

SAU #9  
Professional Development  
Master Plan

June 2021-June 2026  
Approved by the  
NH Department of Education

*“Unless you try to do something beyond what you have already mastered, you will never grow.”*

*~Ronald Osborn*

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## Statement of Purpose

SAU #9 characterizes professional learning as an opportunity “where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together” (Admiraal et al., 2019). Professional development serves as a dynamic approach in working towards SAU #9’s vision of realizing the full potential of each and every student. SAU #9 is committed to personalizing professional development opportunities, focused around instruction, assessment and learning environments in an effort to continue the transformation to a competency-based system of education and achieve Portrait of a Learner.

As outlined by the Learning Policy Institute, quality professional development:

- **Incorporates active learning** in which teachers develop and utilize teaching strategies that are directly related to what they will use with their students.
- **Supports collaboration** where teachers can share ideas and build a positive culture of instruction and learning.
- **Uses models of effective practice** to provide teachers with a clear vision of what necessitates favorable teaching strategies.
- **Provides coaching and expert support** as a means to share expertise, offer feedback, and encourage reflection on teaching practices.
- **Is of sustained duration** where time is allowed for learning, practicing, applying, and reflecting on new teaching methods.

Implementation of these strategies will provide “structured learning that results in changes in teacher practices and improvements in student learning” (Darling-Hammond et al., 2017).

*Darling-Hammond, L., Hyster, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.*

To improve student learning we apply a continuous learning model at the district, school, and classroom levels. The model involves staff in:

- Collecting and analyzing evidence to assess the strengths and needs of our students
- Identifying focused improvement targets
- Developing action plans for curriculum, instruction and staff development to address improvement targets
- Collecting and analyzing formative and summative evidence of change
- Repeating the cycle annually

## Professional Development Committee

The Professional Development Committee for SAU#9 is made up of representatives from the School Boards, community, teaching staff, and administration. The following is a list of the present members:

Sara Rice.....	Teacher
Laurel Zengilowski.....	Teacher
Sarah Neugebauer.....	Teacher
Michelle Capozzoli.....	School Board Member (Conway)
Darlene Ference .....	School Board Member (Jackson)
Susan Wiley.....	School Board member (Eaton)
Individual District Curriculum Committees.....	Building Principals and Teachers
Danielle Nutting.....	Principal, John Fuller School
Rick Biche.....	Principal, Kennett Middle School
Pamela Stimpson.....	Director of Special Services
Kathryn Wilson.....	Assistant Superintendent of Schools

The role of the Professional Development Committee is to gather feedback from their constituents throughout the year regarding quality and needs related to professional development. Feedback will be gathered through staff surveys, grade level team meetings, and PLCs. In addition, individual curriculum committees will analyze student achievement data to ensure appropriate staff goals are being set and corresponding professional development is encouraged. Feedback will be discussed and necessary revisions to the Professional Development Master Plan (PDMP) will be implemented.

Once this plan has been approved, it will continue to evolve to reflect stakeholder input. It reflects the goals of our Strategic Plan including the implementation of a comprehensive plan to recruit, recognize, and retain innovative and dynamic staff and supporting the growth and achievement of each individual student. They will gather data from district curriculum committees regarding needs. They are continuing to investigate ways to be more efficient, using electronic forms. Feedback from all constituents will be considered, and amendments to the plan will be made based upon data collected. It is the vision of this committee to create a comprehensive, differentiated system of professional development that will enable teachers to help realize the potential of each and every student.

## Data Collection, Interpretation and Use

SAU#9 schools recognize that our commitment to realizing the full potential of each and

every student means we must collect and analyze data. Effectively analyzing data allows us to understand:

- The strengths and opportunities for growth in our curricula and programs
- The needs of our students, teachers, schools, and community
- How well current programs and structures meet those needs
- The ways in which our schools and community are changing
- The root causes of identified problems
- The types of educational programs and expertise that are making a difference in student achievement

Effectively analyzing data will allow us to set appropriate and challenging goals, and provide professional development in identified areas of need to have a positive impact on our students. Clearly defining student achievement will be a key component in allowing it to be objectively measured. Across SAU#9, we collect and use multiple measures to identify improvement targets at the individual, school, and district levels. These local, state, and national instruments include, but are not limited to the following measures. Note that SAU#9 is committed to applying appropriate and legal guidelines for maintaining privacy of information.

<b>Data Sources</b>	<b>Collection</b>	<b>Analysis</b>	<b>Responsibility and Decision Making</b>
Student health data	K-12; annually	School nurses, Building administration	Required data (i.e. immunization records) is reported to the state; Screening data is reported to parents as needed; Daily data is collected and used by teams of teachers and administrators to program for students as necessary.
Student demographic data	K-12; annually	Grants Coordinator, Building & District administration	Data is reported to the state and used to apply for grants.
Student free and reduced lunch data	K-12; annually on an on-going basis	Assistant Superintendent, Grants Coordinator, Building & District administration	Data is reported to the state and used to apply for grants.

Student attendance and tardiness data	K-12; annually; monthly	School counselors and nurses; Building and District administration	Data is used to identify at risk students and build programming to meet their needs; Data is communicated to students, families and school boards as requested.
Enrollment	K-12; annually	Building and District administrators; School Boards	Staffing and budgeting
Student Discipline Data	K-12; annually	Building and District administrators; School leadership teams	Data is reviewed to identify student needs and recommend programming changes.
Postgraduate Placement	Grade 12	High School and District administration; School counselors	Data is reviewed to identify potential student needs and recommend programming changes.
Educational attainment of educators	Annually for teachers	District administration	Data is used to inform strategic planning and collective bargaining agreements
IEP data	K-12; annually; ongoing	Special educators, Related service providers, Building principals, Director of Special Services	Identify staffing needs, curriculum and instructional needs
504 data	K-12; ongoing	School counselors, Related service providers, Director of Special Services	Identify staffing needs; Identify curriculum and instruction needs
Report Cards	K-12; three times per year K-8; four times per year 9- 12	Teachers, Building administration	Results are reported to parents and school boards as requested; Data is used to monitor individual student progress, identify curriculum needs and identify instructional needs.

Fountas and Pinnell Benchmark Assessments	K-6; three times per year	Classroom teachers, Title 1 teachers, Reading specialists, Special educators, Building principals, Literacy committee	Results are shared with students and parents and are used to monitor individual student progress. School and district wide results are reviewed to identify curricular, instructional, and professional development needs.
Word Study	K-6	Classroom teachers, Special educators, Building principals, Literacy committee	Results are shared with students and parents. They are used to monitor individual student progress. School and district wide results are reviewed to identify curricular, instructional, and professional development needs.
Common Performance Assessments	K-6; 7-12	Classroom teachers and Unified arts teachers; Grade level teams; Department PLCs	Results are shared with students and parents. They are used to monitor student progress and identify students in need of interventions. School-wide and district wide results are reviewed to identify curricular, instructional, and professional development needs.

NWEA	K-8	Classroom teachers; Building leadership teams; Literacy and math curriculum teams	Results are shared with students and parents. They are used to monitor individual student progress and identify students in need of interventions. School and district wide results are reviewed to identify curricular, instructional, and professional development needs.
OGAP	K-6 District Wide; ongoing	Classroom teachers, PLC Teams	Data is used to identify the strategies that students that students are familiar with and overall understanding of a topic. Used as both formative and summative to determine next steps and interventions.
Running Records	K-6	Classroom teachers, PLC Teams	Data is used to identify the strategies that students are familiar with and overall understanding of specific topics. Used to inform interventions and to differentiate instruction within the classroom.
Online Math Diagnostic Assessments (i.e. IXL, iReady)	K-6	Classroom teachers, PLC Teams	Used as a diagnostic to determine leveled libraries for independent practice skill areas.



Writing Prompts	K-8; three times per year	Classroom teachers; Literacy curriculum team	Results are shared with students and parents. They are used to monitor individual student progress and identify students in need of interventions. School and district wide results are reviewed to identify curricular, instructional, and professional development needs.
NH SAS - Science	Grades 5, 8, and 11 annually	Building teams; District administration; Curriculum teams	Data is reported to parents. Curriculum changes are implemented as needed.
NH SAS/PACE Literacy and Mathematics	Grades 3-8 annually	Building teams; District administration; Curriculum teams	Data is used to evaluate individual student progress and will be used to identify strengths/opportunities for growth in curriculum once multiple years of data are available.
SAT	Grade 11 annually	Administrative Team; Leadership Team	Results will be shared with students and parents. They will be used to monitor individual student progress and identify students in need of interventions. School-wide results are reviewed to identify curricular, instructional, and professional development needs.
AP Exams	10-12 annually	Administrative Team; Leadership Team	Results are reported to students and parents. Departments review data to identify professional

			development and curriculum needs.
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State Technical Assessments and Certification exams	9-12	CT administration, program teachers, advisory committees	Results are shared with advisory committees and parents. They are used for curriculum planning and grant writing.
Formative classroom assessments	K-12; ongoing	PLC teams and Classroom teachers	Results are shared with students and parents. They are used to monitor individual student progress and identify students in need of interventions. School and district wide results are reviewed to identify curricular, instructional, and professional development needs.
Summative classroom assessments	K-12; ongoing	District-wide grade level teams	Results are shared with students and parents. They are used to monitor individual student progress and identify students in need of interventions. School and district wide results are reviewed to identify curricular, instructional, and professional development needs.

YRBS	9-12; every other year	Building and District administrators; School counselors/nurses/health educators/family supports	Results are used to identify patterns of behavior and student programming needs.
AWATO	Grades 9-12	School counselors, High School Principal	Results are shared with students to help identify potential career pathways based upon student interests and goals

NH Gallup Poll	Grades 9-12	District Administration	Data is used to track student hopefulness about their futures and inform decisions around curriculum and instruction
YouScience (SCOIR)	Grades 9-12	KHS Administration, School Counselors	Data is used to share with students potential future educational and career opportunities through identifying goals based on interests, aptitude, knowledge and skills
Earned Industry Credits	Grades 9-12	District Administration, Career Tech Director, KHS Administration	Data is used to track indicators of college/career readiness and make programming decisions
Completed ELOs	Grades 9-12	District and High School Administration	Data is used to track student access to learning outside of school hours/building
Completed Running Start Courses	Grades 10-12	District and High School Administration	Data is used to inform course planning

The processes for effectively analyzing data from multiple sources to identify improvement targets, track progress towards goals and compile meaningful evidence of achievement is complex.

Each school analyzes local data to monitor the progress of individual students and make instructional recommendations. Data is used at the student level to plan instructional goals and next steps in learning. Building leadership teams identify school-wide needs and make recommendations for school goals. They facilitate discussions and building-based professional development. Building administrators use district-wide, school wide, and classroom level data to engage in conversations with teachers and establish annual goals. At the District level, curriculum teams are established or in process of being established for all content areas. One responsibility of each team is to collect data regarding students achievement to make instructional recommendations around curriculum and professional development needs.

Staff professional development efforts will include further training on the use of technology to better enable educators to monitor and evaluate student achievement. SAU #9 schools are currently searching for a learning management system that is aligned to our vision and will allow us to track both student growth and achievement over time effectively.

Our teacher evaluation practices are tools that allow us to monitor educator growth. There is a reflective component, where teachers collect evidence as to their progress towards established goals. Meeting with building administrators, teachers share their reflections and evidence. Administrators meet weekly as a team, with a clear focus on teaching for learning. They conduct focused walk through observations in all school buildings, providing feedback to teachers, and then debriefing as a team to identify patterns of strength and opportunities for growth. That data is used to help determine future professional development areas of focus.

The SAU #9 Professional Development Committee will take the lead in evaluating the effectiveness of the PD Master Plan. They will develop protocols for collecting data as to the impact of the plan and professional development across the district. The committee will meet a minimum of two times per year to review the data collected and make any needed amendments to the plan.

Communication of data is another key responsibility. Across SAU #9, data is shared with families using a number of formative and summative measures. Below is a list of tools used across the district. Individual schools may provide additional data to families. Please note that this table is likely to change with anticipated changes in how we deliver education across SAU #9 and how we leverage the benefits of online systems of reporting that allow for real-time access to data.

<b>Grade(s)</b>	<b>Measures shared</b>	<b>Frequency</b>
K-8	Report cards/Progress Reports	Three or four times per year
9-12	Report cards	Two times per year

9-12	Progress reports	Two times per year
K-6	Parent conferences	Twice per year
K-12 (identified students)	IEP review	Annually
K-12 (identified students)	504 review	Annually (recommended)
K-12 (identified students)	IHCP	Annually (recommended)
K-12 (identified students)	WIDA	Annually
3-8	NHSAS/PACE	Annually
11	SAT	Annually
K-8	NWEA	Annually
5, 8, and 11	NHSAS - Science	Annually

Data regarding achievement on statewide assessments is available on the NH Department of Education website. Each year, data is also compiled for the SAU#9 Report Card, which is printed and distributed to community members, families, staff and board members.

**Process and Requirements for Developing, Implementing and Documenting Completion of 3-Year Individual Professional Development Plans**

All teachers are required to engage in self-assessment annually, which is one of the factors in determining goals. Teachers meet with building principals by October 15 of each year to establish goals for the year. Goals may be for one or multiple years. They may be individual or written for a team. During the course of the year, all teachers collect evidence of their work towards achieving their goals, and the impact those goals have had on students. The Charlotte Danielson model is used as the basis for teacher evaluation. Teachers within their first five years of employment will be evaluated annually. Non-probationary teachers rated at proficient or higher may be officially evaluated every other year at the discretion of the building administrator.

For recertification, a minimum of seventy-five (75) continuing education units (CEUs) of professional development are required during the three years preceding the date of application for recertification. Professional development more than three years old at the date of application for

recertification will not be accepted. Educators must provide evidence of 30 hours of CEUs in each area of endorsement and 45 hours of CEUs that align with the Professional Education Requirements (Ed 505.07). Another 30 hours of CEUs are required for each additional endorsement area.

#### ED 505.07 Professional Education Requirements.

- 1) In the area of the learner and learning:
  - a) Learner development, as demonstrated by:
    - i) An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
    - ii) The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
  - b) Learning differences, as demonstrated by:
    - i) An understanding of individual differences and diverse cultures and communities;
    - ii) Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
    - iii) The ability to employ universal design principles and assistive technology; and
  - c) Learning environment, as demonstrated by:
    - i) Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
    - ii) Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;
- 2) In the area of content:
  - a) Content knowledge, as demonstrated by:
    - i) An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
    - ii) An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
  - b) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;
- 3) In the area of learning facilitation practice:
  - a) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:
    - i) Engage learners in their own growth;
    - ii) Document learner progress;
    - iii) Provide learner feedback; and
    - iv) Inform the educator's ongoing planning and instructional practices;
  - b) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and
  - c) Learning facilitation strategies, as demonstrated by:
    - i) An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to

- other disciplines; and
    - ii) An ability to build skills in accessing, applying, and communicating information; and
  - 4) In the area of professional responsibility:
    - a) Reflection and continuous growth, as demonstrated by:
      - i) Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and
      - ii) Ability to adapt practice to meet the needs of each learner; and
    - b) Collaboration, as demonstrated by:
      - i) Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

*Retrieved from: <http://education.nh.gov/certification/documents/ed505.07.pdf>*

## **Individual Professional Development Plans Required of All Certified Educators**

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

- 1) The educator completes a self-assessment. The assessment should be based on:
  - a) Professional educator standards and the certification requirements for a given endorsement and assignment. See [www.gencourt.state.nh.us/rules/state\\_agencies/ed.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed.html): Ed 505.07, ED 506, and ED 507.
  - b) Local educator standards such as those used in the district educator evaluation system
  - c) An examination of student outcomes such as, but not limited to, student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
- 2) Educators choose at least one goal aligned to the organizational (school/district) goals.
- 3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:
  - a) Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications in Ed 506 and 507;
  - b) Pedagogy and knowledge of learners and learning as defined in ED 610.02 and Ed 505.07;
  - c) Professional standards as referenced in the local evaluation system; and
  - d) Effective instructional practices related to school and district goals that increase student achievement. The goals are to be developed from the following data sources:
    - i) The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507
    - ii) Analysis of student work
    - iii) Analysis of student achievement data, if available; and
    - iv) A review of school or district master plan needs assessment
- 4) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
- 5) Educators collect evidence to demonstrate professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work. Evidence may include, but is not limited to certificates of attendance, photographs, reflections, student work examples, lesson plans, unit plans and



other artifacts.

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

### **What is Job-Embedded Professional Development?**

Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsch, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010).

JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

The following activities are acceptable for professional development hours including, but not limited to:

1. Observations
2. Study groups and professional learning communities
3. Action research
4. Committee work
5. Educational peer coaching
6. Mentoring
7. Curriculum, instruction, and assessment development
8. Research/independent study
9. Professional reading
10. Collegiate or graduate courses
11. Travel
12. Workshops, webinars, and professional conferences
13. Writing professional articles

### **Documentation of Professional Learning**

Educators are to select and prescribe in their individual education plans one of the following

options for documenting professional learning gained through the completion of job-embedded or formal professional development activities and the contribution of that learning to the fulfillment of their individual professional development goals:

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

For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence that the professional development addresses:

- Increases in educator learning;
- Growth in student learning and academic achievement;
- Development of content areas knowledge and pedagogy;
- The individual, school, or district improvement goal(s); and
- Professional standards such as those in the local evaluation plan

Please review the documentation requirements for the activities listed below.

1. Observations - Submit a log of actual hours spent observing activities relevant to your certification. Observation time must be verified by the staff member(s) observed. The log should include a reflection regarding what was learned and how it impacted practice.
2. Study groups and professional learning communities - Submit a project proposal form that outlines the description of your project, how it relates to your area(s) of endorsement, and the student achievement evidence you will collect. At the end, you must submit evidence of your work and a reflection of your learning as a result of it.
3. Action research - Action research is a form of disciplined inquiry that involves educators in a process of selecting a focus, collecting data, analyzing and interpreting the data and taking action. (e.g. Demonstrate new skills in a classroom working directly with students. Identify a topic, establish research procedures, collect research and analyze it. This involves reflecting on the results of the research and taking action or making conclusions. Submit verification from Principal.)
4. Committee work - Include short-term and long-term commitments to education-related committee work. Submit verification of membership, purpose, outcomes of committee, dates and times involved.
5. Educational peer coaching - Peer coaching entails cooperative activities between educators that result in increased learning for both parties. (For example, educators could implement

instructional practices learned during professional development, observe one another, and then meet to reflect on the experience.)

6. Mentoring - Mentoring includes activities in which an experienced educator works with a beginning educator to enhance the beginner's job-related skills, knowledge and discuss classroom practice. All mentoring to be counted towards recertification must take place as part of the official district mentor program.
7. Curriculum, instruction, and assessment development - Submit a copy of the curriculum, unit(s) of instruction, and/or assessment tools developed. Include an estimate of hours spent in its creation. You may include your curriculum modifications to address the varied educational needs of students. Include essential questions/enduring understandings, CCSS addressed, assessments, materials, and sample activities. Curriculum work should be completed using the *Understanding by Design* model.
8. Research/Independent Study - Submit topic(s) outline, a written plan of focus and objectives, bibliography, an explanation of how the information will be used in a classroom or curriculum and evidence of learning. Estimate the continuing education units spent in research.
9. Professional reading - Submit a bibliography with a reflection outlining the knowledge gained from this reading and how this knowledge will be useful to you in your area of certification. An estimate of CEUs must be provided. Video courses or self-teaching activities would be considered under this area. (*Note - no more than 10 CEUs of credit for professional reading will be approved each year.*)
10. Collegiate or graduate courses - Submit transcripts or grade reports as well as course descriptions. If a course is taken for credit, each awarded semester hour of credit equals 15 CEUs. If you are auditing a course, you will need written verification from the instructor on college letterhead as to your participation, the topic(s) and CEUs. Coursework must be related to your area of endorsement and/or position. To be eligible for reimbursement, you must receive pre-approval for taking the course.
11. Travel - Submit a description of the trip and several classroom activities resulting from your travel experience demonstrating how the activity would be used in the classroom.
12. Workshops, webinars, and professional conferences - Submit dates, explanation of topics and verification of participation on a certificate or letterhead from the sponsoring organization.
13. Writing professional articles - Submit a copy of the published article or draft submitted for publication and an estimate of clock hours spent on the work.

***Note: It is strongly suggested that educators receive approval from building principals/program directors prior to engaging in professional learning activities. Activities for which pre-approval is not obtained may not be counted towards required hours for recertification.***

### **How to Set Goals**

Educators should use the evaluation process to inform the goal setting process. Their May evaluation materials should give educators a direction in which to go with their goals.

Guidelines:

1. Goals should be aligned with district and school goals and initiatives, supporting those activities. (District goals can be located at <http://www.sau9.org/cms/one.aspx?pageId=432392>)
2. Goals should be written as SMART goals. A SMART goal is *Specific, Measurable, Agreed Upon, Realistic, and Time-bound*. For instructions on how to write a SMART goal, please see the SMART Goal Template in the forms section.
3. Goals may be revised during the recertification cycle. Any revision must be approved by the building principal/program director.
4. Educators must collect evidence to document various professional learning activities as noted in the sections above. Evidence may include, but is not limited to, artifacts such as logs, certificates of attendance, portfolios, student work, sample lessons, and curriculum documents.) All activities are required to have pre-approval. Without pre-approval, the hours may not be approved by the administrator to count towards recertification.
5. At least two different strategies from those listed above should be employed within the three-year cycle.
6. Prior to September 15 for educators new to the district, and October 15 for those returning, educators should set their goals with their evaluators. At least two goals should be written, one specific to his/her content area and one relating to school and/or district initiatives. Hours may not be applied to that cycle if the goals have not yet been set. Educators who come to the district in the midst of a recertification cycle shall provide evidence of their status in terms of CEUs and revise goals to align with their new assignment.
7. By April 15, hours from professional development activities from the previous twelve months will be submitted to the evaluator.
8. Evaluators will submit a list of educators who are eligible to renew certification that year by April 15.

## Appeals

An appeal procedure is available in cases where the individual educator wishes to appeal:

- Either the principal's or designated evaluator's decision on the three year IPDP;
- Decisions related to the awarding of credit hours; or
- Decisions regarding differences between professional, district, and/or school goals

The appeal process is as follows:

- Educator puts the concern in writing and schedules a meeting with the Principal or designated evaluator to discuss the concern. This is followed by the Principal or designated evaluator's review and decision with rationale in writing.
- If the educator is not satisfied with the decision, he or she may forward documentation to the Assistant Superintendent of Schools. The Assistant Superintendent of Schools makes a decision and responds in writing to the educator including rationale for the decision.
- If the educator is still not satisfied with the decision, he or she may request that the

Superintendent of Schools review the decisions. A response will be given in writing including rationale for the decision. This decision will be binding.

Decisions at each level of the process will be returned in a timely manner. At any stage of the process, an educator is encouraged to meet with administrators in person to provide clarification.

### **Certified Paraeducators**

Certified paraeducators seeking recertification must complete a minimum of 50 continuing education units within the 3-year cycle. They should meet with building principals/program directors at the beginning of each 3-year cycle to establish goals, and then annually to review progress towards them. Goals should be based upon his or her current assignment, as well as school/district initiatives. Certified paraeducators may engage in any of the strategies listed in this document to obtain CEUs. It is strongly recommended that all activities for professional development are pre-approved. Activities that are not pre-approved may not be counted towards recertification hours.

### **Forms**

The following pages contain various forms educators may find helpful in fulfilling professional development requirements.

- S.M.A.R.T Goals Template
- Individual Professional Development Plan Cover Page
- Individual Three Year Professional Development Plan
- Certification Renewal Form for Paraeducators I and II
- Conference/workshop Request Form
- Pre-approval for Course Credit Reimbursement Form
- Course Credit Reimbursement Form
- Absence Report Form
- Professional Development Project Proposal Form

### **Specific, Measurable, Achievable, Realistic, Time-bound (SMART)Goals Template**

Crafting SMART goals is a process to help you create clear, objective, measurable goals. It will allow you to identify if what you want to achieve is realistic and determine a deadline. When writing SMART goals use concise language, but include relevant information. For example, a common goal of many people is to “*lose weight.*” But what does that really mean? Do you want to lose 5 pounds or 20 pounds? By when? Rewritten as a SMART goal it might say, “I will lose at least 15 pounds by June 1 by exercising 30 minutes a day and drinking at least 96 ounces of water per day.”

SMART goals are designed to help you succeed, so be positive when answering the questions.

**Initial Goal** (*Write the goal you have in mind.*)

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**1. Specific** (*What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?*)

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**2. Measurable** (*How can you measure progress and know if you've successfully met your goal?*):

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**3. Agreed-Upon Achievable** (*Why am I setting this goal now? Is it aligned with overall objectives?*):

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**4. Realistic** (*Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?*):

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**5. Time-bound** (*What's the deadline and is it realistic?*):

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**S.MART Goal** (*Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed*):

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# SAU # 9 INDIVIDUAL THREE-YEAR PROFESSIONAL DEVELOPMENT PLAN COVER PAGE

For Recertification cycle July 1 \_\_\_\_ to June 30, \_\_\_\_

Last Name: \_\_\_\_\_ First Name \_\_\_\_\_

Certification Area(s) \_\_\_\_\_ Certification Code(s) \_\_\_\_\_ Summary of

### Certified Hours

		Goal 1	Goal 2	Supervisor Signature & Date	PD rep signature & Date (if applicable)
Year 1	April 15th				
Year 2	April 15th				
	Year 1 & 2 Total				
Year 3	April 15th				
Grand Total # of Hours					

**Total Required= 30 Hrs. 45 Hrs.**

- Educators should fill in shaded regions only and attach all documentation necessary for supervisor's approval.
- Supervisors should turn in only this cover page to the staff development building representative.



**Additional Endorsement:**

**Certification Area:** \_\_\_\_\_ **Certification Code:** \_\_\_\_\_

		<b>Goal #</b>	<b>Supervisor Signature &amp; Date</b>	<b>PD rep signature &amp; Date (if applicable)</b>
<i>Year 1</i>	<i>April 15th</i>			
<i>Year 2</i>	<i>April 15th</i>			
	<i>Year 1 &amp; 2 Total</i>			
<i>Year 3</i>	<i>April 15th</i>			
<b>Grand Total # of Hours</b>				

**Additional Endorsement:**

**Certification Area:** \_\_\_\_\_ **Certification Code:** \_\_\_\_\_

		<b>Goal #</b>	<b>Supervisor Signature &amp; Date</b>	<b>PD rep signature &amp; Date (if applicable)</b>
<i>Year 1</i>	<i>April 15th</i>			
<i>Year 2</i>	<i>April 15th</i>			
	<i>Year 1 &amp; 2 Total</i>			
<i>Year 3</i>	<i>April 15th</i>			
<b>Grand Total # of Hours</b>				

**Additional Endorsement:**

**Certification Area:** \_\_\_\_\_ **Certification Code:** \_\_\_\_\_

		<b>Goal #</b>	<b>Supervisor Signature &amp; Date</b>	<b>PD rep signature &amp; Date (if applicable)</b>
<b>Year 1</b>	<b>April 15th</b>			
<b>Year 2</b>	<b>April 15th</b>			
	<b>Year 1 &amp; 2 Total</b>			
<b>Year 3</b>	<b>April 15th</b>			
<b>Grand Total # of Hours</b>				

**IMPORTANT NOTE:** The educator is responsible for maintaining a complete file of all documentation during the multi-year recertification process, and for up to one year after recertification.

## SAU # 9 INDIVIDUAL THREE-YEAR PROFESSIONAL DEVELOPMENT PLAN YEAR 1

**GOAL 1: KNOWLEDGE OF SUBJECT FIELD/FIELD OF SPECIALIZATION:** Complete one page for each certification area. (Educator completes.)

**Requirement:** 30 hours over three years for each area of endorsement; ten hours per year per endorsement area are suggested. These hours must be related to your certification area AND also to improving student achievement.

### SOURCES OF EVIDENCE (maximum of 4)

(Educator completes) Be specific about measures and targets.

Strategy and Number	Pre approval Signature & Date*	# of Hours	Date(s) of Activity	Date and Method Shared


\*Without pre-approval your hours may not be approved.

Educator Name \_\_\_\_\_ Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

# SAU #9 INDIVIDUAL THREE YEAR PROFESSIONAL DEVELOPMENT PLAN

## YEAR 1

**GOAL 2: KNOWLEDGE OF LEARNERS/LEARNING:** Complete one page for each certification area. (Educator completes)

*Requirement: 45 hours over three years; 15 hours per year suggested. These hours must be related to school, department, or district student improvement goals and align with the Professional Education Requirements in Ed 505.07.*

**SOURCES OF EVIDENCE** (maximum of 4)  
(Educator completes) Be specific about measures and targets.

Strategy and Number	Pre approval Signature & Date*	# of Hours	Date(s) of Activity	Date and Method Shared

\*Without pre-approval your hours may not be approved.  
 Educator Name \_\_\_\_\_ Supervisor Signature \_\_\_\_\_  
 Date \_\_\_\_\_

## SAU # 9 INDIVIDUAL THREE-YEAR PROFESSIONAL DEVELOPMENT PLAN YEAR 2

**GOAL 1: KNOWLEDGE OF SUBJECT FIELD/FIELD OF SPECIALIZATION:** Complete one page for each certification area. (Educator completes.)  
*Requirement: 30 hours over three years for each area of endorsement; ten hours per year per endorsement area are suggested. These hours must be related to your certification area AND also to improving student achievement.*

**SOURCES OF EVIDENCE** (maximum of 4)

(Educator completes) Be specific about measures and targets.

Strategy and Number	Pre approval Signatu re & Date*	# of Hours	Date(s) of Activity	Date and Method Shared

\*Without pre-approval your hours may not be approved.

Educator Name \_\_\_\_\_ Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## SAU #9 INDIVIDUAL THREE YEAR PROFESSIONAL DEVELOPMENT PLAN

### YEAR 2

**GOAL 2: KNOWLEDGE OF LEARNERS/LEARNING:** Complete one page for each certification area. (Educator completes)

***Requirement:** 45 hours over three years; 15 hours per year suggested. These hours must be related to school, department, or district student improvement goals and align with the Professional Education Requirements in Ed 505.07.*

**SOURCES OF EVIDENCE** (maximum of 4)

(Educator completes) Be specific about measures and targets.

Strategy and Number	Pre approval Signature & Date*	# of Hours	Date(s) of Activity	Date and Method Shared

\*Without pre-approval your hours may not be approved.

Educator Name \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

# SAU # 9 INDIVIDUAL THREE-YEAR PROFESSIONAL DEVELOPMENT PLAN

## YEAR 3

**GOAL 1: KNOWLEDGE OF SUBJECT FIELD/FIELD OF SPECIALIZATION:** Complete one page for each certification area. (Educator completes.)

**Requirement:** 30 hours over three years for each area of endorsement; ten hours per year per endorsement area are suggested. These hours must be related to your certification area AND also to improving student

achievement.

**SOURCES OF EVIDENCE** (maximum of 4)

(Educator completes) Be specific about measures and targets.

Strategy and Number	Pre approval Signature & Date*	# of Hours	Date(s) of Activity	Date and Method Shared

\*Without pre-approval your hours may not be approved.

Educator Name \_\_\_\_\_ Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**SAU #9 INDIVIDUAL THREE YEAR PROFESSIONAL DEVELOPMENT PLAN**

**YEAR 3**

**GOAL 2: KNOWLEDGE OF LEARNERS/LEARNING:** Complete one page for each certification area. (Educator completes)

**Requirement:** 45 hours over three years; 15 hours per year suggested. These hours must be related to school, department, or district student improvement goals and align with the Professional Education Requirements in Ed 505.07.

**SOURCES OF EVIDENCE** (maximum of 4)

(Educator completes) Be specific about measures and targets.

Strategy and Number	Pre approval Signatu re & Date*	# of Hours	Date(s) of Activity	Date and Method Shared



\*Without pre-approval your hours may not be approved.

Educator Name \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

**CERTIFICATION RENEWAL FORM FOR  
PARAEDUCATORS I AND II**

**NH DOE Educator # or SS#** \_\_\_\_\_

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **MI** \_\_\_\_\_

***Please fill in the area below, listing the activities completed to meet the requirement of completing 50 continuing education units of professional development activities. If you need more space, attach extra paper.***

<b><i>Date(s)</i></b>	<b><i>Hours(s)</i></b>	<b><i>Activity Title</i></b>	<b><i>Name of Organization</i></b>

Administrator Approval: \_\_\_\_\_ Date \_\_\_\_\_

#21 - Revised 10/07

**CONFERENCE/WORKSHOP REQUEST**  
(INTENT FORM MUST ACCOMPANY THIS REQUEST-SEE REVERSE SIDE OF THIS FORM)

**SUBMIT THIS FORM IN DUPLICATE**

**\*NOTE - This form is for APPROVAL ONLY:**

SCHOOL DISTRICT OF: \_\_\_\_\_  
DATE: \_\_\_\_\_

**YOU MUST SUBMIT A SEPARATE REIMBURSEMENT FORM WITH RECEIPTS AFTER ATTENDANCE**

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ POSITION/SUBJ. AREA/GRADE \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_  
STREET/P.O. BOX TOWN ST ZIP CODE

Name of Conference/Workshop: \_\_\_\_\_

Describe it: \_\_\_\_\_

**When** does this take place? From: \_\_\_\_\_ to \_\_\_\_\_  
Month/Day/Year Month/Day/Year

**Time** of Workshop/Conference: \_\_\_\_\_

**Where** does this take place? \_\_\_\_\_

Are you an official delegate or speaker? \_\_\_\_\_ If not, what will be your role? \_\_\_\_\_

What goal does this address in your Staff Development Plan or area of teaching? \_\_\_\_\_

The funding requested is from: \_\_\_\_\_ Title 1 \_\_\_\_\_ Title 11 \_\_\_\_\_ IDEIA \_\_\_\_\_ District  
\_\_\_\_\_ Other (please specify) \_\_\_\_\_

Conference/Workshop (Registration Fee) COST: \_\_\_\_\_

Approx. Mileage \_\_\_\_\_ (Actual Mileage must be taken at time of conference) COST: \_\_\_\_\_

Meals/Lodging per day: \_\_\_\_\_ No. of days: \_\_\_\_\_ COST: \_\_\_\_\_

Maximum requested COST: \_\_\_\_\_

**NOTE: NO REIMBURSEMENT WILL BE ISSUED UNLESS:**  
(1) Copies of paid vendor's itemized receipts for meals/hotel/misc. are attached to the white "Request for Reimbursement" form (#22).  
(2) This form (#21) is signed by the Superintendent or Assistant Superintendent PRIOR TO the conference or workshop.

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_ Principal's Recommended Amount: \_\_\_\_\_  
Reason(s): \_\_\_\_\_

Dept. Head Initials, if Applicable. \_\_\_\_\_ Date \_\_\_\_\_  
Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

APPROVED BY: \_\_\_\_\_  
Superintendent/Assistant Superintendent Date

## ***School Administrative Unit #9***

### **Intent Form**

**This form must be attached to CONFERENCE/WORKSHOP REQUEST (#21) or REQUEST FOR APPROVAL OF COURSE CREDIT REIMBURSEMENT (#23) forms to receive approval.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Workshop Title: \_\_\_\_\_ Date(s): \_\_\_\_\_

Conference Title: \_\_\_\_\_ Date(s): \_\_\_\_\_

Credit Course Title: \_\_\_\_\_ Date(s): \_\_\_\_\_

Explain briefly how this conference/workshop/credit course will impact the achievement of your students.

Explain how you plan to share information from this professional development activity. Specify the team(s), individual(s), and/or group(s) of interest and time frame you believe will work.

**REQUEST FOR APPROVAL OF COURSE CREDIT REIMBURSEMENT (\*See Note)**

**SUBMIT THIS FORM IN DUPLICATE WITH COMPLETED INTENT FORM ON REVERSE SIDE**  
**\*NOTE - THIS FORM IS FOR APPROVAL ONLY**

(Not to be submitted more than 30 days in advance of the first class)

1) **No reimbursement will be issued** unless this form is signed by the Superintendent / Asst. Superintendent prior to the starting date of the course. 2) Please reference your negotiated contract and /or policies for additional information regarding reimbursement of courses. 3) To obtain reimbursement after completion of course, a grade report is acceptable; please attach to blue Course Reimbursement Form. **HOWEVER PLEASE REMEMBER**, if you are applying for a salary track change, a grade report is not acceptable - you must submit an official, signed/sealed transcript.

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

POSITION: \_\_\_\_\_ SUBJECT AREA TAUGHT: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_

TITLE OF COURSE: \_\_\_\_\_

DATE COURSE BEGINS: \_\_\_\_\_ DATE COURSE ENDS: \_\_\_\_\_  
Month/Day/Year Month/Day/Year

UNIVERSITY/COLLEGE: \_\_\_\_\_ Graduate Level? \_\_\_\_\_ Undergraduate? \_\_\_\_\_

IS THIS COURSE FOR INITIAL CERTIFICATION? \_\_\_\_\_

**THIS BOX MUST BE COMPLETED**

NOTE: The maximum reimbursement is determined by contract.

# Credits _____	Cost per credit \$ _____ =	\$ _____
	Registration =	\$ _____
	Text/Materials =	\$ _____
	Total Expense =	\$ _____

COURSE DESCRIPTION: \_\_\_\_\_

\*\*\*\*\*

**VERIFICATION OF REGISTRATION/COST REQUIRED WITHIN 14 DAYS**

**Explanation:** Briefly explain (on the back of this form). 1) How this course will be useful to you in your present teaching assignment, and satisfy needs addressed in your Staff Development Plan or your evaluations. 2) How you will share the information with colleagues.

How many credits have been approved for you this fiscal year? \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

Department Head Recommendation: \_\_\_\_\_  
Principal's Recommendation: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's /Asst. Superintendent's Approval \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

**FOR OFFICE USE ONLY**  
Fiscal Year \_\_\_\_\_ Number of Credits Approved Previously \_\_\_\_\_  
Content Action Taken: Approved \_\_\_\_\_ Disapproved \_\_\_\_\_  
\*\*Tentative Reimburse Rate \$ \_\_\_\_\_  
Date of Notification \_\_\_\_\_

\*\*Subject to maximum number of credits or limited by total budgeted amount per negotiated contracts.

**REMEMBER: RE-SUBMIT THIS FORM WITH PROOF OF REGISTRATION & COST BY WEEK 2 OF COURSE.**

*School Administrative Unit #9*

**Intent Form**

**This form must be attached to CONFERENCE/WORKSHOP REQUEST (#21) or REQUEST FOR APPROVAL OF COURSE CREDIT REIMBURSEMENT (#23) forms to receive approval.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Workshop Title: \_\_\_\_\_ Date(s): \_\_\_\_\_

Conference Title: \_\_\_\_\_ Date(s): \_\_\_\_\_

Credit Course Title: \_\_\_\_\_ Date(s): \_\_\_\_\_

Explain briefly how this conference/workshop/credit course will impact the achievement of your students.

Explain how you plan to share information from this professional development activity. Specify the team(s), individual(s), and/or group(s) of interest and time frame you believe will work.

**COURSE CREDIT REIMBURSEMENT FORM**

TO OBTAIN REIMBURSEMENT FOR CREDITS AFTER COMPLETION OF YOUR COURSE, A GRADE REPORT IS ACCEPTABLE.

- 1) Complete this form
- 2) Attach official grade report
- 3) Attach proof of cost unless previously submitted

**Note:**

Please remember if you are applying for a salary track change a grade report is not acceptable. We must receive an official signed/sealed transcript for a salary track change.

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

TITLE OF COURSE: \_\_\_\_\_ COURSE #: \_\_\_\_\_

UNIVERSITY/COLLEGE: \_\_\_\_\_

DATE COURSE WAS TAKEN: \_\_\_\_\_ TO \_\_\_\_\_  
Mo. / Day/Year Mo. Day/Year

GRADE EARNED: \_\_\_\_\_

I certify that the above is just and true in all respects and that all expenditures were made under prior authority.

PAYEE: \_\_\_\_\_  
(Signed)

DATE: \_\_\_\_\_

## School District of \_\_\_\_\_ Absence Report

Name: \_\_\_\_\_ Social Security #: \_\_\_\_\_ School: \_\_\_\_\_

*This Form Must Be Filled Out By Employee Immediately Upon Resuming Work*

Please *circle* the month and day you were absent from school/work:

July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
1	2	3	4	5	6	7	8	9	10	11	12
17	18	19	20	21	22	23	24	25	26	27	28
29	30	31									

<u>Sick Leave (Health Related)</u>	<u>Personal Business</u>	<u>Other</u>
<input type="checkbox"/> Illness (Self) <input type="checkbox"/> Doctor's Appt. (Self) <input type="checkbox"/> Disab. Portion Child Care Leave <input type="checkbox"/> Hospitalization <input type="checkbox"/> Ill Family Member	<input type="checkbox"/> Family Matters * <input type="checkbox"/> Legal Business <input type="checkbox"/> Religious Holiday * <input type="checkbox"/> Other *	<input type="checkbox"/> School Related (i.e. Conference visitation, Athletic Event) * <input type="checkbox"/> Vacation <input type="checkbox"/> Jury Duty *

\* EXPLANATION: \_\_\_\_\_

Indicate Amount of Time Absent (Indicate Full Day or Total Number of Hours)

<u>Serious Family Illness</u>	<u>Bereavement</u>
_____ (CESP/Bartlett Teachers Only)	_____ Bereavement (Immediate Family)

Date \_\_\_\_\_ Employee Signature \_\_\_\_\_

- **Note:** Refer to Negotiated Contracts/Policies in regard to leave days before/after holidays and school vacation weeks.

\*\*\*\*\*

Signature of \_\_\_\_\_

Principal/Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_ Approved: \_\_\_\_\_ Disapproved: \_\_\_\_\_

Comments: \_\_\_\_\_

\*\*\*\*\*

FOR FINANCE OFFICE USE ONLY

_____ Absence Applied to Serious Family Illness/Bereavement	Totals	_____
_____ Absence Applied To Personal Business		_____
_____ Absence Applied To Vacation		_____
_____ Absence Applied To Sick Leave		_____
_____ Absence Applied To Other ( _____ )		_____

Absence Type \_\_\_\_\_  
Updated Computer \_\_\_\_\_

E:\STAFF\FORMS\FPD-WEB\2012 FORMS\Absence\_Report\_4.doc

### **Project Proposal Form**

Submit this form to your principal or designated evaluator.

Name \_\_\_\_\_ Date submitted \_\_\_\_\_ Staff \_\_\_\_\_

Development Strategy \_\_\_\_\_

Proposed number of hours for each certification area of endorsement

Endorsement area	Certification number	Proposed hours

Description of Project (Include a proposed timeline.)

What student achievement data will you gather to assess the impact of your project?

How will you share your project and learning with others? (You must also submit a written reflection.)

Pre-approval by principal or designated evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

*Note: Pre-approval is not required but highly recommended. Projects completed without pre-approval **MAY** not be approved towards recertification hours.*

Final approval by principal/evaluator: \_\_\_\_\_ Date: \_\_\_\_\_



