



School Administrative Unit #5

Oyster River Cooperative School District

Professional Growth Master Plan

2019-2024

Approved by the New Hampshire Department of Education on TBD

The Oyster River Cooperative School District would like to recognize and thank the members for the 2018-2019 Professional Growth Committee for their time and effort invested in developing this new Professional Growth Plan.

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Oyster River High School

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SAU #5

Assistant Superintendent

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Mast Way Elementary

Principal

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Establishing the Local Professional Development Committee: Purpose, Composition, and Roles

A. Purpose of Professional Growth

The purpose of professional growth in the Oyster River Cooperative School District is in conjunction with our mission – Working Together to Engage Every Learner, and the District Strategic Plan. For this to happen, professional growth is both a collaborative and individual endeavor. Professional growth is not just going to workshops and seminars outside of the school, but also using the resources within the district to develop better practices and strategies. By developing these local resources, we will improve collaboration across the district. We will be able to use and comment on instructional practices and assessments which will lead to improved student learning. It is the purpose of this master plan document to serve as the basic guideline for the operation of the professional growth plan for SAU#5 for the five-year period of July 1, 2019 to June 30, 2024.

The Oyster River Cooperative School District believes:

1. Effective professional learning and growth is fundamental to student learning.
2. All educators have an obligation and commitment to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
5. Improving student learning and professional practices requires ongoing systemic and organizational change.
6. Responsibilities for professional learning rest with both the organization and the individual.
7. Responsibility for record keeping for professional growth rests with the individual educator.

Anyone holding certification is solely responsible for obtaining and maintaining a valid certification by meeting the requirements of the bureau of credentialing.

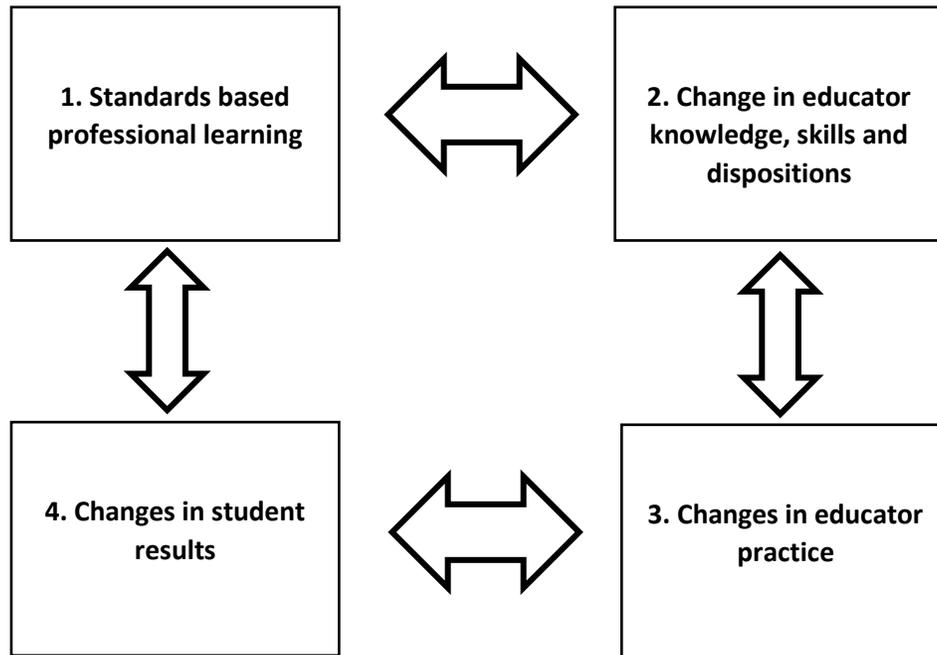
Articulation of Goals

The alignment of individual staff growth goals and district/school goals begins with the multi-year district goals described in the Strategic Plan as well as the building level goals identified by committee members from each school. The goals for each school district are established by community members, staff members, administration, parents, students, business representatives, and elected officials and adopted by the School Board. To support achievement of these goals, resources are identified and accessed through district and grand funds, local personnel, and contracted services.

Over the past few years SAU#5 has developed an RTI (Response to Instruction) model that is being implemented in all its schools. It is “governed” by an RTI Leadership Team at each building. For SAU#5, Response to Instruction is defined as the practice of providing high quality, evidence based, differentiated academic and behavioral instruction, using a flexible tiered system of support.

- A collaborative approach involving data-based decision making is used to improve academic and behavioral outcomes for all students.
- Progress is monitored frequently to make effective and efficient decisions in order to provide appropriate instruction.

The following chart from Learning Forward (2011), Standards for Professional Learning shows the relationship between professional growth and student results.



The following chart from Learning Forward (2017), Using Technology in Professional Learning shows how the professional growth can affect student results

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

B. Professional Growth Committee: Roles and Responsibilities

The primary roles of the Professional Growth Committee are to develop, implement and monitor the five-year master plan for the Oyster River Cooperative School District. The committee meets monthly.

Committee Membership:

- District and Building Administrator
- Teacher from each building in the district
- School Specialist
- Paraprofessional
- School Board Member by request
- Community Member to attend by request
- Guild Representative to attend by request

Roles and Responsibilities:

- Attend District Professional Growth Committee meetings
- Assist with the development, Implementation, and monitoring of the Master Plan
- Develop staff understanding and use of the Master Plan
- Evaluate the effectiveness of the Master Plan and make recommendations for changes
- Collect, evaluate, and interpret data to identify areas of need/strategies/teacher interests and/or larger district needs/goals to plan/provide district sponsored activities
- Hear and make decisions on appeals
- Assist in promoting all in-district professional growth activities

C. Process for Development of the Plan

The Oyster River Professional Growth Committee started looking at developing a new Master Plan for the 2019-2020 school year.

The committee started looking at the template for writing a Master Plan supplied by the New Hampshire Department of Education. Our current document was edited and brought up to date according to new practices and regulations on the template.

The Professional Growth Committee will seek input from the School Board, staff, parents and/or registered voters, district and/or building administrators and paraprofessionals to make amendments to the Master Plan. The amendment(s) will be discussed and voted on at the Professional Growth Committee meetings. If the amendment(s) is/are approved, it will also need approval by the Oyster River School Board and the New Hampshire Department of Education.

Annually, the Professional Growth Committee will evaluate the plan by surveying staff to make sure all information is current and clear and make adjustments based on the feedback.

Data Collection, Interpretation, and Use

A. Description of the Procedure

The student learning needs are paramount in determining staff growth activities. Assessment data is gathered and organized from a variety of sources on an on-going basis. The following types of data are used to analyze strength and weaknesses.

The SAU administration, building administration, and staff collect, and share the results. The data is used to inform improved instructional practices, plan professional learning opportunities, drive the master schedule, and create both intervention and enrichment activities for students.

LOCAL					
Assessments	Grade	Schedule	Analyzers of Data	Decision Making	Reported to
				Use	
Common Program Assessments	K-12	Ongoing	Teachers (individual and Grade Level/Content Teams)	<p>To measure student achievement of core standards in content area</p> <p>To measure the effectiveness of current curricula and alignment</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders
Course Specific Assessments	K-12	Ongoing	Teachers (individual and Grade Level/Content Teams)	<p>To Measure student achievement of particular course content</p> <p>To measure the effectiveness of current curricula and alignment</p> <p>To identify student learning needs</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teacher ▪ Building Leaders
STAR Enterprise	2-9	3 times per year	Teachers (individual and Grade Level/Content Teams); Specialist; Building/District Leaders	<p>To measure student growth and plan interventions when needed</p> <p>To identify student learning needs</p> <p>To determine individual educator goals</p> <p>To measure effectiveness of individual/group professional growth plans</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ District Leaders ▪ School Board ▪ Community
DRA/Benchmark	K-4		Teachers (individual and Grade Level/Content Teams); Specialist; Building/District Leaders	<p>To measure student growth and plan interventions when needed</p> <p>To identify student learning needs</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders

Student Information Systems	K-12	Ongoing; course grades updated quarterly	Teachers (individual and Grade Level/Content Teams); Building/District Leaders	To assemble a comprehensive data picture of each student	<ul style="list-style-type: none"> ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders
Grades	5-12	Ongoing; Divided quarterly	Teachers (Individual)	<p>To measure student growth and plan interventions when needed</p> <p>To identify student learning needs</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders
Progress Reports	K-5	Ongoing; divided quarterly	Teachers (Individual and Grade Level)	<p>To measure student growth and plan interventions when needed</p> <p>To identify student learning needs</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders
Student and Parent Surveys	K-12	End of course/year	Teachers (individual and Grade Level/Content Teams); Building/District Leaders	<p>To inform instruction and create dialogue</p> <p>To gauge student engagement</p> <p>To gauge parent/teacher communication</p> <p>To determine individual educator goals</p> <p>To measure effectiveness of individual/group professional growth plans</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders ▪ School Board ▪ Community
Teacher Curriculum Survey	All staff	Beginning or end of school year	Teachers (individual and Grade Level/Content Teams); Building/District Leaders	<p>To determine individual educator goals</p> <p>To measure effectiveness of individual/group professional growth plans</p>	<ul style="list-style-type: none"> ▪ Teachers ▪ Building Leaders ▪ District Leaders ▪ School Board
STATE					
Smarter Balanced Assessment	2-8, 11	Annually	Teachers (individual and Grade Level/Content Teams);	<p>To identify student learning needs</p> <p>To determine district of school goals</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders

			Building/District Leaders	<p>To evaluate student learning</p> <p>To measure the effectiveness of current curricula and alignment</p> <p>To determine individual educator goals</p> <p>To measure effectiveness of individual/group professional growth plans</p>	<ul style="list-style-type: none"> ▪ District Leaders ▪ School Board ▪ Community
SAT/PSAT	10-11	Annually	Teachers (Individual and Department)	<p>To inform instruction</p> <p>To gauge student engagement</p>	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Building Leaders ▪ District Leaders ▪ School Board ▪ Community

B. Description of the Needs Assessment Process

ORCSD believes in innovative, personalized instruction for our students. To achieve this, staff need to know students, not only in classroom interactions, but also through close examination of multiple diverse and authentic forms of data specific to each student. Data allows staff to monitor progress, set expectations with the student, and provide frequent feedback.

Data allows for staff to examine their curriculum to identify strengths and weaknesses and make necessary adjustments. It also allows growth in the areas that show lack of student gains and to feel proud of the areas that students excel.

Student learning needs are discussed at the individual classroom level through parent contact, parent-teacher conferences, interim assessments, and progress reports/report cards. At the school level, student needs are identified and discussed at grade level meetings and Response to Instruction meetings. Input also comes from surveys and feedback from the community. Learning needs are discussed at the district level through leadership and School Board meetings.

ORCSD staff is guided in making decisions to meet the diverse needs of students by careful consideration of this data, along with our knowledge of the learner, the curriculum, and best instructional strategies.

Key Concepts

1. Quantitative Data: Quantitative data deals with numbers and is the type of data with which we are most familiar.

Sources of quantitative data include, but are not limited to:

- ✓ Standardized test scores
- ✓ Attendance records
- ✓ Discipline reports
- ✓ Teacher-made tests and quizzes
- ✓ Surveys
- ✓ End-of-unit tests
- ✓ Interim Assessment scores

2. Qualitative Data: Qualitative data is based on quality. This is often more subjective since data is usually analyzed by humans that can add their own emotions and beliefs into the final product.

Sources of qualitative data include, but are not limited to:

- ✓ Interviews
- ✓ Anecdotal records
- ✓ Journals
- ✓ Logs
- ✓ Artifacts
- ✓ Teacher evaluations
- ✓ Surveys
- ✓ Observations
- ✓ Self-assessments
- ✓ Conferences

Process and Requirements for Developing, Implementing, and Documenting Completion of 3-Year Individual Professional Growth Plan

Each certified educator is to develop and fulfill a 3-year individual professional growth plan for the purpose of continuous professional growth and recertification. The individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a recommendation for renewal. Professional growth completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle. The ORCSD recognizes that improved student outcomes is a by-product of educators who are passionately engaged in professional growth that inspires, motivates, and provides high impact methods of education a diverse group of learners in a community that values education.

A. Process for Developing an Individual Professional Growth Plan (IPGP)

- 1) The educator completes a self-assessment. The assessment should be based on:
 - A) Professional educator standards and the certification requirements for a given endorsement and assignment. See www.gencourt.state.nh.us/rules/state_agencies/ed.html: Ed 505.07, Ed 506, and Ed 507.
 - B) Local Educator standards such as those used in the district educator evaluation system.
 - C) An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
- 2) Educators choose at least one goal aligned to the organizational (school/district) goals.
- 3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goals.

When developing individual goals, the following criteria should be used to create effective goals:

Effective goals meet the SMART criteria (See **Appendix F** to develop)

- | | |
|----------|--|
| S | Specific, Significant, Stretching |
| M | Measurable, Meaningful, Motivational |
| A | Attainable, Agreed upon, Achievable, Action-oriented |
| R | Realistic, Relevant, Reasonable, Rewarding, Results-oriented |
| T | Time-based, Timely, Tangible |

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:

- a. 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;
 - b. Analysis of student work;
 - c. Analysis of student achievement data, if available; and
 - d. A review of school or district master plan needs assessment.
- 4) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals
 - 5) Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work. Evidence of completion includes reflection of professional growth, sharing information in formal or informal settings, student or professional feedback, changes to content and/or practice, college coursework (essays or projects) ... portfolio or project.
 - 6) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
 - 7) When the plan is completed, the superintendent recommends renewal online to the NH Department of Education through EIS.

B. ORCSD Professional Growth Formal and Job-embedded Activities

There are two ways to classify professional growth activities – formal professional growth activities and job-embedded activities

- 1) Formal professional growth activities are what we traditionally think of as professional growth activities – workshops, seminars, courses, institutes, conferences. They provide opportunities for educators to increase their knowledge of academic content, pedagogy, and best practices to improve student learning. When considering formal professional development, a prerequisite is the connection to the professional's present or anticipated professional responsibility.

The following is taken from an April 2010 Issue Brief, *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well* to provide a definition of job-embedded professional development:

- 2) Job-Embedded professional growth (JEPG) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' 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 or practice as part of a cycle of continuous improvement (Hawley & Valli, 1999). High-quality JEPG also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).

ORCSD PROFESSIONAL GROWTH ACTIVITIES TABLE

All listed activities require pre-approval via the Frontline Education Professional Growth Program

- All activities must be aligned to individual tree year goals (IPGP)
- 1 hour = 1 CEU

Activity	Description	Hours Awarded	Completion/Verification Requirements
Traditional/Formal Activities			
SAU or District Sponsored Workshops or Institutes	Activities that the school, district or SAU sponsor by bringing in a presenter or sending groups to conferences.	Equal Participation Hours	<ul style="list-style-type: none"> • Certificate of attendance/attendance roster and evaluation/reflection completed on Frontline Education Professional Growth Program
College of University Courses <ul style="list-style-type: none"> • Traditional • Online • Hybrid 	College level course aligned with the educator's content area, professional responsibilities, or teaching assignment and offered by an accredited institution of higher learning.	15 hours per credit	<ul style="list-style-type: none"> • Certificate of attendance/attendance roster and evaluation/reflection completed on Frontline Education Professional Growth Program • An official hard copy transcript and/or grade report must be sent to the SAU upon completion. • An overview of learned knowledge to be shared with colleagues/teaching team/staff

Workshops, Seminars, Institutes, Conferences	Activates that are aligned with School/District goals and the educators' teaching assignment and/or area of certification.	Equal Participation Hours	<ul style="list-style-type: none"> • Certificate of attendance/attendance roster and evaluation/reflection completed on Frontline Education Professional Growth Program • An overview of learned knowledge to be shared with colleagues/teaching team/staff
Teaching College Course(s) <ul style="list-style-type: none"> • Traditional • Online • Hybrid 	Teaching a course related to the educator's area of certification or to the professional responsibilities of educators.	<p>Not to exceed 15 hours annually</p> <p>Total hours not to exceed 30 in a three-year cycle</p>	<ul style="list-style-type: none"> • Certificate of attendance/attendance roster and evaluation/reflection completed on Frontline Education Professional Growth Program
Activity	Description	Hours Awarded	Completion/Verification Requirements
Job-Embedded Activities			
Action Research	Examining one's own teaching or professional practice and its impact on students by engaging in a research project involving current student performance and/or school programs.	Not to exceed 30 hours	<ul style="list-style-type: none"> • Request for approval and evaluation/reflection on Frontline Education Professional Growth Program • Documentation of research and conclusion to be maintained by staff member • An overview of learned knowledge to be shared with colleagues/teaching team/staff
Professional Committee Work	Participating on any School/District Committee designed to further the education of the students, staff & community.	Equal Participation Hours	<ul style="list-style-type: none"> • Request for approval and evaluation/reflection on MyLearningplan.com/Oasys • An overview of learned knowledge/group determinations to be shared with colleagues/teaching teams/staff/district
Professional Growth Presentations	Presenting best practices at professional conferences.	Not to exceed 10 hours including preparation time	<ul style="list-style-type: none"> • Request for approval and evaluation/reflection on MyLearningplan.com/Oasys

Supervision			
Supervision of a Student Intern	Direct supervision of an Intern candidate working towards certification from an accredited teacher preparation program.	Not to exceed 15 hours annually	<ul style="list-style-type: none"> Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys
Supervision of a Student Educator (i.e. UNH Ed 500)		Not to exceed 5 hours/semester	
Observation/Visitation <ul style="list-style-type: none"> To other educational institutions To businesses Within our own schools 	Observing other educators' instructional skills in order to enhance current skills. Observations must be relevant to the staff member's current job position, his/her professional goals, and district goals.	Equal Participation Hours not to exceed 20 hours per three-year cycle	<ul style="list-style-type: none"> Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys An overview of learned knowledge to be shared with colleagues/teaching team/staff
Professional Organization Service (i.e. National/State Board Member)	Active participation in a professional organization whose mission is to improve education and student learning.	Not to exceed 10 hours annually	<ul style="list-style-type: none"> Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys Sharing of board determinations with building and SAU supervisors required
Publication Related to the Education Profession	Publication directly related to best practices in the educator's area of certification, professional teaching responsibilities and/or School/District goals.	Not to exceed 10 hours annually	<ul style="list-style-type: none"> Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys An overview of learned knowledge to be shared with colleagues/teaching team/staff/district
Participating in professional study, discussion groups, PLCs, etc.	Participation in collegial, collaborative groups to focus professional study and discussion on a topic related to school/district goals or a particular content area.	Not to exceed 25 hours annually	<ul style="list-style-type: none"> Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys An overview of learned knowledge to be shared with colleagues/teaching team/staff/district
Alternative IV Mentorship	Providing mentoring for Alternative IV candidates.	Not to exceed 30 hours annually	<ul style="list-style-type: none"> Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys

Developing community or business partnerships	Working in a collaborative partnership with community, business, industry, higher education or social service agencies to improve the educator’s knowledge of content, practical application, career opportunities, or community resources to advance student achievement.	Not to exceed 20 hours annually	<ul style="list-style-type: none"> • Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys • Summary of learning outcomes shared with staff, district, etc.
Independent Study <ul style="list-style-type: none"> • Professional Reading • Webinars • Video Courses 	Engaging in study of a specific educational topic related to school/district goals or content area.	Not to exceed 15 hours annually	<ul style="list-style-type: none"> • Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys
Travel Experience	Travel to a location that is directly related to a course of study under the educator’s primary teaching assignment.	Not to exceed 10 hours annually	<ul style="list-style-type: none"> • Request for approval and evaluation/reflection on MyLeaningplan.com/Oasys • Presentation of learned knowledge to be shared with colleagues/teaching team/staff/district showcasing application to possible instructional opportunities for students

Other activities will be considered on an individual basis. Educators must submit a detailed description of the activity and how it relates to improving student performance. Measurable goals must be cited for pre-approval and demonstrated at the completion of the activity to receive hours.

C. Documentation of Professional Learning

Professionals have three (3) options for documenting their professional learning and the fulfillment of their professional growth goals. This is consistent with the professional growth 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 the Frontline Education Professional Growth Program; instructions are available in **Appendices K – N**.

Options for Documenting Professional Learning:

<p>1. Development of Body of Evidence (See following table for possible forms of evidence)</p>	<p>The pieces of evidence to be collected should be those that are natural to the professional growth 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.</p> <ul style="list-style-type: none"> • Evidence of their activities. • Evidence of their own professional learning. • Evidence that provides information regarding the impact of their activities on students’ Learning.
<p>2. Accumulation of Continuing Education Units</p>	<p>Certified Educator – 75 hours (30 hours in endorsement area, 45 hours in general) Additional endorsements – 30 hours in each area Certified Para-Educator – 50 hours Licensed Professionals – 30 hours (speech/language, OT, PT, nurse, school psychologist)</p>
<p>3. Combination of Body of Evidence and Continuing Education Units</p>	<p>The combination of fewer than the required continuing education units and development of a body of evidence.</p>

Possible Forms of Documented 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)
<ul style="list-style-type: none"> • Curriculum documents, lesson plans, log of activities and time • Meeting dates, attendance list, discussion notes, book titles, copies of student work • Research plan, data collection, analysis and 	<ul style="list-style-type: none"> • Written reflection • Oral reflection/explanation with a supervisor, colleagues, PLCs, mentor • Application of new methods and/or materials exhibited through unit plans, instructional materials, video of lessons, formal observation by supervisor, mentor, colleagues, PLCs • Samples of students’ work 	<p>Results of:</p> <ul style="list-style-type: none"> • Standardized assessments • Classroom assessments • Examples of student projects, papers, daily work • Student portfolios • Video of student presentations or activities 	<ul style="list-style-type: none"> • Discipline data • Attendance data • Health Records/visits to the nurse • Behavior Records • Extracurricular Participation • Other 	<ul style="list-style-type: none"> • It’s not just about what you did; it’s about what you learned • It’s about working to “improve” rather than trying to “prove” • Less is more – make a concise collection of carefully selected evidence • Pick illustrative examples rather than including everything

<p>interpretation of result</p> <ul style="list-style-type: none"> • Syllabus, papers, projects, transcripts • Handouts and other materials, certificate of attendance 	<ul style="list-style-type: none"> • Projects, papers, etc. from courses • Other 	<ul style="list-style-type: none"> • Anecdotal notes • Other 	<ul style="list-style-type: none"> • Avoid creating a “scrapbook” (a collection of personally meaningful mementos) • Avoid creating a “steamer trunk” (container stuffed with materials) • Use technology to record students’ projects.
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D. Appeal Process

In the event that there is a disagreement between an individual submitting evidence for renewal of certification or a professional growth activity 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 Growth Committee prior to the appeal of the superintendent.

The order of appeal:

1. Statement in writing within 10 days to the supervisor/principal
2. Letter submitted to the Professional Growth Committee within 10 days if unsolved by the supervisor/principal
3. Statement in writing within 15 days, explaining the disagreement to the superintendent.

E. Certified Paraeducators

Ed 512.06 Certified Paraeducators II

- 1) Requirements for Paraeducators certified under Ed 504.05 shall be as follows:
 - a. To maintain certification, paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units within a 3-year period shall be required in areas determined by the local professional growth master plan required by this part.
 - b. All professional learning is documented by the certified paraeducators through the use of Frontline Education Professional Growth Program.

- c. Paraeducators who are employed and hold certification will select continuing education units applicable to their assignments by attending in-services, workshops, institutes, seminars and conferences.
- d. Certified educators, referenced in Ed 505.07, who are employed as paraeducators will be granted the opportunity to document professional learning through Frontline Education Professional Growth Program.
- e. It is the responsibility of any certified paraeducator to notify the district of their need to access Frontline Education Professional Growth Program.

Appendices

A - O

Appendix A

[Show Submission History](#)

ORCSD Three Year Professional Growth Plan

Setting your three-year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three-year professional goals. The intent of these goals is to provide focus to professional growth over the course of a staff member's 3-year professional growth cycle. Before developing your goals for the coming 3 years, please review district and building level goals as well as the "ORCSD Standards of Best Practice" to provide appropriate focus to the process. **Please be reminded that one of your 3 goals must be measurable and supportable by data. ***

*Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.

- STAR Assessment
- Smarter Balanced Assessment
- NECAP Data
- DIBELS
- SAT, ACT or AP Scores
- Attendance
- YRBS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?

- Goal #1 (district level)
- Goal #2 (building level)
- Goal #3 (individual professional growth)

[Click Here for District Goals](#)

Goal #1: (Should be related to a district level initiative.)

[Click Here for Building Goals](#)

Goal #2: (Should be related to a building level initiative.)

Goal #3: (Should be related to an individual professional growth focus.)

Appendix B

ORCSD Standards of Best Practice for School Leadership (Taken from LEADS Rubric)

Standard 1: Vision, Mission and Goals

An education leader promotes the success of every student by facilitating development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Monitor and evaluate progress and revise plans

Standard 2: Teaching and Learning

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- A. Nurture and sustain a culture of collaboration, trust, learning and high expectations
- B. Creates a comprehensive, rigorous, and coherent curricular or intervention program
- C. Create a personalized and motivating environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: Managing Organizational Systems and Safety

An education leader promotes the success of every student by ensuring management of organization, operation and resources for a safe, efficient and effective learning environment.

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align and efficiently utilize human, fiscal and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: Collaborating with Families and Stakeholders

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain positive relationships with community partners

Standard 5: Ethics and Integrity

An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: The Education System

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
- D. Adheres to NH and Federal regulations as well as local policy

ORCSD Standards of Best Practice for Library Media Specialist

Leader:

- Coordinates the library program to support the educational goals of the school and district with best practices for 21st century library programs.
- Seeks out opportunities for professional growth through professional reading, memberships, or conferences.
- Works collaboratively with community resources persons and other libraries to build relationships and partnerships.
- Collaborates with teachers and the IT department in discovering, selecting, acquiring, and integrating new technology tools into instructional practices.

Instructional Partner:

- Demonstrates and understanding of the curricula and related materials.
- Collaborates with colleagues to co-design, co-teach, and co-assist integrated instruction that includes critical thinking, technology, and information literacy skills.
- Develops a positive relationship with faculty and staff and crates an environment of respect and rapport.

Information Specialist:

- Educates teachers and students about intellectual property rights and acceptable copyright practices.
- Develops and enacts polices to ensure privacy and quality as outlined in ALA's Library Bill of Rights.
- Offers professional growth opportunities to faculty and staff in the use of library resources such as databases and digital tools.

Teacher:

- Empowers students to become critical thinkers, enthusiastic and strategic readers, skillful researchers, and ethical users of information.
- Demonstrates a positive relationship with students and crates an environment of respect and rapport.
- Encourages students to create and innovate using a variety of media and technology to convey their own ideas and interpret the ideas of others.
- Creates engaging learning activities that meet the needs of diverse learners.

Program Administrator:

- Selects and acquires resources which are appropriate for and reflect the diversity of the curriculum as well as the needs and interests of students and staff.
- Catalogs and organizes print and no-print materials for convenience, availability, and affective use.
- Develops and oversees a budget that meets the needs of the library's programs.
- Supervises library staff, volunteers, etc.
- Analyzes, updates, and maintains the collection.
- Organizes the center to be attractive and orderly with easy access to resources.
- Promotes the resources and services of the library program through the library media website, parent newsletters, pamphlets, and other formats.

ORCSD Standards of Best Practice for the Professional Nurse

A) PLANNING AND PREPARATION

- 1) Knowledge of Nursing Techniques
 - a) Demonstrates thorough understanding of the nursing process and techniques
- 2) Knowledge of Child & Adolescent Development
 - a) Displays thorough knowledge of the typical developmental characteristics of the age group under his/her care
 - b) Displays clear understanding of children who fall outside of the typical developmental characteristics of their age group and what the implications are

B) THE ENVIRONMENT

- 1) Respect & Rapport
 - a) Establishes respect and rapport with students
 - b) Students display comfort and trust during interactions with the nurse
- 2) Culture for Health & Wellness
 - a) Guides the school culture towards health and wellness
 - b) Educates students, staff, and community regarding issues of health and wellness
 - c) Promotes a culture of health and wellness in the school
- 3) Organizing Physical Space
 - a) Organizes office efficiently for planned activities
 - b) Medications are properly stored and well organized

C) DELIVERY OF SERVICE

- 1) Knowledge of Nursing Process – Provides comprehensive assessments of a variety of health needs of students; establishing a plan of care; observes and documents student's responses; evaluates data to revise the plan
- 2) Assessing Student Needs – Conduct assessment of student needs, analyzes the results, and shares it with colleagues, students, and parents appropriately
- 3) Administering Medications to Students – Ensures that medications are administered by designated individuals and release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students
- 4) Classes and/or Presentations – Is successful in presenting wellness knowledge and attitudes that will promote a healthy lifestyle through a variety of methods, such as direct student instruction, classroom presentations, bulletin boards or displays, on-line newsletters, and contribution to a health office website that inspire students to assume active roles in furthering a healthy lifestyle
- 5) Learning Expectation and Accessibility – Plans and implements supports and/or accommodations that set high expectations and makes knowledge, information, supports and/or accommodations accessible for all students
- 6) Shared Responsibilities – Works collaboratively with colleagues to develop strategies and actions that consistently reinforce school-wide learning expectations and productive behavior of all students at school
- 7) Managing Emergency Situations – Develops plans for many emergency situations. These plans are communicated to students and staff to be prepared in the event of an emergency situation
- 8) Flexibility – Makes improvements and/or revisions in the delivery of healthcare as needed through reassessment while taking into consideration the feedback from students, parents, teachers and/or administration

- 9) Collaborating with Teachers – Collaborates with classroom teachers, offering suggestions, and additional resources when appropriate
- 10) Advocating for Students – Consults and advocates for students with administrators, teachers, and support personnel

D) FAMILY AND COMMUNITY OUTREACH

- 1) Communication & Respect
 - a) Communicates respectfully and proactively with parents
 - b) Sensitive to diverse family and community values and beliefs
- 2) Communication & Responsiveness
 - a) Is proactive in providing thorough information to families regarding delivery of healthcare in the school and as a whole
 - b) Promptly updates all parents on student health issues
 - c) Is responsive to parents concerns and encourages interaction and communication
- 3) Communication
 - a) Persist in attempting to contact parents regarding their child's health in cases where parents are hard to reach or do not respond
 - b) Involves parents and staff in supporting and caring for students with health-related concern

E) PROFESSIONAL RESPONSIBILITIES

- 1) Attendance – Uses sick time responsibly and adheres to the contractual hours of a school day
- 2) Professionalism – Presents a professional demeanor in words, actions, and appearance
- 3) Judgement – Is ethical, honest, and transparent using good judgement and respecting confidentiality
- 4) Maintaining Health Records – Reports, records and documentation is timely, accurate and clear
- 5) Reflecting on Practice – Is perceptive and reflective; can utilize specific examples to alter, strategized or improve healthcare delivery
- 6) Communication – Keeps administration informed about health and safety issues and asks for help and suggestions if needed
- 7) Openness – Listens thoughtfully and seeks suggestions and feedback and uses it to improve performance
- 8) Contributions – Contributes ideas and expertise to teacher teams, meetings, and committees. Is viewed as a professional resource; whose guidance is respected
- 9) Professional Growth – Seeds best practice strategies from workshops, supervisors, colleagues, and other sources and then utilizes them
- 10) Licensure – Hold necessary and current licenses and seeks continuing education for the same
- 11) Regulations and Resources – Is knowledgeable about government, community, district and school regulations and resources and abides by the regulations and helps students with the resources

F) PLANNING AND PREPARATION

- 1) Knowledge of Nursing Techniques
 - a) Demonstrates thorough understanding of the nursing process and techniques
- 2) Knowledge of Child & Adolescent Development
 - a) Displays thorough knowledge of the typical developmental characteristics of the age group under his/her care
 - b) Displays clear understanding of children who fall outside of the typical developmental characteristics of their age group and what the implications are

G) THE ENVIRONMENT

- 1) Respect & Rapport
 - a) Establishes respect and rapport with students
 - b) Students display comfort and trust during interactions with the nurse
- 2) Culture for Health & Wellness
 - a) Guides the school culture towards health and wellness
 - b) Educates students, staff, and community regarding issues of health and wellness
 - c) Promotes a culture of health and wellness in the school
- 3) Organizing Physical Space
 - a) Organizes office efficiently for planned activities
 - b) Medications are properly stored and well organized

H) DELIVERY OF SERVICE

- 1) Knowledge of Nursing Process – Provides comprehensive assessments of a variety of health needs of students; establishing a plan of care; observes and documents student's responses; evaluates data to revise the plan
- 2) Assessing Student Needs – Conduct assessment of student needs, analyzes the results, and shares it with colleagues, students, and parents appropriately
- 3) Administering Medications to Students – Ensures that medications are administered by designated individuals and release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students
- 4) Classes and/or Presentations – Is successful in presenting wellness knowledge and attitudes that will promote a healthy lifestyle through a variety of methods, such as direct student instruction, classroom presentations, bulletin boards or displays, on-line newsletters, and contribution to a health office website that inspire students to assume active roles in furthering a healthy life-style
- 5) Learning Expectation and Accessibility – Plans and implements supports and/or accommodations that set high expectations and makes knowledge, information, supports and/or accommodations accessible for all students
- 6) Shared Responsibilities – Works collaboratively with colleagues to develop strategies and actions that consistently reinforce school-wide learning expectations and productive behavior of all students at school
- 7) Managing Emergency Situations – Develops plans for many emergency situations. These plans are communicated to students and staff to be prepared in the event of an emergency situation
- 8) Flexibility – Makes improvements and/or revisions in the delivery of healthcare as needed through reassessment while taking into consideration the feedback from students, parents, teachers and/or administration
- 9) Collaborating with Teachers – Collaborates with classroom teachers, offering suggestions, and additional resources when appropriate
- 10) Advocating for Students – Consults and advocates for students with administrators, teachers, and support personnel

I) FAMILY AND COMMUNITY OUTREACH

- 1) Communication & Respect
 - a) Communicates respectfully and proactively with parents
 - b) Sensitive to diverse family and community values and beliefs
- 2) Communication & Responsiveness

- a) Is proactive in providing thorough information to families regarding delivery of healthcare in the school and as a whole
 - b) Promptly updates all parents on student health issues
 - c) Is responsive to parents concerns and encourages interaction and communication
- 3) Communication
- a) Persist in attempting to contact parents regarding their child's health in cases where parents are hard to reach or do not respond
 - b) Involves parents and staff in supporting and caring for students with health-related concern

J) PROFESSIONAL RESPONSIBILITIES

- 1) Attendance – Uses sick time responsibly and adheres to the contractual hours of a school day
- 2) Professionalism – Presents a professional demeanor in words, actions, and appearance
- 3) Judgement – Is ethical, honest, and transparent using good judgement and respecting confidentiality
- 4) Maintaining Health Records – Reports, records and documentation is timely, accurate and clear
- 5) Reflecting on Practice – Is perceptive and reflective; can utilize specific examples to alter, strategized or improve healthcare delivery
- 6) Communication – Keeps administration informed about health and safety issues and asks for help and suggestions if needed
- 7) Openness – Listens thoughtfully and seeks suggestions and feedback and uses it to improve performance
- 8) Contributions – Contributes ideas and expertise to teacher teams, meetings, and committees. Is viewed as a professional resource; whose guidance is respected
- 9) Professional Growth – Seeds best practice strategies from workshops, supervisors, colleagues, and other sources and then utilizes them
- 10) Licensure – Hold necessary and current licenses and seeks continuing education for the same
- 11) Regulations and Resources – Is knowledgeable about government, community, district and school regulations and resources and abides by the regulations and helps students with the resources

ORCSD Standards of Best Practice for Psychologist

In the oyster River Cooperative School District, we believe that teachers are central to achieving our stated goal of “Working together to engage every learner”. The following standards were adapted from “Rethinking Teacher Supervision and Evaluation”, by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards is to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Demonstrates understanding of counseling theory and techniques
- Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns
- Establishes goals and objectives based on a high level of knowledge of student’s ability, interests, and developmental need
- Encourages students to set and accomplish appropriate goals through effort
- Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school
- Provides input in planning the counseling program that includes the important aspects of counseling in the setting
- Design lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology

B. Delivery of Instruction/Programming and Evaluation

- Deliver lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology
- Builds positive relationships and a healthy and respectful class environment, communicating standards for student behavior
- Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs
- Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
- Has effective routines for the school psych office and the classroom

C. Assessment

- Has positive and respectful interactions with students to cultivate comfort and trust in the assessment environment
- Participates in pre-assessment meeting, observation, and data collections to assist in providing information in regard to student need for formalized assessment
- Maintains up to date knowledge of research trends in the selection of assessment instruments and procedures
- Uses valid and reliable assessment methods pertinent to all areas of concern and follows published guidelines for use, analysis, and interpretation of results
- Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving students’ learning concerns
- Summarizes and integrates (in person and written report) findings and recommendations in an accurate and understandable manner and meets all timelines

D. Counseling

- Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship
- Promotes positive student interactions among students
- Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges
- Conducts adequate assessments of student needs and knows the range of the student needs.
- Helps students formulate academic and career plans
- Demonstrates clear understanding problem-solving and provides information and insight to assist others in problem-solving
- Responds successfully to student concerns and makes students feel welcome
- Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills
- Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings
- Collaborates with other programs within the school or district to meet individual student needs
- Provides faculty and staff with information regarding student progress
- Collaborates with faculty to advocate for students, if needed
- Shows a deep understanding of crisis management models and current best practices, and works well with the crisis team

E. Family and Community Outreach

- Communicates respectfully with parents and is sensitive to different families' cultures and values
- Shows parents a genuine interest and belief in each child's ability to reach standards
- Provides accurate information to families about the counseling program as a whole and about individual students
- Updates parents on the transition planning process as it unfolds
- Responds successfully to parent concerns and makes parents feel welcome
- Uses progress reports and report cards as opportunities to give parents feedback on student progress
- Persistently tries to contact all parents, including those who are hard to reach

F. Professional Responsibilities

- Uses sick time responsibly
- Adheres to the contractual hours of the school day
- Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; keeps accurate records
- Demonstrates professional demeanor in words, action, and appearance; maintains appropriate boundaries
- Is ethical and transparent, uses good judgment and maintains confidentiality with students
- Contributes ideas and expertise to meetings and committees to support the school and district's mission
- Within and beyond the counseling office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs
- Keeps the administration informed about concerns and asks for help when it is needed

- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
- Collaborates with colleagues to plan, share, and assess counseling curriculum and programming
- Provides accurate and objective reflections on practice, citing specific positive and negative characteristics
- Makes some specific suggestions as to how counseling might be improved
- Seeks out opportunities for professional development based on assessment of individual

ORCSD Standards of Best Practice for School Counselor

In the oyster River Cooperative School District, we believe that teachers are central to achieving our stated goal of “Working together to engage every learner”. The following standards were adapted from “Rethinking Teacher Supervision and Evaluation”, by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards is to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Demonstrates understanding of counseling theory and techniques
- Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns
- Establishes goals and objectives based on a high level of knowledge of student’s ability, interests, and developmental need
- Encourages students to set and accomplish appropriate goals through effort
- Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school
- Provides input in planning the counseling program that includes the important aspects of counseling in the setting
- Design lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology

B. Delivery of Instruction/Programming and Evaluation

- Deliver lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology
- Builds positive relationships and a healthy and respectful class environment, communicating standards for student behavior
- Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs
- Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
- Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development
- Has effective routines for the school psych office and the classroom

C. Counseling

- Has positive and respectful interactions with students to cultivate comfort and trust in the assessment environment
- Establishes an environment enabling students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges
- Conducts adequate assessments of student needs and knows the range of the student needs
- Helps students formulate academic and career plans
- Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving
- Responds successfully to student concerns and makes students feel welcome

- Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills
- Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings
- Collaborates with other programs within the school or district to meet individual student needs
- Provides faculty and staff with information regarding student progress
- Collaborates with faculty to advocate for students, if needed
- Shows a deep understanding of crisis management models and current best practices, and works well with the crisis team

D. Family and Community Outreach

- Communicates respectfully with parents; is sensitive to different family and community values and beliefs
- Shows parents a genuine interest and belief in each child's ability to reach standards
- Provides accurate information to families about the counseling program as a whole and about individual students
- Updates parents on the transition planning process as it unfolds
- Responds successfully to parent concerns and makes parents feel welcome
- Uses progress reports and report cards as opportunities to give parents feedback on student progress
- Persistently tries to contact all parents, including those who are hard to reach

E. Professional Responsibilities

- Uses sick time responsibly
- Adheres to the contractual hours of the school day
- Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; keeps accurate records
- Demonstrates professional demeanor in words, action, and appearance; maintains appropriate boundaries
- Is ethical and transparent, uses good judgment and maintains confidentiality with students
- Contributes ideas and expertise to meetings and committees to support the school and district's mission
- Within and beyond the counseling office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs
- Keeps the administration informed about concerns and asks for help when it is needed
- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
- Collaborates with colleagues to plan, share and assess counseling curriculum and programming
- Provides accurate and objective reflections on practice, citing specific positive and negative characteristics
- Makes some specific suggestions as to how counseling might be improved
- Seeks out opportunities for professional development based on assessment of individual

ORCSD Standards of Best Practice for Special Educators

In the oyster River Cooperative School District, we believe that teachers are central to achieving our stated goal of “Working together to engage every learner”. The following standards were adapted from “Rethinking Teacher Supervision and Evaluation”, by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards is to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Knows the subject well and has a good grasp of child development and how students learn
- Plans so students will meet high standards and be ready for external assessments, considers different levels of thinking
- Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs
- Designs lessons that consider student learning needs, goals, styles, and interests
- Designs relevant lessons that promote student ownership of content and individualized program
- Plans formative and summative assessments to measure student learning
- Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies, and materials including technology.

B. Classroom Management

- Clearly communicates and consistently enforces high standards for student behavior both in and out of the classroom
- Is fair and respectful towards students and builds positive relationships and a healthy classroom environment
- Fosters positive interactions among students and teachers and teaches useful social skills
- Develops students’ self-discipline and teaches them to take responsibility for their own actions
- Proactively considers and responds to situations that may develop into behavior issues
- Has repertoire of discipline strategies, and captures and maintains students’ attention
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions
- Has a confident dynamic presence and effectively addresses most discipline problems
- Encourages and reinforces student cooperation

C. Delivery of Instruction

- Exudes high expectations and determination and convinces students that they will master the material
- Actively inculcates a “growth” mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels
- Shows students exactly what is expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work
- Engages students’ interest and makes connections to prior knowledge, experience, and reading
- Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language

- Orchestrates effective strategies, questions, materials, technology, pacing, and groupings to foster student learning
- Differentiates and scaffolds instruction to accommodate individual students' learning needs
- Has students summarize and internalize what they have learned and apply it to real-life situations
- Implements lessons focused on measurable outcomes aligned with IEP goals
- Implements lessons that target individualized need, style, and interest
- Effectively meets the learning needs and styles of most students
- Is flexible to take advantage of teachable moments and correct misunderstandings, and realizes when students are confused and responds in appropriate ways
- Consistently provides activities and strategies that will generalize skills to classroom and other settings

D. Monitoring, Assessment, and Follow-Up

- Posts and reviews criteria for proficiency, including rubrics and exemplars of students work when appropriate
- Uses pre-, formative, and summative assessments to evaluate student skill levels and adjust instruction
- Uses a variety of methods to check for understanding and immediately re-teaches or clarifies
- Has students set goals, self-assess, and understand where they stand academically as appropriate
- Takes responsibility for students who are not succeeding and gives them extra help
- Refers students for specialized diagnosis and extra help, when necessary
- Analyzes data from assessments, draws conclusions and shares them appropriately with colleagues, parents, and students
- Reflects on the effectiveness of lessons and units, and continuously works to improve them

E. Special Education Services

- Demonstrates thorough knowledge of special education laws and procedures, and adheres to all procedural timelines and safeguards
- Prepares and ensures the necessary permission for evaluations and for the release of information to outside agencies or individuals
- If chair of Team Meetings, follows state mandated guidelines for annual reviews
- If participant of Team Meetings, adequately contributes to annual review meetings
- Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions
- Writes clear, detailed, and accurate reports, analysis, and conclusions; recommendations are valuable
- Creates well-written, thorough, and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs
- Is fully aware of entire IEP and incorporates skills, goals, and strategies from other disciplines for a coordinated approach
- Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents through written reports, conferences, and informal communications

- Is skilled in using assistive technology and ensures that assistive technologies required by the IEP are being used, maintained, and monitored correctly
- Consults and advocates for students with administrators, teachers, and support personnel

F. Family and Community Outreach

- Communicates respectfully with parents and is sensitive to different families' cultures and values
- Shows parents a genuine interest and belief in each child's ability to reach standards
- Gives parents clear expectations for learning and behavior for the year
- Promptly informs parents of behavior and learning problems, and also updates parents on good news
- Responds promptly to parent concerns and makes parents feel welcome in the school
- Uses team meetings and progress reports to give parents feedback on student progress
- Works to contact and collaborate with all parents, including those who are hard to reach
- Informs families and community agencies about additional resources that offer family support

G. Professional Responsibilities

- Strong Attendance positively impacts professional performance and student learning
- Uses correct grammar, syntax, usage, and spelling in professional contexts
- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records
- Demonstrates professional demeanor and maintains appropriate boundaries
- Is ethical and forthright uses good judgement, and maintains confidentiality with student information
- Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school
- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work
- Seeks out teaching ideas from colleagues, workshops, and other sources; and implements them well
- Holds the necessary and current license; and seeks out opportunities for professional growth based on an individual assessment of need
- Is able to adapt to changes in schedules, case load and special education issues as needed

ORCSD Standards of Best Practice for General Classroom Teacher

In the oyster River Cooperative School District, we believe that teachers are central to achieving our stated goal of “Working together to engage every learner”. The following standards were adapted from “Rethinking Teacher Supervision and Evaluation”, by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards is to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Knows the subject well and has a good grasp of child development and how students learn
- Plans so students will meet high standards and be ready for external assessments
- Plans most units with big ideas, essential questions, and higher order thinking skills (Bloom’s levels)
- Plans formative and summative assessments to monitor measure student learning
- Anticipates misconceptions that students might have and plans to address them
- Designs lessons focused on measurable outcomes aligned with unit goals
- Designs lessons that are relevant, motivating, and likely to engage most students
- Designs lessons that use an appropriate multicultural mix of materials and technology
- Designs lessons that target several learning needs, styles, and interests
- Uses room arrangement, materials, and displays to maximize student learning

B. Classroom Management

- Clearly communicates and consistently enforces high standards for student behavior
- Is fair and respectful towards students and builds positive relationships and a healthy classroom environment
- Fosters positive interactions among students and teaches useful social skills
- Teaches routines and has students maintain them all year
- Develops students’ self-discipline and teaches them to take responsibility for their own actions
- Has a repertoire of discipline strategies, and captures and maintains students’ attention
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions
- Has a confident, dynamic presence and effectively addresses most discipline problems
- Encourages and reinforces student cooperation

C. Delivery of Instruction

- Exudes high expectations and determination and convinces students that they will master the material
- Actively inculcates a “growth” mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels
- Shows students exactly what is expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work
- Engages students’ interest and makes connections to prior knowledge, experience, and reading
- Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language
- Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning
- Has students actively think about, discuss, and use ideas and skills being taught

- Differentiates and scaffolds instruction to accommodate students' learning needs
- Is flexible about modifying lessons to incorporate teachable moments
- Has students summarize and internalize what they have learned and apply it to real-life situations
- Implements lessons focused on measurable outcomes aligned with unit goals
- Implements lessons that are relevant, motivating, and likely to engage most students
- Implement lessons that use an appropriate multicultural mix of materials and technology
- Implements lessons that target several learning needs, styles, and interests

D. Monitoring, Assessment, and Follow-Up

- Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate
- Assesses students' knowledge and skills, and makes adjustments as needed
- Frequently checks for understanding and gives students helpful information if they are confused
- Has students set goals, self-assess, and understand where they stand academically as appropriate
- Takes responsibility for students who are not succeeding, and gives them extra help
- When necessary, refers students for specialized diagnosis and extra help
- Analyzes data from assessments, draws conclusions, and shares them appropriately with colleagues, parents, and students
- Reflects on the effectiveness of lessons and units and continuously works to improve them

E. Family and Community Outreach

- Communicates respectfully with parents; is sensitive to different family and community values and beliefs
- Shows parents a genuine interest and belief in each child's ability to reach standards
- Gives parents clear expectations for learning and behavior for the year
- Promptly informs parents of behavior and learning problems, and also updates parents on good news
- Updates parents on the curriculum and suggests ways to support learning at home
- Gives appropriate assignments, holds students accountable for turning it in and gives feedback
- Responds promptly to parent concerns and makes parents feel welcome in the school
- Uses conferences and report cards to give parents feedback on student progress
- Works to contact and collaborate with all parents, including those who are hard to reach
- Reaches out to families and community agencies to bring in volunteers and additional resources to enrich the curriculum

F. Professional Responsibilities

- Strong attendance positively impacts professional performance and student learning
- Uses correct grammar, syntax, usage, and spelling in professional contexts
- Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; keeps accurate records
- Demonstrates professional demeanor and maintains appropriate boundaries
- Is ethical and transparent, uses good judgment and maintains confidentiality with student information
- Shares responsibility for grade-level and school-wide activities and takes part in extra activities

- Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school
- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work
- Seeks out teaching ideas from colleagues, workshops, and other sources and implements them well

Appendix C

Professional Growth Activity Form

Activity Details

This section contains information about the activity

Activity Title

Activity Format

Brief Description

Website for Description

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Inclusive Dates/Times/Location of this Activity

Start Date (mm/dd/yyyy)

End Date (mm/dd/yyyy)

Start Time

End Time

Location of Absence

Activity Sponsor/Provider

Provider

If not on list, enter here

Recertification Information (includes Clock Hours)

Enter the number of Hours you are seeking for this activity.

Purpose(s) Relicensure

Recertification Option

Certificate/Endorsement Education – 9999 (Jun 20 2021)

Estimated CEU/Clock Hours

Estimated CEU/Clock Hours

Goal(s) and Objective(s)

Select At least One District Objective

Goal: Individual

Building Level Goals (Click for Goals)

District Level Goals (Click for Goals)

Three Year Professional Goals (Click for Goals)

Comments

Comments

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Finish

When requesting final approval, a Certificate of satisfactory completion and all receipts must accompany this form.

Appendix D

Professional Development Activity Evaluation	
Professional Development Activity Evaluation	
Your Responses are NOT ANONYMOUS	
Please rate the value of this activity	<input type="checkbox"/> 5 – High <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 – Low
How will this activity benefit student learning	<div style="border: 1px solid black; height: 70px;"></div> <p style="text-align: right;">Characters Left 2048 <input checked="" type="checkbox"/></p>
Other Comments	<div style="border: 1px solid black; height: 60px;"></div> <p style="text-align: right;">Characters Left 2048 <input checked="" type="checkbox"/></p>
Click Save To Exit	
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">Preview Mode – No Actions</div>	

Appendix E

Individual 3-Year Comprehensive Plan (An Alternative to Certification via CEUs/Clock Hours)

Oyster River Cooperative School District

Name: _____ Date: _____

School: _____ Certification Expiration Date: _____ Year of Plan 1__ 2__ 3__

Current Position: _____ Grade and/or Subject: _____

Endorsements: _____

Professional growth activities and/or projects for *the Individual 3-Year Comprehensive Plan* must be related to student needs linked to personal, building, and district goals, and have a measurable impact on student performance and achievement.

Plan submission and review schedule:

1. On or before Oct. 1st – project proposal must be submitted to your supervisor for review and feedback
2. Oct. 1st to Nov. 1st – plan revisions may be made if necessary
3. Nov. 1st – last date that the proposal may be approved by your supervisor
4. Supervisor must approve the professional's yearly progress report
5. Yearly or final progress report is submitted to supervisor by April 15th

Description of the 3-year project:

A complete description of the project shall address:

1. An overview of the project
2. A list of objectives for the project in alignment with district, building, and personal goals
3. Identification of the professional growth components to be addressed
4. The data that identifies the need for the project
5. Identification of activities, anticipated measurable impact of project and three-year timeline
6. Estimation of percent of project to be completed each year

Annual Profess Report:

A written description of progress and a self-reflection of professional growth activities must be submitted to your supervisor at the end of Year 1, 2, and 3 within the review timeline noted above. Our supervisor will sign and date this form when the annual progress report of the three-year plan is reviewed and accepted. The annual progress report will be filed at the building level and a copy of this sheet will be provided to you.

Final Report:

The third-year final report shall include the following: an evaluation of the entire three-year project, relevant information and data supporting the measurable impact of the project on students' performance and achievement, exemplars and other material. The final report shall be submitted to your supervisor by April 15th.

Important Conversion Notice:

If you leave the district, you may be required by a receiving district to convert your Individual 3-Year Comprehensive Plan to CEUs/clock hours. This conversion must be completed in consultation with your supervisor. Your supervisor must approve the converted equivalent CEUs/clock hours for your plan.

THIS FORM IS SUBMITTED AND SIGNED FOR EACH YEAR OF YOUR THREE-YEAR PLAN

Staff Member: _____ Date: _____

Supervisory: _____ Date: _____

SMART GOALS – TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

Specific (and strategic): Linked to position summary, departmental goals/mission, and/or overall, School of Medicine goals and strategic plans. Answers the questions – Who? And What?

Measurable: The success toward meeting the goal can be measure. Answers the question – How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant (results oriented): The goals are aligned with current tasks and projects and focus in one defined area; Include the expected result.

Time Framed: Goals have a clearly defined timeframe including a target or deadline date.

Examples:

Not a SMART goal:

- Employee will improve their writing skills.

Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

SMART goal:

- The Department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by the supervisor, distribute the newsletter to staff by the 15th of each month.

S.M.A.R.T. Goals Planning Form

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

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

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?*):

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

3. Achievable (*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?*):

4. Relevant (*Why am I setting this goal now? Is it aligned with overall objectives?*):

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

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

Appendix G

OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
PROFESSIONAL GROWTH REQUEST FOR ACTIVITY FUNDING/REIMBURSEMENT FORM

This form valid January 1, 2019

THIS REQUEST IS FOR: (check one) PREPAYMENT REIMBURSEMENT

Instructions for Prepayment

- . Have your supervisor sign pre-approval for this activity below of this form.
- . Submit this completed form to the SAU #5 business office two weeks prior to the activity.
- . Only registration fees may be prepaid.
- . Include registration form for activity with this prepayment request

Instructions for Reimbursement

1. Submit this completed form to the SAU #5 business office no later than 30 days after completion of activity.
2. Print and attach completed Professional Growth Activity form from FGPGP.
3. Include all receipts for registration and/or expenditures.

Staff Member: _____

School: _____

Activity: _____

Location of Activity: _____ Date(s): ____/____/____ to ____/____/____

Supervisor's Signature: _____ Date ____/____/____

(Pre-approval of Supervisor required for prepayment only.)

1. Registration Fee(s): Please attach registration form (prepayment) or receipt (reimbursement).

\$ _____

2. Other Approved Expenses (Receipts must be attached)

a) Food: Breakfast (Max \$3/Day) \$ _____
Lunch (Max \$5/Day) \$ _____
Dinner (Max \$10/Day) \$ _____ x100% \$ _____

b) Lodging \$ _____

c) Materials \$ _____

d) Gratuities \$ _____

e) Other (specify): _____ \$ _____

Subtotal of b, c, d, e \$ _____ x 50% \$ _____

3. Transportation (Mileage – IRS rates effective 1-1-19):

Odometer Reading start _____ end _____

Total: _____ miles @ .58¢/mi for 1st 100 mi. \$ _____

@ .29¢/mi over 100 mi. \$ _____

Tolls (receipts must be attached) \$ _____

Subtotal \$ _____ x 100% \$ _____

TOTAL REQUESTED \$ _____

Staff Signature: _____ Date: ____/____/____

SAU Approval: _____ Date: ____/____/____ Receipts: _____

PLEASE MAKE AND RETAIN A COPY OF ALL DOCUMENTATION SUBMITTED

Oyster River Cooperative School District

Email: wdifruscio@orcscd.org Extension#2002 or 389-3286

UNH Tuition Waiver Guidelines & Procedures

Per the Memorandum of Understanding (MOU) between the University of New Hampshire and Oyster River Cooperative School District, as well as directives promulgated from the Superintendent's Office, the following guidelines and procedures apply to ORCSD staff members seeking to participate in the UNH Tuition Waiver program.

1. Tuition waiver application forms are available on the District website under Departments/Human Resources/Frequently Requested Forms and at the Superintendent's office. This form must be used to apply for a UNH tuition waiver under this program. Only completed forms will be accepted. Altered forms or forms with missing information will not be accepted.
2. The appropriate building Principal/Supervisor and the Assistant Superintendent shall approve all applications for tuition waivers BEFORE course registration at UNH occurs. Any changes in registration subsequent to waiver approval, such as class(es) to be attended, require review by the Principal and Superintendent.
3. ORCSD staff will be allowed to register for classes if:
 - (a) UNH class space is available,
 - (b) the ORCSD employee pays all applicable fees (waiver applies to tuition only) and
 - (c) ORCSD's annual tuition allotment has not been exceeded for the year.
4. Tuition waivers are available for all UNH credit and non-credit courses.
5. Professional staff members (teachers) are required to submit a brief statement of direct benefit to ORCSD. There is no limitation on the number of allowable courses taken.
6. Administrative staff members (ORAA/Directors) are required to submit a brief statement of direct benefit to ORCSD, courses are limited to three (3) per year.
7. Paraprofessional staff members (if tuition waiver allotment is available) are required to submit a brief statement of direct benefit to ORCSD. Available courses will be distributed equitably for paraprofessionals on a first come first serve basis.

Participation in this program is granted in the following priority order:

- a. Professional staff members (teachers) will have first priority,
- b. Administrative staff members (ORAA/Directors) will have second priority, and
- c. Pending the tuition waiver allotment balance: paraprofessional staff members will have the last priority.

All other interested staff member requests will be determined by the available tuition waiver allotment on a first come first serve basis.

The ORCSD, through the Superintendent's office, reserves the right to alter these guidelines and procedures at any time if deemed in the best interests of the ORCSD, recognizing the need to comply with collective bargaining restrictions as well as the right of UNH to review and modify the MOU.

Contact Wendy at the Superintendent's Office with any questions you may have regarding the UNH Tuition Waiver program here at ORCSD.

Revised: March 25, 2016

Appendix I

**OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
APPLICATION FOR UNIVERSITY OF NEW HAMPSHIRE TUITION WAIVER**

Please note: UNH will only accept original, completed forms. Altered or blank forms will not be accepted.

				UNH __Durham __Manchester
Date	Last Name	First Name	MI	Campus

Course #	Course Title	# of Credits	Start Date	End Date	Cost

Course #	Course Title	# of Credits	Start Date	End Date	Cost

	Course:		School/Office (please check one)		Position/Category (please check one)
	Fall		Mast Way		Teacher /Administrator/Director
			Moharimet		Paraprofessional
	Spring		Middle School		Facilities/Food Services Worker
			High School		Other Support Staff
	Summer		SAU Office		
			Facilities / Food Services		

STATEMENT OF DEMONSTRABLE NEED:

As the principal or supervisor, I attest that (1) the person's enrollment in the identified course is in response to a demonstrable need for professional development on the part of that individual and/or (2) is directly related to the individual's assigned role and responsibilities in the school district, and (3) the completion of which has been cooperatively determined to be beneficial to both the staff member and the Oyster River School District. It is also understood that the individual may be enrolled in **no more than two (2) courses per semester** for which he/she may receive academic credit. Tuition for courses offered by the University of New Hampshire are assumed to be covered by the University-District tuition-waiver agreement. **All fees, supplies, or other costs associated with the course(s) are the sole responsibility of the student/employee of the Oyster River School District.**

NOTE: Upon completion of said course(s), a grade report is required. In order to be eligible for future course waivers, a passing grade of "C" or above needs to be received.

<u>APPROVALS:</u>	_____	Request Recommended	_____	_____
	_____	Request Not Recommended	Principal or Supervisor	Date
	_____	Request Approved	_____	_____
	_____	Request Not Approved	Assistant Superintendent of Schools	Date

Appendix J

Oyster River Cooperative School District – SAU #5
Request for Pre-Approval of Tuition Reimbursement

The purpose of this form is to request pre-approval for reimbursement for coursework completed at an institution of higher education other than the University of New Hampshire.

This form is to be used when a course is not offered at UNH and the course has been deemed, by the school principal, to be necessary for the continued professional growth of the staff member and will be beneficial to the District’s mission. The school principal will utilize this form to request approval from the Superintendent to reimburse the staff member for tuition only; all other fees associated with coursework are the responsibility of the staff member. Justification must be attached to this form prior to submitting it to the Superintendent for approval. Please note that all available funds for reimbursement are based on annual budgeted amounts at individual schools.

To: Superintendent _____ Date: _____

Principal: _____ School: _____

Professional Staff Member: _____

Current Teaching Assignment: _____

Name and Address of Institution of Higher Education: _____

Tuition Cost \$ _____

Account #: _____ Balance to date: \$ _____

Proof of course completion required prior to reimbursement. Staff must have a grade of “C” or better or a designation of “pas” if the course is available in a pass/fail basis only. (See IX: Professional Improvement, Section B).

Proof of course completion received on: _____

Statement of Demonstrable Need

As the Principal, I attest that the Professional Staff Member’s enrollment in this course is necessary for the continued professional growth of the staff member and will be directly beneficial to the District’s mission.

Professional Staff Member’s Signature: _____ Date: _____

____ Request Recommended _____ Date: _____
____ Request Denied _____
Principal’s Signature

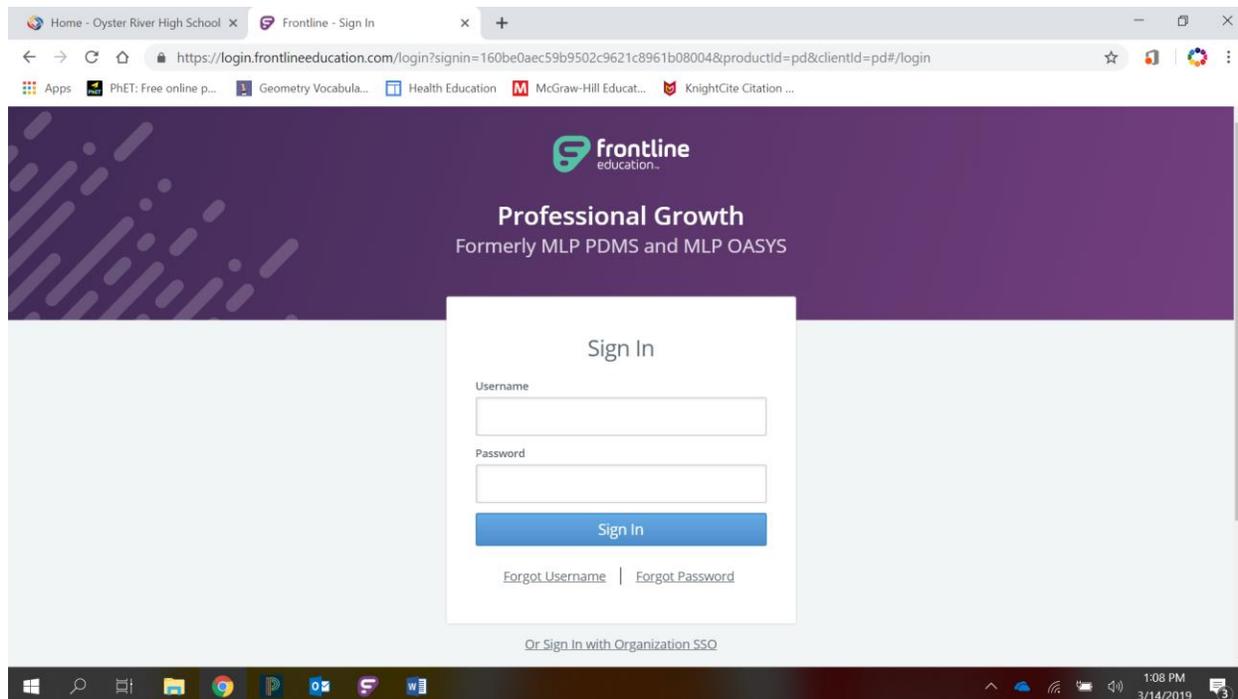
____ Request Recommended _____ Date: _____
____ Request Denied _____
Superintendent’s Signature

____ Justification is attached

Appendix K

Logging into Frontline Education Professional Growth Program.

1) To log into my learning plan, you need to first type into your browser www.mylearningplan.com or under the “for staff” tab on the home page, there is a link. This will take you to the proper opening page. The page should look something like the following:



2) If it states that your district has a special site for you to log in, you are in the wrong place. Start over, return to #1

3) From here you need to type in your user name. Your user name is your first initial, last name and then @orcsd.org. Without the orcsd.org, the program does not know what district you work for and won't let you in.

4) Your password originally is changeme. If you need it reset, please let me know and I will make it changeme -- then it will prompt you to change it.

Any questions, please contact me.

Rob Quaglieri
rquaglieri@orcsd.org

Appendix L

To all Certified Staff Members:

To properly enter your hours into the Frontline Education Professional Growth Program

Make sure in the drop-down recertification option; you select either General or Endorsement area.

- If you choose General in the drop-down section, you **DO NOT** select an endorsement area in the certificate/endorsement section.
- If you select an Endorsement area in the drop-down section, you are to select only **ONE** endorsement in the certificate/endorsement section.

To check for accuracy of your hours:

Many of you have not selected appropriate allocations for your professional growth hours. It is VERY important that this process is done correctly to ensure that you receive credit for the hours you have earned. In order to ensure your hours are correct, please do the following:

- 1) Go to my Portfolio and look at the total amount of hours you have received.
- 2) Now go to View by License and check both your endorsement hours and content area hours.
- 3) If these match, you have entered everything correctly; therefore, all of your hours are accounted for. If the hours do not match the View by License page, you have incorrectly entered some of your information, resulting in unaccounted hours.

If you find that you View by license page has more hours than your Portfolio, than you may have inadvertently selected more than one endorsement area at the time of submission. Please let me know about this as well.

4) If find that you have unaccounted hours, you need to print out your portfolio page and compare it to the View by License Page. You will need to let me know which activities are not indicated on your View by License page so I can fix them for you.

5) To print your portfolio: Go to My Portfolio, under transcripts select Print PDF, click on "Click here to print the transcript" in the center of the screen, then print as usual.

6) Email rquaglieri@orcscd.org for questions and fixes.

Thank you,

Rob and Theresa

Appendix M

Finalizing activities on Frontline Education Professional Growth Program (FEPGP)

- 1) After you have attended an activity that you preregistered for on FEPGP, you need to log into the Frontline Education Professional Growth Program at www.mylearningplan.com
- 2) Click on the manage button for the activity that you want to finalize.
- 3) Click on the orange evaluate activity tab in the middle of the page.
- 4) Evaluate the activity.
- 5) Now it should bring you back to the opened activity, where you pressed the evaluate tab, if it didn't, please manage the activity again.
- 6) Now Press the mark complete tab. Again, this is in the middle of the page.
- 7) Once you have submitted it from the marked complete tab, the activity is off to be finalized.

If you have any questions, please feel free to contact me.

Rob Quaglieri

rquaglieri@orcsd.org

Appendix N

To the Final Approvers in Frontline Education Professional Growth Program

When doing final approval for staff's professional growth, could you please make sure you check the following:

- 1) Make sure that in the drop-down recertification option; the staff member selects either General or Endorsement area.
- 2) If the staff member has chosen General in the drop-down, they should not select an Endorsement area in the certificate/endorsement section. Likewise, if they select an Endorsement area in the drop-down section, they are to select only **one** endorsement area, make sure at least one is checked, in the certificate/endorsement section.

If you have any questions, contact either Rob Quaglieri at rquaglieri@orcsd.org or Theresa Proia at tproia@orcsd.org for help.

Appendix O

Important Professional Growth Information

To: ORCSD Staff

From: Suzanne Filippone, Asst. Superintendent

It is the District's responsibility to make certain that each certified/licensed staff member has a current certification/license on file at the District office. However, ultimately it is the individual staff member's responsibility to ensure that they maintain the certification/Licensure required for their position here at Oyster River.

THREE YEAR RECERTIFICATION REQUIREMENTS

This is a reminder of the *NH Code of Administrative Rules, Ed. 512: Professional Development Master Plan and Recertification* requirements for professional staff recertification in the State of New Hampshire and the requirements of the [ORCSD Professional Growth Master Plan 2019 - 2024](#).

Professional Staff – Professional Growth Requirements are a minimum of:

- **30** clock hours for **each** endorsement area.
- **45** clock hours (total) in the "general" area which include: Character and citizenship; technology; professional skills; knowledge of learners and learning; knowledge of school's role, organization, and operation; exploratory or innovative activities. You are required to earn at least **45** professional growth hours in any or all of these areas. You must earn a minimum of **75** clock hours for your three-year plan (one endorsement).
- Please see the Options for Documenting Professional Learning in the ORCSD Professional Growth Master Plan for additional information regarding additional endorsements.

Certified Paraprofessionals – Professional Growth Requirements are a minimum of:

- **50** Clock hours (total) for: any endorsement area; character and citizenship; technology; professional skills; knowledge of learners and learning; knowledge of school's role; organization and operations; and/or exploratory or innovative activities. You may earn a total of **50** professional development hours in any or all of these areas.

REQUIREMENTS and DEADLINES for Frontline Education's Professional Growth (Formerly MLP)

In order to earn professional development hours, Professional Growth Activity(s) must be entered into the Frontline Education's Professional Growth program and be pre-approved by your supervisor prior to participation in the activity. You will then have **30 days after the completion of the activity** to evaluate and mark it complete. Activities not marked complete within the 30-days will not be approved. All activities must be pre-approved by your supervisor.

When submitting a Professional Growth Activity coursework in Frontline Education's Professional Growth program, an official transcript must be obtained and forwarded to the SAU office at the completion of the course to be kept in your personnel file.

All staff members must enter separate Professional Growth Activity Forms for each early release day workshop and each teacher workshop day. Activities must be marked complete within 30 days of the

activity date and must include the topic of discussion and your evaluation. One activity entered for the entire year for these on-going activities will not be approved.

For regularly scheduled building level meetings that are being used for Professional Growth purposes, such as early morning dialogue, staff meetings, department or committee meetings that occur on a regular basis throughout the year staff growth credit can be earned. However, if these meetings are geared more toward house keeping or other non-professional growth topics, professional growth will not be given. Please note that these activities still require pre-approval by your supervisor unless the activity has been or will be entered as a group at the building level.

ALLOCATION OF EARNED PROFESSIONAL DEVELOPMENT HOURS

Individual activity hours are to be allocated into either an endorsement area or general area. A single activity cannot be allocated to two separate areas. The only way that can be done is by creating separate activities and dividing the hours among them.

UNH TUITION WAIVER PROGRAM

UNH graciously awards Oyster River an allotment of funds each year that allows our employees to take courses at UNH tuition free. This is not a reimbursement program through Oyster River; it is a waiver program through UNH at no cost to the District.

In order to be eligible for a tuition waiver for courses at the University of New Hampshire, professional staff must complete the Application for *UNH Tuition Waiver form*, have their building principal sign and date the form and include a *Statement of Direct Benefit to Oyster River* for you taking this course(s), and forward the original form and statement of direct benefit to Wendy at the Central Office for approval by the Assistant Superintendent prior to registering for courses. Once approved and signed by the Assistant Superintendent the form is returned to the staff member. The staff member will then bring the signed form to UNH to register for the course(s). The UNH Waiver Funding is prioritized through the Fall and Winter sessions with course allowance offered to professional staff first and is currently unlimited; Administrators are given the second option to take courses and are limited to three courses per school year. If there are available funds remaining for the Spring session, the District will open this up to other support staff on a first come first serve basis. It is the responsibility of the support staff to contact Wendy in the Spring for Waiver availability.

TUITION REIMBURSEMENT

In order to be eligible for tuition reimbursements for graduate courses taken at schools other than the University of New Hampshire, Durham, the professional staff member must complete the Request for *Pre-Approval of Tuition Reimbursement form*. This form is to be used when a course is not offered at UNH and the course has been deemed, by the school principal, to be necessary for the continued professional growth of the staff member and will be beneficial to the District's mission. The school principal will utilize this form to request approval from the Superintendent to reimburse the staff member for tuition only; all other fees associated with coursework are the responsibility of the staff member. Justification must be attached to this form prior to submitting it to the Superintendent for approval. Please note that all available funds for reimbursement are based on annual budgeted amounts at the individual schools.

SALARY TRACK CHANGES

450 Clock hours or **30** graduate credits are required to move to BA+30 or MA+30.

To move to the BA+30 salary track, 30 graduate credits (or 450 clock hours) must be earned after the date of an earned bachelor's degree. To move to the MA+30 salary track, 30 graduate credits (or 450 clock hours) must be earned after the date of an earned master's degree. Each credit of university course work equals 15 clock hours. Per the Board/Guild Agreement, clock hours earned while employed in the Oyster River School District may be converted to credits for advancement on the +30 – salary schedule at the rate of 15 hours = 1 credit. Hours earned in other district(s) cannot be similarly converted. An earned degree is required to move to MA or 2MA/CAGS/DR tracks.

TRACK CHANGE PROCEDURE

Professional staff members must notify the Superintendent in writing, via Wendy, by November 30th in the year prior to the year of your anticipated track change. This means you must notify the Superintendent by November 30, 2022, if you expect to be eligible for a track change at any time between July 2023 and June 2024.

If the Superintendent has received prior notice, send written notification to the HR Coordinator at the SAU office when you have completed your 450 hours of staff development (or the appropriate combination of hours and credits) and are eligible for a track change. At the time of notification, it will be necessary to provide supporting documentation such as official transcripts if they are not already in your personnel file. Once the information has been verified and approved, Wendy will arrange for a new contract to be issued to you.

THREE YEAR INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Three-year Professional Growth Plans are required to be reviewed and revised each year by the professional staff member and their supervisor. A minimum of one active goal must be in place. All 3-year plans are to be entered into the staff member's Frontline Education's Professional Growth portfolio. For details regarding timelines, professional development plans, process, annual reviews, etc. See the [2020-2025 Final Guild Agreement](#).

Certified staff members working in non-certified positions such as tutors, paraeducators, etc. must have a 3-year individual professional growth plan. This is required for the District to track recertification hours and recommend for renewal.

