams have articulated focused goals with different mechanisms for charting student progress. Educators may align their SLOs and/or Professional Goals with colleagues in specific grade levels or subject areas. Rubrics developed for assessing student work or performance should also be shared with students, as they help to delineate a productive pathway towards improved learning. The use of team-level assessments should include dedicated time for collaborating teachers to review actual student work that will increase assessment quality and inter-rater reliability. A similar system could be used by grade level teams to establish a unified effort to improve student performance.

The triangulation of multiple indicators of student growth (i.e. multiple measures) provides the most accurate picture of how our students are learning. The analysis of multiple data points also provides validity checks for identifying professional growth goals based on student needs and evidence for student growth along the teaching and learning continuum.

The matrix below describes some of the data sources that focus on student performance. These sources are used in multiple ways by our K-8 and high school educators.

DATA SOURCES	COLLECTION	ANALYSIS	Responsibility and Decision Making at each School
Smarter Balanced Assessment (SBA) for English Language Arts & Mathematics	3-11	Annually Grades 3-8, 11(High school students may adjust to using the PSAT, SAT or ACT results as shown below)	Grade Level Teams, Guidance Counselors and Specialists use this data to inform their work. Specific decisions for professional development or curriculum changes are informed by the respective teams with final decisions made by school/district Administration.
New England Common Assessment Program (NECAP)	4, 8, & 11 (Science)	Annually - Fall	Grade level teams and the SAU21 Science Vertical Team review these outcomes. Teachers and administrators share outcomes and next steps with School Board members and the larger community.
Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP)	K-8 or 2-8 Depending upon the school	Fall & Spring Or Fall & Winter depending upon the school	This data from these assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, counselors and administrators. This is used in most of our K-8 schools.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, Gate-MacGintie & AIMS Web	K-8 K-4 or K-2 Administrations annually and/or as necessary	Fall, Winter & Spring	This data from these assessments are reviewed by Teachers, IEP teams, RTI Teams, the Student Assistance Teams, counselors and administrators.
Core Program Assessments (i.e. Reading Street, Everyday Math, EnVision Math and others)	K-12	Ongoing, these include unit and end-of-year assessments	Educators individually use these results to inform instruction and personalize learning activities. The results are further analyzed by grade level and curriculum review teams.
Teacher Designed Assessments, Common Course Assessments & Rubrics	K-12	Ongoing	Increasingly middle school and high school teachers are designing common assessments and rubrics that assess student performance and practices. As examples, these include argumentative writing, research skills, numeracy & algebra proficiency, etc. Educators individually and in grade level, course specific and/or vertical curriculum teams use this data to inform their own learning goals, instructional practices and curriculum decisions. This is supported by school and SAU Administration.
SRI – Reading Fluency	9-12 Grade 8 Seabrook	2-3 times Annually	Department Leaders and individual teachers use these results to inform instruction, personalize student learning and inform staff development needs. Administration support changes to effect student proficiency.
PSAT/SAT/ACT	10-12	Annually	Counselors and Administrators analyze and use the data to set goals for student learning within schools.

Results are used to make informed decisions that include:

- Evaluating student learning;
- Determining student learning needs/support to inform SLOs;
- Assisting educators' determination of needs/support;
- Determining school and district goals;
- Measuring the effectiveness of curricula and alignment with standards;
- Measuring the effectiveness of individual learning plans;
- Evaluating the effectiveness of the Professional Learning Plan

Results are shared with students, parents, teachers, administration, school board members, and the community. Communication streams include:

- School website
- School newsletters
- Press Releases/Local newspaper
- Parent/teacher conferences
- Progress reporting
- Intervention meetings
- IEP meetings
- Final progress reports
- Curriculum Matters (SAU21-wide publication)

EVALUATION OF THE PROFESSIONAL LEARNING PLAN

The Professional Learning Plan has a number of critical intentions that will collectively target increases in student learning and performance. These intentions include:

- Professional Learning Activities should explicitly aim at increases in educator effectiveness and student learning achievement.
- As new strategies, such as review of student work, are put into practice, the resulting practices become part of the professional's responsibilities as an indicator of effectiveness.
- There should be a relationship between professional learning goals, the respective school and school district goals as well as the SAU 21 Educator Appraisal Rubrics.
- Student Growth should be directed at a measurable target (i.e. 10% growth in proficiency for a specific assessment) that considers what is possible within the stated time frame.
- It is understood that not all targets may be met, however when that happens, adjustments should be made to either the SLO or improved professional learning or both to improve the designated student learning response.

Through the use of the My Learning Plan database for SAU 21, the PL Committee will be able to run a number of reports that will assist our measures of effectiveness. One such report is the correlation of teacher goals and activities to school goals. The school goals in turn can be related to School District goals. This reporting can assist the committee in quantifying goal alignment as well as offer specific awareness of common educator-driven goals that are not apparent in school and district goals.

The corollary to the improvement of Professional Learning is student learning, which will be demonstrated through the attainment of goals established by the SLOs and the school attribution data. These intricately tie to the Educator Appraisal Plan as 20% of the summary evaluation system.

Reports summarizing the effects of Professional Learning offerings will also assist in identifying high quality professional development; and those learning activities that have impact on the classroom. Reflection questions will be both qualitative (anecdotal) and quantitative (numerical ratings).

Documentation of Professional Learning

Educators have three (3) options for documenting their Professional Learning and the fulfillment of their Professional Learning Goals. This is consistent with the **Professional Learning focus in SAU 21 to improve student learning rather than just accumulating hours**. All professional learning should be documented by the individual educator through the use of My Learning Plan; instructions are available on the SAU 21 website under the curriculum tab. The table below outlines the three (3) options at work in this plan.

Options for Documentation of Professional Learning

Accumulation of Continuing Education Units (2014-2016)	Combination of Body of Evidence & Continuing Education Units (2015-2017)	Development of Body of Evidence (2015-2019)
Certified Educator: Formula: 30 hours x's the number of endorsement areas + 45 non-content hours. 45 hours in **Non-content hours** (school/district goals) 30 **Content hours** in **each** area of endorsement. Example: 2 areas of endorsement= 30+30 hours=60 hours total. **Certified Para-Educator:** Accumulation of 50 hours	The combination of fewer than the required continuing education units and the development of a body of evidence through the Educator's portfolio. (see the Activities Table to translate evidence into hours for recording purposes).	The pieces of evidence to be collected should be those that are natural to the Professional Learning activities thus requiring that the educators "collect" rather than "create" evidence. In collecting evidence, educators need to consider what evidence is acceptable, sufficient, and valid to document and should include: □ Evidence of their activities. □ Evidence of their own professional learning. □ Evidence that provides information regarding the impact of their activities on students' learning.

**We anticipate the adjustment from hours to evidence over the life of this plan. Educators should be meticulous about using specific and descriptive titles for their professional learning activities whether they are embedded in the school day or offered outside of the districts' venue. These titles provide the evidence of strong professional learning in your licensing portfolio which is reviewed for recertification.*

Individual Professional Learning Plans Required of All Certified Educators

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

The **Individual Professional Learning Plan** shall be developed for a three (3) year period consistent with the educator's certification and based upon improvements needed to enhance student learning. All goals shall be described by using a **SMART Goal** format that demonstrates:

Specific, strategic, significant, stretching
Measurable, meaningful, motivational
Attainable, agreed upon, achievable, action-oriented
Relevant, rigorous, rewarding, results-oriented
Time-based, timely, tangible

Educators should plan their professional learning activities relative to these SMART goals and their Student Learning Objectives (SLO's). It is important for educators to use **descriptive titles for their activities so a clear correlation can be made to their goals and endorsement credentials.** These activities also migrate to their professional portfolio that informs the recertification process and is available to their immediate supervisor.

Procedure for Developing an Individual Professional Learning Plan

All certified educators in SAU 21 are required to develop and fulfill a three-year Professional Learning Plan that promotes continual professional learning for the purposes of continuous professional growth, improved student achievement and for re-certification as required by the State of New Hampshire. The information regarding re-certification in this document based upon the New Hampshire educator standards and certification requirements, Chapter Ed 500: www.gencourt.state.nh.us/rules/state_agencies/ed.html

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Process

All educators in SAU 21 will establish a minimum of three goals **by October 31**. This process should be informed by the self-reflection form and self-assessment rubric and may begin in April. Goals may be one, two or three years in duration and must relate to the educator's area(s) of certification(s) also referred to as endorsement(s) as well as speaking to identified student learning challenges. Two goals will be further translated into SLOs through the SLO form (see Appendix A Forms). After the goals are completed, the educator then must complete the Individual Professional Learning Plan form where the short, descriptive goal titles populate. This form will be automatically routed to your principal/supervisor for approval.

My Personal Goals Worksheet: http://www.mylearningplan.com/LearningPlan/MyPersonalGoals.asp
Professional Learning Plan Form: http://www.mylearningplan.com/Forms.Asp?F=39959&I=0&M=E
SLO Form: https://www.mylearningplan.com/oasys/FormViewer/Index/723580/1/1549001/0/0/

Monitoring

Once the Individual Professional Learning Plan is approved, and for the duration of the three-year certification cycle, the PL Request or PL Activity Form will be used to document the evidence that supports your progress in addressing your goals. **PL Requests should be submitted no later than 2 weeks prior to the date of the activity** and **PL Activity Forms will be submitted no more than 90 days after the conclusion of the activity.** These activities build your professional portfolio of evidence of learning and educators must use descriptive titles to activities and requests to ensure their portfolios communicate the essence of the activities. The educator should regularly check their **Portfolio** to ensure they are aligning their professional learning across their credentialed areas strategically. Your portfolio is a reflection of your efforts as a continuous learner and professional growth in your certification areas and position assignments.

Note: Reimbursement requests may still be submitted for workshops, seminars, conventions, conferences and/or materials. Educators should refer to their respective building level rules and procedures or talk with supervisors regarding reimbursements.

By the end of the school year of the 1st and 2nd years of the recertification cycle, educators will complete an Annual Goals and Reflection form which summarizes their progress toward meeting defined goals.

- **PL Activity Form** http://www.mylearningplan.com/Forms.Asp?F=39963&I=0&M=E
- **Annual Goals Reflection and Evaluation Form** http://www.mylearningplan.com/Forms.Asp?F=40420&I=0&M=E

Approval of Plan Completion

By **April 1st** in the 3rd year of your cycle, submit a Goals Reflection and Evaluation Form that is a summary of your three year goals. By **April 15**, conference with your principal/supervisor to determine that re-certification requirements have been met and to discuss future goals.

The State of New Hampshire requires all certified educators to submit a **Certification Renewal Form** to their building principal by **April 15th** of the 3rd year of the credentialing cycle. That renewal form is subsequently sent to the Superintendent's office for review. The Superintendent or his/her designee recommends renewal online to the NH Department of Education through the Educator Information System (EIS).

Notification of recommendation for certification will be forwarded to you by the superintendent's office through MyLearning Plan at which time you will have until June 30th to re-certify with the State of New Hampshire by logging on to www.mydoe.nh.gov select Educator Information System. You will need to know your login ID. If you do not know your login ID and the system indicates you have a login, click "Reset Password" and enter your work email. The State of New Hampshire will send your certificate of certification directly to you. **Your employment with the school district is contingent upon the completion of these requirements for continued certification.**

Annual Goals Reflection and Evaluation: http://www.mylearningplan.com/Forms.Asp?F=40420&I=0&M=E
Certification Renewal Form: http://www.mylearningplan.com/Forms.Asp?F=47564&I=0&M=E

Writing Your Goal Statements

Goal #1: Data Goal (may aligned directly with an SLO)

A data goal includes the examination of data and information about student outcomes and achievement. Appropriate data can include but not be limited to:

- State/District/School standardized assessment data
- Classroom performance assessment data
- Quality Performance Assessments (QPA's)
- Analysis of student work, course or department student achievement data
- Behavior Data
- Attendance Data
- Other measures of student performance and well-being

Goal #2: Personal Professional Goal (may aligned directly with an SLO)

A goal specific to your certification, congruent with the knowledge, skills and dispositions of educators based on:

- Knowledge of content, subject or field of specialization including requirements of individual certifications in Ed 506 and Ed 507
- 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, and
- Effective instructional practices related to school and district goal that increase student achievement

Goal #3: District/School Goal (may aligned directly with an SLO)

A goal based upon a review of your school/district goals and/or if applicable, the priority/focus school implementation plan.

- **Use SMART Formatting with all of your goals**
- **Additional goals may address other certification areas which are not currently within the educator's assignment or position.**

Completion Deadlines

Professional Planning, Goal Setting & Certification Cycle

Goals are established for the 3 year Cycle but can be Amended Annually with Supervisor

Annual Cycle	APRIL 15	JUNE	AUGUST	SEPTEMBER 15	SEPTEMBER 30	April 15	June 30
EPE Experienced Professional Educator **Years 1&2 of Cycle**	Complete Reflection on Goals						
PPE Probationary Professional Educator Years 1-5	**Date Range for Goal Setting/Revision Meeting with Administrator**				**Goals Completed in MLP & Submitted to Supervisor**		
EPE or PPE Intensive Credentialing Year 3						**Complete Goal Reflection and Submit Recertification Form**	**Use NH Single Sign On to Submit Recertification Fee to NHDOE**

Certification Requirements for Professional Staff

Speech/Language Pathologists:

Speech and Language Pathologists must maintain licensure through the ASHA (American Speech and Hearing Association) and the State of New Hampshire Office of Licensed Allied Health Professionals. This occurs every two years. A copy of the most current licensure shall be maintained in the personnel file at SAU 21 Central Offices.

School Nurses:

School Nurses are licensed by the State Board of Nursing. Licenses are reissued every 2 years and are based upon completion of 30 professional development hours. A copy of the most current licensure shall be maintained in the personnel file at SAU21 Central Offices.

Certified Para-educators I & II

Certified para-educators seeking recertification must complete a minimum of 50 continuing education units within the 3-year cycle.

Professional Learning Activities

The activities educators engage in must align with the student-growth/learning focused goals that are approved in their 3-year Individual Professional Learning Plan. Professional Learning Activities are those in which *new* learning occurs as educators participate in professional experiences that can improve their teaching and expertise. It may include many different types of events or practices such as *educators sharing what they have learned, participating in study groups focused on a new book or student work across schools, observing colleagues in best practices, planning and/or implementing a project, or learning to analyze new student data.* All educators should be mindful that their professional portfolio presents their professional efforts across a three-year period for continuous learning and increasing effectiveness in advancing student academic growth. Therefore, the portfolio (especially from the licensure view) should provide descriptive titles to the professional learning experiences accomplished. The licensure portfolio view is used by the supervisors and superintendent to make recommendations for re-nomination and the renewal of credentials. Educators should review their portfolio views from time to time, to ensure they are accurate and demonstrate their best efforts in advancing their professional learning.

Credit Conversion

SAU 21 allows for the conversion of certain Professional Learning hours to be converted to college credits for the purpose of salary advancement at the rate of 15 hours equivalent to one college credit. Up to 105 hours may be converted in each five-year Professional Learning Master Plan period (currently 2014-2019) to seven (7) credits and only once per track advancement. Conversion hours must be earned while under the SAU 21 teacher's contract.

Any professional learning hours for which an employee is paid/compensated by the district may not be used for credit conversions. The hours earned through the use of three professional learning days provided by the SEA contract are excluded from this. This means that embedded learning during the school day or early release dates during normal school hours may not be used for Credit Conversion. Workshops that are paid by the district and attended outside of school hours may be converted with appropriate evidence of learning. See the **Credit Conversion Form** in My Learning Plan to apply for credit conversion.

Types of Professional Learning	Example Activities	Maximum Hours Awarded (Annually unless otherwise stated)	Evidence to be Submitted and Uploaded with the PL Activity Form or Mark Complete Form
Professional Learning through Committee Participation	**Committee Membership** Serving on a building level or SAU21 level committee that improves organizational functioning.	Up to 15hrs per committee	Agenda/Minutes/Attendance Sheet Recommendations/Actions Drafted & Final Documents Produced
	Community Education Planning to engage parents/community for the academic, social and emotional growth of students	Up to 15hrs per 3 year cycle	Event newspaper articles, Flyers, brochures, newsletters
Individual Professional Learning	**Professional Writing & Publication**	Up to 15hrs	Copy of Writing Published
	Professional Reading (Personal Study)	Up to 15hrs	Annotated bibliography & Book Review
	Creating & Presenting professional learning experiences for other educators/community/parents	Up to 2hrs/hour of presentation	The presentation and evidence of its use
	World Culture Activities, Travel, Internships	Up to 15hrs	Journals, Certificates, Itinerary
Learning Through Visitations	**External Professional Observation and School Visitations**	Up to 6 hrs	Journal/ Discussion/Summary Notes/Reflective Essay
	Professional Observation of SAU21 Colleagues	Up to 6 hrs	Journal/Discussion/Summary Notes/Reflection
Mentoring	**Mentoring a Student Intern from a Graduate Student Program** (excludes Education 500 Students)	Up to 25 hrs	Contract with University Evaluation Forms & a Reflective Essay
	Peer Coaching / Mentoring	Up to 25 hrs	List of Meeting Dates and a Reflective Essay

Collaborative Study Groups Involve 2 or more colleagues within SAU21	**Curriculum Development, Adaptation, Analysis, Implementation by Vertical, Grade Level, or Course-Specific Curriculum Teams** which collaboratively focus on developing new curriculum, creating new interdisciplinary instructional units and/or strategies to meet the needs of students and advance their learning.	Up to 30hrs	Curriculum Documents, Evidence of new curriculum embedded technology use. Rubrics/Assessments including Student Work
	Collaborative Inquiry is focused on new ideas and new learning. The process is structured, collegial and collaborative, and may include book studies, specific pedagogical strategies (including new tech tools or software implementation), data review or assessment strategies (such as looking at Student Work) or Case Studies. This may also develop into Action Research projects. Above all the outcomes result in improved learning for students in the focus group, be it subject, course or grade level in aim.	Up to 30hrs	Detailed Log or Attendance Outline of Discussions, Attendance Log and a Reflective Essay List of meeting dates & examples of student work or Quality Performance Assessment Examples of investigations, book studies journal, problem solving notes or curriculum documents developed Outline of Discussion and Log of Attendance and a Reflective Essay
	Developing new School/Business Partnerships or Extended Learning Opportunity Oversight, this may also include new independent studies by students	Up to 15hrs	Evidence of partnership, journal of meetings, copy of student work
Out of District Learning or Formal Modes of Professional Learning	**Graduate Course Work**	Up to 15 per credit	Transcript
	Undergraduate Course Work or Auditing	Up to 5 hours/credit	Transcript
	Webinars, Workshops, Conferences	Contact Time	Evidence of Attendance, Presentation, Reflection
Other	**New types of learning** may be submitted for review by the Professional Learning Committee	To be approved by PL committee	To be approved by PL committee

SAU21 Professional Observations of Colleagues

Classroom visitations are beneficial to the professional growth of educators. Educators benefit from content expertise as well as the pedagogical feedback from special educators, teachers from different grade levels or content areas which assist educators in gaining new insight to their teaching strategies, classroom environments, and the interest and engagement of their students.

The purpose of visits to other's classrooms is to enhance the understanding of professional practice and to gather feedback from colleagues that enable a new view of an educator's own classroom. The PLC and the Educator Appraisal Committees recognized that educators learn from each other and that these experiences also help to grow educators professionally. It is important that over time, the visits are not always from the same grade level or content area. Cross-grade and school visitations are encouraged within SAU21 and occasionally educators may also want to experience classrooms from schools outside of SAU21. Through an understanding of the experiences students have as they move from classroom to classroom or grade to grade; educators can also view the world from that perspective. Through these experiences educators can candidly discuss things that they find helpful and address things that they might find confusing. As viewers, peers can focus on the students or the tasks students are doing and help educators to grasp a more comprehensive view of learning in their own classes.

Before beginning a classroom visit, educators should think strategically about teaching and learning question that is important to their growth and/or student learning expertise. The identification of a focus for the visit will assist educators in learning from each other. Visitors to other classrooms should let the teacher know the focus and what the visiting educator is hoping to learn. At the same time, the home teacher might ask the visitor to look specifically for certain things they are trying to perfect through the lesson. With prior communication the experience has the potential to offer a window on some new learning for both educators.

Educators should share their learning and ideas after the visit, and may choose to continue to collaborate electronically if not in person. Keeping an electronic log or journal with ideas, thoughts, and questions will assist your reflections and your feedback to others. These reflections (though private) will serve SAU21 educators in our collective dialogue, and advance our learning. This system and these visits will shape our growth and assist future peer collaborations. The **Colleague Observation/Visit Form** that documents all of your visitations is found in the MLP/OASYS system. To request a substitute and add the activity to your **Professional Learning Portfolio**, please use the **PL Leave Request Form** in MLP. During year 3 of your cycle, you will need to verify the 3 visits through the **Colleague Observation/Visit Form** in MLP/OASYS which supports the SAU21 Educator Appraisal Process (see Appendix A).

Potential questions to guide your reflections and visit in your journal:

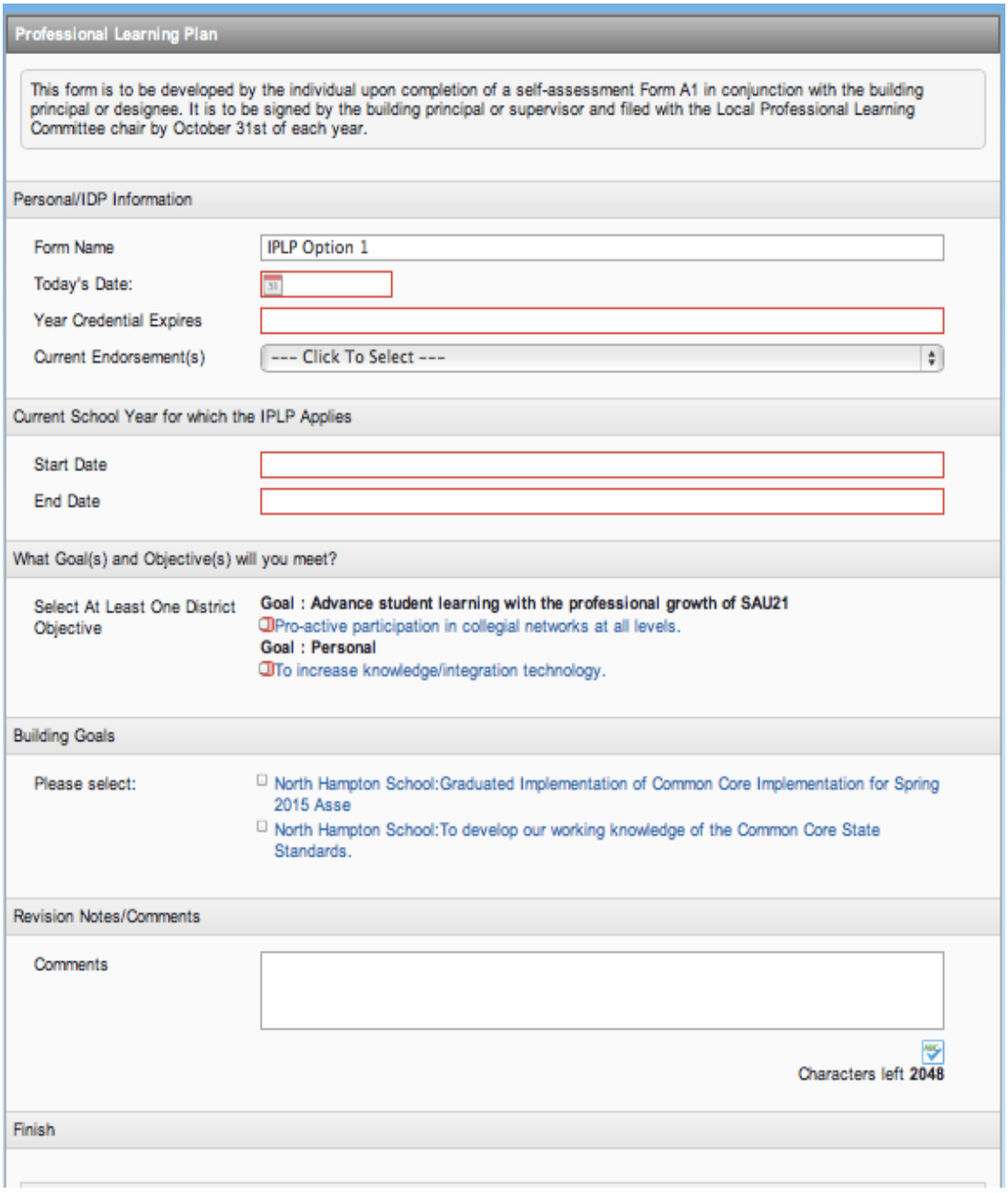
- What evidence do I see in this classroom that might address my question (or portions of my question)?
- What particular content or strategies in the classroom are striking to me? Why?
- As I leave this class, what have I learned about myself as a teacher, about the students at this school, or about the teaching strategies employed? What new questions or insights do I have?

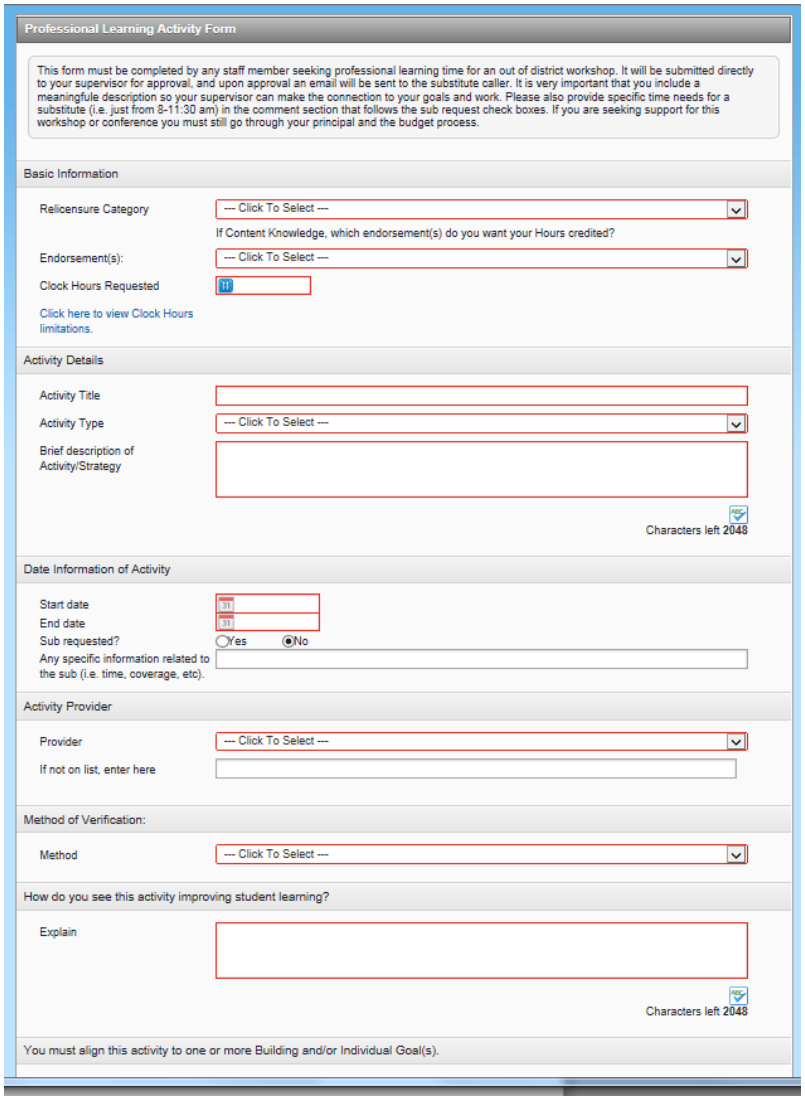
As you consider visiting another classroom or inviting someone to yours, please send an email request to the other teacher suggesting a time and place. When you agree upon a time and place, both teachers will need to complete a PD Request Form so that the visit is documented. Please be sure to give the PD Request a descriptive title so the supervisor will be informed about the nature of the visit: "Classroom visit to/from Mary Jones, at _____ School" with the correct date and timeframe when a substitute teacher might be needed (or if they are coming to see you, be sure to check off that a substitute teacher is not needed). As you mark the form complete, you will be asked to write a reflection about your learning experience for your professional portfolio.

Appendix A

Professional Learning Development Forms

Professional Learning Plan Development Forms in My Learning Plan





Professional Learning Activity Form

This form must be completed by any staff member seeking professional learning time for an out of district workshop. It will be submitted directly to your supervisor for approval, and upon approval an email will be sent to the substitute caller. It is very important that you include a meaningfule description so your supervisor can make the connection to your goals and work. Please also provide specific time needs for a substitute (i.e. just from 8-11:30 am) in the comment section that follows the sub request check boxes. If you are seeking support for this workshop or conference you must still go through your principal and the budget process.

Basic Information

Relicensure Category: --- Click To Select ---

If Content Knowledge, which endorsement(s) do you want your Hours credited?

Endorsement(s): --- Click To Select ---

Clock Hours Requested

Click here to view Clock Hours limitations.

Activity Details

Activity Title

Activity Type: --- Click To Select ---

Brief description of Activity/Strategy

Characters left 2048

Date Information of Activity

Start date

End date

Sub requested? ◯Yes ◉No

Any specific information related to the sub (i.e. time, coverage, etc).

Activity Provider

Provider: --- Click To Select ---

If not on list, enter here

Method of Verification:

Method: --- Click To Select ---

How do you see this activity improving student learning?

Explain

Characters left 2048

You must align this activity to one or more Building and/or Individual Goal(s).

Which Building Goal(s) connect to this activity?

Building Goals

- ☐ Lincoln Akerman - Hampton Falls:Increase proficiency with technology used to support instruction
- ☐ Lincoln Akerman - Hampton Falls:Improve practices regarding the use of data for instructional improvements
- ☐ Lincoln Akerman - Hampton Falls:Document instructional/curriculum modifications prior to SpEd referral
- ☐ Lincoln Akerman - Hampton Falls:Increased efforts to support effective communication for students' growth
- ☐ Winnacunnet High School:Review NEASC Recommendations & Establish Two-Year Benchmarks
- ☐ Winnacunnet High School:Implementation of the Common Core State Standards in All Curriculum Areas
- ☐ Winnacunnet High School:Improve Data Use, Planning & Communications
- ☐ Winnacunnet High School:Improve the Use of Technology to Imporve Student Learning and Performance
- ☐ Winnacunnet High School:Complete the Competency Based Assessment System to Clearly Communicate Stud

Which goal(s) in your Individual Three-Year Plan connect(s) to this activity?

Goal : Advance student learning with the professional growth of SAU21

- ☐ Pro-active participation in collegial networks at all levels.

Documentation

IF YOU DO NOT SEE THE APPROPRIATE FILE LISTED BELOW, SAVE THIS FORM AS A DRAFT AT THE BOTTOM AND PROCEED TO YOUR MY FILE LIBRARY TO UPLOAD YOUR DOCUMENTATION.

Once the file(s) have been uploaded to the File Library, attach a file of your documentation (scanned or electronic original from the Provider) or Detailed Log (click here and save for yourself, then attach completed form.)

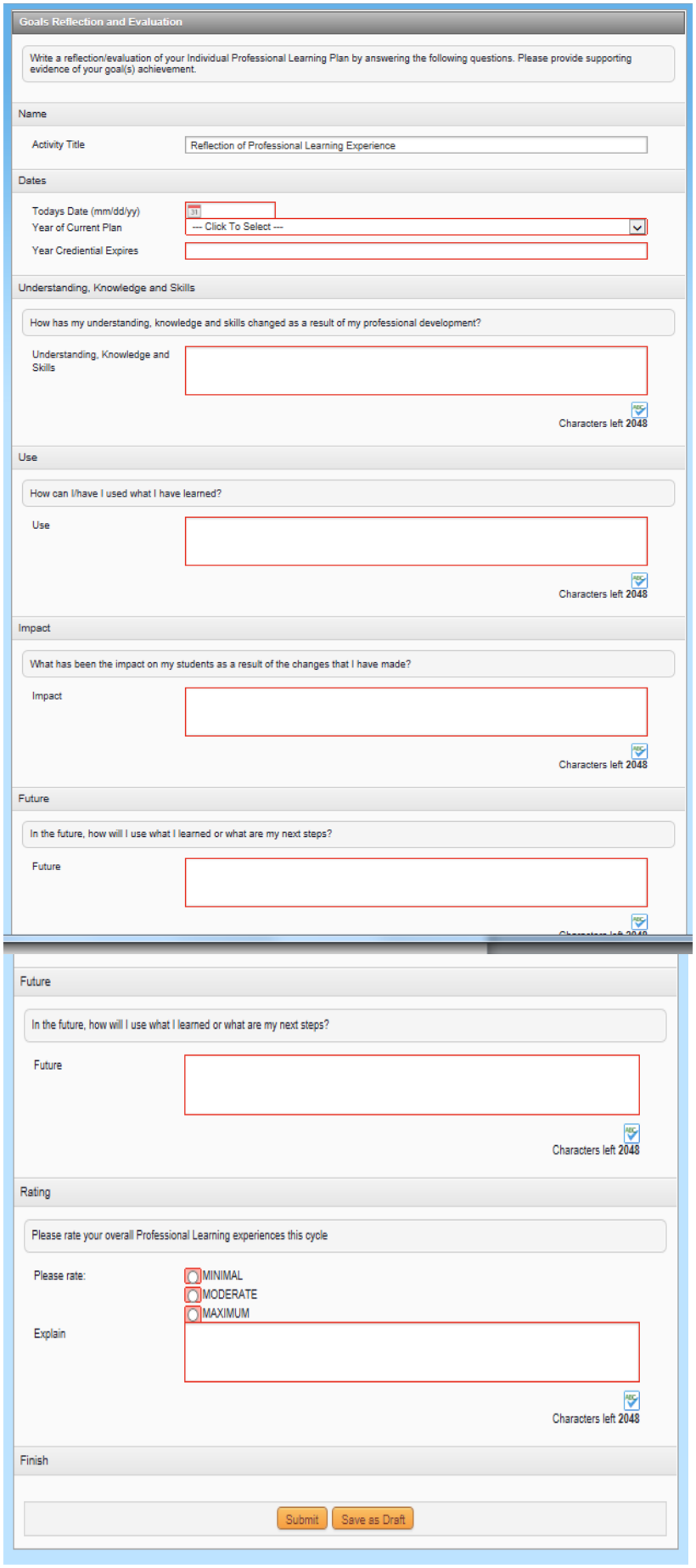
In order to attach a file to this form submission, select the file(s) from the list below. (Note, you will first want to upload to MY FILE LIBRARY on your left menu.)

Website/URL that describes the Conference or Workshop

Please select:

Finish

Submit | Save as Draft


Goals Reflection and Evaluation
Write a reflection/evaluation of your Individual Professional Learning Plan by answering the following questions. Please provide supporting evidence of your goal(s) achievement.
Name
Activity Title
Reflection of Professional Learning Experience
Dates
Todays Date (mm/dd/yy)
Year of Current Plan
--- Click To Select ---
Year Credential Expires
Understanding, Knowledge and Skills
How has my understanding, knowledge and skills changed as a result of my professional development?
Understanding, Knowledge and Skills
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Use
How can I/have I used what I have learned?
Use
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Impact
What has been the impact on my students as a result of the changes that I have made?
Impact
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Future
In the future, how will I use what I learned or what are my next steps?
Future
Future
In the future, how will I use what I learned or what are my next steps?
Future
Characters left 2048
Rating
Please rate your overall Professional Learning experiences this cycle
Please rate:
MINIMAL
MODERATE
MAXIMUM
Explain
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Finish
Submit
Save as Draft

Appendix B

Process and Procedure Charts

Learning Plan Goal Development Form

The **Individual Professional Learning Plan** shall be developed for a three (3) year period consistent with the educator's certification and incorporate the following:

1. Ensure all goals meet **SMART** format:

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

2. Two of your **Personal Professional Goals can** be further articulated as **Student Learning Objectives** (in your Evaluation Section of MLP) as your focus on improving student learning. SMART goal formatting provides a natural transition to SLOs. These should be developed from:

- Analysis of student performance data within classrooms, courses or assessments outlined in the SAU21 Professional Learning Plan or SAU21 Educator Appraisal Plan.
- Collaborative work by teams of educators (e.g. Vertical Curriculum or Grade Level Teams) and fueled by student performance.
- The educator's self-assessment or reflection on professional competencies and content area standards using the SAU 21 rubrics.

3. Include components such as the following:

- Activities or efforts to reinforce school or district improvement goals or both.
- Activities or efforts focused on increasing student achievement.
- Knowledge of subject or content area taught or field of specialization for which re-certification is sought.
- Knowledge of learners and learning.
- Knowledge of effective, developmentally appropriate teaching strategies and best practices for the subject or content taught.
- Activities that promote continuous improvement in exercising professional responsibilities and obligations.

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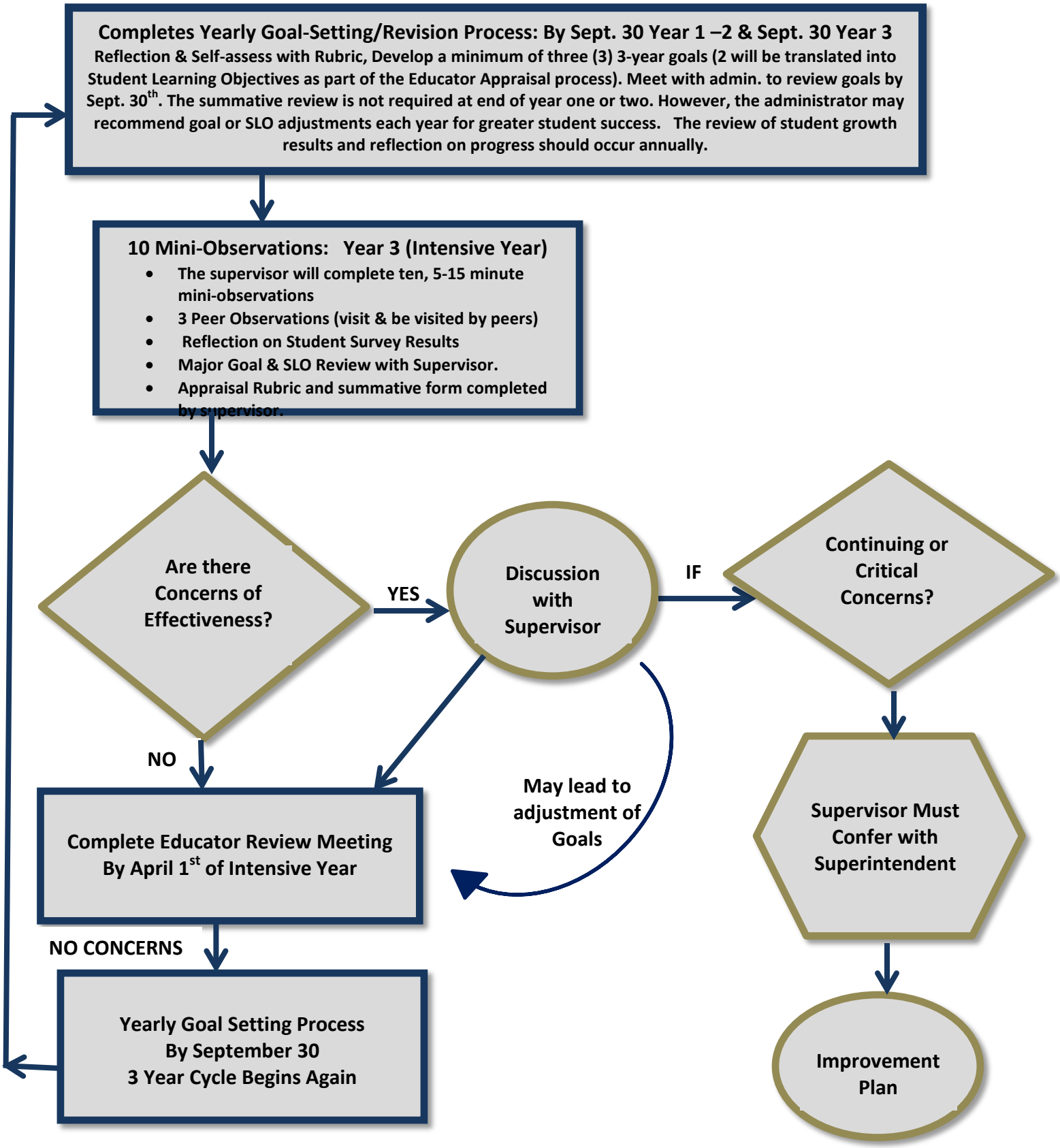
4. Submit the Individual Professional Learning Plan to the staff member's supervisor by September 30th of the first year of the staff member's three-year recertification cycle.

See Goal Setting Cycle For Teacher Appraisal and Professional Learning Chart.

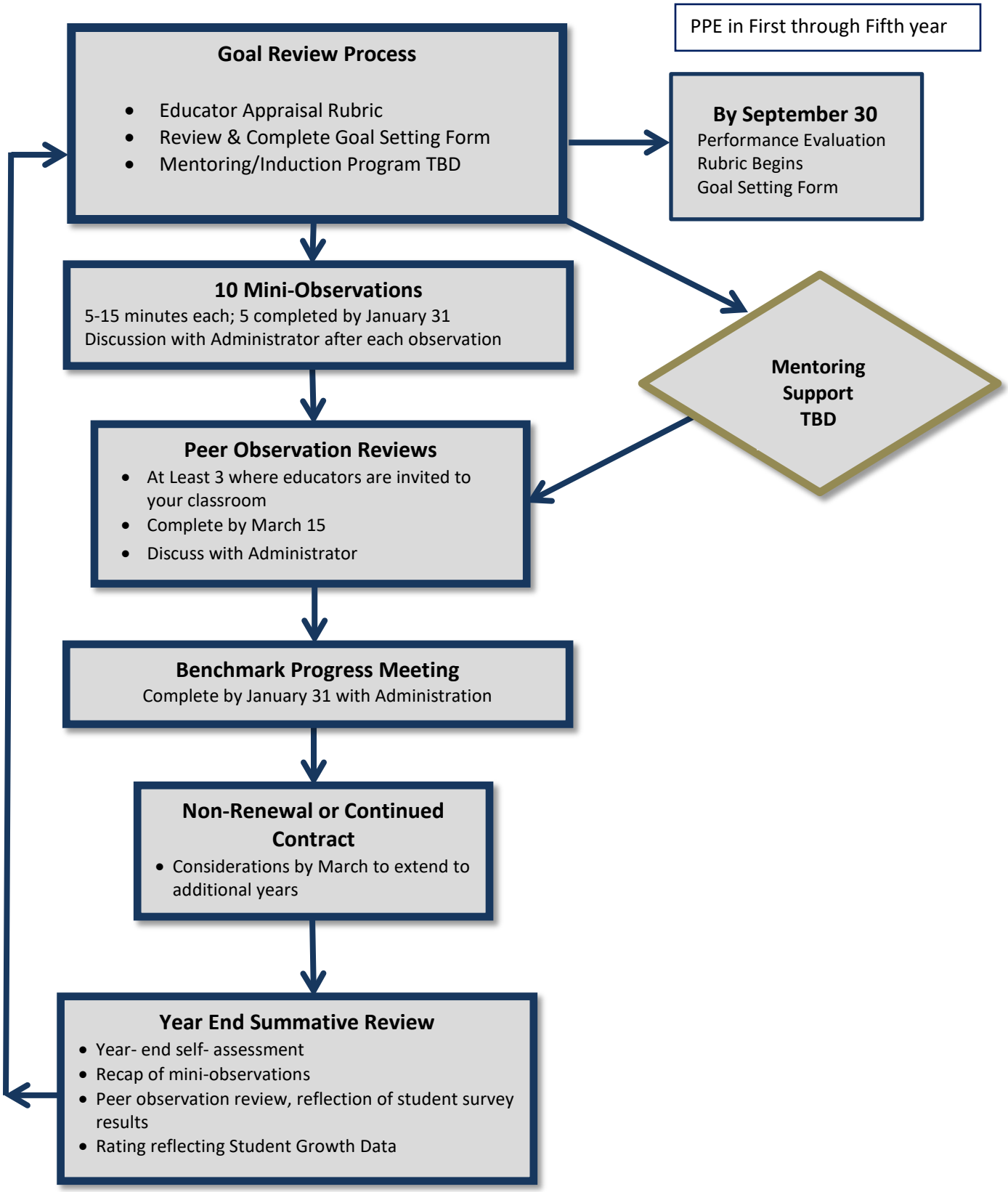
	SAU21	EPE Year 1 & 2	EPE Year 3 Intensive	PPE Year 1-5	Improvement Plan EPE/PPE on IPC
April – September 30th	**Self-Assessment Rubric**	*Complete an annual self-assessment annually using the rubric aligned to your position (educator, counselor, nurse, library/media).*	*Complete an annual self-assessment - This is shared with Administrator during Conferencing.*	*Complete an annual self-assessment - This is shared with Administrator during Conferencing.*	*Complete an annual self-assessment annually using the rubric aligned to your position.*
	Annual Reflection	Complete between April 1st and the *end of the school year annually*			
	Goal Setting or Revising **SLOs** **Student Learning Objectives completed in OASYS**	**Year 1** - Establish a minimum of 3 professional goals by September 30th *(2014 allow 1 month buffer until Oct 31st) At least one goal must be aligned with school/district and 2 will become SLOs to provide focus over a 3-year cycle. Goals/SLOs may be amended or revised annually.*	**Intensive year** by September 30th *Critical Year to ensure that your SLO data is collected and organized to share with administrator.* ***2 SLOs in place by 2015-16 for each educator .***	Establish a minimum of 3 professional goals by September 30th. Goals can be revised annually if needed.	**Improvement Team** *established to assist with Goal Setting & Improvement Plan prior to* ***May 15;*** Improvement Plan will dictate activities and review process.
	Conference with Your Administrator	**Conferencing** can be done at any time after the above are completed. Do not wait until September to schedule this!			
September - April	**Mini Observations** **OASYS**	*Additional out-of-cycle Mini-Observations may take place at the request of educators using new strategies or curious administrators.*	10 Unannounced Mini-Obs (5-15 min.) at least half done by January 31	10 Unannounced Mini-Obs (5-15 min.) at least half done by January 31	
	Observational Visits to/from Colleagues **OASYS**		Complete 3 Collegial Observations (2 with educators coming into your classroom and 1 with you reviewing others) by March 15	Complete 3 Collegial Observations (educators coming into your classroom and offering feedback/suggestions) by March 15	
	Student Survey Reflection **OASYS**		Review & Reflect on Student Survey Results	Review & Reflect on Student Survey Results	

By January 31st	**Benchmark Conferencing with Administrators**		Summary of 3 Year Goals/SLO Growth Outcomes Reflection & Evaluation Forms By April 1 in Year 3 submit summary of 3 year goals Reflection & Collegial Observation Forms	Summary of 3 Year Goals/SLO Growth Outcomes Reflection & Evaluation Forms By April 1 in Year 3 submit summary of 3 year goals Reflection & Collegial Observation Forms	Sept- February meet Improvement Team 1x per month Sept – February meet with Mentor 2x per month
By March 1st	**Discussion & Summative Appraisal Report**		**Summative Appraisal Form** Completed by Administrator		
April-June 30th	**Re-certification SAU21**		Licensing Portfolio Checked in MLP and Recertification Form Submitted by **April 30th**	Only in 3rd year of Certification Cycle	Only in 3rd year of Certification Cycle
	Re-certification NH		**Complete through my.doe.nh.gov By June 30th**	Only in 3rd year of Certification Cycle	Only in 3rd year of Certification Cycle

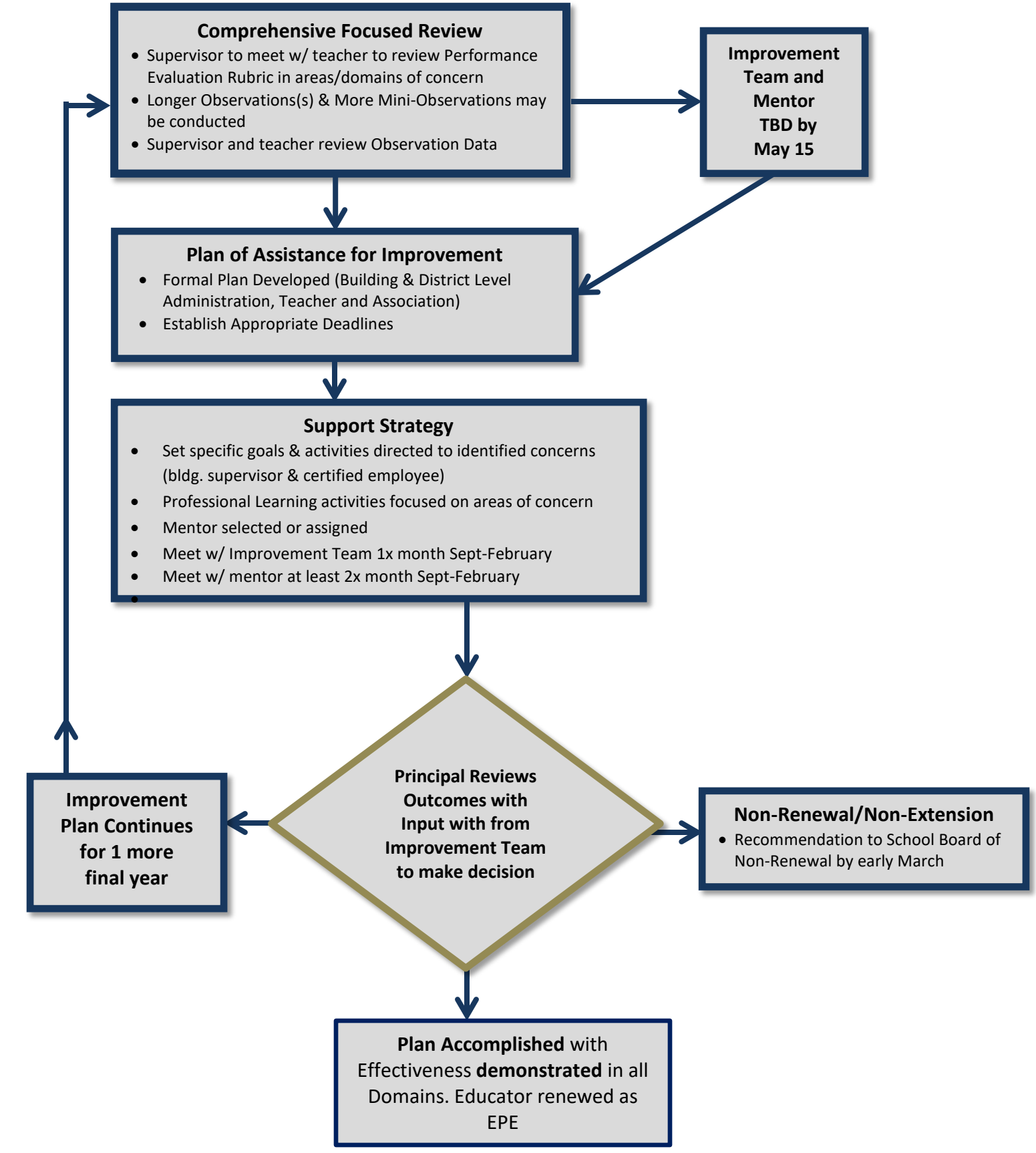
SAU 21 Experienced Professional Educator ~ EPE



SAU21 Probationary Professional Educator PPE



SAU21 Experienced Professional Educator EPE on IPC



Appendix C

Exemplars & Self-Assessment Rubrics

Smart Goal