

**ROCHESTER SCHOOL DISTRICT**  
**SCHOOL ADMINISTRATIVE UNIT 54**

**PROFESSIONAL DEVELOPMENT**  
**MASTER PLAN**

July 1, 2012 – June 30, 2017

Approved New Hampshire Department of Education 2013

*“The Mission of the Rochester School Department is to ensure quality educational experiences.”*



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## **Statement of Purpose**

In the Rochester School District increased student achievement as well as professional growth and collaboration for all members of the educational team have been established as the essential tenants of this Master Professional Development Plan.

Our Professional Development Master Plan has been developed to provide the structure and means through which educators continuously enhance their professional competency and simultaneously satisfy the New Hampshire recertification requirements enumerated in ED 512.

The primary aim of this Master Plan is to ensure that the necessary foundation to ensure quality learning experiences for all students is in place. As a means to that end, the procedures and tools of this plan are intended to facilitate the individual and collective growth of all district educators.

The Rochester Professional Development Master Plan recognizes that high quality professional development that improves the learning of all students is:

- designed based on needs identified through analyzing student learning data;
- focused on the successful implementation of effective research-based educational practices;
- differentiated for the learning needs and styles of each individual educator; and
- implemented through the development of collaborative learning communities whose goals are aligned with the improvement priorities of the district and school.

## **Professional Development Committee**

The primary roles of the Professional Development Committee are to develop, implement and monitor the five year master plan for the Rochester School District. The Committee meets twice annually.

The composition for the Professional Development Committee has been designed to ensure representation from a variety of stakeholders.

### ***Committee Membership***

- Teacher from each level
- Paraprofessional
- Building administrator
- District Curriculum, Instruction and Assessment Coaches
- School Board Member (appointed by School Board Chair)
- Community Member
- Special Education Director or a representative from special education
- Title I Director
- Assistant Superintendent (Committee Chair)

Annually, the teacher, paraprofessional, building administrator and community representatives will be recruited by the district's Management Team, which consists of all district level administrators and school principals. These representatives may serve on the committee multiple terms.

***Roles and Responsibilities***

- Attend and participate in Committee meetings.
- Assist with the development, implementation and monitoring of the Master Plan.
- Assist with communicating the Master Plan to the various stakeholders.
- Collect, review and analyze the data gathered through the 5-Level Plan for Evaluating Professional Development.
- Make recommendations for changes to the Master Plan and district’s professional development program based on the analysis of the evaluation data.

<b>5-Level Plan for Evaluating Professional Development</b>		
<b>Evaluation Level</b>	<b>Data-Gathering Tools</b>	<b>Use of Data</b>
<b>Level 1 Participant Satisfaction</b>	Participants complete an annual online survey used to evaluate participant satisfaction with the professional development program.	Assists in future decisions about the presenter and content.
<b>Level 2 Participant Learning</b>	Participants complete an annual online survey used to evaluates in-district professional development on the degree to which the professional development program achieved its intended learning outcomes.	Assists in determining the degree to which the specific learning goals of the professional development were achieved and impacts future professional development offerings.
<b>Level 3 Organizational Support</b>	Management Team provides annual qualitative and quantitative feedback assess the district’s professional development program.	Assists in the development and design of the district’s professional development program.
<b>Level 4 Participants’ Use of New Knowledge and Skills</b>	Supervisors conduct walk-throughs and share with the Management Team generalized observations regarding the transfer of skills gained through professional development into practice.	Assists in the development and design of the district’s professional development program.
<b>Level 5 Impact on Student Learning</b>	Student achievement data as reported bi-annually at the school and district level.	Assists in the development and design of the district’s professional development program.

***Communicating the District’s Professional Development Program***

Annually, the district’s professional development efforts and accomplishments are shared with the Instruction Committee, which is a sub-committee of the Rochester School Board. Agendas for the Instruction Committee are posted in advanced and communicated through various means to parents and the greater community. The meeting is open to the public, broadcasted through our district’s public access channel and downloadable from our district website. In addition, minutes from these meetings are posted on our website and available to the public.

**Data Collection, Interpretation, and Use**

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. That means paying attention to the results of professional development on job performance, organizational effectiveness, and the success of all students. Because of the complexity of these components, determining effectiveness and assessing the impact of various professional growth activities requires a well-designed assessment system.

In order to accomplish this, the district has established a systematic K-12 assessment program, which facilitates the collection and interpretation of student data. Current researched based local, state and national assessments comprise this collection system. The school district has gone to great lengths to ensure a comprehensive data collection system to guarantee that all teachers have sufficient information of student needs. In addition, *the data is used to identify professional growth activities based on the patterns identified from these assessments.* This system is outlined in the table below.

Rochester School District K – 12 Assessment Program					
Assessments	Grades	Schedule	Analyzers of Data	Decision Making	
Local				Use	Reported To
Core Program Assessments	K – 12	Ongoing	Teacher Grade Level/Content Teams	<ul style="list-style-type: none"> <li>• To identifying student learning needs.</li> <li>• To evaluate student learning.</li> <li>• To determine individual educator goals.</li> <li>• To measure effectiveness of individual professional development plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Student</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders (if appropriate)</li> </ul>
Teacher Designed Assessments	K – 12	Ongoing	Teacher Grade Level/Content Teams		
Report Cards	K – 12	Quarterly	Teacher Grade Level/Content Teams Building Leaders		
State					
New England Common Assessment Program	K – 8 & 11 (reading & mathematics) 4 (science)/5 (writing) 8&11(science/writing)	Annually	Teacher Grade Level/Content Teams Building Leaders District Leaders	<ul style="list-style-type: none"> <li>• To identify student learning needs.</li> <li>• To determine individual educator goals.</li> <li>• To determine district or school goals.</li> <li>• To evaluate student learning.</li> <li>• To measure the effectiveness of current curricula and alignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> <li>• School Board</li> <li>• Community</li> </ul>

Rochester School District K – 12 Assessment Program (continued)					
Assessments	Grades	Schedule	Analyzers of Data	Decision Making	Assessments
National				Use	Reported To
Northwest Evaluation Association Measures of Academic Progress	2 – 10	2 – 5 (Fall & Spring) 6 – 12 (Spring)	Teacher Grade Level/Content Teams Building Leaders District Leaders	<ul style="list-style-type: none"> <li>• To identify student learning needs.</li> <li>• To determine individual educator goals.</li> <li>• To determine district or school goals.</li> <li>• To evaluate student learning.</li> <li>• To measure the effectiveness of current curricula and alignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> <li>• School Board</li> <li>• Community</li> </ul>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K – 3	Fall, Winter & Spring	Teacher Grade Level Teams Building Leaders District Leaders		
Advanced Placement Data	High School AP Courses	Annually	Teacher Content Teams Building Leaders District Leaders		
PSAT/SAT	High School Level	Annually	Guidance Building Leaders District Leaders		
Other Data					
Attendance & Behavior	K – 12	Ongoing	Teacher Grade Level Teams Building Leaders District Leaders	<ul style="list-style-type: none"> <li>• To identify student learning needs.</li> <li>• To determine individual educator goals.</li> <li>• To determine district or school goals.</li> <li>• To evaluate student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents</li> <li>• Teachers</li> <li>• Building Leaders</li> <li>• District Leaders</li> <li>• School Board</li> <li>• Community</li> </ul>
High School Graduation Rates & Drop-out Rates	High School Level	Annually	Guidance Building Leaders District Leaders		

Data results are analyzed by the various users to make informed decisions on an individual student level and more globally for the school and district. The decisions include:

- identifying student learning needs;
- determining individual educator goals;
- determining district or school goals;
- evaluating student learning;
- measuring the effectiveness of current curricula and alignment;
- measuring the effectiveness of individual professional development plans; and
- evaluating the effectiveness of the Professional Development Master Plan.

Elementary and middle school level teachers and building leaders participate in regularly scheduled data team meetings. At the high school level, data is periodically reviewed at the department level. In addition, school data is analyzed by school level teams and district data is analyzed by the Management Team. Bi-annually, school level and district level data is shared with the greater school community through the district newsletter and at a regular school board meeting. Annually, each school presents school level data to the Instruction Committee, which is broadcasted through our district's public access channel and downloadable from our district website.

### **Individual Professional Learning Plan**

In the Rochester School District all certified and licensed staff are required to develop and fulfill a three year *Individual Professional Learning Plan* to support their current job assignment. Certified and licensed staff includes: superintendents, assistant superintendents, business administrators, principals, assistant principals, district administrators, special education administrators, directors, counselors, social workers, teachers, media specialists, any other professional educators, related service providers and paraprofessionals.

#### ***Process to Develop an Individual Professional Learning Plan***

The *Individual Professional Learning Plan* shall:

- Be developed for a three (3) year period consistent with the educator's certification and incorporate one of three (3) options. (referenced in Ed 512.02 (e))
- Ensure all goals meet the following SMART criteria:
  - Specific, significant, stretching
  - Measurable, meaningful, motivational
  - Attainable, agreed upon, achievable, action-oriented
  - Realistic, relevant, reasonable, rewarding, results-oriented
  - Time-based, timely, tangible
- Include two (2) or more SMART goals for improving student learning and be developed from:
  - The educator's self-assessment or reflection on professional competencies and content area standards.
  - Analysis of some student assessment data as outlined in the Master Professional Development Plan – Rochester School District – K – 12 Assessment Program found on the previous page.
  - Analysis of student work.
  - A review of school and district goals.
- 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.
- Be submitted to the staff member's supervisor by October 30<sup>th</sup> of the first year of the staff member's three year re-certification cycle.

### ***Approval and Monitoring of Individual Professional Learning Plans***

Initial approval of the *Individual Professional Learning Plan* is made by the certified staff member's supervisor and final approval by the assistant superintendent. The criteria used to approve the plan includes: evidence of the use of student data, connection to the district and/or school goals, a plan to reach the goals, and identification of the measurable outcomes that will demonstrate that the goals have been met.

At least annually, the certified staff member collaborates with his/her supervisor to determine the process for goal achievement including activities, benchmarks, and evidence of achieving goals. Data collection occurs throughout the year according to the approved plan. Evidence of professional learning is documented during the year. In addition, annually, the educator reflects on his/her professional learning and the impact it has had on student learning and his/her practice. Conferences to assess the impact of teaching practices and professional development on student achievement take place throughout the year.

### ***Approval of Plan Completion***

At the end of the three (3) year cycle, the *Individual Professional Learning Plan* with supporting evidence is reviewed by the certified staff member and his/her supervisor. If all components of the Individual Professional Development Plan have been fulfilled, the staff member is recommended to the Superintendent of Schools for recertification under the requirements enumerated in ED 512. The individual educator is responsible for completing the renewal procedures as outlined on the district's intranet under the Professional Development tab.

### **Professional Development Activities**

A meaningful professional development program, rather than being a result of a single, isolated activity makes use of a variety of strategies that when used in conjunction with another results in a uniquely successful design. These strategies, when viewed as a whole, focus on developing awareness, building knowledge, translating new knowledge into practice, practicing new methodologies, and reflecting on teaching and learning. Rochester professional development activities include learning experiences that can aid the professional in developing a growth plan that meets their unique goals as specified during the goal setting process. Some types of activities fulfill some purposes better than others. There are five different purposes that these strategies can be grouped into:

- (1) Introducing new information.
- (2) Focusing on building knowledge.
- (3) Helping teachers translate new knowledge into practice.
- (4) Focusing on practicing new methodologies that help teachers learn through the process of using a new approach, practice, or process with their students.
- (5) Providing opportunities to reflect on teaching and learning.



The professional development activities that Rochester educators undertake in fulfillment of their goals include a variety of both “traditional” or “formal” activities and “job-embedded” activities. Workshops, conferences, and courses are often referred to as “traditional” because until recent years, these were the primary recognized modes for professional development. These activities continue to be relevant and useful modes of learning for educators today particularly when the learning need is one of increasing awareness and building knowledge.

Other activities are examples of job-embedded learning, the results of educators sharing what they have learned from a teaching experience, reflecting on these experiences to uncover new understandings, and listening to colleagues share best practices. At the heart of “job-embedded” professional development is the concept of educators as reflective practitioners who, through review and thoughtful contemplation on their daily experiences, learn ways to improve and refine their practice. Job-embedded activities provide opportunities for educators singly, or in groups, to engage in deliberate reflection and the focused refinement of their professional practice.

In developing their professional development plans, educators must select activities that are appropriate to their goals and matched to their learning needs. Most traditional professional development activities are appropriate and helpful means for creating awareness and increasing knowledge. Job-embedded professional development activities assist teachers in translating new learning into classroom practice and in refining their practice over time.

### ***Job-embedded Professional Development Strategies***

#### **Strategy #1: Curriculum Development, Implementation and Adaptation**

Developing and putting new curriculum into practice can be a powerful professional development activity. By developing, using, refining, adapting, and/or enhancing curriculum, and by sharing the experience with others in the profession, teachers learn more about quality teaching and enhanced student learning.

- A. Curriculum Replacement Units: Understanding by Design (UbD) is the accepted format for unit design. Curriculum replacement units provide a new way of seeing traditional topics or introduce innovative topics that extend curriculum. Units must meet the following criteria: (1) teach important concepts as recommended by state and national standards, (2) stand alone and require only equipment and materials readily available to the teacher, and (3) be grade level appropriate, (4) accessible to a wide range of students.
- B. Curriculum Enhancement, Modification, Adaptation, and Refinement: Beyond curriculum implementation, there exists the process of enhancement modification, adaptation, and refinement. This involves using existing curriculum materials and modifying them to more fully meet the needs of all learners.
- C. Curriculum Reflection and Sharing: Putting new curricula into practice in the class can serve as a powerful professional development opportunity. Through using a particular curriculum with students, reporting on what happens, and reflecting with others on different ideas and activities, teachers can learn about their own teaching and their students’ learning.

## Strategy #2: Professional Learning Communities

Regular, structured and collaborative interaction regarding appropriate educational issues provides educators with the opportunity to increase their knowledge and expand their skills concerning teaching and learning. Groups that engage in regular, structured, and collaborative interaction regarding educational topics professionally support one another and impact classroom practice. This collaboration between individual teachers provides opportunities to discuss and reflect on classroom strategies, techniques, resources, teaching and learning.

- A. Beginning Teacher Mentor Program: All teachers in the first three years of their professional career are guided through their professional learning by a mentor teacher. The mentor guides the teachers through an induction program that examines the four components of professional practice as outlined in Charlotte Danielson's *Enhancing Professional Practice- A Framework for Teaching: Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities*. Teachers are asked to plan, implement then reflect on their practice. They are also supported through group meetings, individual consultations, workshops and observations. Teachers new to the district also have building level mentors or support groups who assist them with the routines and procedures specific to their buildings.

Prior to the beginning of school, all teachers working in the district for the first time attend an induction program. This program provides information on: programs currently being used in the district, classroom management, the mentoring program, curriculum development, teacher evaluation, professional development, district personnel, and special education. Numerous workshops are offered during the year to help new teachers effectively manage the issues that confront them.

- B. Examining Student Work, Student Thinking and Assessment: Carefully examining student work and their products to understand students' thinking and learning strategies and learning needs is one way to inform instructional practices. Analysis of the data to identify strengths and weaknesses of curriculum and instruction, and assessment of student learning, requires reflection about best practices.
- C. Educational Peer Reviewing/Coaching: The peer-reviewing process is a way to develop professional skills while providing support and expertise to colleagues. Peer-reviewers work in an interdisciplinary team of teachers to evaluate curriculum and unit level designs to determine whether or not the design meets the established standards. Peer-reviewers also work as a coach to help designers to close any gap between design and design standard.
- D. Classroom Focused Learning Walk/Observation: The Classroom Focused Learning Walk process provides a protocol for looking at student work in the classroom setting, allowing teachers to look for observable evidence to support their inquiry and to reflect with colleagues to gain a better understanding of best practices and pedagogy. The protocol engages staff in the analysis of student learning across multiple classrooms. This information provides a unique vantage point to examine what practices and designs maximize student achievement, how student learning in one classroom relates to student learning in another, and how staff collaboration can enhance the overall quality and efficacy of curriculum, assessment and instruction. This process is not evaluative; rather it structures questions, observations, and professional dialogue that turn inquiry into action. What is gleaned from the observations and dialogue becomes the basis of new and/or continued staff development endeavors together as a professional learning community.

- E. **Book Talks:** Engaging in a series of discussions about a book or other professional publications can be a relevant and useful mode of learning. A serious discussion will enable educators to reflect on a professional topic and impact their practice.

<b>Strategy #2: Professional Learning Communities</b>		
<b>Maximum 30 hours per 3 Year Cycle – May be exceeded if educator holds multiple endorsements</b>		
<b>Requirements/Expectations</b>	<b>Evidence of Professional Growth</b>	
	<b>Teacher Generated Artifacts</b>	<b>Student Generated Artifacts</b>
<ul style="list-style-type: none"> <li>• Regular attendance in a collaborative group.</li> <li>• Preparation for and participation in the study group.</li> <li>• Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Use of processing tool (rubric)</li> <li>• Observation of student work</li> <li>• Reflection on student work</li> <li>• Learning plans</li> <li>• Unit plans</li> <li>• Team reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment results</li> <li>• Samples of student work</li> </ul>

### **Strategy #3: Action Research**

Action research is a means for systematically examining the impact of district, school, and classroom practices on student learning and related student outcomes with the intention of solving the problem, resolving the issue, or making an informed decision. It involves a cyclical process of identifying a focus, designing a study, and taking action based on the results. This strategy provides educators with an opportunity to become involved in the process of systematic study. The six (6) phase action research cycle includes:

- 1) Selecting an area or problem of collective interest
- 2) Collecting data
- 3) Organizing data
- 4) Analyzing and interpreting data
- 5) Taking action based on the information gathered from the data
- 6) Collecting data to determine the effectiveness of the efforts

## Action Research Steps

### ***Step 1: Identify the problem, concern, idea, or decision to be made and frame it as a research question.***

- A good question is:
  - Focused on an area of student performance, which is important to you.
  - Related to school/district priorities or goals.
  - Manageable and doable within the available time and resources.
  - Measurable through quantitative and/or qualitative data.
  
- Questions to ask yourself:
  - What is the specific research problem I wish to investigate?
  - What do I want to do about this problem?
  - Why is this problem worthy of investigation?
  - What assumptions am I making?
  - What is the specific question I wish to pursue and answer?
  - Do I have a hypothesis in mind? And if so, what is it?

### ***Step 2: Review relevant literature.***

- What have other educators and researchers found that relates to this problem, concern, issue or question?
- How can I use the work of others to inform my research efforts?

### ***Step 3: Design your study.***

- Who will be the subjects of my study?
- How will I select the participants for my study?
- What data will I collect?
- What instruments will I use to collect my data?
- What procedures will I follow-what will I do, when, where, and how will I do it?
- How will I organize and display the data in my study?
- How will I analyze and interpret the data?

Examples of qualitative data gathering techniques: Interviews, focus groups, surveys, observations, artifact review.

Examples of quantitative data gathering techniques: surveys (closed response questions), standardized assessments, inventories, etc; scores from summative assessments, writing prompts, etc; review of existing data (e.g., discipline, attendance, student grades, etc.)

### ***Step 4: Conduct your study and gather the data.***

- Follow the steps you outline in you plan.
- Collect and organize your data.

### ***Step 5: Analyze and interpret the data.***

- Use techniques appropriate to the data collected.
- Quantitative (look for meaning in the numbers)/ Qualitative (look for patterns, themes, etc.)

**Step 6: Share the results with appropriate audiences.**

- Share the data with others who can benefit from your findings.
- Share the data with those whose approval you need to move forward with your solution/decision.

**Step 7: Use what you have learned.**

- Use what you have learned to address the problem or concern, to inform your decision, to guide future action research.

<b>Strategy #3: Action Research 75 hours per 3 Year Cycle</b>		
<b>Requirements/Expectations</b>	<b>Evidence of Professional Growth</b>	
	<b>Teacher Generated Artifacts</b>	<b>Student Generated Artifacts</b>
<ul style="list-style-type: none"> <li>• To be eligible for this option, the educator must have 5 or more years of experience in the district.</li> <li>• The educator must meet with the building principal or supervisor to discuss the project as it relates to the individual’s professional goals.</li> <li>• The principal or supervisor must approve the project proposal.</li> <li>• The principal or supervisor will meet annually with the educator to discuss progress.</li> <li>• This is a 3 year project.</li> </ul>	<p><b>Research Summary</b></p> <ul style="list-style-type: none"> <li>• Data Summary</li> <li>• Procedural Outlines</li> <li>• Analysis of Data</li> </ul> <p><b>Interpretation of Data</b></p> <ul style="list-style-type: none"> <li>• Recommendations</li> <li>• Methods of Sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Student assessment results</li> <li>• Samples of student work</li> <li>• Observations</li> <li>• Interviews</li> </ul>

**Traditional Professional Development Strategies**

**Strategy #4: Collegiate or Graduate Course Work**

Collegiate or graduate courses offer opportunities for educators to learn from those with specific expertise.

<b>Strategy #4: Collegiate or Graduate Course Work 10 hours/credit</b>		
<b>Requirements/Expectations</b>	<b>Evidence of Professional Growth</b>	
	<b>Teacher Generated Artifacts</b>	<b>Student Generated Artifacts</b>
<ul style="list-style-type: none"> <li>• Course syllabus reflects district/school goals and the individual professional development plan.</li> </ul>	<p><b>Course work</b></p> <ul style="list-style-type: none"> <li>• Course completion &amp; final grade</li> </ul>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

**Strategy #5: Workshops/Institutes/Seminars/Conferences**

These activities offer educators the opportunity to learn from facilitators with special expertise, as well as from peers.

<b>Strategy #5: Workshops/Institutes/Seminars/Conferences</b> <b>Maximum 30 hours per 3 Year Cycle – May be exceeded if educator holds multiple endorsements</b>		
<b>Requirements/Expectations</b>	<b>Evidence of Professional Growth</b>	
	<b>Teacher Generated Artifacts</b>	<b>Student Generated Artifacts</b>
<ul style="list-style-type: none"> <li>Focus of the activity addresses the district/school goals and the individual professional development plan.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of participation in the workshop/institute/seminar/conference</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>

**Documentation of Professional Learning**

Educators have three (3) options for documenting their professional learning and the fulfillment of their professional development goals. This is consistent with the professional development focus in our district of improving student learning rather than documenting hours. All professional learning is documented by the individual educator through the use of Infinite Campus; instructions are available on the district’s intranet site under the Professional Development tab.

<b>Options for Documenting Professional Learning:</b> <i>See next table for possible forms of evidence of activities and learning.</i>		
<b>Development of Body of Evidence</b>		
The pieces of evidence to be collected should be those that are natural to the professional development 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: <ul style="list-style-type: none"> <li>Evidence of their activities.</li> <li>Evidence of their own professional learning.</li> <li>Evidence that provides information regarding the impact of their activities on students’ learning.</li> </ul>		
<b>Accumulation of Continuing Education Units</b>		
Certified Educator	75 hours (30 hours in area of endorsement)	Additional Endorsements - 30 hours in each area
Certified Para-Educator	Accumulation of 50 hours	
<b>Combination of Body of Evidence &amp; Continuing Education Units</b>		
The combination of fewer than the required continuing education units and the development of a body of evidence (see previous tables to translate evidence into hours for recording purposes).		

Possible Forms of Educator Evidence				
Evidence of Activities	Evidence of Educator's Learning	Evidence Used to Examine Impact on Students' Learning	Evidence Used to Examine Impact on Other Student Outcomes	Suggestions for Evidence Collection (Portfolio of Work)
<b>Job-embedded Activities</b> <b>Strategy #1: Curriculum Development, Implementation and Adaptation</b> <ul style="list-style-type: none"> <li>Curriculum documents, lesson plans, log of activities and time</li> </ul>	<ul style="list-style-type: none"> <li>Written reflection</li> <li>Oral reflection/explanation with a supervisor, colleagues, PLCs, mentor</li> <li>Application of new methods and/or materials exhibited through unit plans, instructional materials, video of lessons, formal observation by supervisor, mentor, colleagues, PLCs</li> <li>Samples of students' work</li> <li>Projects, papers, etc. from courses</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Results of standardized assessments</li> <li>Results of classroom assessments</li> <li>Examples of students' projects, papers, daily work</li> <li>Student portfolios</li> <li>Video of students' presentations or activities</li> <li>Skill inventories or checklists</li> <li>Anecdotal notes</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Discipline data</li> <li>Attendance data</li> <li>Health records/visits to the nurse</li> <li>Behavior records</li> <li>Extra-curricular participation</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>It's not just about what you did; it's about what you learned.</li> <li>It's about working to "improve" rather than trying to "prove"</li> <li>Less is more – make a concise collection of carefully selected evidence</li> <li>Pick illustrative examples rather than including everything</li> <li>Avoid creating a "scrapbook" (a collection of personally meaningful mementos)</li> <li>Avoid creating a "steamer trunk" (container stuffed with materials)</li> <li>Use technology –to record students' projects, students' working</li> </ul>
<b>Strategy #2: Professional Learning Communities</b> <ul style="list-style-type: none"> <li>Meeting dates, attendance list, discussion notes, book titles, copies of student work</li> </ul>				
<b>Strategy #3: Action Research</b> <ul style="list-style-type: none"> <li>Research plan, data collection, analysis and interpretation of results</li> </ul>				
<b>Traditional Strategies</b>				
<b>Strategy #4: Collegiate or Graduate Course Work</b> <ul style="list-style-type: none"> <li>Syllabus, papers, projects, transcript</li> </ul>				
<b>Strategy #5: Workshops/Institutes/Seminars/Conferences</b> <ul style="list-style-type: none"> <li>Handouts and other materials, certificate of attendance</li> </ul>				

### **Appeal Process**

In the event that there is a disagreement between an individual submitting evidence for renewal of certification and the approving authority, the individual will be asked to submit a statement in writing explaining the disagreement to the superintendent. However, it is expected that attempts be made to resolve disputes through conferences with the supervisor, principal (if not the supervisor) and the Professional Development Committee prior to the appeal to the superintendent.

### **Appendix**

Three Year Individual Professional Learning Plan (see following pages)



## Rochester School District - SAU 54 - Three Year Individual Professional Learning Plan

<b>Name:</b>	<b>School/Assignment:</b>	<b>Endorsement(s):</b>	<b>Certification Expiration:</b>
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<b>SMART Goals</b> (Specific, Measurable, Attainable, Realistic, Time-based)	<b>Aligned District Goal(s)</b> <b>Aligned School Goal(s)</b> <b>Data Used to Develop Goal</b> (select which applies)	<b>Action Plan</b> <i>I plan to reach this goal by...</i>

Select Option for Documenting Professional Learning	
	Certified Educator: The development of a body of evidence.
	Certified Educator: The accumulation of seventy-five (75) continuing education units. Thirty (30) hours in each endorsement area.
	Certified Educator: The combination of fewer than seventy-five (75) continuing education units and the development of a body of evidence.

Select Option for Documenting Professional Learning
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Plan Approval	
Staff Member:	Date:
Supervisor:	Date:
Principal:	Date:
Assistant Superintendent:	Date:

Plan Approval
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**Rochester School District - SAU 54 - Three Year Individual Professional Learning Plan  
Annual Reflection & Revision**

	2012 – 2013	2013 – 2014	2014 - 2015
<p align="center"><b>Reflection</b></p> <p>Complete this section prior to your yearly conference with your supervisor.</p>	<i>What changes occurred in student learning and/or in my professional practice as a result of my professional learning? What evidence is available to support this?</i>		
<p align="center"><b>Plan Revisions</b></p> <p>Complete this section after your yearly conference with your supervisor.</p>	<i>Based on professional development recommendations from this year's evaluation, next year I will...</i>		
<p><b>Staff Member:</b></p> <p><b>Date:</b></p>			
<p><b>Evaluator:</b></p> <p><b>Date:</b></p>			