



Pelham School District
Professional
Development Master
Plan
2025-2030

Professional Learning Master Plan Development Committee

The Professional Learning Master Plan Development Committee met monthly over the course of the 2024-2025 school year. They researched best practices in professional development and reviewed Ed 513. The committee consisted of a broad range of educators. This plan is a result of their efforts and should be commended.

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Section 1 – Professional Learning Master Plan

1.1 Purpose of the Professional Learning Master Plan

The purpose of the Professional Learning Master Plan is to provide a process that will enable the Pelham School District to create, implement, and evaluate plans for continuous professional learning that will increase educator effectiveness and improve student achievement. It consists of both individual and organizational responsibilities, including guiding educators through the recertification process.

Professional learning is an opportunity to continuously improve instruction and positively impact student growth. The fundamental belief of the Pelham School District is that all students can learn at high levels, and it is a teacher's job to facilitate this. Through an alignment of standards of professional practice, curriculum, instructional practices, and assessment, students will achieve the outcomes that are identified in each course/grade and articulated in the New Hampshire College and Career Ready Standards. Professional learning is most effective when informed by evaluative feedback and self-reflection.

Beliefs

Beliefs upon which the Pelham School District Professional Learning Master Plan is based:

- All students and teachers can learn and perform at high levels.
- All students are capable of learning core academic subjects.
- Teachers facilitate the learning of students.
- The quality of teaching instruction directly impacts the outcomes of a student's skills.
- Teaching is a complex job and involves reflecting on practice, making judgments, and monitoring students' progress.
- Collegial sharing yields better outcomes than individual courses of action.
- Informed decisions based on data yields better results.

Key Components of Individual Professional Learning and Teacher Effectiveness:

- Strengthens personal commitment to a maximum growth process leading to effective change.
Renews, refreshes, and broadens one's ability for new learning.
- Promotes reflection on new knowledge which can be incorporated into everyday classroom practice.
- Supports creative risk-taking and innovative explorations which are tied to student achievement.
- Sustains on-going study of the teaching and learning processes.
- Reflects school, district, and individual goals for instructional improvement.
- Promotes learning as a lifelong process.
- Enhances student performance, attitudes, experiences and citizenship.

Key Components of Organizational Professional Learning:

- Incorporates school and district goals.
- Recognizes and addresses diverse learning needs of students and educators. Encourages risk taking, mutual trust, and support within the learning community.
- Engages in job embedded learning.
- Provides opportunities for best practices, reflection, and feedback.
- Focuses on collaborative analysis of student achievement.

Supporting the District and School Improvement Goals

The Pelham School District Professional Development Learning Plan outlines the process that certified/licensed educators will use to create individual professional learning goals reflective of personal needs and informed by school and district goals. Educators will analyze a variety of data to determine their own professional learning goals. The Pelham School district uses Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* to promote a common understanding of high professional standards. This framework serves as a foundation for educators' professional growth plans and for observation and evaluation of educators' work by school administrators.

All Educators Certified by the New Hampshire Department, and Professional Educators such as Nurses, Occupational Therapists, Speech and Language Pathologists, Physical Therapists, Instructional Coaches, Behavior Specialists, and any other Professional Staff not mentioned, will develop a three-year plan consisting of SMART goals reflective of personal needs and informed by school and district goals. These goals are identified in discussions with the building administrator and are annually reviewed. Teachers are responsible for showing evidence of progress being made toward achieving these goals (see Section 3: Individual Professional Learning Plan). This process is aligned with the State of New Hampshire's recertification guidelines. Teachers are involved with, and held accountable for, continuous improvement of their practice. This process acknowledges educators as professionals and enables them to take responsibility for demonstrating professional growth in a meaningful way.

The School Board establishes district goals, and school administrators establish school goals to support those district goals. Administrators and staff give input into developing individual school building goals through school improvement teams, faculty meetings, and department teams. Every year the Professional Development Committee sends out a survey to elicit input from the entire school community as to the professional learning focus areas for the following year. Data from the survey, along with data-driven, research-based goals set at the building or district level are used to determine the professional learning opportunities for the following year. Each year the committee working with the leadership team determines themes for professional learning the next year. The Title IIA Grant is then written to support the theme for the year, the goals, as well as the individual efforts of educators.

Staff Expectations in Participating in High Quality Professional Learning.

All professional staff, and all staff certified by the Department of Education who are working full or part-time, and any other professional educators deemed appropriate by the Superintendent will participate in the Professional Learning Master Plan. If there is any question as to whether or not an employee of the Pelham School District is required to participate in this plan, it is the responsibility of the employee to verify his/her status.

The Professional Learning Master Plan also includes staff who are licensed as Occupational Therapists, Physical Therapists, Speech and Language Pathologists, and Nurses. The staff who are working on licenses can incorporate much of their licensure requirements into this Master Plan in order to work on both simultaneously. At times a Professional Learning Activity for this Master Plan may not coincide with a licensure requirement.

Certification and licensure are ultimately the responsibilities of the employee. They are responsible for fulfilling the requirements of the Department of Education and/or their respective licensure board. The process outlined in this Master Plan is aligned with the requirements of the Department of Education and ED. 512 and is designed to help staff secure recertification.

Staff who are not paid as employees and are independent contractors or employed by other agencies are not included under SAU 28's Master Plan. They are responsible for their own certification in accordance with the procedures under the N.H. Department of Education.

Fulfilling Individual Professional Learning Plans

Teachers will be trained in developing and fulfilling the three-year Individual Professional Learning Plans that supports their current job assignments and any additional endorsements. Professional Development Committee members, mentors, and administrators are integral in assisting the teachers in fulfilling their plans. The Individual Professional Learning Plan is informed by the outcomes of the Performance Management System, as well as School and District Goals. The Individual Professional Learning Plan process is explained in Section III: Individual Professional Learning Plans.

Seven Standards of Professional Learning

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* applied 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.

As educators invest in continuous improvement through professional learning, they demonstrate professionalism and commitment to students. School systems that invest in professional learning and build coherence throughout the system demonstrate commitment to human capital development and acknowledge that investment in educator learning is a significant lever in improving student achievement.

When educators are learning collaboratively in the context of a system-wide plan for coherent learning that is tied to a set of goals aligned from classroom to school-to-school system, their professional learning is more likely to produce its intended results.

Learning Forward Standards Connection

The Pelham School District incorporates the Learning Forward Standards into our Professional Development Master Plan (www.learningforward.org). Learning Forward Standards promote professional learning that increases educator effectiveness and results for all students when all standards are integrated appropriately. The Pelham School District will use the Learning Forward Standards to plan, facilitate, and evaluate professional learning for the purpose of raising the quality of educators' learning and performance and student achievement.

The seven standards focus attention on professional learning that relates to successful student learning. The standards require professional learning that is interactive, relevant, sustained, and embedded in everyday practice. The standards make explicit that the purpose of professional learning is for educators to develop knowledge, skills, practices, and dispositions they need to help students perform at higher levels. Researchers have found that it can take fifty or more hours of sustained professional learning to realize results for students.

1.2 Professional Development Committee

In Pelham, the Professional Development Committee oversees the administration of the Professional Development Master Plan. The committee, composed of professional educators and other representatives from throughout the district, is charged with the responsibility of communicating and creating professional learning opportunities for their peers. To do so successfully, they must be responsible to the expressed needs of fellow educators, aware of innovations and research in education, and focused on district and building improvement goals.

Each individual educator must purposefully seek to improve his/her knowledge and practice in accordance with the Professional Development Master Plan. The Professional Development Committee exists to facilitate growth, to clarify issues, and to maintain the integrity of the plan and its fair and equitable implementation.

The Professional Development Committee meetings are scheduled at the beginning of the school year, and are usually held monthly. Each school elects a Professional Development Representative who serves on the committee for a period of three years.

Membership

The Professional Learning Committee shall be composed of up to eleven members as follows:

Required Members:

- 3 Certified Professional Educators,
- 1 Certified Paraprofessional who represents all schools and is selected by the district instructional assistants
- 1 Administrative representative
- 1 Superintendent of Schools or designee (Assistant Superintendent)
- 1 member who represents Special Education, (Special Education Administrator) ● Treasurer

Optional Members:

- 1 School Board Representative
- 1 Member who represents parents and/or the community
- 1 Instructional Specialist (OT, PT, SLP)

The Superintendent (or designee) will act as the Chair for meeting facilitation.

Eligibility

Every certified/licensed staff member in the Pelham School District is eligible for appointment to the Professional Development Committee. Committee vacancies shall be announced prior to the opening of each school year. If a vacancy occurs, the committee will request the group represented by the resigning member select another representative to maintain the fidelity of required members.

Subcommittees

Temporary smaller committees may work on specific goals to be submitted to the whole committee for input and approval.

1.3 Roles and Responsibilities of the Professional Development Committee:

Committee Goal:

To plan, promote, communicate, and evaluate high quality professional learning for the school district and to monitor the implementation of the Professional Development Master Plan.

Requirements for Membership:

- Certified staff member who has worked in the district for at least one year
- Ability to organize work tasks
- Communicate with faculty and administration
- Collaborate with other committee members
- Have an interest in professional learning

Functions of the Professional Development Committee Members:

To hold monthly meetings at which the following items may be discussed:

- To endorse the local Professional Development Master Plan, to revise and define professional learning policy, and to submit the Plan to the NH Department of Education as required for approval.
- To plan, approve and publicize in-district professional learning activities.
- To review data, surveys, school goals, initiatives and teacher needs in planning workshops, courses or training both on a school basis and on a district basis.
- To plan, promote, communicate, and evaluate high quality professional learning for Pelham School District.
- To communicate professional development information to colleagues and to act as the conduit for Professional Development information between the District office and the schools.
- To act upon the recommendations of professional learning subcommittees and district-wide committees.
- To train and orient new staff members to the Master Plan requirements, and technology processes used to request professional development approvals
- To provide on-going evaluation to assess the effectiveness of the Master Plan and school or District sponsored professional learning.

Functions of Individual Positions:

Chair: (Superintendent or Designee)

- Prepare agendas for the Professional Development Committee
- Facilitate meetings

Secretary: (rotating member)

- Responsible for recording and distributing (upon approval) meeting minutes to committee members
- The position will be rotated among the PDC representatives on a monthly basis.

Treasurer: (Administrative Assistant to the Superintendent)

- Responsible for overseeing funds available for Professional Development Activities.
- Attends monthly meetings as needed.

Elected Certified Professional Educators: (One per school)

- Attend meetings set by the chair.
 - Report to faculty.
 - Solicit input from the faculty and professional staff.
- Analyze survey data from professional development
- Communicate with Administration regarding the professional development process.
 - Assist colleagues with understanding their Individual Professional Development Plan options outlined in the Professional Development Master Plan.
 - Assist staff with the activity approval process and the use of *Teachpoint* or similar technology.
 - Monitor the implementation of the Professional Development Master Plan.

Administrator Representative:

- Serve as the liaison to the District Leadership Team.
- Represent the perspective of the Administrators during Professional Development Committee meetings.
- Assist the rest of the Administrators in implementing the Professional Development process.
- Solicit input from administrators.

Elected Certified Paraprofessional:

- Attend meetings.
- Assist the Committee in providing the perspective of Paraprofessionals as it relates to Professional Development goals, activities, and processes.
- Solicit input from instructional assistants.

Special Education Representative:

- Attend meetings.
- Assist the Committee in providing the perspective of Special Education Educators as it relates to Professional Development goals, activities, and processes.
- Solicit input from educators in the special education department.

Optional Members:

- Attend meetings.
- Assist the Committee in providing the perspective of parents as it relates to Professional Development goals, activities, and processes.
- Help inform other community groups as needed.

Professional Development Master Plan Evaluation

The Professional Development Committee, or subcommittees, will develop, monitor implementation, and evaluate the effectiveness of this Master Plan. The committee can propose changes to the Professional Development Master Plan and make any necessary

revisions. The committee will then submit amendments to the NH Department of Education if the plan is revised before the expiration date of the plan.

Educators demonstrate accountability through the collection and analysis of student data. Data can come in the form of academic outcomes, behavioral events, attendance, or graduation rates, to name just a few. Ultimately all outcomes work together to paint a picture of student achievement in the broadest sense and allow us to measure our progress towards the vision of the Pelham School District, Inspiring Success One Mind at a Time.

Section 2 Data Collection, Interpretation, and Use

2.1 Data Collection

The Pelham School District collects many forms of data, on a daily or yearly basis. For the purposes of the Professional Development Master Plan the data outlined in the chart below is regularly collected and analyzed to help the Professional Development Committee plan, implement, and evaluate the Professional Development in the Pelham School District.

Data Source	When is the Data Collected?	What Does the Data Represent?	How is the Data Used?	Who Analyzes the Data?	Where is the Data Reported to Stakeholders?
State-Wide Annual Assessment (SAS, SAT, or DLM)	Spring (Last 12 Weeks of the SY)	Achievement in English Language Arts and Mathematics	Create Building and District Achievement Goals	Building Data Teams and Assistant Superintendent	Leadership Team and Pelham School Board
State-Wide Annual Assessment (Science SAS)	Spring (May)	Achievement in Science	Create Building and District Achievement Goals	Building Data Teams and Assistant Superintendent	Leadership Team and Pelham School Board
Common Summative Assessments	Ongoing	Achievement in all grades/courses	Evaluate Curriculum, Instruction and Assessment Cohesion	Grade Level and Department Teams	Leadership Team and Pelham School Board
Benchmark and Progress Monitoring Assessments (i-Ready, PSAT)	Ongoing	Student Progress Towards Grade Level Standards	Evaluate Curriculum, Instruction and Assessment Cohesion	Grade Level and Department Teams	Leadership Team and Pelham School Board
Post Professional Development Surveys	As Needed	Educator Opinions of District Offered Professional Development Activities	Assess the Quality of Professional Development and Make Recommendations	Professional Development Committee	Leadership Team and Pelham School Board
Personal Reflections of Professional Development	Ongoing	Self-Evaluation of Professional Development Activities	Assess the Quality of Professional Development and Make Recommendations	Professional Development Committee	Leadership Team and Pelham School Board

2.2 Data Use

The Pelham School District uses a data-driven decision-making model when planning, implementing, and evaluating our professional development. Data is collected and analyzed by the various groups within the organization and shared through the leadership teams. The Professional Development Committee reviews aggregate student achievement data to plan for

district lead professional development. Data from individual professional development activities are analyzed by the Professional Development Committee to evaluate the quality and effectiveness of the Professional Development Master Plan.

Individual and Organizational Outcomes

Professional development can be categorized into two groups: individual and organizational. The Professional Development Master Plan guides both types. Individual outcomes are monitored at the activity level, annually, and the end of the certification cycle. Organizational outcomes are also monitored at the activity level, annually and through the strategic planning process which in our case is done every 5 years. At the activity level, educators are asked to reflect after each activity whether it be an activity they engaged on their own (Workshops, Graduate Courses, School Visits, Professional Reading, etc.) or whether it was a district organized activity (Teacher Workshop Day, Professional Development Team Meetings, New Resource Training, Professional Reading Groups, etc.) Reflection on new learning is an integral part of the learning process and required for professional development activities to be included in the renewal process. Annually the individual educator completes the Annual Reflection on Goals. At the end of the certification cycle individual educators create a recertification packet which contains evidence that they have met the requirements for recertification under one of the three options and includes a detailed analysis of their Individual Professional Development Plan goals.

Section 3 - Individual Professional Development Plan

3.1 Developing the Individual Professional Development Plan

Each educator will establish an Individual Professional Development Plan that includes goals based on self reflection, an analysis of student work, analysis of student achievement data, a review of formative and summative observations, and summative evaluation. The Individual Professional Development Plan is a three-year plan. The process for developing and monitoring the Individual Professional Development Plan is outlined here.

Step 1. Complete the Needs Assessment (Appendix A)

The educator completes the Needs Assessment form and submits it to the supervisor for use in developing meaningful, relevant professional development goals for the educator. The Needs Assessment informs both the Pelham Observation Process (Performance Management System) and the Individual Professional Development Plan (Appendix B).

Step 2: Develop Goals

Each educator will collaborate with the building administrator to clarify, edit, and revise goals set forth in the Individual Professional Development Plan. This meeting will be held by **October 30** of the new recertification year or first five years of employment with the Pelham School District. Each educator will be asked to create at a minimum two goals reflective of and inclusive of the following four growth areas:

Growth Area #1: Increase knowledge of all subject areas and content areas taught and field of specialization for each endorsement area (Ed302).

Growth Area #2: Increase pedagogy: knowledge and skills in effective teaching, best practices for the content area taught and for which certification is being renewed; and increase knowledge of learners and learning.

Growth Area #3: Increase knowledge of educator effectiveness as it relates to Standards of Professional Practice in the *Enhancing Professional Practice: A Framework for Teaching*.

Growth Area #4: Reinforce school or district goals and increase student achievement.

All goals will be written in SMART format: Specific, Measurable, Attainable, Relevant, and Timely. Educators who hold multiple endorsements must develop enough goals to cover all endorsement areas.

Step 3: Identify Method for Tracking Professional Development

Educators can choose to track progress towards achieving the goals of the Individual Professional Development Plan in one of three ways:

1. The development of a body of evidence that documents job-embedded or formal professional development and self-reflection.

2. An accumulation of a minimum of 75 continuing education hours with 30 for each endorsement area and 45 documenting job-embedded or formal professional learning and self-reflection of district goals.
3. A combination of less than 75 continuing education hours and a body of evidence that together document job-embedded or formal professional learning and self-reflection. If choosing this option, please see the building principal for guidance.

Step 4: Attain Approval of the Individual Professional Development Plan

The Individual Professional Development Plan must be approved by the building administrator by October 30 of the first year of the educator's three-year certification cycle or first five years of employment with the Pelham School District. If the building administrator and the educator cannot agree on goals, the Assistant Superintendent will be asked to mediate.

Step 5: Annual Reflection (Year 1 and 2) of Progress (Appendix C)

At the end of the first and second years of the certification cycle, the educator will complete a self-assessment of the progress made towards completing the Individual Professional Development Plan. This will be done by completing the Annual Self-Reflection on goals form.

Step 6: Final Reflection (Year 3) of Progress (Appendix D)

At the end of the three-year certification cycle the Educator must complete a Final Reflection of the Individual Professional Development Plan (see form with same name). This form, along with other required documentation, is submitted to the building administrator by **April 1** of the last year of the certification cycle. Activities completed after April 1 will be credited towards the next renewal cycle.

3.2 Multiple Endorsement Areas

Educators who hold multiple endorsements must develop an Individual Professional Development Plan that reflects all endorsements. This plan can be done by creating goals for each endorsement or by creating goals that encompass multiple endorsements. This process will be unique to the educator and dependent on the endorsements held.

3.3 Adding Endorsement Areas Mid-Cycle

When endorsements are added mid-cycle, requirements for renewal of the endorsement will be determined on a case-by-case basis, in consultation with the Assistant Superintendent

Section 4 – Professional Learning Activities for Professional Development

4.1 Types of Professional Learning Activities

Listed below are various types of formal activities as well as possible types of job embedded activities in which professionals may engage. The following is a suggested list:

Formal Professional Learning:

Formal professional learning often occurs outside of the normal job experiences, and is presented to the educator through one of the following:

- Graduate college courses (online or conventional)
- Courses for credit that the district sponsors
- Institutes and Committees that the district sponsors
- Workshops/Webinars/Conventions/Conferences/Institutes related to recertification areas.

Formal learning has a predetermined hour value and is documented through proof of attendance and self-reflection of new learning. Seat time is not the determining factor in accrual of hours; self-reflection of learning determines if hours are approved.

Informal Professional Learning:

Informal professional learning can take place in many ways and is often personalized for the educator. Informal professional learning opportunities do not have hours associated with them; they contribute to the body of evidence related to new professional learning. One of the most promising approaches to professional growth in education is job-embedded learning, learning that occurs as teachers and administrators engage in their daily work activities

Job-embedded learning is the result of educators sharing what they have learned from their teaching experiences, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices they have discovered while trying out new programs or planning and implementing a project. Job-embedded learning is learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others. Such activities as study groups, action research, mentoring, and coaching have frequently been identified as examples of job embedded learning. However, almost any interaction between two or more educators provides an opportunity.

Informal Professional Learning can include these activities:

- Observation of a mentor, peer, students, or team
- Independent study of a project relating to student outcomes
- Action research or a project dealing with instruction
- Peer coaching, mentoring or supervision of an intern or student teacher
- Curriculum, instruction and assessment development such as curriculum development and designing common assessments
- Participation in a professional book study with peers

- Grant writing, publication in professional journals
- Designing in-service training or program development
- Sharing professional readings from journals or books with colleagues
- Travel experiences with students

Professional learning activities are approved when they relate to an educator's new learning or can be applied in new ways in the classroom. Both formal activities designed to promote job embedded learning and the formal and informal interactions within a school can be employed to promote important professional learning. Staff attending professional development outside of the district will need to complete a reflection (Appendix G).

Clarifications about certain types of activities:

Travel: When accompanying students on field trips or travel experiences, the time used for student supervision is not associated with professional learning. Subject-related experiences in museums, or visits can be used as a professional learning activity, if the educator provides evidence through self-reflection and documentation of how it will be used in teaching.

Supervision of student teachers or interns: For a semester experience up to a maximum of 10 hours can be devoted to content areas and 10 hours devoted to district goals.

Reading professional books: Professional reading is associated with informal professional learning and contributes to the body of evidence through self-reflection and documentation of how it will be used in teaching. Meetings associated with professional book studies can be associated with hours.

Teacher Grants: Pelham activities can be associated with informal professional learning and contribute to the body of evidence through self-reflection and documentation of new learning and how it will be used in teaching.

4.2 Process for Obtaining Approval of Professional Learning

Professional learning happens in many ways and at various times. True learning takes place when new information is presented and then through self-reflection and practice it is synthesized into practice. All professional learning must include self-reflection to be approved. Because professional learning is not always planned, only professional learning that is accompanied by a request for reimbursement needs to be pre-approved. All other professional learning can be submitted for approval within 30 days of the activity being completed. For the purposes of approvals and reimbursement, professional learning can be divided into two categories: professional learning with request for reimbursement, and professional learning without request for reimbursement.

Request to Attend Event Form for Reimbursement (Appendix F)

Formal and informal professional learning that is accompanied by a request for reimbursement **must** be submitted for **prior** approval using the "Request to Attend

Event” form. All professional learning that is accompanied by a request for reimbursement should be submitted for prior approval at least 30 days before the activity. Requests related to courses cannot be submitted more than 6 weeks (42 days) before the start date of the course. Requests related to workshops or other expenses can be submitted any time prior to the activity start date. Requests for approval submitted after the start date of the activity will be denied funds and processed for hours or body of evidence only. If funds are available at the end of the year, the educator can request reimbursement again. Reimbursements REQUIRE proof of attendance and payment.

Request to Attend Event (without reimbursement) (Appendix E)

Formal and informal professional learning that is not accompanied by a request for reimbursement can be submitted for approval using the “Request to Attend Event” form. Requests for approval must be submitted within 30 days, or June 30, of the activity completion whichever is sooner.

- Example 1: Educators engage in professional reading and develop a new behavior management system for their classrooms. They finish reading the book on April 3 and start the new system after April vacation (May 1). The request for approval of the new professional learning should be entered by May 30.
- Example 2: Educators attend a workshop on January 23. The request for approval of the new professional learning should be entered by February 23.
- Example 3: Educators attend a PLC meeting (weekly/monthly/bi-monthly). The request for approval of the new professional learning should be entered by June 30.

Conditions of Approval

The principal determines if the professional learning activity is appropriate, whether the content relates to the needs of the job assignment, and whether the staff person can be excused from their job on the requested day(s). Educators cannot appeal a denial from their administrator or the SAU to attend the activity or for a request for a professional day. Appeals or disagreement concerning hours must be appealed to the Professional Development Committee, in writing, within 30 days of the completion of the activity. The Professional Development Committee will make the final determination.

4.3 Process for Attaining Reimbursement of Expenses Related to Professional Learning All educators have 30 days after completion of a Professional Learning Activity with Request for Reimbursement to submit the necessary paperwork to the Treasurer.

4.4 Transferring Professional Development: Newly Hired Staff

Newly hired staff will have 90 days from the date of hire or from the start of the school year, whichever is later, to submit their approved professional development evidence from a previous public school district to the Assistant Superintendent. In cases where new employees have not been covered under a school’s professional development master plan, they need to submit a listing of activities with evidence of completion, and the Assistant Superintendent will award clock hours as is deemed appropriate for employees who did not use a traditional clock hour system. The Assistant Superintendent will review the evidence collected and determinations as to the status of the clock hours or the body of evidence that will be accepted and transferred.

4.5 Requesting Changes to Allocated Hours

If educators wish to correct any errors made in the PD software, they must submit the request in writing to the Professional Development Committee or the Assistant Superintendent. Any necessary changes must be made within 60 calendar days after the activity has been completed. Clock hours will not be reallocated or transferred between areas, for the purpose of meeting recertification requirements, during the last year.

Section 5 – Renewal of Certification Process

5.1 Individual Professional Development Plan Completion

In the final year of the certification cycle, all Individual Professional Development Plan activities and paperwork must be concluded by **April 1** in order to meet the review timelines. All educators who are up for recertification may meet with their administrators to review the evidence indicating completion of the Individual Professional Development Plan. Educators will provide evidence of the professional learning gained through a written summary that documents:

- the completion of formal and informal professional learning activities, and
- the reflection on the total experience and the resulting professional learning, and
- the contribution of that learning to the fulfillment of their assignment and their Individual Professional Development Plan.

Educators may schedule a meeting with the administrator prior to April 1. The criteria used to determine the successful completion of the Individual Professional Development Plan are based on documentation of the following:

- 30 hours in each endorsement and 45 in school/district goals, if Option 2 or
- the comprehensive summary reflecting on the total experience and the resulting professional learning.
- the extent to which the educator was able to fulfill their IPDP goals.

Building principals will review the complete recertification packet (see the *Renewal of Certification Form* for contents of the packet) to determine if the educator met the recertification requirements. Administrators will notify educators who have not met the requirements under the Professional Development Master Plan **by April 15**, and identify what has to be done for subsequent approval by April 30. A written request for an appeal, including the specific decision being appealed, must be filed with the Assistant Superintendent by **April 30**. The Assistant Superintendent will meet with the educator to view the evidence and notify the educator of the appeal decision by **May 15**. The decision of the Assistant Superintendent is final.

5.2 Completing the Renewal of Certification Process for the Department of Education The educator submits the *Renewal of Certification Form* and supporting documentation to the administrator by April 1 (Appendix H). The administrator signs the form signifying they have read the documentation and granted approval for renewal of certification, and then submits it to the Assistant Superintendent. This process will be completed by April 15. Recommendations for renewal will be made by the Superintendent or designee to the NH State Department of Education. Once this is done, the educator will receive an email from the Superintendent or designee indicating they can pay the fee and renew their certificate. At that time, educators will be able to log into the DOE's single sign on website using their secure username and password to complete the recertification transactions. This last step should be done in a timely manner during the month of May. Technically, educators have until June 30 to meet the DOE's recertification timelines. In addition, new certificates must be received by the district no later than June 30 otherwise educators will be notified that their contract is void and their jobs will be posted as open.

5.3 Submitting the New Certificate to the District:

All educators and licensed staff must submit copies of the new certificate/license to Human Resources no later than **June 30**. In some cases, originals will be requested if copies cannot be

read or if they have been altered. Consequences of not meeting the District's and/or State's requirements of recertification can include voiding an educator's employment contract.

5.4 Condition of Employment

Certification is a condition of employment. It is the responsibility of each staff member to manage the Individual Professional Development Plan and documentation of new learning. Failure to meet the deadlines in the Professional Development Master Plan can impact summative evaluations and contract status.

5.5 Timelines

The Professional Development Committee can revise the timelines, forms or processes needed in this Professional Development Master Plan for recertification purposes. Educators will be notified of changes to the timelines, forms, or processes through faculty meeting notices or school-wide emails.

Appendices

Appendix A: Needs Assessment (Educator)

Name:

This form is filled out by all Educators based on their Supervision Plan.

- Developing = Annually
- Targeted or Intervention = Annually
- Collaborative = Every 3 Years (at the beginning of the plan)

Using feedback received from your Summative Evaluation, Formative Observations and self-reflection identify relative strengths and weaknesses in each area of the Danielson Framework.

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: Classroom Environment

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

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community

Growing and Developing Professionally
Showing Professionalism

Comments

Educator Signature: _____

Administrator Signature: _____

Additional Versions:

- Instructional Specialist
- Library Media Specialist
- School Counselors
- School Nurse
- School Psychologist
- Therapeutic Specialist

Appendix B: Individual Professional Development Plan

Name

Endorsement(s)

Expiration Date

Method for Tracking Professional Learning

1. The development of a body of evidence that documents job-embedded or formal professional learning.
2. An accumulation of a minimum of 75 continuing education hours with 30 for each endorsement area and 45 documenting job-embedded or formal professional learning.
3. A combination of less than 75 continuing education hours and evidence that together document job-embedded or formal professional development addressing the school or district improvement goals and content area.

Reflection

Each educator will establish an Individual Professional Development Plan that includes goals based on self-reflection, an analysis of student work, analysis of student achievement data, a review of formative and summative observations and summative evaluation (Ed512(e)(3)). In addition, educators should review building and district goals for areas of goal coherence, as well as the Standards of Professional Practice associated with your endorsements (http://education.nh.gov/certification/cert_stand.htm). After review and analysis of these sources create at least two professional learning goals in SMART format.

Professional Learning Goals

Professional Learning Goals should be written in SMART format: Specific, Measurable, Achievable, Relevant, and Timely. It is recommended that you write three-year goals; however, one-year goals can be created for each of the three years in the certification cycle. Goals can be modified or updated during the three-year cycle with approval from the building administrator. There are four areas of growth that professional learning intends to positively impact:

Growth Area #1: Increase knowledge of all subject areas and content areas taught and field of specialization for each endorsement area (Ed302)

Growth Area #2: Increase pedagogy: knowledge and skills in the area of effective teaching, best practices for the content area taught and for which certification is being renewed; and increase knowledge of learners and learning.

Growth Area #3: Increase knowledge of educator effectiveness as it relates to Standards of Professional Practice in the *Enhancing Professional Practice: A Framework for Teaching*.

Growth Area #4: Reinforce school or district goals and increase student achievement.

The SMART Goals must include each of these growth areas at least once. This can be done in two goals or more as appropriate for the individual educator. At least one SMART Goal will need to be measured by student achievement.

Goal #1

To which endorsement area does Goal #1 apply:

To which Growth Area(s) does Goal #1 apply:

Goal #2

To which endorsement area does Goal #2 apply:

To which Growth Area(s) does Goal #2 apply:

Goal #3 (if needed)

To which endorsement area does Goal #3 apply:

To which Growth Area(s) does Goal #3 apply:

Planning

Educator Signature: _____

Administrator Signature: _____

Appendix C: Annual Reflection (Year 1 and 2) of Progress

Name

Endorsement(s)

Expiration Date

1. What did I accomplish this year towards my Individual Professional Development Plan goal(s)? How was my teaching impacted by my new learning?

2. Questions/concerns/challenges I faced this year in moving towards my goal(s):

3. In regard to achieving my goals, I am (check one):

_____ on schedule

_____ ahead of schedule

_____ behind schedule

By Checking I Agree this is in lieu of my signature

Educator Signature: _____

Evaluator Signature: _____

Appendix D: Final Reflection (Year 3) of Progress

Name:

Endorsement(s):

Expiration Date:

As you reflect on your responses, please construct a meaningful account responding to the prompts below.

-----Describe how working towards my goals impacted my professional growth.

Describe how you adapted your plan during your three-year cycle to meet

your goals.

Describe how your professional learning impacted student growth and

achievement.

Educator Signature: _____

Evaluator Signature: _____

Appendix E: Activity Approval Form (Request to Attend Event)

No Reimbursement Requested

Name:

Title of Activity:

Description of Activity:

Schedule Type: Single or Multiple

Start and End Dates:


Location:

Credits: (choose Professional Hours)

Budget (if applicable)

Select your Evaluator

Add Attachment:

*Title:	<input type="text"/>	Course ID:	<input type="text" value="Optional user searchable field"/>
Description:	<input type="text"/>		
Schedule Type: <input checked="" type="radio"/> Single <input type="radio"/> Multiple			
*Start:	<input type="text" value="Jun 25, 2026"/>	*End:	<input type="text" value="Jun 25, 2026"/>
	<input type="text" value="11:00 AM"/>		<input type="text" value="12:00 PM"/>
*Location:	<input type="text"/>		
Credits:	<input type="text" value="0"/> Professional Hours	<input type="text" value="0"/> Continuing Education Units	<input type="text" value="0"/> In Service hours
	<input type="text" value="0"/> Graduate Credits	<input type="text" value="0"/> Professional Development Points	
Budget:	<input type="text" value="None"/>		
Approvals:	Evaluator Choose your evaluator <input type="text" value="Select"/>		
	Administrator Review <input type="text"/>		
	Administrator Approval <input type="text"/>		
 Add Attachment			

Appendix F: Activity Approval Form (Request to Attend Event)

Reimbursement Requested

Name:

Title of Activity:

Description of Activity:

Schedule Type: Single or Multiple

Start and End Dates:

Location:

Credits: (choose Professional Hours)

Budget (if applicable)

Select your Evaluator

Add Attachment:

Appendix G: Self-Reflection of Professional Learning (to be filled out for every out of district activity request)

How has my understanding of the topic investigated in this activity changed as a result of this new

learning?

How do you expect this change in your understanding to impact your students?

What will you do differently in the future based on this professional learning activity?

Appendix H: Renewal of Certification Form

Renewal of Certification Form

Name: _____ Certificate Expiration: _____

School: _____

Endorsements: (Please list all): _____

Please check: Option 1 ☐ Option 2 ☐ Option 3 ☐

Part I: Educator Completes

A. I have completed my Individual Professional Development Plan.

- Attach a copy of the Individual Professional Development Plan approved by the Administrator.
- Attach a copy of the Summative Reflection of the Individual Professional Development Plan.

B. I have completed the requirements for renewal of certification in each endorsement area.

- (Option 1) I have created a body of evidence describing informal professional learning for each endorsement.
- (Option 2) I have 30 hours of formal professional learning for each endorsement.
- (Option 3) I have a combination of hours and a body of evidence of formal and informal professional learning for each endorsement.

C. I have completed the requirements of additional professional learning related to school/district/other goals.

- Attach a copy of hours (45) earned and/or the body of evidence created.

I certify that I have met the professional learning requirements as outlined in the Pelham School District Professional Development Master Plan.

Educator _____ date: _____

Make a copy and submit the original packet to your principal.

Part II. Administrator's Determination:

I have reviewed the evidence submitted and attest that this educator ☐ has ☐ has not adequately completed the professional development requirements as outlined in the Pelham School District Professional Development Master Plan.

Administrator _____ Date: _____

Make a copy of this form for the educator and submit this packet to the Assistant Superintendent

Part III. Superintendent's Determination:

The Superintendent will make the final determination that the educator has adequately completed the professional learning requirements as outlined in the Pelham School District Professional Development Master Plan. If there are any concerns, the Assistant Superintendent will notify the educator with any deficiencies.