



School Administrative Unit #5

Oyster River Cooperative School District

Professional Growth Master Plan

2014 -2019

Approved by the New Hampshire Department of Education on TBD

The Oyster River Cooperative School District would like to recognize and thank the members of the 2013-2014 Professional Growth Committee for their time and effort invested in developing this new Professional Growth Plan.

Teacher Representatives:

Robyn Czepiel	Moharimet Elementary	GUILD Representative
Trisha Hall	Moharimet Elementary	Grade 1 Teacher
Kourtney Lipka	Oyster River High	Paraprofessional
Janice O'Brien	Oyster River Middle	Speech and Language
Robert Quaglieri	Oyster River High	Health Teacher
Brian Ryan	Oyster River High	Special Education Teacher
Kara Sullivan	Oyster River High	English Teacher
MaryEllen Webb	Mast Way Elementary	Grade 3/4 Teacher
Amanda Zeller	Oyster River Middle	English Teacher

Administration Representatives:

Carolyn Eastman	SAU #5	Assistant Superintendent
Dennis Harrington	Moharimet Elementary	Principal
Carrie Vaich	Mast Way Elementary	Principal

Community Representative:

Deborah Byrne	Town of Durham
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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 endeavour. Professional growth is not just going to workshop 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, 2014 to June 30, 2019.

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 practice 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.

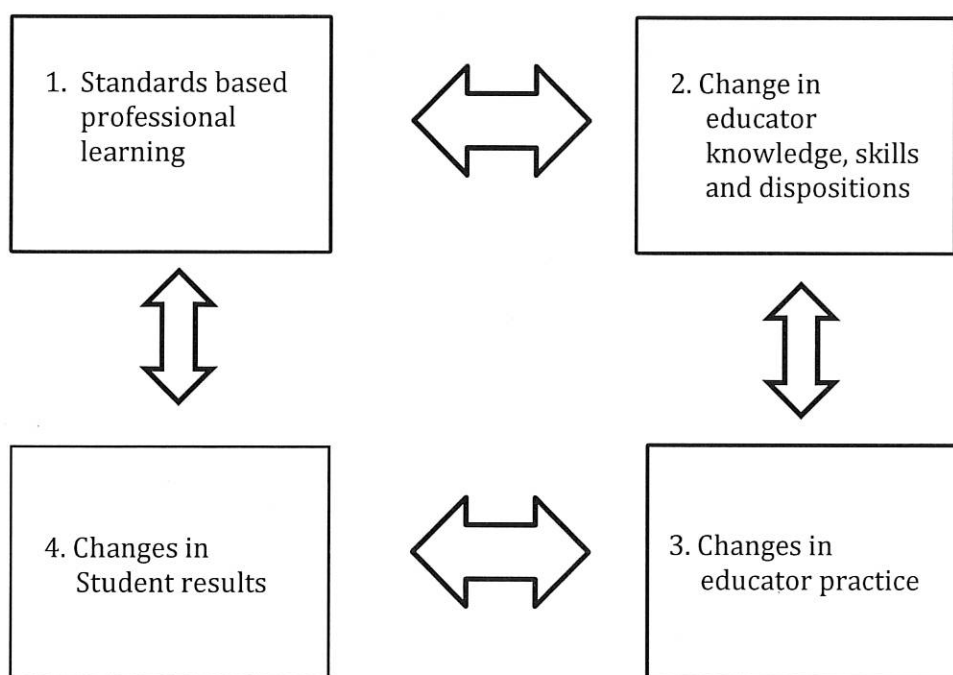
Articulation of Goals

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 grant 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 of 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.



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 to attend 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 2013-2014 school year.

The committee started participating in many different activities to take into account the new regulations that went into the new Master Plan. The committee broke down into subgroups to look at and compose each different section of the new plan. Each subgroup reported their section to the committee, where everyone collaborated to develop each section. The report was compiled and given to a few constituents representing different levels of education to receive input on how the New Master Plan is in terms of readability and understanding.

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.

A few of the committee members volunteered to review other Professional Growth Master Plans for the NH Department of Education. They utilized the Review Form in reviewing the plan prior to submitting it for review to the State Department of Education. This allowed the committee to identify strengths and weaknesses and have valuable discussions.

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 strengths 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	
				USE	Reported to
Common Program Assessments	K-12	Ongoing	Teachers (Individual and Grade Level/Content Teams)	To measure student achievement of Core standards in content areas To measure the effectiveness of current curricula and alignment	<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)	To measure student achievement of particular course content To measure the effectiveness of current curricula and alignment To identify student learning needs	<ul style="list-style-type: none"> Students Parents Teachers Building Leaders
STAR Enterprise	2-10	3 times per year	Teachers (Individual and Grade Level/Content Teams); Specialists; Building/ District Leaders	To measure student growth and plan interventions when needed To identify student learning needs To determine individual educator goals To measure effectiveness of individual/group professional growth plans	<ul style="list-style-type: none"> Students Parents Teachers District Leaders School Board Community
DRA/Benchmark	K-4		Teachers (Individual and Grade Level Teams); Specialists; Building/ District Leaders	To measure student growth and plan interventions when needed To identify student learning needs	<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; Guidance	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)	To measure student growth and plan interventions when needed To identify student learning needs	<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)	To measure student growth and plan interventions when needed To identify student learning needs	<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	To inform instruction and create dialogue To gauge student engagement To gauge parent/teacher communication To determine individual educator goals To measure effectiveness of individual/group professional growth plans	<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	To determine individual educator goals To measure effectiveness of individual/group professional growth plans	<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 Teams); Building/ District Leaders	To identify student learning needs To determine district or school goals To evaluate student learning To measure the effectiveness of current curricula and alignment To determine individual educator goals To measure effectiveness of individual/group professional growth plans	<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.

Data gathering includes a process for collecting, interpreting, and analyzing concrete evidence from multiple sources. Careful consideration of this data, along with our knowledge of the learner, the curriculum, and best instructional strategies, guides us in making decisions to meet the diverse needs of our students.

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 purposes of continuous professional growth and recertification. The individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of 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 educating 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 goal.

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

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

S	specific, significant, stretching
M	measureable, 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 (essay's 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' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & Mc Laughlin, 1995; Hirsch, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; Learning Forward, 2010). JEPG is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality 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 *My Learning Plan*.

- All activities must be aligned to individual three 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 sponsors 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 MyLearning Plan/Oasys
College or 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 MyLearning Plan/ Oasys • 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	Activities 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 MyLearning Plan/Oasys • 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	Not to exceed 15 hours annually Total hours not to exceed 30 in a three-year cycle	<ul style="list-style-type: none"> • Certificate of attendance/attendance roster and evaluation/reflection completed on MyLearning Plan/Oasys

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 completed on MyLearning Plan/Oasys 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 completed on MyLearning Plan/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"> Certificate of attendance/attendance roster and evaluation/reflection completed on MyLearning Plan/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"> Certificate of attendance/attendance roster and evaluation/reflection completed on MyLearning Plan/Oasys
Supervision of a Student Educator (ED 500)		Not to exceed 5 hours/semester	
Observation/ Visitation <ul style="list-style-type: none"> To other educational institutions To businesses 	Observing other educators' instructional skills in order to enhance current skills. Observations must be relevant to the staff member's current job	Equal Participation Hours not to exceed 20 hours per	<ul style="list-style-type: none"> Certificate of attendance/attendance roster and evaluation/reflection completed on MyLearning Plan/Oasys An overview of learned knowledge to be shared

<ul style="list-style-type: none"> • Within our own schools 	position, his/her professional goals, and district goals	three-year cycle	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 completed on MyLearning Plan/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 completed on MyLearning Plan/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"> • Certificate of attendance/ attendance roster and evaluation/reflection completed on MyLearning Plan/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 completed on MyLearning Plan/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 completed on MyLearning Plan/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"> Certificate of attendance/ attendance roster and evaluation/reflection completed on MyLearning Plan/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"> Evaluation/reflection completed on MyLearning Plan/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

Educators 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 MyLearningPlan; instructions are available in appendix I, J, K.

Options for Documenting Professional Learning:

1. Development of Body of Evidence (See following table for possible forms of evidence.)	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: <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.
2. Accumulation of Continuing Education Units	Certified Educator - 75 hours (30 hours in area of endorsement) Additional Endorsements – 30 hours in each area Certified Para-Educator – 50 hours
3. Combination of Body of Evidence and Continuing Education Units	The combination of fewer than the required continuing education units and development of a body of evidence.

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 interpretation of result Syllabus, papers, projects, transcript Handouts and other materials, certificate of attendance 	<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 Projects, papers, etc. from courses Other 	<p><u>Results of:</u></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 Skill inventories or checklists Anecdotal notes Other 	<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 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.

D. Appeal Process

1. 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
 - A. A letter submitted to the Professional Growth Committee within 10 days, if unsolved by the supervisor and/or principal
 - B. If continued disagreement, a letter submitted to the superintendent within 15 days of the denial of the Professional Growth Committee

E. Certified Paraeducators

Ed 512.06 Certified Paraeducators II

1. Requirements for Paraeducators certified under Ed 504.05 shall be as follows:
 1. 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;
 2. All professional learning is documented by the certified paraeducators through the use of MyLearningPlan;
 3. 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;
 4. Certified educators, referenced in Ed 505.07, who are employed as paraeducators will be granted the opportunity to document professional learning through MyLearningPlan; and
 5. It is the responsibility of any certified paraeducator to notify the district of their need to access MyLearningPlan

Professional Evaluations

Yearly Meeting:

All professionals will have a three-year goal meeting every year, to update, modify, or change goals by October 1st. Goals should reflect:

- 1) District Goals:
- 2) Building Goals:
- 3) Individual Goals:

All goals should be written using the SMART goals initiative.

Non-Tenured Professionals:

Non-Tenured Professionals will have two (2) formal observations and Three (3) walk through observations done by their supervisor. The two formal observations will have pre and post observation conferences and the two walk through observations can have post observation conferences. The first formal observation needs to be done by October 15th. All other observations need to be done by March 15th.

Tenured Professionals:

Tenured Professionals will have three (3) walk through observations done each year. One (1) formal observation can be requested to replace a walk through observation. The request for the formal observation can come from either the professional or the supervisor. The formal observation includes a pre and post observation conference and the walk through observations can have post observation conferences. All observations need to be done by May 15th.

Self-Evaluation:

Each year on or around March 1st for Non-Tenured Professionals and May 1st for Tenured Professionals a self-evaluation will be required of each professional staff member. This self-evaluation should be to reflect on goals that were set by the professional over the course of that year and also the use of best teaching practices over the course of that year. This should be completed prior to the supervisors' completion of the Annual Summative Evaluation.

Summative Evaluation:

Each year by March 15th for Non-Tenured Professionals and May 15th for Tenured Professionals the supervisor will complete a summative evaluation of each professional staff member. This summative should include information from the different types of observations that occurred over the year and the self-evaluation.

Performance Improvement Plan:

According to the school contract, if it is determined that a professional must be placed on a Performance Improvement Plan, the administrator will meet with the professional and develop a plan that identifies those specific performance area(s) which have been noted in observation reports, conferences or other forms of written communication as being unsatisfactory. This plan would be developed and in place by April 15th.