

Manchester School District
Manchester, New Hampshire

Professional Development Master Plan
2011 – 2016

June 13, 2011 Version – Approved by DOE
January 3, 2012 – Non-Procedural Edits
July 23, 2012 – Procedural & Non-Procedural Edits

Manchester School District Professional Development Master Plan

Table of Contents

| | | |
|-------------------|---|-----------|
| SECTION 1 | <i>Statement of Purpose</i> | 3 |
| SECTION 2 | <i>Professional Development Master Plan Committee</i> | 4 |
| SECTION 3 | <i>Data Collection & Interpretation</i> | 6 |
| SECTION 4 | <i>Data Use</i> | 7 |
| SECTION 5 | <i>Individual Plans Required of All Educators</i> | 8 |
| SECTION 6 | <i>Establishing Individual 3 Year Professional Development Goals</i> | 9 |
| SECTION 7 | <i>Approval of Plans Prior to Implementation</i> | 11 |
| SECTION 8 | <i>Professional Development Activities</i> | 14 |
| SECTION 9 | <i>Documentation of Professional Learning</i> | 17 |
| SECTION 10 | <i>Review Plan Evidence and Approval of Plan Completion</i> | 22 |
| SECTION 11 | <i>Certified Paraeducators</i> | 26 |
| SECTION 12 | <i>Supplemental Forms and Materials</i> | 28 |
| Appendix 1 | <i>Manchester School District Assessment Calendar</i> | 29 |
| Appendix 2 | <i>Manchester School District Data Analysis Calendar</i> | 31 |
| Appendix 3 | <i>Forms</i> | 33 |
| Appendix 4 | <i>Timelines and Due Dates</i> | 45 |
| Appendix 5 | <i>Disputes and Appeals</i> | 49 |

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Page 10 – Procedural edit/addition (Form 1 Review)
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SECTION 1 *Statement of Purpose*

The Manchester School District Professional Development Master Plan (PDMP) emphasizes the correlation between high quality professional development, professional competence and student achievement as the paramount purpose of engaging in high quality professional development activities. It provides a framework to build cultures of learning at individual schools and across the district. Under this plan, each educator is required to demonstrate professional growth in content and methodology skills and knowledge. Data – including but not limited to assessment results and student work - guides the development of district and school goals and, accordingly, professional development efforts.

An effective professional development program is a data-driven, on-going and sustainable process which promotes a climate of collaboration, trust, respect and a willingness to take risks among our learning communities of educators, families and citizens. Effective high quality professional development is integrated and job embedded, and engages all educators in a coordinated and supported effort to support district and school goals and promote high student achievement.

High quality professional development directly engages the professional educator through various strategies. It includes ongoing, meaningful, job-embedded learning experiences which include self-assessment, reflection, and follow-up activities. Further, high quality professional development allows professionals to maintain a focus on individual needs while addressing the broader needs of the district and individual school. Strategies include, but are not limited to; action research, collaborative and individual inquiry, and reflection. Selection of strategies is based on teacher and student needs as determined by analysis of district, school, and teacher created assessments. Learning through a variety of delivery methods, including the use of technology, allows professionals to employ different learning strategies as they improve, change, and/or augment their methods of instruction. The resulting improvement in instructional strategies directly affects student achievement.

SECTION 2 *Professional Development Master Plan Committee*

The Manchester School District PDMP was developed by the Manchester School District Professional Development Master Plan Committee. This committee was formed under the direction of Superintendent of Schools, Dr. Thomas J. Brennan, and is chaired by the Director of Federal Projects and Professional Development. Several members of this committee (indicated with *) are also members of the District Leadership Team that oversees the District In Need of Improvement plan and is also chaired by the Director of Federal Projects and Professional Development.

The Professional Development Master Plan Committee membership includes teachers, counselors, administrators, and social workers – all of whom are primary stakeholders under the plan. The committee also includes parent representation and district-level representation by the Assistant Superintendent of Curriculum and Instruction, whose role is to act as a communication conduit between the team and the school board.

| | |
|----------------------|---|
| Lisa Witte – Chair * | Director of Federal Projects & Professional Development |
| Michael Tursi * | Assistant Superintendent for Curriculum & Instruction |
| Ruth Broderick * | Math Implementation Specialist |
| Heidi Boyle * | Math Implementation Specialist |
| Kim Calhoun * | Social Worker |
| Bill Hughen * | Parent |
| Natalie Sears | Teacher, Central High School |
| Sean Russell | Teacher, Central High School |
| Kim Larkin | Teacher, Central High School |
| Jane Raymond | Teacher, Central High School |
| Sharon Wilson | Teacher, Central High School |
| Terry Nelson | Assistant Principal, Southside Middle School |
| Danielle Caradonna | Teacher, McLaughlin Middle School |
| Bill Dupere | Counselor, Hillside Middle School |
| Maxine Mosely | Counselor, McLaughlin Middle School |
| Chris Martin | Principal, Webster Elementary School |
| Wendy Katsikas | Assistant Principal, McDonough Elementary School |
| Judy Adams * | Principal, Bakersville Elementary School |
| Steve Soucy | Assistant Principal, Bakersville Elementary School |
| Rhonda Perry | Assistant Principal, Highland-Goffs Falls Elementary School |
| Dina Weber | Teacher, Webster Elementary School |
| Lucy Canotas | Teacher, Bakersville Elementary School |
| Ron Mailhot * | Assistant Principal, Central High School |

The Professional Development Master Plan Committee was formed through a Manchester School District system-wide request for participants. Professionals in each school and members of the central administrative office were solicited for volunteers. School administrators contacted active members of their community and offered the opportunity to participate on the committee.

The Professional Development Master Plan Committee began the process of developing this document by reviewing the content and implementation of the previous PDMP. Strengths and weaknesses were identified, and a careful audit of the previous PDMP against *Ed 512 - Criteria for State Approval of Local Professional Development Master Plan* followed. Additionally, plans created by other school districts and approved by the NH DOE were reviewed with some procedures and content finding its way into this document: Kearsarge School District, Ashland School District, and SAU #53. The current PDMP was developed over the course of several months to address identified areas of weakness (both content and implementation) and ensure compliance with Ed 512. The ongoing work of the Professional Development Master Plan Committee will include monitoring implementation, evaluating the plan, and maintenance and/or modification of the plan. The Professional Development Master Plan Committee will meet annually and is additionally responsible for the following:

- Disseminating the PDMP to school administrators and building-level Professional Development Committees (PDCs)
- Providing guidance and interpretation of the PDMP to building-level PDCs
- Coordinating training of building-level PDCs
- Ensuring building-level PDC compliance with the PDMP
- Ensuring access to PDMP materials
- Overseeing, reviewing, and revising (as necessary) district processes that educators must follow to engage in professional development activities

One representative from each school's Professional Development Committee (PDC) will be selected to represent that school's PDC on the Manchester School District Professional Development Committee. This committee will meet monthly and is responsible for the following:

- Responding to building-level professional development concerns as they relate to the PDMP
- Collaborating with the District Leadership Team and Professional Development Master Plan Committee to identify yearly professional development activities that support the district's goals
- Collaborating with the Assistant Superintendent for Curriculum and Instruction, the Director of Professional Development, and other district personnel to draft and recommend a calendar for district-wide professional development activities for each school year
- Hearing appeals to building-level PDC recertification decisions
- Reviewing data and information gathered from the PDMP process yearly to evaluate the effectiveness of the plan for both educators and students

SECTION 3 *Data Collection & Interpretation*

Measurement of student achievement is a priority to both identify the educational needs of students and to monitor progress towards meeting those needs. Additionally, it is important to measure the individual growth of the educator as it is revealed through the measurement of student growth.

Prior to discussing or determining district, school, or individual professional development goals, educators must identify and examine the needs of students, and determine what learning they (the educators) must engage in to support improved student achievement. Therefore, to gain an understanding of student needs, quantitative and qualitative data must be collected and interpreted by Manchester School District educators.

Quality assessment tools and the resulting data are integral to identifying areas in need of improvement for students, which in turn identifies areas of need for educators across the district. These assessment tools are also important in measuring student progress and improvement, which in turn helps the district evaluate the effectiveness of professional development activities. Accordingly, the Manchester School District administers a variety of assessments throughout the school year (*Appendix 1 – Manchester School District Assessment Schedule*).

Additional vehicles for measuring student achievement and progress include, but are not limited to:

- Classroom formative and/or summative assessments
- Competency based assessments
- Student portfolios with reflective components
- Student work
- Pretest and posttest data
- Performance assessment

SECTION 4 *Data Use*

Appendix 2 – Manchester School District Data Analysis Schedule details how assessment data mined from the assessments administered according to *Appendix 1 – Manchester School District Assessment Schedule* will be analyzed and used.

The District Leadership Team is responsible for developing district-wide goals after reviewing the available assessment data and information. A primary source of data for the development of district-wide goals is the New England Common Assessment Program (NECAP) assessment. NECAP data is analyzed both at the district level and school level by data teams, who use the data to evaluate student progress and achievement in relation to the NH Curriculum Frameworks and Grade Level/Grade Span Expectations. District goals are then drafted that address the needs identified by NECAP data and other district data.

The District Leadership Team will annually review and report on the district's progress towards district goals, utilizing NECAP data and other assessment data. The District Leadership Team will annually revise the district goals if necessary to address identified needs. District goals will be developed and distributed to school principals and all other stakeholders no later than September 1 of each school year.

School goals are developed annually at individual schools by School Leadership Teams. School goals support district goals, address areas of need as identified through NECAP data analysis, and address areas of need as identified through other district data and assessments. School Leadership Teams will annually review and report on the district's progress towards its goals, utilizing all available assessment data. School goals will be developed and distributed to all educators and other stakeholders no later than September 15 of each school year.

Individual educators will develop goals that support both school and district goals, which target the identified areas of student learning needs. Educators will use a combination of various types of assessments and data to develop and measure the effectiveness of their individual professional development plans.

SECTION 5 *Individual Plans Required of All Educators*

All certified professional educators employed by the Manchester School District will develop a *Three Year Individual Professional Development Plan (Form 3)*. The professional development plan represents a process for continual improvement by deepening the educator's knowledge in his/her certified area(s). To achieve these high academic standards, educators will pursue high quality professional development activities that require collaborative activities with other professionals. The individual professional development plan for credential recertification must be specific and designed for continuous professional growth.

Professional development activities must support an educator's current job assignment guided by a three year plan that is content focused, data driven, and which supports school and district goals. Educators who hold and wish to maintain multiple certification areas must incorporate those endorsements into their three year plan.

Professional educators include:

- Superintendents, Assistant Superintendents
- Business Administrators
- Principals, Assistant Principals
- District Administrators
- Special Education Administrators
- Directors
- Counselors
- Social Workers
- Teachers
- Media Supervisors & Specialists
- Paraeducators
- Any other professional educator

Professional educators that serve as itinerant teachers will be assigned to the Professional Development Committee of the school where the most services are provided based on hours present.

Professional educators located in the district office will be assigned to the Director of Professional Development, who will make recertification recommendations to the Manchester School District Superintendent of Schools.

SECTION 6 *Establishing Individual 3 Year Professional Development Goals*

Individual educators will complete the following process and forms to guide the development of the *Individual 3 Year Professional Development Plan (Form 3)*. This process will begin at the beginning of each educator's three-year certification cycle (Year 1).

1. Perform a self-assessment of professional strengths and weaknesses in four domains (Danielson, Charlotte & McReal, Thomas, 2000):

- a. Planning and preparation
- b. The classroom environment
- c. Instruction
- d. Professional responsibilities

by completing *Self Assessment Worksheet (Form 1)*

2. Reflect on identified areas of strength and weakness in three areas:

- a. Knowledge of subject area(s)/area(s) of specialization, and
- b. Knowledge of learners and learning
- c. Knowledge of teaching strategies and best practices

by completing *Reflection Worksheet (Form 2)*

3. Review school and district improvement goals

by including school and district goals addressed on *Individual 3 Year Professional Development Plan (Form 3)*

4. Review and analyze data and information regarding student learning and achievement, including but not limited to:

- a. State and/or district assessments
- b. Classroom formative and/or summative assessments
- c. Student portfolios and/or student work
- d. Student data profiles

5. Develop at least one goal for each of the following areas:

- a. **Knowledge of subject theory and content taught and/or field(s) of specialization** for **each** certification held that is to be maintained
- b. **Knowledge of learners and learning**
- c. **Knowledge of effective, developmentally appropriate educational strategies and best practices**

by completing lines 3 – 5 on *Individual 3 Year Professional Development Plan (Form 3)*

Individual goals must support school and district goals or improvement plan(s), and must follow the SMART model:

| | |
|---|--|
| S | specific, significant, stretching |
| M | measurable, meaningful, motivational |
| A | attainable, agreed upon, achievable, action-oriented |
| R | realistic, relevant, reasonable, rewarding, results-oriented |
| T | time-based, timely, tangible |

An educator with one area of certification would have a minimum of three goals:

- 1 goal for the area of certification
- 1 goal for learners and learning
- 1 goal for educational strategies and best practices

An educator with two areas of certification would have a minimum of four goals:

- 1 goal for **each** area of certification, for a total of 2 goals
- 1 goal for learners and learning
- 1 goal for educational strategies and best practices

by including evidence that has been and/or will be reviewed and analyzed on *Individual 3 Year Professional Development Plan (Form 3)*

The *Self-Assessment Worksheet (Form 1)*, *Reflection Worksheet (Form 2)*, and the *Individual 3 Year Professional Development Plan (Form 3)* must be completed and submitted for approval by October 1 of the first year of the educator's three-year certification cycle (Year 1). The building level PDC is the approving body for these forms; however, an individual educator may request that the building principal conduct the process of reviewing the *Self-Assessment Worksheet (Form 1)* in lieu of the PDC.

SECTION 7 *Approval of Plans Prior to Implementation*

Each school will elect/select a Professional Development Committee (PDC) that will be chaired by the principal, or a designee. This committee will consist of a minimum of three (3) educators. The building-level PDC will be responsible for:

- Establishing a regular meeting schedule to facilitate the recertification process
- Providing guidance for educators on the recertification process under the PDMP
- Guide educators in designing Individual 3 Year Professional Development Plans
- Act as liaison between educators and the Manchester School District Professional Development Committee
- Approve the following forms for individual educators:
 - *Individual 3 Year Professional Development Plan (Form 3)*
 - *Documentation of Professional Growth (Form 5)*
 - *Documentation of Professional Growth Log (Form 4)*
 - *Evidence-Based Portfolio Planning Worksheet (Form 6)*
 - *Evidence-Based Portfolio Assessment (Form 7)*
 - *Individual 3 Year Professional Development Plan – Completion Summary (Form 8)*
(Principal signature required on Form 8)
- Return approved materials and/or materials that need revision to individual educators in a timely manner
- Hold progress meetings with educators pursuing Option 2
- Submit complete recertification materials for individual teachers to the Director of Professional Development in a timely manner

Approval of any individual form will be indicated by the signature of a building-level PDC member.

All approved documents are returned to the individual educator. The building-level PDC will retain copies of the following forms for reference during the educator's recertification cycle:

- *Self Assessment Worksheet (Form 1)*
- *Reflection Worksheet (Form 2)*
- *Individual 3 Year Professional Development Plan (Form 3)*
- *Evidence-Based Portfolio Planning Worksheet (Form 6)*

Every certified educator will develop and submit to the building-level PDC for approval an *Individual 3 Year Professional Development Plan (Form 3)* to guide the educator's professional growth. Goals chosen will focus on improving the capacity for each individual to perform their professional responsibilities and enhance student learning.

Individual 3 Year Professional Development Plans (Form 3) will be evaluated using the following criteria:

1. Did the educator engage in Self-Assessment and Reflection during the development of the plan? (*Form 1* and *Form 2*)
2. Does the proposed plan support at least one district and one school goal? (Lines 1 and 2 of *Form 3*)
3. Does the educator list at least one individual goal for each area of certification? (Column one, line 3 of *Form 3*)
4. Does the educator list at least one individual goal that addresses knowledge of learners and learning? (Column one, line 4 of *Form 3*)
5. Does the educator list at least one individual goal that is related to developmentally appropriate educational strategies and best practices for the educator's current assignment? (Column one, line 5 of *Form 3*)
6. Is each goal SMART?
7. Does the educator clearly articulate how each goal will specifically improve student learning? (Column two, lines 3, 4, & 5 of *Form 3*)
8. Does the educator clearly articulate what specific evidence will be used to determine how the goal improved student learning? (Column two, lines 3, 4, & 5 of *Form 3*)
9. Does the educator indicate the method he/she will use to complete the plan? (Line 6, *Form 3*)

Year 1 – (Beginning of recertification cycle)

Individual educators will develop an *Individual 3 Year Professional Development Plan (Form 3)* as described in *Section 6 - Establishing Individual Three Year Professional Development Goals*.

Individual educators will submit the following to the building-level PDC for approval by October 1:

- *Self Assessment Worksheet (Form 1)*
- *Reflection Worksheet (Form 2)*
- *Individual 3 Year Professional Development Plan (Form 3)*

The building-level PDC will return the following approved forms to the individual educator by November 15:

- *Self Assessment Worksheet (Form 1)*
- *Reflection Worksheet (Form 2)*
- *Individual 3 Year Professional Development Plan (Form 3)*

The building-level PDC will keep a copy of *Self Assessment Worksheet (Form 1)*, *Reflection Worksheet (Form 2)*, and *Individual 3 Year Professional Development Plan (Form 3)* for the duration of the individual educator's certification cycle. The building-level PDC shall use the information on this form to guide and determine applicability of activities in the approval process of any and all professional development CEUs submitted to the committee for approval.

An individual, in collaboration with his/her supervisor will have the opportunity on an annual basis to amend his/her three year plan. All changes must be complete and approved by the above listed process and timeline.

Individual educators have the right to appeal the plan approval decision of the building-level PDC as described in *Appendix 5 – Disputes and Appeals*.

SECTION 8 *Professional Development Activities*

Manchester School District professional educators will participate in high quality professional learning opportunities. High quality professional development requires ongoing collaborative activities driven by focused student achievement data. These activities involve professional reflection, application of acquired knowledge, and sharing of the resulting data, whether positive or negative, with other professionals.

Job-embedded professional development learning experiences require sustained professionally centered sessions or activities. These experiences are designed to be knowledge generating, collaborative efforts pursued with the purpose of improving instructional practices and student achievement. They should be ongoing, cyclical, and scaffolded on previous job-embedded activities thereby providing opportunities for growth based on current needs.

In addition to job-embedded activities, Manchester School District certified educators may also participate in formal, high quality professional development activities, and other less-formal - but still high quality - opportunities.

A Continuing Education Unit (CEU) is defined by the Manchester School District as one clock hour. A minimum of one CEU per activity is required for activity approval, and CEUs may be requested in half increments thereafter. CEUs are granted for:

- The actual time engaged in activities
- The actual time spent engaged while actively participating in a group session
- Applicable time as determined by the building-level PDC

Categorical Maximums

The following table lists examples of these various types of professional development opportunities, the number of CEUs an educator can accrue for a particular activity under Options 1, examples of equivalent evidence under Option 2, and the appropriate form used to document each. This list is not intended to be all inclusive, but rather representative, of the variety of opportunities available to educators to meet their professional development requirements. Questions about any specific activity, listed or not listed, should be directed to the building-level PDC for clarification.

Categorical Minimum CEUs

The intent of the Categorical Maximums for professional development is to ensure that educators diversify their professional development endeavors. This, in turn, ensures that the educator has multiple experiences that are knowledge generating, pursued with the purpose of improving instructional practices and student achievement.

With this intent in mind, an educator may opt for Categorical Minimums in lieu of Categorical Maximums. This maintains the intent of Categorical Maximums (to ensure diversification) through a similar procedure.

To opt for the Categorical Minimum alternative, an educator must document a minimum of five (5) CEUs in each of at least five (5) categories as identified on the following table.

| Code | Job-Embedded Professional Development Activities | Option 1 CEUs to be awarded <i>Form 5 must be completed and submitted for approval</i> | Option 2 Examples of evidence to be submitted with the portfolio |
|---------------|---|---|---|
| A | Collaborative analysis of student data | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Data analyzed, results of analysis, examples of impact on students, written reflection |
| B | Collaborative analysis of student work | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Examples of student work, evidence of impact on students, evidence of impact on educator, written reflection |
| C | Inquiry-based research or action research | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Description of study, data/evidence collected, evidence of impact on students, written reflection |
| D | Observation of other professionals | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| E | Peer coaching/mentoring | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| F | Cooperating teacher for student interns | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| G | New curriculum and assessment development and implementation | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Examples of curriculum and assessments developed, evidence of impact on students, student work, written reflection |
| H | Curriculum enhancement, modification, adaptation, and refinement | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Examples of curriculum and assessments revised, evidence of impact on students, student work, written reflection |
| I | Visiting other schools or programs | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| J | Technology development and implementation | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Examples of materials developed, evidence of impact on students, student work, written reflection |
| K | Professional reading that supports an identified goal | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| Option 2 Only | Independent study and immersion in content area | N/A | Examples of materials developed, evidence of impact on students, student work, written reflection |
| Option 2 Only | Publishing related to educational profession | N/A | Material published, related research and materials, evidence of impact on educator and students, written reflection |
| L | Grant writing | Max: Up to 15 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Material written, evidence of impact on educator and students, written reflection |
| M | Professional Committees | Max: Up to 15 per committee per certification, 30 max per certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| N | Professional Development Committee (building level and/or district level) | Max: Up to 10 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |

| Code | Formal Professional Development Activities | Option 1 CEUs awarded (Categorical Maximum) <i>Form 5 must be completed and submitted for approval</i> | Option 2 Examples of evidence to be submitted with the portfolio |
|------|---|--|---|
| O | Collegiate/Graduate Course Work, including Internships | Max: Up to 45 per course (15 per credit) Min: 5 each in a minimum of 5 categories | Projects and other work completed, evidence of student impact, samples of student work resulting from application of learning, written reflection |
| P | Collegiate/Graduate Course Audit | Max: Up to 20 per course Min: 5 each in a minimum of 5 categories | Evidence of application of learning, examples of impact on students, written reflection |
| Q | Conferences/Workshops/Seminars Institutes (presenter or attendee) | Max: Up to 30 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Evidence of application of learning, examples of impact on students, written reflection |
| R | District Workshops | Max: Up to 45 per cycle Min: 5 each in a minimum of 5 categories | Evidence of application of learning, examples of impact on students, written reflection |

| Code | Other Professional Development Activities | Option 1 CEUs awarded (Categorical Maximum) <i>Form 5 must be completed and submitted for approval</i> | Option 2 Examples of evidence to be submitted with the portfolio |
|------|--|--|---|
| S | Educational travel | Max: Up to 10 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |
| T | Community service that benefits the Manchester educational community | Max: Up to 10 per area of certification per cycle Min: 5 each in a minimum of 5 categories | Reflective journal, evidence of impact on educator and students |

Option 1

An educator will request CEUs based on the actual contact time spent on the activity by completing *Documentation of Professional Growth (Form 5)*. The proper completion of this form will include attached documentation of completion of the activity and thoughtful, in-depth responses to the following items:

Educator Impact. Explain in detail how this activity is improving your teaching/professional skills. Describe and/or attach evidence.

‘Evidence’ in this context refers to evidence of how the educator’s teaching or professional skills have improved as a result of the activity – it does not refer to evidence of attendance at the activity. For educators completing activities for areas outside of their current assignment, the response to this item may be more hypothetical but must clearly indicate that the educator engaged in thoughtful reflection about the activity and its impact upon that individual.

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

The response to this item must clearly indicate that the educator has implemented the knowledge or skills learned through the activity. For educators completing activities for areas outside of their current assignment, the response to this item may be more hypothetical but must clearly indicate that the educator engaged in thoughtful reflection about the activity and its impact upon students.

Educators should refer to *Section 9 – Documentation of Professional Learning* for a complete description of the required components for Option 1.

Option 2

The educator must provide documentation of completed activities, as well as extensive evidence of professional growth, learning, and student impact. The charts provided list examples of evidence that may be provided for this component of the portfolio.

Educators should refer to *Section 9 – Documentation of Professional Learning* for a complete description of the required components for Option 2.

Option 3

For the activities an educator completes under Option 1, an educator will request CEUs based on the actual contact time spent on the activity by completing *Documentation of Professional Growth (Form 5)*, following the guidelines specified above.

For the activities an educator wishes to submit as a part of their portfolio under Option 2, the educator must provide documentation of completed activities as well as extensive evidence of professional growth, learning, and student impact.

Educators should refer to *Section 9 – Documentation of Professional Learning* for a complete description of the required components for Option 3.

SECTION 9 *Documentation of Professional Learning*

Over the duration of the educator's three year certification cycle, the educator must complete and document, or provide equivalent evidence of:

- 30 CEUs of professional development directly related to **each area of certification**, and
- An additional 45 CEUs of professional development that address the areas of:
 - **learners and learning**, and
 - developmentally appropriate educational **strategies and best practices** that support the educator's current assignment

For educators with:

One area of certification, a total of 75 CEUs or equivalent evidence is required.

Two areas of certification, a total of 105 CEUs or equivalent evidence is required.

Three areas of certification, a total of 135 CEUs or equivalent evidence is required.

Four areas of certification, a total of 165 CEUs or equivalent evidence is required.

Five areas of certification, a total of 195 CEUs are required.

There are three options for documenting the required number of CEUs or equivalent evidence.

Option 1 - Accumulation of CEUs

An accumulation of the required continuing education units documenting high quality, job-embedded and/or formal or informal professional development addressing school or district improvement goal(s) as specified in the educator's *Individual 3 Year Professional Development Plan (Form 3)*.

Process

1. Educators select a professional development activity that directly relates to the approved *Individual 3 Year Professional Development Plan (Form 3)*.
2. Educators participate in the selected professional development activity.
3. Educators apply the knowledge or strategies learned through the activity.
4. Educators complete *Documentation of Professional Growth (Form 5)*, which includes the following required elements:
 - a. A description of the activity and documentation of participation. Documentation of participation can include:
 - i. Certificate of attendance
 - ii. Grade report
 - iii. Other formal documentation of participation

- b. Educators must explain, in detail, how the activity has improved the individual's teaching and/or professional skills. Evidence must be included or described. Examples of evidence can include:
 - i. Lessons, units or curriculum design that incorporate the new knowledge or strategies
 - ii. Reflective journaling about the activity and the implementation
 - iii. Collections of instructional materials developed as a result of the new knowledge or strategies
 - iv. For educators completing activities for areas outside of their current assignment, the response to this item may be more hypothetical but must clearly indicate that the educator engaged in thoughtful reflection about the activity and its impact upon the educator's teaching and/or professional skills
- c. Educators must explain, using evidence, examples, and/or data how the activity has improved student learning and/or met student needs. Examples of evidence, examples, and/or data can include:
 - i. Sample student work
 - ii. Pre-implementation and post-implementation test assessment data
 - iii. Student engagement data (attendance, discipline)
 - iv. Anecdotal evidence (observations)
 - v. For educators completing activities for areas outside of their current assignment, the response to this item may be more hypothetical but must clearly indicate that the educator engaged in thoughtful reflection about the activity and its impact upon students
- d. Request for CEUs and allocation of CEUs
 - i. Area of certification
 - ii. Knowledge of learners and learning and/or strategies and best practices
- 5. Educators submit completed *Documentation of Professional Growth (Form 5)* to the building-level PDC for approval
- 6. Once approved by the building-level PDC, the *Documentation of Professional Growth (Form 5)* will be returned to the educator. The educator should then add the activity to *Documentation of Professional Growth Log (Form 4)*, creating a running record of completed and approved professional development activities during the educator's three year certification cycle.

Option 2 – Evidence-Based Portfolio

The development of a body of evidence (portfolio) that documents high quality, job-embedded and/or formal or informal professional development addressing school or district improvement goal(s) as specified in the educator's *Individual 3 Year Professional Development Plan (Form 3)*.

The portfolio is to be designed to detail the individual educator's learning experience. This can be represented with evidence such as referenced research material, authentic representations of student work, newly created professional materials, reflective journaling, results of research that was conducted, and other evidence that the individual educator has gathered that demonstrates professional growth, learning, and student impact.

Key components of Option 2 include:

1. Pre-planning for the three year certification cycle, including a planning meeting with a building-level PDC member
2. Yearly progress updates, including a yearly progress meeting with a building-level PDC member
3. Development of a portfolio that includes, at a minimum:
 - a. Statement of Rationale for Portfolio
 - b. *Individual 3 Year Professional Development Plan (Form 3)*
 - c. *Evidence-Based Portfolio Planning Worksheet (Form 6)*
 - d. Professional Materials
 - e. Authentic Student Materials
 - f. Ongoing Reflection of Activities
 - g. *Evidence-Based Portfolio Assessment (Form 7)*
4. Written assessment and portfolio presentation at the end of the process that must address:
 - a. The individual educator's learning related to the achievement of the goals detailed in the *Individual 3 Year Professional Development Plan (Form 3)*
 - b. The impact upon student learning and/or achievement

Process

1. Educator completes *Evidence-Based Portfolio Planning Worksheet (Form 6)*, ensuring that the planned project and activities support the educator's approved *Individual 3 Year Professional Development Plan (Form 3)*.
2. Educator meets with a building-level PDC member to present and discuss plan.
3. Building-level PDC approves *Evidence-Based Portfolio Planning Worksheet (Form 6)*
4. Building-level PDC keeps a copy of *Evidence-Based Portfolio Planning Worksheet (Form 6)*
5. Educator works on the plan independently, documenting as specified and maintaining a portfolio with ongoing reflections.
6. Educator meets with a building-level PDC member for yearly progress updates (Years 1 and 2)
7. Educator continues to work on the plan independently, documenting as specified and maintaining a portfolio with ongoing reflections.
8. Educator completes *Evidence-Based Portfolio Assessment (Form 7)* and meets with the building-level PDC to present the portfolio and final assessment.

Option 3 – Combination of CEUs and Evidence-Based Portfolio

A combination of continuing education units and a body of evidence that together documents high quality, job-embedded and/or formal or informal professional development addressing school or district improvement goal(s) as specified in the educator's *Individual 3 Year Professional Development Plan (Form 3)*.

Process

Educators selecting Option 3 will follow the process for both Option 1 and Option 2 simultaneously. The educator must clearly indicate on the *Individual 3 Year Professional Development Plan (Form 3)* how the educator plans to split the two plans. This should include how many CEUs (and in which areas) the educator plans to accumulate under Option 1 and how many CEUs the educator plans to represent (and in which areas) through the development of an evidence-based portfolio under Option 2.

Timeline for Implementation

Educators may accrue CEUs or equivalent evidence once their *Individual 3 Year Professional Development Plan (Form 3)* is approved, and continue accruing CEUs towards that plan through June 30th of the year of recertification. After March 21st of the year of recertification, individual educators can begin accruing continuing education units toward their next recertification cycle providing they have earned the required CEUs for the current cycle prior to that date and have completed a new *Individual 3 Year Professional Development Plan (Form 3)* for the educator's new three-year certification cycle.

SECTION 10 *Review Plan Evidence and Approval of Plan Completion*

As detailed in *Section 7 – Approval of Individual Professional Development Plans Prior to Implementation*, each school will establish a building-level Professional Development Committee (PDC). The building-level PDC will review the evidence that each educator submits to ensure that it is in support of each educator’s *Individual 3 Year Professional Development Plan (Form 3)*.

Educators in the second year (Year 2) or third year (Year 3) of their three-year certification cycle may choose to complete the *Individual 3 Year Professional Development Plan – Yearly Update and Planning (Form 9)*, which includes:

1. A progress update from the previous year
2. Activity planning for the current year

Appendix 4 – Timelines and Due Dates provides a detailed breakdown of each year of the certification cycle.

Option 1

Review of Plan Evidence

1. Once the individual educator’s *Individual 3 Year Professional Development Plan (Form 3)* is approved by the building-level PDC, the educator may submit completed and implemented activities using *Documentation of Professional Growth (Form 5)*.
2. Educators may divide CEUs between certification areas if the activity encompasses those certification areas.
3. CEUs for any activity can be assigned (used) only once.
4. The building-level PDC will review each *Documentation of Professional Growth (Form 5)* using the following criteria:
 - a. Did the educator provide documentation of attendance or completion of the activity? (Line 1, *Form 5*)
 - b. Does the activity align with specific individual, school, and/or district goals? (Line 2, *Form 5*)
 - c. Does the educator explain in detail how the activity is improving his/her teaching and/or professional skills and provide evidence of this impact? (Line 3, *Form 5*)
 - d. Does the educator use evidence, examples, and/or data to explain how the activity has improved student learning and/or met student needs? (Line 4, *Form 5*)
 - e. Has the educator requested the appropriate number and allocation of CEUs? (Line 5, *Form 5*)

5. A building-level PDC member will sign and return approved *Documentation of Professional Growth (Form 5)* to the individual educator.

Option 1

Plan Completion

1. The educator will submit the following forms to the building-level PDC no later than March 31 of Year 3:
 - a. *Individual 3 Year Professional Development Plan (Form 3)*
 - b. *Documentation of Professional Growth (Form 5)*
(All completed and approved)
 - c. *Documentation of Professional Growth Log (Form 4)*
 - d. *Individual 3 Year Professional Development Plan – Completion Summary (Form 8)*
2. The building-level PDC will review the individual educator's documentation to verify:
 - a. The proper assignment of CEUs
 - b. 30 CEUs per area of certification
 - c. 45 CEUs in the areas of:
 - i. Knowledge of learners and learning
 - ii. Developmentally appropriate educational strategies and best practices for the educator's current position
3. The building-level PDC will return all completed and approved *Documentation of Professional Growth (Form 5)* to the individual educator.
4. A building-level PDC member and/or building principal will sign the appropriate forms and will submit the following forms to the Director of Professional Development for approval:
 - a. *Individual 3 Year Professional Development Plan (Form 3)*
 - b. *Documentation of Professional Growth Log (Form 4)*
 - c. *Individual 3 Year Professional Development Plan – Completion Summary (Form 8)*
(Principal signature required)
5. The Director of Professional Development will review the individual educator's documentation, grant final approval, and forward the educator to the Department of Education for recertification.

Option 2

Review of Plan Evidence

1. Once the individual educator's *Individual 3 Year Professional Development Plan (Form 3)* and *Evidence-Based Portfolio Planning Worksheet (Form 6)* are approved by a building-level PDC member, the educator works on the plan independently, documenting as specified and maintaining a portfolio with ongoing reflections. The portfolio will include, at a minimum:
 - a. Statement of Purpose

- b. *Individual 3 Year Professional Development Plan (Form 3)*
 - c. *Evidence-Based Portfolio Planning Worksheet (Form 6)*
 - d. Professional Materials
 - e. Authentic Student Materials
 - f. Ongoing Reflection of Activities
 - g. *Evidence-Based Portfolio Assessment (Form 7)*
2. Educator meets with a building-level PDC member for yearly progress updates and review of plan evidence (Year 1).
 3. Educator continues to work on the plan independently, documenting as specified and maintaining a portfolio with ongoing reflections.
 4. Educator meets with a building-level PDC member for yearly progress updates and review of plan evidence (Year 2).

Option 2

Plan Completion

1. By March 31 (Year 3), the educator will:
 - a. Submit *Individual 3 Year Professional Development Plan (Form 3)*
 - b. Submit *Evidence-Based Portfolio Planning Worksheet (Form 6)*
 - c. Submit *Evidence-Based Portfolio Assessment (Form 7)*
 - d. *Individual 3 Year Professional Development Plan – Completion Summary (Form 8)*
 - e. Submit portfolio/documentation of progress
 - f. Meet with the building-level PDC to present the portfolio and final assessment
2. The building-level PDC will review the portfolio/documentation of progress according to the following criteria:
 - a. Does the portfolio include a variety of evidence that support the educator’s goals from *Form 3*?
 - b. Does the portfolio include ongoing reflections of learning and growth?
 - c. Does the portfolio include evidence of student and personal results as indicated on *Form 6*?
 - d. Does the evidence presented in the portfolio represent:
 - i. A minimum of 30 CEUs for each area of certification
 - ii. A minimum of 45 CEUs in the areas of:
 1. Knowledge of learners and learning
 2. Knowledge of developmentally appropriate educational strategies and best practices for the educator’s current position
3. The building-level PDC will review *Evidence-Based Portfolio Assessment (Form 7)* according to the following criteria:
 - a. Does the assessment reference examples from the portfolio?
 - b. Does the educator discuss his/her learning as it reflects the attainment of his/her goals from *Form 3*?

- c. Does the educator discuss the impact the portfolio work has had upon student learning or meeting the needs of students?
4. The building-level PDC will complete and sign the bottom portion of *Evidence-Based Portfolio Assessment (Form 7)*
5. The building-level PDC will return to the educator:
 - a. *Evidence-Based Portfolio Planning Worksheet (Form 6)*
 - b. A copy of *Evidence-Based Portfolio Assessment (Form 7)*
 - c. Portfolio/documentation of progress
6. The building-level PDC and/or building principal will sign the appropriate forms and will submit the following forms to the Director of Professional Development for approval:
 - a. *Individual 3 Year Professional Development Plan (Form 3)*
 - b. *Evidence-Based Portfolio Assessment (Form 7)*
 - c. *Individual 3 Year Professional Development Plan – Completion Summary (Form 8)*
(Principal signature required)
7. The Director of Professional Development will review the individual educator's documentation, grant final approval, and forward the educator to the Department of Education for recertification.

Option 3

Review of Evidence and Plan Completion

Evidence for each component required in Option 3 will be reviewed in accordance with the processes as described for Options 1 and 2, as applicable.

The process for completion will be followed for each component as described for Options 1 and 2, as applicable.

Individual educators have the right to appeal CEU and/or portfolio approval decisions of the building-level PDC as described in *Appendix 5 – Disputes and Appeals*.

SECTION 11 *Certified Paraeducators*

Professional paraeducators will participate in professional development that:

- Relates to the paraeducator's current assignment
- Improves learning for all students
- Deepens knowledge of learners and learning
- Explores developmentally appropriate educational strategies and best practices
- Supports school and district goals

CEU Requirements

Each paraeducator will complete a minimum of 50 CEUs within a three-year cycle.

Process

1. Paraeducators will use *Documentation of Professional Growth (Form 5)* to document professional growth.
2. Paraeducators will submit *Documentation of Professional Growth (Form 5)* to the building-level PDC for approval.
3. The building-level PDC will keep the original *Documentation of Professional Growth (Form 5)* and return a copy to the paraeducator.
4. At the conclusion of the paraeducator's three-year cycle, the building-level PDC will forward the appropriate documentation (indicating the paraprofessional has completed the required number of CEUs) to the Director of Professional Development.
5. The Director of Professional Development will review the individual paraeducator's documentation, grant final approval, and forward the paraeducator to the Department of Education for recertification.

SECTION 12 *Supplemental Forms and Materials*

Appendix 1 – Manchester School District Assessment Calendar

Appendix 2 – Manchester School District Data Analysis Calendar

Appendix 3 – Professional Development Forms

Appendix 4 – Timelines and Due Dates

Year 1 (Beginning of Cycle)

Year 2

Year 3 (End of Cycle)

Due Dates – Educators

Due Dates – Professional Development Committee

Appendix 5 – Disputes and Appeals

Appendix 1

Manchester School District Assessment Calendar

| What | Who | When | Why |
|-----------------------------|--------------------------------------|---|---------------------------------------|
| Idea Proficiency Test | All Grades ELL | Yearlong | Baseline data |
| PALS | Preschool Kindergarten | September, May | Baseline data and progress monitoring |
| Informal Reading Inventory | Grades K-5 | September, January, March, June | Baseline data and progress monitoring |
| Schlagal Spelling | Grades 1-2 | September, January, April | Baseline data and progress monitoring |
| District Writing Assessment | Grades 1-8 | September, January, April | Baseline data and progress monitoring |
| Reading NECAP | Grades 3-8 Grade 11 | October | Evaluate achievement of GLEs |
| Math NECAP | Grades 3-8 Grade 11 Grades 1-5 | October | Evaluate achievement of GLEs |
| ACCESS | Grades K-12 ELL | January | Progress monitoring |
| District Math Assessment | Grades K-5 Grades 6-8 | September, January, May November, January, April, June | Baseline data and progress monitoring |
| Science NECAP | Grade 4 Grade 8 | May | Evaluate achievement of GLEs |

| What | Who | When | Why |
|-------------------|-----------------------------------|---------|---------------------------------------|
| Gates McGintie | Grade 1 Grade 2 | June | Baseline data and progress monitoring |
| Writing NECAP | Grades 3-5 Grade 8 Grade 11 | October | Evaluate achievement of GLEs |
| Algebra Placement | Grade 7 | May | Baseline data |
| HS Math Placement | Grade 8 | January | Baseline data |

Appendix 2

Manchester School District Data Analysis Calendar

| What | Who | When | Why |
|--|---|-------------------------|--|
| Create district data summary from previous school year | District Data Team, Data Analyst | July | Inform District Leadership Team for review and goal setting |
| Coordinate and train school data teams | District Data Team, Data Analyst, Math Implementation Specialists, Literacy Specialists, Principals | August | Inform educators at school level about needs and growth for goal setting |
| School-level analysis of district assessments | Principals, School Data Teams, Teachers | September | Identify school-level and student-level needs and growth |
| Writing prompt analysis | Reading Supervisors, Literacy Specialists, Language Arts Teachers | October, February, June | Evaluate achievement of GLEs, inform curricular decisions, identify student-level needs and growth |
| Elementary trimester assessment data analysis | Reading Supervisors, Literacy Specialists, Mathematics Implementation Specialists, Language Arts Teachers | December, April | Evaluate achievement of GLEs, inform curricular decisions, identify student-level needs and growth |
| School-level NECAP data analysis | Principals, School Data Teams, Teachers | February | Evaluate achievement of GLEs, inform curricular decisions |

| What | Who | When | Why |
|------------------------------------|---|-----------------------|--|
| Mathematics semester data analysis | Middle School Math Implementation Specialist, High School Math Teachers, Principals | February, June | Evaluate achievement of GLEs, inform curricular decisions, identify student-level needs and growth |
| District-level NECAP data analysis | District Data Analyst, District Data Team | September, March | Evaluate achievement of GLEs, inform curricular decisions |
| Benchmark Running Record Analysis | Literacy Implementation Specialist, Reading Supervisors, Literacy Coaches, Teachers | December, March, June | Inform curricular decisions, identify student-level needs and growth |

Appendix 3 *Professional Development Forms*

Index of Forms

Form 1 – Self Assessment Worksheet

Form 2 – Reflection Worksheet

Form 3 – Individual 3 Year Professional Development Plan

Form 4 – Documentation of Professional Growth Log – Option 1

Form 5 – Documentation of Professional Growth – Option 1

Form 6 – Evidence-Based Portfolio Planning Worksheet – Option 2

Form 7 – Evidence-Based Portfolio Assessment – Option 2

Form 8 – Individual 3 Year Professional Development Plan – Completion Summary

Form 9 – Individual 3 Year Professional Development – Yearly Update and Planning

SELF-ASSESSMENT WORKSHEET

Based upon Danielson, Charlotte & McReal, Thomas (2000). *Teacher Evaluation: To Enhance Professional Practice*, ASCD

Name: _____ School: _____

Unsatisfactory Basic Proficient Distinguished

DOMAIN 1: PLANNING AND PREPARATION

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

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DOMAIN 2: THE CLASSROOM ENVIRONMENT

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

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DOMAIN 3: INSTRUCTION

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

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

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

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Manchester School District
REFLECTION WORKSHEET - Knowledge of Subject Area(s)/Area(s) of Specialization

Name: _____ School & Current Position: _____

Certification area(s): 1. _____ 2. _____ 3. _____

Certification expiration date: June 30, 20 ____ Certification Cycle: Red White Blue

Divide boxes for multiple certification areas.

| | |
|--|---|
| <p><u>Competencies/Strengths:</u></p> | <p><u>Focus Areas for Improvement:</u></p> |
| <p><u>Possible goals for Individual 3 Year Professional Development Plan:</u></p> | |

Manchester School District

REFLECTION WORKSHEET - Knowledge of Learners & Learning and Strategies & Best Practices

Name:

| | |
|--|---|
| <p><u>Competencies/Strengths:</u></p> | <p><u>Focus Areas for Improvement:</u></p> |
| <p><u>Possible goals for Individual 3 Year Professional Development Plan:</u></p> | |

Educator's Signature Date

Principal Designee's Signature Date

Form 2 – **Due** to PDC by **October 1** in Year 1 of certification cycle
Reference - *Section 9, Documentation of Professional Learning*

Manchester School District
INDIVIDUAL 3 YEAR PROFESSIONAL DEVELOPMENT PLAN

Name: _____ School & Current Position: _____

Certification area(s): 1. _____ 2. _____ 3. _____

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 _____

1. List **one or more district goal(s)** that this plan addresses.

a.

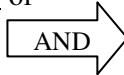
b.

2. List **one or more school goal(s)** that this plan addresses.

a.

b.

3. List at least one SMART goal for knowledge of each certification area.



Explain how this goal will **specifically improve student learning** and **what data/evidence you will collect**.

Area 1:

Area 1:

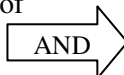
Area 2:

Area 2:

Area 3:

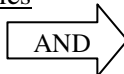
Area 3:

4. List at least one SMART goal for knowledge of learners and learning.



Explain how this goal will **specifically improve student learning** and **what data/evidence you will collect**.

5. List at least one SMART goal related to developmentally appropriate educational strategies and best practices for your current position.



Explain how this goal will **specifically improve student learning** and **what data/evidence you will collect**.

6. Select option for plan completion: 1 (CEUs only) 2 (Evidence Based Portfolio) 3 (Combination of 1 and 2)

Educator's Signature

Date

Principal Designee's Signature

Date

Manchester School District
DOCUMENTATION OF PROFESSIONAL GROWTH LOG – Option 1

Name: _____ School & Current Position: _____

Certification area(s): 1. _____ 2. _____ 3. _____

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 _____

| Code | Date of Activity | Name of Activity | Knowledge of Subject/Area of Specialization 30 CEUs each | | | Place an 'x' in the box under the area that the activity addresses (one activity can address both). 45 CEUs total | | |
|---------------|------------------|------------------|---|----------|----------|---|------------------------|------|
| | | | 1 | 2 | 3 | Learners & Learning | Strategies & Practices | CEUs |
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| | | | | | | | | |
| Totals | | | 1 | 2 | 3 | Learners/Learning Strategies/Practices | | |

 Educator's Signature Date

 Principal Designee's Signature Date

Manchester School District

DOCUMENTATION OF PROFESSIONAL GROWTH – Option 1

Name:

School & Current Position:

Certification area(s): 1.

2.

3.

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 _____

Date(s) of Activity:

Location of Activity:

1. **Activity:** Activity Category/Code:

Title and Brief Description of Activity. *Attach documentation of attendance/completion.*

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

3. **Educator Impact:** Explain in detail how this activity is improving your teaching/professional skills. Describe and/or attach evidence of impact.

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

5. **Distribution of CEUs** Indicate to which areas you are requesting allocation of CEUs from this activity.

Knowledge of subject area(s)/area(s) of specialization

_____ CEUs under the certification area _____

Knowledge of Learners and Learning and/or Strategies and Best Practices ('Other')

_____ CEUs *Indicate with a checkmark which area(s) this activity addressed (may be both)*

Knowledge of learners and learning

Knowledge of strategies and best practices

Educator's Signature

Date

Principal Designee's Signature

Date

Form 5 – Completed forms submitted on ongoing basis to PDC
Reference – Section 9, Documentation of Professional Learning

Manchester School District
EVIDENCE-BASED PORTFOLIO - Option 2
Planning Worksheet

Name: _____ School & Current Position: _____

Certification area(s): 1. _____ 2. _____ 3. _____

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 _____

Projected Activities:

Year 1 of Plan

- Planning meeting with principal’s designee

Meeting date _____ Educator’s Signature _____ Date _____ Principal Designee’s Signature _____ Date _____

- Planned activities:
- Maintain portfolio collection with reflections
- Review progress with principal’s designee

Meeting date _____ Educator’s Signature _____ Date _____ Principal Designee’s Signature _____ Date _____

Year 2 of Plan

- Planned activities:
- Maintain portfolio collection with reflections
- Review progress with principal’s designee

Meeting date _____ Educator’s Signature _____ Date _____ Principal Designee’s Signature _____ Date _____

Year 3 of Plan

- Planned activities:
- Maintain portfolio collection with reflections
- Complete Form 7 – Evidence-Based Portfolio Assessment
- Present portfolio, reflections, and assessment to principal’s designee

Meeting date _____ Educator’s Signature _____ Date _____ Principal Designee’s Signature _____ Date _____

Form 6 – **Due** with supporting documents and meetings to PDC by **December 1 & May 15** in Year 1 of certification cycle; **May 15** in Year 2; **March 31** in Year 3.
 References – *Section 9, Documentation of Professional Learning;*
Section 10, Review Plan Evidence and Approval of Plan Completion

Manchester School District
EVIDENCE-BASED PORTFOLIO - Option 2
Planning Worksheet

Name: _____ School & Current Position: _____

Certification area(s): 1. _____ 2. _____ 3. _____

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 _____

| | | |
|-----------------------------------|-----------------|--|
| Focus Question | | |
| Desired Results | | Evidence |
| For students: | | Of student impact: |
| For educator: | | Of educator impact: |
| <i>Activity and Learning Plan</i> | | |
| <i>Activity</i> | <i>Timeline</i> | <i>Evidence of Learning</i> <i>(not certification of attendance/completion)</i> |
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Manchester School District

EVIDENCE-BASED PORTFOLIO ASSESSMENT - Option 2

Name:

School & Current Position:

Certification area(s): 1.

2.

3.

Certification Cycle: Red White Blue

Certification expiration date: June 30, 20 _____

Using evidence from your portfolio, please reflect upon the following (attach additional pages as necessary):

1. Your learning as it reflects attainment of goals, and
2. The impact upon student learning

The principal's designee has determined that the educator has satisfied recertification requirements through the Evidence-Based Portfolio.

Educator's Signature

Date

Principal Designee's Signature

Date

Manchester School District

INDIVIDUAL 3 YEAR DEVELOPMENT PLAN – Completion Summary and Approval

Name: _____ School & Current Position: _____

Certification area(s): 1. _____ 2. _____ 3. _____

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 _____

Check the Option used during the certification cycle and attach the indicated forms:

Option 1
Form 3 – Approved Individual 3 Year Professional Development Plan
Form 4 – Documentation of Professional Growth Log

Option 3
Form 3 – Approved Individual 3 Year Professional Development Plan
Form 4 – Documentation of Professional Growth Log
Form 7 – Evidence Based Portfolio Assessment

Complete the following for Option 1 and Option 3 ONLY

_____ **Total CEUs under Certification #1 (minimum of 30)**

_____ Total CEUs under Certification #2 (minimum of 30, if applicable)

_____ Total CEUs under Certification #3 (minimum of 30, if applicable)

_____ **Total CEUs under Learners & Learning and Strategies & Best Practices
(minimum of 45)**

_____ **Grand total of CEUs**
Educators with ONE (1) area of certification – minimum 75 CEUs
Educators with TWO (2) areas of certification – minimum 105 CEUs
Educators with THREE (3) areas of certification – minimum 135 CEUs

Option 2
Form 3 – Approved Individual 3 Year Professional Development Plan
Form 7 – Evidence Based Portfolio Assessment

The undersigned certify that _____ has satisfied recertification requirements for the certification year ending June 30, 20 _____ through one of the above listed options.

Educator’s Signature Date Principal Designee’s Signature Date Principal’s Signature Date

Superintendent/Designee Date

Form 8 – Due to PDC by March 31 of Year 3 in certification cycle
Reference – Section 10, Review Plan Evidence and Approval of Plan

Manchester School District

INDIVIDUAL 3 YEAR DEVELOPMENT PLAN – Yearly Update and Planning

Name:

School & Current Position:

Certification area(s): 1.

2.

3.

Certification Cycle: Red White Blue Certification expiration date: June 30, 20 ____

1. Briefly summarize your progress towards each of your individual goals as listed in your *Individual 3 Year Professional Development Plan (Form 3)*, items 3 – 5.

2. List the activities you may undertake this year that support your individual goals as list in your *Individual 3 Year Professional Development Plan (Form 3)*, items 3 – 5.

| Activity and Learning Plan | | |
|-----------------------------------|-----------------|---|
| <i>Activity</i> | <i>Timeline</i> | <i>Evidence of Learning (not certification of attendance or completion)</i> |
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Year 1

Spring/Summer

Educator receives new certificate from DOE, which expires three years from date of issue.

Fall

Educator completes the following:

1. *Self-Assessment Worksheet (Form 1)*
2. *Reflection Worksheet (Form 2)*
3. *Individual 3 Year Professional Development Plan (Form 3)*

Educator submits *Forms 1, 2, & 3* to PDC on or before **October 1**.

PDC reviews forms and approves or requests revisions to *Form 3* no later than **November 15th**.

PDC returns *Forms 1, 2, & 3* to educator. PDC keeps a copy of *Forms 1, 2, & 3*.

Remainder of Year 1

OPTION 1

- Educator participates in professional development activities that relate to their *Individual 3 Year Professional Development Plan (Form 3)*.
- Educator applies new strategies and information learned through activities.
- Educator completes *Documentation of Professional Growth (Form 5)* for each activity.
- Educator submits *Form 5* to PDC.
- PDC approves or requests revisions to *Form 5*.
- PDC returns *Form 5* to educator.
- Educator records activity on *Documentation of Professional Growth Log (Form 4)*

Remainder of Year 1

OPTION 2

- Educator completes *Evidence-Based Portfolio Planning Worksheet (Form 6)*
- Educator meets with PDC to discuss *Form 6* and the entire plan prior to implementation, no later than **December 1**.
- Educator documents progress and growth through development of a professional portfolio.
- Educator meets with PDC to review *Form 6*, present progress and documentation of progress and growth no later than **May 15**

Remainder of Year 1

OPTION 3

- Combination of Options 1 and 2.
- Requires the use of both sets of forms.

Year 2

OPTION 1

- Educator participates in professional development activities that relate to their *Individual 3 Year Professional Development Plan (Form 3)*.
- Educator applies new strategies and information learned through activities.
- Educator completes *Documentation of Professional Growth (Form 5)* for each activity.
- Educator submits *Form 5* to PDC.
- PDC approves or requests revisions to *Form 5*.
- PDC returns *Form 5* to educator.
- Educator records activity on *Documentation of Professional Growth Log (Form 4)*

OPTION 2

- Educator documents progress and growth through development of a professional portfolio.
- Educator meets with PDC to review *Form 6*, present progress and documentation of progress and growth no later than **May 15**.

OPTION 3

- Combination of Options 1 and 2.
- Requires the use of both sets of forms.

Year 3

OPTION 1

- Educator participates in professional development activities that relate to their *Individual 3 Year Professional Development Plan (Form 3)*.
- Educator applies new strategies and information learned through activities.
- Educator completes *Documentation of Professional Growth (Form 5)* for each activity.
- Educator submits *Form 5* to PDC.
- PDC approves or requests revisions to *Form 5*.
- PDC returns *Form 5* to educator.
- Educator records activity on *Documentation of Professional Growth Log (Form 4)*.
- **End of Cycle:** Educator submits the following to the PDC for approval no later than **March 31**:
 1. *Individual 3 Year Professional Development Plan (Form 3)*
 2. *Documentation of Professional Growth (Form 5)*
 3. *Documentation of Professional Growth Log (Form 4)*
 4. *Individual 3 Year Professional Development Plan Completion Summary (Form 8)*
- PDC approves or requests revisions to *Form 5*.
- PDC returns *Form 5s* to educator.
- PDC submits the following forms to the Director of Professional Development no later than **April 20**:
 1. *Individual 3 Year Professional Development Plan Completion Summary (Form 8)*
 2. *Individual 3 Year Professional Development Plan (Form 3)*
 3. *Documentation of Professional Growth Log (Form 4)*

OPTION 2

- Educator documents progress and growth through development of a professional portfolio.
- Educator completes *Evidence-Based Portfolio Assessment (Form 7)*.
- **End of Cycle:** Educator submits the following to the PDC for approval no later than **March 31**:
 1. *Individual 3 Year Professional Development Plan (Form 3)*
 2. *Evidence-Based Portfolio Planning Worksheet (Form 6)*
 3. *Evidence-Based Portfolio Assessment (Form 7)*
 4. *Portfolio*
 5. *Individual 3 Year Professional Development Plan Completion Summary (Form 8)*
- Educator meets with PDC to review *Form 7*, present progress and documentation of progress and growth no later than **March 31**.
- PDC approves or requests revisions to *Form 7*.
- PDC returns all supporting documentation to educator.
- PDC submits the following forms to the Director of Professional Development no later than **April 20**:
 1. *Individual 3 Year Professional Development Plan Completion Summary (Form 8)*
 2. *Individual 3 Year Professional Development Plan (Form 3)*
 3. *Evidence-Based Portfolio Assessment (Form 7)*

OPTION 3

- Combination of Options 1 and 2.
- Requires the use of both sets of forms.

| | | |
|--------------------|---|-------------------------------------|
| Red Cycle | Certificates Expiring in 2011, 2014, 2017 | Entering Year 1 in 2011, 2014, 2017 |
| White Cycle | Certificates Expiring in 2012, 2015, 2018 | Entering Year 1 in 2012, 2015, 2018 |
| Blue Cycle | Certificates Expiring in 2013, 2016, 2019 | Entering Year 1 in 2013, 2016, 2019 |

| Yearly Due Dates - Educators | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| <p>October 1 - All Options Forms 1, 2, & 3</p> <p>December 1 - Option 2 & 3 Form 6 and planning meeting</p> <p>May 15 - Option 2 & 3 Form 6 and progress meeting</p> | <p>May 15 - Option 2 & 3 Form 6 and progress meeting</p> | <p>March 31 - Option 1 Only Forms 3, 4, 5, & 8</p> <p>March 31 - Option 2 Only Forms 3, 6, 7, 8 Portfolio & Presentation</p> <p>March 31 - Option 3 Only Forms 3,4,5,6,7,8, Portfolio & Presentation</p> |

| Yearly Due Dates – Building-Level Professional Development Committee (PDC) | | |
|---|---|--|
| | | |
| <i>October 1</i> | Forms 1, 2, & 3 | Year 1 – All Educators |
| | | |
| <i>November 15</i> | Forms 1, 2, & 3 | Returned to all Educators |
| | Forms 1, 2, & 3 | PDC keeps copy |
| | | |
| <i>December 1</i> | Form 6 & Planning Meeting | Year 1 – Option 2 Educators |
| | | |
| <i>March 31</i> | Forms 3, 4, & 5 | Year 3 – Option 1 Educators |
| | Forms 3, 6, 7, Portfolio & Presentation | Year 3 – Option 2 Educators |
| | | |
| <i>April 20</i> | Forms 3, 4, & 8 | Year 3 – Option 1 Educators, PDC to Director of PD |
| | Forms 3, 7, & 8 | Year 3 – Option 2 Educators, PDC to Director of PD |
| | | |
| <i>May 15</i> | Form 6 & Progress Meeting | Year 1 and Year 2 – Option 2 Educators |
| | | |
| <i>Ongoing</i> | Form 5 | Year 1, Year 2, & Year 3 – Option 1 Educators |

Appendix 5 *Disputes and Appeals*

Disputes and Appeals

Disputes regarding the acceptance of the three-year individual professional development plan, applicability/approval of CEUs to the plan, or the evaluation of an educator's evidence-based portfolio to determine if the individual educator has met (or has made significant accomplishments towards completing) their stated three year goals is as follows:

1. The individual educator will meet with the building-level Professional Development Committee (PDC) to discuss the issue
2. Should this meeting fail to resolve the issue, the individual educator may submit the appropriate documents to the Director of Professional Development for review by the Manchester School District Professional Development Committee.
 - a. Documents required for the appeal include, but not limited to
 - i. *Individual 3 Year Professional Development Plan (Form 3)*
 - ii. A written statement of rationale from all parties involved
 - iii. Clear and concise documentation, as appropriate
3. The decision will be made by a simple majority by the Manchester School District Professional Development Committee
4. The PDC representative from the individual educator's building-level PDC will not take part in the hearing, discussion, or voting
5. The decision of the team will be rendered in a narrative listing the reasons for their decision
6. All parties involved in the appeal will receive a copy of the decision signed by the Director of Professional Development