

SAU #44/COE-BROWN NORTHWOOD ACADEMY

**PROFESSIONAL DEVELOPMENT
MASTER PLAN**

JULY 2019 - JUNE 2024

Duration of the Professional Master Plan

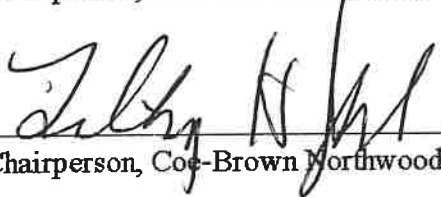
This document is the Professional Development Master Plan for School Administrative Unit Forty Four's (SAU #44) school districts of Northwood, Nottingham and Strafford, NH, and Coe-Brown Northwood Academy.


This Master Plan shall remain in force from July 1, 2019 to June 30, 2024.


Any and all amendments and additions to this Master Plan shall be incorporated into the existing Master Plan through mutual consent of the Professional Development Representatives in written and signed amendments to the Plan. All amendments will be approved by the NH Department of Education prior to their inclusion in the Plan.


Chairperson, SAU #44 Professional Development Committee 4-8-19
Date


Chairperson, SAU #44 Joint School Board 4-8-19
Date


Chairperson, Coe-Brown Northwood Academy Board of Trustees 4/10/19
Date


Headmaster, Coe-Brown Northwood Academy 4/8/19
Date


Superintendent of Schools 4/8/19
Date

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Superintendent of Schools Date

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STATEMENT OF PURPOSE

The purpose of professional development and learning within SAU #44 and Coe-Brown Northwood Academy is to support the engagement of our educators in consistent and focused learning activities that address the educational needs of our students. Through the SAU #44 Professional Development Committee and school-based management teams, certified educators, para educators, administrators, parents, school board and community members all contribute to the development of improvement goals and objectives that guide and focus professional development and learning. SAU #44 educators believe that the articulation of school, district and SAU-wide professional development goals and the interaction of individual goals within the SAU-wide context will increase each school district's ability to meet the needs of our diverse student population. This Professional Development Master Plan is intended to provide direction and guidance to educators as they develop their Individual Professional Development Plans (IPDP).

In addition, this Master Plan describes the process for monitoring the impact of professional development on the local improvement goals throughout SAU #44 and Coe-Brown Northwood Academy.

SAU #44 serves three distinct school districts: Northwood, Nottingham and Strafford, NH. Currently, each district directly educates kindergarten through eighth grade students in a single school building located in each town. The high school of record for students from Northwood and Strafford is Coe-Brown Northwood Academy. The high schools of record for students from Nottingham are Dover High School in SAU #11 and Coe-Brown Northwood Academy. Each district and Coe-Brown Northwood Academy has its own community context and needs in relation to teaching and learning. Consequently, within professional development and learning, we are striving to maintain a balance between uniformity of process and respect for the diversity of our school districts and Coe-Brown Northwood Academy.

The implementation of continuous and coordinated analysis of our students' academic skills, based upon objective evidence gathered over time, will become the guiding context for professional learning efforts. Consistent and continued use of data will not only guide professional development and learning of educators, but ensure teacher effectiveness. At this time, our educators have a variety of data sources that guide their professional learning choices.

Adherence to the requirements of the state of New Hampshire will continue to result in a process of change and adjustment for professional development within SAU #44 and CBNA.

GUIDING PRINCIPLES FOR DISTRICT GOALS

Relationship of the Professional Development Master Plan to Local Education Improvement Planning

The provision of professional development and learning is a central and continuous component of our commitment to engage all members of our communities in the improvement of student learning. Our goal is to support and facilitate activities that enhance educators' performance, knowledge, and attitudes in relation to identified student learning needs.

The SAU #44 Professional Development Committee monitors the professional development framework and evaluates the effectiveness of the Master Plan and will continuously implement, evaluate, and propose changes to the master plan. The Professional Development Committee will also make any necessary revisions/refinements to the plan. The committee ensures that, over time, site-based

professional development activities address the New Hampshire teacher competencies and district goals, which include the following:

1. Knowledge of the subject and content areas taught and field(s) of specialization for which license renewal is sought.
2. Professional skills shall include those skills necessary to carry out a job assignment including, but not limited to;
 - Knowledge of effective, developmentally appropriate teaching strategies
 - Best practices for the subject and content areas for which license renewal is sought.
 - Knowledge of learners and learning.

Professional development activities will also address district goals relating to the following guiding principles:

- 1) Research-based Curriculum;
- 2) Research-based Instruction;
- 3) Research-based Assessment;
- 4) Student growth and academic achievement;
- 5) Culture and Climate;
- 6) Leadership; and
- 7) SAU and individual local school district policies.

Within each school building, an inclusive committee, which generally includes the principal, assistant principal, educators and one or more community representatives, headmaster and assistant headmaster of Coe-Brown Northwood Academy and departmental deans, determines the annual cycle of site-based professional development activities, maintains linkage of activities to approved local education improvement plans, maintains the linkage of current student learning needs to curriculum development and, every three years, evaluates and updates school-wide professional development goals. Each school engages in a continuous cycle of curriculum development and utilizes the NH State Standards and high school level course competencies as foundations for all curriculum adaptations. Curriculum content areas are selected for revision based on analysis of student learning needs. In addition, each school's committee will maintain responsibility to document the following:

- Each school's accountability for student learning.
- On-going evaluation of educators' growth in knowledge of:
 - a) Subject or field of specialization;
 - b) Learners and learning as they relate to school and district goals in order to increase student achievement.

Relationship of the Master Plan, School-wide Goals and Individual Professional Development Plans

Linkage of the school-wide goals and the goals identified by every educator in their three-year Individual Professional Development Plans (IPDP) is a requirement of this Master Plan and the revised teacher license renewal requirements in RSA Ed 512.

A review of the school-wide goals will occur annually. The goals are based on current student learning needs as defined by an analysis of our data sources for student achievement. The goals may receive minor adjustments based on each school's Annual Summary of Student Progress on key assessment indicators.

Use of Data in Educational Decision Making

This Master Plan emphasizes documentation of the impact of professional development on student learning. New Hampshire teacher license renewal requirements delineate multiple linkages between thoughtful engagement in professional development and improved opportunities for student learning. School-wide professional development goals are based on analysis of the students' achievements and learning needs. Each educator is asked to include plans for documenting student learning when writing professional development goals.

Discussion of each educator's progress toward achieving his or her professional development goals will be included in annual performance reviews.

Documentation of the progression of students' academic skills occur within each school by utilizing data sources to make educational improvement decisions. Data driven decision-making processes include the following.

1. Define Data Sources A variety of school-wide data sources are available within each school and are included in Appendix A. These sources were analyzed during the development of school-wide professional development goals, and licensed educators will use one or more data sources to document the impact of their individual professional development on their students' learning.
2. Communicate Current Assessment Results During October of each year, individual schools will distribute an Annual Summary of Student Progress to licensed educators, school boards/board of trustees, their community and the SAU #44 Professional Development Committee.
3. Identify Concerns Each school refines their school-wide professional development goals after considering the data in their Annual Summary of Student Progress. Planning for school-based professional development activities will focus on addressing current student learning needs identified in the Annual Summaries of Student Progress.
4. Set Objectives During development of their Individual Professional Development Plans, licensed educators will utilize steps one through three for the specification of their goals, impact on student learning, and indicators of goal attainment.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

Writing Individual Professional Development Plans Required of All Licensed Educators

Each licensed educator is to develop and fulfill a 3-year individual professional development plan for the purposes of continuous professional growth and license renewal. 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 development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year license renewal cycle.

- 1) The educator completes a self-assessment. The assessment should be based on:
 - a. Professional educator standards and the license requirements for a given endorsement and assignment. See: Ed 505.07, Ed 506, and Ed 507.

- b. Local educator standards such as those used in the district educator evaluation system.
- c. An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.

2) Educators choose at least one goal aligned to the organizational (school/district) goals.

3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:

- a. Knowledge of content area(s), subject or field of specialization, including requirements of individual licenses, 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) The administrator or designee shall review the Professional Development Plan and:

- 1. Approve such plan in writing if it meets the requirements of this section; or
- 2. Confirm in writing that the plan needs modification.

If the Professional Development plan is amended, the amendments shall be made in accordance with this section, as confirmed by the administrator.

5) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.

Individual professional development plans shall include one of the following:

- 1. An accumulation of a minimum of 75 continuing education units documenting job-embedded or formal professional development addressing school or district improvement goal(s) and content areas; at least 30 CEUs are required for each license/endorsement as well as an additional 45 CEUs for Component 2, listed above in 3b, or
- 2. The development of a body of evidence that documents job-embedded or formal professional development addressing the school or district goal(s) and content areas;
- 3. A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school or district improvement goal(s) and content areas.

6) 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.

7) Educators meet with their supervisor or designee for annual 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.

8) When the plan is completed the Superintendent recommends renewal online to the NH DOE through EIS. In the final year of the three-year professional development cycle, the following timeline will apply:

- No later than March 1, each Professional Development building representative will retrieve on-line from the EIS (Educator Information System) a list of all personnel up for renewal.
- No later than March 15, appropriate documentation of required projects and CEUs must be completed by licensed educators and submitted to their PD building representatives.
- No later than April 1, the professional development building representatives will verify completion of requirements and report to the superintendent of SAU #44. The Coe-Brown Northwood Academy representative will inform the headmaster of Coe-Brown Northwood Academy of the status of each educator's completion of requirements.
- No later than May 1, the superintendent will notify the professional development building representatives of individual educator's license renewal.
- No later than May 15, the professional development building representative will notify individual educators of their license renewal status.
- The Coe-Brown Northwood Academy headmaster will notify each educator of his/her license renewal status.
- Each educator is responsible for submitting online license and fees to the NH Department of Education no later than June 30.
- Upon receipt of renewed licenses, Northwood, Nottingham, and Strafford School staff must provide one copy to the SAU personnel office.
- Coe-Brown Northwood Academy's licensed educators should provide one copy of his or her license to the headmaster and one copy to the Coe-Brown Northwood Academy PD representative.

The following timeline applies to the beginning of a license renewal cycle:

- New professional development cycles begin on the 1st of July, following the expiration of the previous three-year plan
- Any professional development activity completed between March 1 and June 30 may be applied to the new three-year cycle.
- New three-year Individual Professional Development Plans must be submitted prior to the close of the school year in order for the plan to become effective on July 1.
- Any educator new to SAU #44 or Coe-Brown Northwood Academy must submit a three-year plan by October 1st.

Licensed educators who begin working within SAU #44 or Coe-Brown Northwood Academy part-way through their three-year license cycle will be granted all professional development CEUs that were approved by their previous school district.

Relicense renewal of Para educators

Licensed para educators will follow all of the procedures and timelines in this plan. A copy of their license must be on file with the Superintendent of Schools/Headmaster of Coe-Brown Northwood Academy. Fifty (50) CEUs of professional development activities are required for license renewal of para educators.

Appeal of a Professional Development Decision

If there is a question concerning non-approval of an Individual Professional Development Plan or a specific activity, within 15 days, the licensed educator affected by the decision may meet with his or her

principal/headmaster to attempt to come to a mutual resolution. For high school educators, the decision of the headmaster will be final. If mutual resolution for elementary educators does not occur, within 15 days, the appeal will be sent to the Chair of the SAU Professional Development Committee for review at the next scheduled meeting. Should that step be unsuccessful, the question would be brought before the superintendent for resolution within five days. The superintendent's decision will be final.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development can occur every day through documented job-embedded activities and through high quality professional learning opportunities such as workshops, courses and conferences. Job-embedded professional development activities focus on addressing current student learning needs. Job-embedded learning occurs as educators engage in their daily work. This learning becomes professional development when there is a documented increase in specific skills and knowledge that enable growth in student learning and academic achievement. It includes educators sharing what they have learned and reflecting on specific work experiences to attain new understanding. Also included are identifying best practices through the sharing of instructional practices, planning and management techniques and features of new programs. Job-embedded professional development has a direct impact on student learning and should be a central component of all Individual Professional Development Plans.

In addition, the Professional Development Committee strongly recommends that all licensed educators in SAU #44 engage in at least one in-depth, focused program of study, such as a graduate level course. The content of the selected in-depth study should have a direct link to current teaching responsibilities. Certified educators who work at Coe-Brown Northwood Academy and are employed at the bachelor's level are required to complete a graduate course. Upon receipt of a written proposal, the headmaster may grant Coe-Brown Northwood Academy bachelor's level personnel an exception.

The following list defines options for professional development activities. **Prior to beginning an activity, approval from the principal/headmaster and K-8 professional development representative are required.** Educators are reminded that an Individual Professional Development Plan must be in effect in order to have an approved activity apply toward relicensure renewal CEU requirements. Submit a Professional Development Activity Form in Frontline or Coe-Brown Northwood Academy Form A, stating the purpose of the activity and the estimated number of CEUs being requested.

CEU guidelines are listed for the following options. Each professional development activity must be approved prior to beginning participation in the activity (*Professional Development Activity Form or Coe-Brown Northwood Academy Form A*). All in-district activities are already pre-approved (*Register in Frontline for your school's sponsored in-house activities, or Coe-Brown Northwood Academy Form D, In-House Activity Form*). One CEU will equal one hour.

Options for Three Year Individual Professional Development Plans

Option 1

Option 1 is an accumulation of 75 continuing education units (CEUs) documenting job-embedded or formal professional development addressing school or district improvement goals and content area knowledge. There are two component areas:

Component 1: Knowledge of the subject and content areas taught and fields of specialization for which license renewal is sought. At least 30 CEUs of professional development are required in Component 1 for EACH license/endorsement renewal sought.

Component 2: Professional skills necessary to carry out a job assignment including, but not limited to, knowledge of effective, developmentally appropriate teaching strategies and best practices for subject/content areas taught and for which license renewal is sought. At least 45 CEUs of professional development must be completed for component 2.

For example, someone with one license endorsement will require a total of 75 CEUs while someone with two endorsements will require a total of 105 CEUs.

Professional staff whose credentials expire in a given year shall accrue their total CEU requirements of approved professional development activities prior to being re-nominated or re-elected pursuant to RSA 189:14-a. CEUs accrued after re-nomination or re-election shall be counted toward the next three year cycle which will commence on July 1 of the same calendar year.

The educator must prepare a proposal using Frontline Option 1 Three Year Professional Development Plan as appropriate (Individual, Para educator, Administration). Educators from Coe-Brown Northwood Academy must prepare a proposal using Form B- Option 1.

Option 2

Option 2 is the development of a body of evidence that documents job-embedded formal professional development addressing school, district, personal goals, and content area knowledge. This plan can include action research or major projects and subsequent documentation and data for proving efficacy. The plan must be mutually agreed-upon between the licensed educator and his/her administrators. These plans may have fewer than the number of CEUs required for someone using Option 1. An important element of a successful Option 2 plan is open consultation between the licensed educator and his/her supervisor/principal/dean and timely documentation of progress.

To choose Option 2, the educator must have a discussion with his or her supervisor or departmental dean before working on the details of his/her proposal. If the supervisor agrees with the plan, the educator must prepare a proposal using Frontline Option 2 Professional Development Plan (Individual or Administration). Educators from Coe-Brown Northwood Academy must prepare a proposal using Form B- Option 2.

In order for an Option 2 plan to be successful, the proposal must include the following:

- A clearly stated purpose
- Goals
- Connection to school improvement goals
- Proposed activities
- Proposed timelines for the project work, including annual checkpoints to be reviewed with the supervisor
- How your work will be evaluated

Annual updates are required to summarize progress using Frontline “Educator Reflection Form” and Coe-Brown Northwood Academy educators will fill out Form E. The educator is responsible for following through with the plan once it is approved. If at any point in the three-year professional development cycle the educator decides to return to counting hours, and the supervisor approves the change, then the principal/headmaster will determine an equivalent number of professional development CEUs for the work performed. Also, if the educator leaves his/her school in the middle of an Option 2 cycle, the principal/headmaster will determine the equivalent number of professional development clock hours for the work performed to date.

Option 3

Option 3 is a combination of less than 75 CEUs and a body of evidence that together document job-embedded or formal professional development addressing the school, district, or personal goals and the content area sought for license renewal. This option may be used when an action research project may not take three years to complete, so the balance of time in the 3-year cycle may be done by accruing CEUs. Another reason for Option 3 is for a person who comes to SAU #44 or Coe-Brown Northwood Academy in the middle of their professional development cycle and comes with pre-existing hours and wishes to do Option 2 for the remaining time in their cycle.

The educator must prepare a proposal using SAU #44 Forms Individual Professional Development Plan Option 1 and Option 2 (Individual or Administration) or Coe-Brown Form B- Option 1 and Option 2.

Professional Activity Options with CEU Guidelines:

1. **College/University Coursework:** Formal study at an accredited college or university provides the opportunity to learn from professors with specialized expertise, as well as from peers. Courses provide teachers with opportunities to connect with outside sources of knowledge in a focused way. *CEU Guideline:* 15 CEUs per credit awarded by the college or university; 10 CEUs per credit for audited courses. Northwood, Nottingham and Strafford School certified teaching personnel who work 15 hours per week or more, and Coe--Brown Northwood Academy teaching personnel who are employed at the master's level and above are strongly encouraged to complete a minimum of one approved college course in each three-year re-licensure period. Licensed teaching personnel who work at Coe-Brown Northwood Academy and are employed at the bachelor's level, are required to complete a graduate course. Upon receipt of a written proposal, the headmaster may grant Coe-Brown Northwood Academy bachelor's level personnel an exception. Teachers who choose not to participate in a graduate course are required to complete an in-depth, focused professional development activity that is related to the goals in his or her three-year Individual Professional Development Plan.
2. **Workshops, Institutes, Conferences, Conventions, Seminars, and Webinars:** Structured opportunities outside the classroom to focus intensely on topics related to school and/or individual professional development goals. These activities allow educators to connect with facilitators or leaders with specialized expertise in a focused setting. *CEU Guideline:* unlimited CEUs, based on the duration of the approved activity.
3. **Independent Study and the Immersion in Inquiry:** Inquiry-based investigations that provide opportunities for educators to engage in learning what they are expected to practice with students. These experiences allow the educator to learn the content, process, and culture of the subject matter. This activity is often best suited for summer work, where educators can become part of a team in a business or research setting and bring the experience back to the classroom. *CEU Guideline:* up to 30 CEU s per endorsement per cycle.
4. **Curriculum Implementation:** Learning, using and refining the use of a particular set of instructional materials in the classroom. By using a new curriculum with students, reporting on what happens, and reflecting with others on different ideas and activities, an educator can learn about his or her own teaching and his or her students' learning. *CEU Guideline:* up to 30 CEUs per endorsement per cycle.

5. Curriculum Development and Adaptation: Creating new instructional materials and strategies or tailoring existing materials to more fully meet the learning needs of students. Replacement units need to meet the following criteria: (a) teach important concepts as recommended by state and national standards, (b) stand alone and require only readily available equipment and materials, (c) be grade level appropriate, (d) be accessible to a wide range of students. CEU Guideline: up to 30 CEUs per endorsement per cycle.
6. Action Research: Action research is an on-going process of systematic study, often focused on an educator's classroom. This study includes: (a) stating a hypothesis, (b) developing a plan of action, (c) collecting data, (d) analyzing and evaluating, and (e) formulating a conclusion. By engaging in action research, educators are committed to promoting changes indicated by his or her findings. CEU Guideline: up to 75 CEUs. Prior to requesting approval to begin an action research project, the educator MUST meet with his or her principal to discuss the project as related to professional development goals. The project description must be stated in the educator's three-year Individual Professional Development Plan.
7. Publishing Related to the Educational Profession: Preparation, research and writing to prepare a publication that reflects on teaching and learning. CEU Guideline: up to 45 CEUs per endorsement per cycle. The published article or draft must be submitted to the Professional Development Building Representative upon completion.
8. Individual Research/Study Groups: Study and research linked to district, school-wide or individual professional development goals. The purpose of this activity is for one or more educators to engage in regular, structured and collaborative exploration of the identified topic. CEU Guideline: up to 45 CEUs per endorsement per cycle. Summary presentation will be shared with colleagues during staff, grade level or departmental meetings.
9. Professional Reading, Video and Audio: Opportunities to reflect on teaching and learning through professional journals, books, videos and audio, such as podcasts. CEU Guideline: up to 15 CEUs per endorsement per cycle. Include bibliographic information and potential impacts to classroom instruction in your request for approval. Follow-up activity may be required.
10. Collaborative Examination of Student Work and Assessment Data: Examining student work to understand thinking and learning strategies, then identifying learning needs and appropriate teaching strategies to meet those needs. Examples include development of assessment methods, identifying standards that will guide instructional practices and review of assessment results. CEU Guideline: up to 30 CEUs per year per endorsement. This activity can be accomplished individually or collaboratively.
11. Collaborative Case Discussion: The examination of written narratives or video of classroom teaching and learning and the discussion of what is happening, along with the associated successes, problems, issues and outcomes. The purpose of the discussion is to identify and explore alternate teaching strategies. CEU Guideline: up to 5 CEUs per examination and discussion, not to exceed 15 CEUs per cycle. This activity needs to be accomplished collaboratively.

12. Mentoring/Supervision: Working one-on-one as a mentor to a colleague or as a supervisor to an intern, student teacher or candidate pursuing alternative licensing, to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, trouble-shooting and co-planning. CEU Guideline: up to 30 CEUs per cycle.
13. Visitation and Observation: An opportunity to observe instructional methods and practice. CEU Guideline: 1 CEU will be awarded for each hour of observation, not to exceed 30 CEUs per cycle.
14. Committee Service: Participation in committee work as approved by the administration. CEU Guideline: 1 CEU for each hour of involvement not to exceed 15 CEU s per committee per cycle.
15. Professional Networks and Organizations: Active participation in a network or organization that operates as a "discourse community" that enables educators to meet regularly (either in person or electronically) to solve problems, consider new ideas, evaluate alternatives or reflect on specific issues in education and content area. CEU Guideline: 10 CEUs per year for each organization per endorsement.
16. Developing Professional Developers (for in-house workshops): Building the skills and knowledge needed to create learning experiences for other educators. Educators who serve as a professional developer increase his or her knowledge and skills well beyond what they need to teach students. These individuals are responsible for preparing others to use new programs, strategies, and ideas, or participate in change. CEU Guideline: for each CEU of presentation, a maximum of 3 CEUs of preparation will be awarded. For a repeated workshop, 1 CEU of preparation per presentation will be awarded.
17. School to Career Partnerships: Working collaboratively with business, industry, community agencies and universities with the focus on improving content knowledge, instructional materials, access to facilities and acquiring new information to improve student learning. CEU Guideline: up to 30 CEUs during the first year to establish a partnership. Up to 10 CEUs each year thereafter to maintain and strengthen the partnership.
18. Other: An activity submitted by an educator and approved by his or her principal/headmaster and Professional Development Committee Representative that does not fall within any of the above categories. CEU Guideline: to be negotiated through the Professional Development Activity approval process.

MANAGEMENT RESPONSIBILITIES FOR PROFESSIONAL DEVELOPMENT

Implementation of professional development impacts all aspects of teaching and learning. Consequently, management responsibilities are distributed throughout SAU #44 and Coe-Brown Northwood Academy.

School Boards/Board of Trustees

Prior to submission to the N.H. Department of Education, the School Boards of Northwood, Nottingham and Strafford, N.H., acting collectively as the SAU #44 Joint Board, will approve the Professional Development Master Plan that has been prepared by the SAU #44 Professional Development Committee. The Board of Trustees of Coe-Brown Northwood Academy shall approve the

Master Plan through a parallel process.

Each of the four boards shall act independently to approve Local Education Improvement Plans for their school districts/public-private academy. Educators will use the goals stated in the improvement plans as one focus for preparing and revising their Individual Professional Development Plans. Each board will also work with their administration to approve annual goals that will be an additional reference for preparing Individual Professional Development Plans.

Acting upon the recommendations of their administration, and where applicable, within the parameters established in collective bargaining agreements, each board will approve professional development budgets. The Northwood, Nottingham and Strafford school district budgets will be submitted to district voters on an annual basis.

SAU #44/ Coe-Brown Northwood Academy Central Office

The administrative offices will maintain professional development records (electronic or paper) for all licensed educators. Each office will also provide support services for reporting to and communicating with the New Hampshire Department of Education regarding staff licensing issues.

SAU #44/ Coe-Brown Northwood Academy Professional Development Committee

In accordance with Ed. 512.02, SAU #44 and Coe-Brown Northwood Academy maintain a Professional Development Committee. The committee develops and monitors the SAU #44/ Coe-Brown Northwood Academy Professional Development Master Plan based upon New Hampshire statutes, state board rules and the policies of our local School Boards. The committee exists to facilitate professional growth, clarify issues, and maintain the fair and equitable implementation of the Master Plan. The committee is responsible for communicating information, creating and supporting job-embedded professional growth opportunities for its peers. To do so successfully, it must be responsive to educators' expressed needs and be aware of innovations and research in education. Meetings are held at least six times during the school year.

Structure of the Professional Development Committee

The committee is composed of the following members:

- Four licensed educators, one each from the Northwood, Nottingham, Strafford Schools and Coe-Brown Northwood Academy;
- Four para educators, one each from the Northwood, Nottingham, Strafford Schools and Coe-Brown Northwood Academy;
- One administrative representative;
- One parent/community representative;
- One Superintendent of Schools;
- One School Board representative; and
- One SAU representative/liaison.

Each school is responsible for selecting a licensed educator and para educator to serve as their representative to the committee. The committee then elects a chairperson, vice-chairperson and secretary on an annual basis. Committee membership is for three years with the following staggered terms:

| | |
|------------|--|
| Year One | Northwood School representative Coe-Brown Northwood Academy representative Strafford School Para educator representative |
| Year Two | Nottingham School representative Administrative representative Community representative Northwood School Para educator representative |
| Year Three | Strafford School representative Nottingham School Para educator representative Coe-Brown Northwood Academy Para educator representative |
| Annually | School Board representative |

Duties of Professional Development Committee Members

Chairperson

- Presides at all meetings.
- Prepares agendas for all meetings.
- Appoints all subcommittees, as necessary.
- Interprets guidelines between meetings.
- Calls special meetings as necessary.

Vice-Chairperson

- Fulfills all the duties of the chairperson in the event of the chairperson's absence.
- Performs other duties as assigned by the chairperson.

Secretary

- Records minutes of all the meetings.
- Handles all SAU #44 Professional Development Committee correspondence authorized by the committee.
- Maintains a record of all new policies.

Professional Development School Representatives/Para educator Representatives

- Assists certified educators with the writing of individual Professional Development Plans, along with their principal/headmaster.
- Ensures that the school-based records of educators' professional development activities are maintained in the SAU digital system, and updates individual educators, as needed. Coe-Brown Northwood Academy records are retained in-house.
- Verify completion of requirements for licensed educators.
- Gathers and disseminates information about current professional development opportunities that are related to their school's goals. Resources are available through the SAU office and various

- media resources. Professional development information is displayed/available in each school.
- Reviews all *Professional Development Activities* with the principal and jointly approves decisions. At Coe-Brown Northwood Academy, the headmaster directly approves the *Professional Development Activities (Form A)*.
- Submits to the committee an annual summary of the site-based professional development activities that took place at each school.
- Attends SAU #44 Professional Development Committee meetings and is responsible for reporting back to colleagues.
- Participates in the development of his or her school's annual school-wide professional development goals.

Administrative Representative

- Assists administrators throughout SAU #44 with the writing of Individual Professional Development Plans.
- Attends SAU #44 Professional Development Committee meetings and is responsible for reporting back to the building administrators.

Superintendent

- Assists SAU #44 licensed personnel with the writing of Individual Professional Development Plans.
- Attends SAU #44 Professional Development Committee meetings.
- Communicates to community members through the SAU #44 website, individual school newsletters and other media.
- Ensures that each school prepares their Annual Summary of Student Progress.
- Oversees all SAU #44 employees' Professional Development Plans.

School Board Representative

- Attends SAU #44 Professional Development Committee meetings and is responsible for reporting back to the SAU #44 Joint School Board.

Community Representative

- Attends SAU #44 Professional Development Committee meetings and is responsible for presenting community-based views and opinions.

SAU Representative/Liaison

- Provides administrative support for the Professional Development Committee.

SAU #44/Coe-Brown Northwood Academy Administrative Team

The principals/headmaster of Coe-Brown Northwood Academy will provide final approval for all Individual Professional Development Plans. The superintendent will work with the principals of the Northwood, Nottingham and Strafford Schools to ensure that each school prepares an Annual Required State Standardized Testing Summary of Student Progress on key assessment indicators that will include the results of state required standardized testing and a limited number of other indicators selected from each school's data sources located in Appendix A. Coe-Brown Northwood Academy will summarize their local and state statistics and distribution of graduates (the percentage of each graduating class enrolled in four and two-year institutes of higher education, the military, employment, etc.). The summaries will provide

evidence, for evaluation purposes, of the impact of professional development and other improvement efforts on student learning.

The Annual Summaries of Student Progress will be submitted to the SAU #44 Professional Development Committee by the beginning of October of each year and will include a description of the relationship of current student achievements and learning needs to educators' knowledge of field, learners and learning. The committee will review the summaries on an annual basis, and they will become a key component of the evaluation of the success of the Professional Development Master Plan. If necessary, school-wide professional development goals and ongoing curriculum revisions will be modified to address current student needs.

Each school's administrative team will ensure that a thorough, broad-based analysis of student learning needs occurs every three years. The purpose of the analysis is to update school-wide professional development goals to address current student learning needs.

Administrators will include a review of progress toward attainment of individual educator's professional development goals during each educator's annual professional evaluation process.

Individual Licensed Educators Goal Attainment

During the annual professional evaluation process with his or her supervisor, the educator will discuss his or her documentation toward attainment of the goals identified in his or her Individual Professional Development Plan.

MASTER PLAN EVALUATION PROCESS

The SAU #44 Professional Development Committee will engage in a continuous evaluation process to monitor the effectiveness of this Master Plan and the professional development process. The committee will utilize the following during their evaluation process.

1. The principals, headmaster of Coe-Brown Northwood Academy and professional development representatives will review the Individual Professional Development Plans of certified educators and, through their representation on the Professional Development Committee, provide insight on the collective impact of individuals' activities, and growth of student learning and educators' knowledge of field, learners and learning.
2. Licensed educators will be responsible for completing the evaluation questions on the professional development forms and maintaining documentation of the impact of their professional development on their students' learning by providing a Reflection Form (Found in Frontline or Annual Self-Assessment for Coe-Brown Northwood Academy) to their professional development representative.
3. On an annual basis, the committee will review the summary of site-based professional development activities that took place at each school, analyze linkage to current student learning needs and assess the distribution of activities that focus on the following purposes to address student learning needs. These elements are based on the purposes outlined by Susan Loucks-Horsley, Peter W. Hewson, Nancy Love and Katherine E. Stiles in "Developing Professional Development for Teachers of Science and Mathematics".
 - A. Awareness: activities that focus on developing awareness. These activities are designed to raise awareness through the introduction of new information.

- B. Knowledge: activities that focus on building knowledge.
 - C. Translation: activities that help teachers translate new knowledge into practice.
 - D. Implementation: activities that focus on practicing new methodologies that help teachers learn through the process of using a new approach or practice with their students.
 - E. Reflection: activities that provide opportunities to reflect on teaching and learning for the purpose of identifying best practices and planning for the future.
4. On an annual basis, the committee will review each school's Annual Summary of Student Progress and subsequent refinement of school-wide professional development goals.
 5. Each year during the year-end meeting, Professional Development Committee members will discuss, and come to consensus on, the following questions.
 - What portions of the Master Plan are successful in our schools?
 - What portions of the Master Plan need improvement/refinement?
 - Are the licensed educators in our school having difficulty completing the professional development forms (or any other part of the professional development process) and, if so, what changes should be made?
 - Are school-based professional development activities adequately addressing the purposes of awareness, knowledge, translation, implementation and reflection?
 - Are school-based professional development activities focused on current student learning needs?
 - To what degree does the Master Plan accomplish its stated purpose?
 - What should be the committee's priorities for the next twelve months?

The following timeline identifies the **annual cycle of critical professional development actions**.

September: Adoption of three-year school-wide professional development goals.

October 1: All licensed educators new to SAU #44 or Coe-Brown Northwood Academy will have submitted their Individual Professional Development Plans for approval.

October: Each school will submit their Annual Summary of Student Progress to the Professional Development Committee no later than the committee's November meeting. In addition, the educators, school boards and local community representatives for each school will have the opportunity to review their Annual Summary of Student Progress.

January and February: Each school refines their school-wide professional development goals, if necessary, and plans for school-based Professional Development activities that will take place the following school year reflecting current student achievements and learning needs identified in the Annual Summary of Student Progress.

March 1: No later than March 1, each Professional Development Building Representative will obtain from EIS a list of all personnel whose license is due for renewal.

March 15: No later than March 15, SAU #44 certified educators must ensure that their digital portfolios contain all hours and evidence for review by their Professional Development Representative. Coe-Brown Northwood Academy educators must ensure that they have satisfied all requirements for renewal.

April 1: No later than April 1st, the Professional Development Building Representative for SAU #44 educators will verify completion of requirements for educators in the final year of their three-year cycle and notify the superintendent of the status of each educator. The headmaster of Coe-Brown Northwood Academy will be notified of the status of each educator by the Professional Development Building Representatives.

May 1: The superintendent will notify the Professional Development Building Representative of each educator's license renewal status.

May 15: The Professional Development Representative will notify individual educators of renewal status.

May/June: Professional Development Committee school representatives submit a summary of the school-based professional development opportunities offered at their school during the previous year. This summary is compiled by using the Teacher/Para educator Reflection Form from each school. The committee engages in their annual evaluation discussion.

June: All educators who have engaged in the license renewal process will submit their Individual Professional Development Plans for approval prior to the end of the school year.

June 30: No later than June 30th all educators completing a three-year renewal process will submit online renewal and fees to the New Hampshire Department of Education.

AMENDMENTS

Amendments to the Professional Development Master Plan will be made in accordance with Ed 512.02.

All forms and requirements for endorsements will follow state guidelines.

APPENDIX A

DATA MATRICES

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|--|---|---|
| <p>New Hampshire State Assessment Grades 5 & 8 Science <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment Leadership</i> <i>SAU Policy</i> *R/B Research Based</p> | <p>Statewide Science assessment given annually.</p> | <p>Administration reviews scores annually. Administration, fifth and eighth grade teachers along with the Science curriculum committee analyzes data in November and December.</p> | <p>Administration/School Improvement team present summary of data to full staff, SAU, and school board each year. The information is used to develop school improvement goals in Science, adjust master schedule, and to make curriculum adjustments. Administration presents summary of data to parents annually in school newsletter.</p> |
| <p>New Hampshire State Assessment <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment Leadership</i> <i>SAU Policy</i></p> | <p>State-wide Assessment given annually in the spring each year.</p> | <p>Administration reviews scores annually. Administration and grade level teams analyze data. At these meetings disaggregated data is examined looking at trends related to subgroups, the Common Core, and overall scores in content areas. Teachers consistently access results throughout the year to inform instruction. Content curriculum committees. Analyze data using the process described above.</p> | <p>Administration presents summary of data to full staff, SAU, and school board each year.</p> |

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| <p>Northwest Educational Assessment (NWEA)-MAP Grades K-8 Language Usage Reading Math <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment Leadership</i> <i>SAU Policy</i></p> | <p>NWEA given in the fall and winter of each year. Individual scoring is immediate. Within two weeks, staff will have access to finalized student and grade level results.</p> | <p>Administration reviews scores annually with each grade two times a year in grade level meetings. At these meetings disaggregated data is examined looking at trends related to subgroups, the Common Core and overall scores in content areas. Teachers consistently access results throughout the year to inform instruction. Content Curriculum Committees analyze data using the process described above.</p> | <p>Administration present summary of data to full staff, SAU, and school board each year. The information is used to develop school improvement goals, adjust master schedule, and to make curriculum adjustments. These scores are also used to set individual student learning goals. Student's scores are shared with parents at parent conferences and team meetings and mailed home.</p> |
| <p>Progress Monitoring Tools Grades K-8 All Subject Areas <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Culture and Climate</i> <i>Leadership</i> <i>SAU Policy</i></p> | <p>Progress Monitoring tools will be used frequently and regularly. Results will be available immediately to all professionals who teach or provide interventions to students.</p> | <p>Classroom teachers and interventionists will review data and adjust interventions accordingly.</p> | <p>The information will be used to determine strengths and weakness. This information will inform instruction, determine interventions and monitor student progress.</p> |
| <p>Math Placement Test <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Coe-Brown math teachers and Grade 8 math teachers give in spring each year to grade 8 students.</p> | <p>Grade 8 math teachers, Math Specialist and Coe-Brown teachers review results.</p> | <p>One piece of data used to support student placement in High School math classes.</p> |

| Data Sources Identify Types | Collection Who Collects? How Often? When? | Analysis Who Analyzes it? What is the process? | Decision Making What is the information being used for? How are results reported and to whom? |
|--|---|--|---|
| Core Reading Program Topic and Unit Tests <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> | Grades K-5 collect this data regularly. Every 6-8 weeks a unit assessment is completed. In Grades 6-8 assessments are completed throughout the year. Fall and Spring benchmark assessments are completed in grades K-5. | Reviewed by classroom teachers individually and by teaching teams. | Reported to students, parents and administration. Used to track student progress throughout the school year. Used as a tool for showing school progress over time Used to make decisions for academic interventions. |
| Core Math Program Topic Tests <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> | Grades K-5 collect this data regularly. Every 6-8 weeks a unit assessment is completed. In Grades 6-8 assessments are completed throughout the year. Fall and Spring benchmark assessments are completed in grades K-5. | Reviewed by classroom teachers individually and by teaching teams. | Reported to students, parents and administration. Used to track student progress throughout the school year. Used as a tool for showing school progress over time Used to make decisions for academic interventions. |
| Report Cards <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> | Grades are reviewed every twelve weeks to determine overall student progress. | Teachers and students review grades three times per year: for progress reports and report cards. Teachers/ Administration contact parents when students are failing one or more grades. The school counselor meets with students who are failing one or more grades to support academic success. | Reported to students, parents and administration Used to track student progress throughout the school year Used to make referral decisions for academic support Used as tool for showing school progress over time. |
| Safe School Survey <i>Culture and Climate Policy</i> | Administration reports to state as needed, and to the state via the required form at the end of each school year. | State analyzes and reports back to the school. | Used to support school safety procedures and policies. |

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| <i>Leadership</i> | | | |
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Northwood School

DATA MATRIX

| Data Sources Identify Types *All pertain to student growth and academic achievement | Collection Who Collects? How Often? When? | Analysis Who Analyzes it? What is the process? | Decision Making What is the information being used for? How are results reported and to whom? |
|---|---|--|---|
| Parent-Teacher Conferences <i>Culture and Climate Leadership</i> | Data is kept by classroom teacher on who attended. Information shared at the meetings is kept by classroom teacher. Formal conferences occur in the fall of each year. Informal conferences are held throughout the school year at teacher, parent, student or administrative request. | Classroom Teacher Administration. | Number of conferences reported to Administration. Used as a measure of parent involvement in school. Information gathered helps teachers support individual learning needs of each student. |
| Career Inventory Assessment <i>R/B Curriculum R/B Instruction Culture and Climate</i> | School Counselor completes career exploration unit with all grade 8 students. | Reviewed by school counselor and information shared with administration and parents. | Used to support student high school course selection Steer student individual career goal based on results. |
| Discipline Records <i>Culture and Climate Leadership Policy</i> | Collected daily and entered in school wide data system. | Administration, school counselors and Universal team review regularly. | Reported to staff to make adjustments to discipline policies Tool used when annually revising student handbook. Tool used to track student |

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| | | | | behaviors to make decisions around referrals for support. |
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DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|--|--|--|
| <p>Attendance Records <i>Culture and Climate Leadership Policy</i></p> | <p>Collected daily and entered in school wide data system.</p> | <p>Administration reviews daily. School Nurse, Secretary and School Counselors review daily.</p> | <p>Reported to parents and staff Used to monitor individual student performance and progress to identify environmental issues impacting students and to determine if interventions are necessary. Attendance reported on report cards.</p> |
| <p>Title I Parent Survey <i>Policy Culture and Climate Leadership</i></p> | <p>Title I Coordinator collects information in the spring of each school year.</p> | <p>Title I Coordinator with Title One staff.</p> | <p>Feedback is used to develop Title I grant for the following year.</p> |
| <p>School Wide Parent Survey <i>Culture and Climate Leadership Policy</i></p> | <p>Administration each school year in the spring.</p> | <p>Administration analyzes data and presents to staff.</p> | <p>Tool used to assess success of communication between school and parents. Information used to inform decisions around parent communication and procedures.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
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| <p>Physical Best Fitness Program <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Culture and Climate</i></p> | <p>Physical Education Teacher Physical Best Fitness Program Grades 5-8 Exposed to the elements of the program Grades K-4</p> | <p>Physical Education Teachers review results.</p> | <p>Used to promote fitness and healthy lifestyle choices.</p> |
| <p>Wellness Committee <i>Culture and Climate</i></p> | <p>Committee members collect periodically.</p> | <p>Wellness Committee review attendance and provides verbal feedback to address on-going health and wellness needs within our school.</p> | <p>Tool to drive implementation of wellness activities.</p> |
| <p>ICT Standards Assessment <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Culture and Climate</i></p> | <p>Technology Director and Technology Committee conduct annual review.</p> | <p>Technology Committee reviews ICT Assessment results.</p> | <p>Information gathered informs instructional and curriculum changes. Students receive information about personal results and specific skill development is targeted.</p> |
| <p>Daily Health Records <i>Culture and Climate</i> <i>Policy</i></p> | <p>School nurse collects daily. Parents complete annual health forms. Health screenings are completed annually on an as needed basis.</p> | <p>School nurse reviews daily. Administration reviews daily via nurse feedback. School Counselors review daily via nurse/administration feedback.</p> | <p>Tool used by nurse/administration/school counselor to refer students for increased medical/emotional support. Tool used to recognize potential health/peer relation issues.</p> |

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| <p>Occupational, Physical & Speech Language Therapists Evaluations Psychological Testing Academic Performance Testing Adaptive Behavior Testing Communication Skills Intelligence Observation Guidance Reading Specialist & Math Specialist Evaluations Outside Resources <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Kindergarten –Grade Eight.</p> | <p>Throughout year for individual students as needed.</p> | <p>Special Education Team Screenings. Student Goals and Interventions Base line data. Determination for eligibility for services. Classroom placements. Behavioral treatment. Skills: strengths and deficits.</p> |
| <p>Teacher Evaluation <i>Culture and Climate</i> <i>Policy</i> <i>Leadership</i> <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Administration observes staff throughout the year according to SAU evaluation plan. Teachers collect and share data through self-evaluation.</p> | <p>Administration and staff review evaluation data a minimum of two times per year.</p> | <p>Professional teacher growth, contract renewal, inform student instruction, and school-wide goal planning.</p> |
| <p>Library Circulation <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>Culture and Climate</i></p> | <p>Librarian.</p> | <p>Librarian and Administration.</p> | <p>Used in budget process and selection decisions to support curriculum and instructional needs.</p> |
| <p>Safe School Reportable Acts <i>Culture and Climate</i> <i>Policy</i> <i>Leadership</i></p> | <p>Administration reports to police, as needed, and to the state via the required form at the end of each school year.</p> | <p>Administration and police retain a record of all incidents.</p> | <p>Used to support school safety procedures and policies.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|--|---|
| <p><u>Statewide Assessment System (SAS)</u> <u>Grade 3-8 Reading, Writing, Math, Science</u> R/B Curriculum R/B Instruction R/B Assessment Leadership SAU Policy</p> | <p>Statewide assessment administered annually in the Spring. For students unable to take the regular SAS test, the DLM Assessment conducted and submitted annually.</p> | <p>Administration and staff review scores annually. Using student/grade level results, data is examined and disaggregated looking at trends related to subgroups, Common Core State Standards and overall scores in content areas.</p> | <p>Used by the administration and staff for student programming, planning and development, curriculum adjustments, and/or updates, instructional practice, and school improvement/performance. Administration presents summary of data to the school board and community annually in the school newsletter or Board Meeting.</p> |
| <p>*R/B Research Based <u>Northwest Educational Assessment (NWEA) - MAP</u> <u>Grades 2-8 Reading, Math</u> R/B Curriculum R/B Instruction R/B Assessment Leadership SAU Policy</p> | <p>NWEA is given in the fall with subgroups, winter, and spring of each year. Individual scoring is immediate. Within two weeks, staff has access to finalized student and grade-level results. Targeted students are re-assessed in January.</p> | <p>Administration and staff review scores annually using the NWEA database and Performance Tracker. Data is examined looking at trends related to subgroups, Common Core State Standards and overall scores in content areas. Teachers consistently access results throughout the year to determine instructional priorities. Common Core Curriculum Teams analyze data.</p> | <p>The information is used with other data to track individual student performance and progress; to assess overall school performance; to determine instructional and curriculum strengths and needs. Students' scores are shared with parents and staff.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|--|--|---|
| <p><u>Core Reading Program Assessments – Grades K-6</u> Benchmark Assessment Theme Assessment Weekly Assessment Leveled Reader Assessment Strategic Intervention Assessments Oral Reading Fluency Assessment Letter Identification Hearing and Recording Sounds Quick Phonics Screener (QPS) <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>K- 6 classroom teachers, reading specialists and special education teachers. The assessments are collected every 1-6 weeks with the benchmark assessments occurring in the fall, winter and spring.</p> | <p>Analyzed by the grade level data teams at weekly meetings.</p> | <p>To monitor student progress (phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, grammar, and writing); to determine instructional strategies to better meet student needs, and to document progress over time in all reading/language arts areas. The results are reported through the data team meetings and progress reports/report cards.</p> |
| <p><u>Report Cards and Progress Reports</u> <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Teachers in grades 6-8 collect and distribute progress reports every 4 weeks. Kindergarten – grade 3 variation of Standards-based Report cards are distributed quarterly. Grade 4-8 teachers-Letter grade report cards are distributed quarterly.</p> | <p>Teachers review grades on a regular basis individually or in their teams.</p> | <p>Reported to students, parents and administration. Used to track student progress throughout the school year, report honor roll, and to make decisions regarding the need for academic support.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analysis it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|--|---|--|
| <p><u>Discipline Records</u> <i>Culture and Climate Leadership Policy</i></p> | <p>Collected daily. Assistant principal monitors discipline data and enters into School data system.</p> | <p>Reviewed and analyzed by administration and other staff, including school counselors, as necessary.</p> | <p>Copies of Discipline Response Forms are given to teachers, administrators and parents. The results are used to monitor academic and behavioral accountability of students and to improve overall school climate and student engagement.</p> |
| <p><u>PE Physical Fitness Testing</u> <i>R/B Curriculum R/B Instruction R/B Assessment Culture and Climate</i></p> | <p>Physical education teacher.</p> | <p>Physical education teacher reviews results with administration.</p> | <p>To promote fitness and healthy lifestyle choices.</p> |
| <p><u>Attendance Records</u> <i>Culture and Climate Policy Leadership</i></p> | <p>Collected daily and entered into school-wide data system (Web-2-School).</p> | <p>Reviewed on an on-going basis by clerical staff, teachers, school nurse, guidance, and the administration.</p> | <p>Used to monitor individual student performance and progress, to identify environmental issues impacting on students, and to determine if interventions are necessary. Results are reported to staff and parents through report cards.</p> |

DATA MATRIX

| <p>Data Sources Identify Types*All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|--|--|---|
| <p><u>Health Records</u> <i>Culture and Climate Policy</i></p> | <p>School nurse collects data daily and parents complete annual health forms. Health screenings are completed annually on an as needed basis.</p> | <p>The school nurse analyzes the data and identifies medical concerns which may influence student progress and well-being.</p> | <p>The school nurse uses this data to monitor individual student well-being as well as monitor a healthy environment in the school. Information is reported to the school board and included in the Annual Town Report.</p> |
| <p>Career Inventory – Grade 8 <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>Culture and Climate</i></p> | <p>Guidance counselor administers annually in the fall.</p> | <p>Guidance counselor tabulates data.</p> | <p>Used to support student high school elective course selection and to steer career exploration. Reported to parents on high school course selection form.</p> |
| <p>Wellness Inventory <i>Culture and Climate</i></p> | <p>School Advisory Committee and additional team members (food service director, school nurse, community member, School Board, Health and PE teacher) collect implementation data quarterly.</p> | <p>School Advisory Committee and additional team members discuss the implementation of the wellness policy strategies.</p> | <p>To monitor the influence of healthy living on student performance, well-being, and attendance. The results are reported to the staff, school board, community, and state.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|---|---|--|
| <p>Core Math program K-8 <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Administered and collected by classroom teachers at the beginning, middle and end of year and chapter assessments. Placement test administered, as necessary, to determine math group assignments.</p> | <p>Analyzed by classroom teachers, math specialists, and other staff as necessary.</p> | <p>Information used to assess and document student progress, for placement purposes, Title 1 math eligibility, Tier II/III RTI Math and/or for program planning. Results are reported within the grade level at grade level team meetings, and to parents.</p> |
| <p>DIBELS Kindergarten – Grade 4, Reading and Math AIMS Web Plus Grade 5-8, Reading and Math <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Special education teachers, reading/math specialists and K-6 classroom teachers administer in the fall, winter, and spring, with progress monitoring bi-weekly for Tier II and weekly for Tier III students.</p> | <p>Special education teachers, reading/math specialists and classroom teachers analyze data to monitor student progress for Response to Intervention (RTI).</p> | <p>To assess reading and math deficiencies as part of targeting instruction and determining individual student needs and placement within RTI. Results are reported at grade level and data team meetings and, as needed to parents.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|--|---|
| <p>DATA CHARTS</p> | <p>All Data listed below is recorded to a Google Spreadsheet. Data teams study these spreadsheets weekly to inform instruction and identify those who need intervention. These spreadsheets are passed up to the next grade level at the end of the year.</p> | <p>Grade level teams and administration hold weekly data team meetings.</p> | <p>Data informs instruction and identifies those students who need targeted intervention.</p> |
| <p>Common Core Testing <i>R/B Instruction</i> <i>R/B Curriculum</i> <i>R/B Assessment</i> <i>Leadership</i> <i>SAU Policy</i> *R/B Research Based</p> | <p>Statewide assessment (NH SAS) administered annually in Spring (science in the spring). Interim NH SAS will be administered in the classroom during the fall and winter in order to prepare students and drive instruction. AIR scores those NH SAS assessments which are not AI scored) and are released back to the school. *Interim NH SAS will be administered in the classroom during the fall and winter in order to prepare students and drive instruction. The interim test has replaced NWEA for grades 3-8. Science scores are released in the fall of the following year. Collected by staff and administration.</p> | <p>All teachers (grades 3-8) and administration review scores with each grade in grade Disaggregated data is examined as to study trends related to subgroups, common core, and overall scores in content areas. Content Curriculum Committees analyze data using the process described above.</p> | <p>Used by the administration to assess overall school performance, plan and develop programs, produce school evaluation/accountability reports for grant development purposes, curriculum development and/or updates, modifications and adjustments.</p> |

| | | | |
|---|--|--|--|
| <p><u>Northwest Educational Assessment (NWEA)</u> <u>Grades K-3 Reading/Math</u> <i>R/B Instruction</i> <i>R/B Curriculum</i> <i>R/B Assessment</i> <i>Leadership</i> <i>SAU Policy</i></p> | <p>NWEA is administered in the fall winter (shorter test) and spring of each year. Scoring appears on the website the following day.</p> | <p>Grade level data teams meet once every six days to monitor progress. At these meetings, disaggregated data is examined as to study trends related to subgroups, common core standards, and overall scores in content areas. Teachers consistently access results throughout the year to determine instructional priorities.</p> | <p>Used with other data to track individual student performance and progress, assess overall school performance, determine instructional and curriculum strengths and weakness, determine scheduling priorities, and develop school improvement plans.</p> |
|---|--|--|--|

DATA MATRIX

| <p>Data Sources Identify Types * All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|--|---|---|
| <p><u>Lucy Calkins Units of Study for Reading and Writing</u> <i>R/B Instruction</i> <i>R/B Curriculum</i> <i>R/B Assessment</i></p> | <p>Classroom teachers and specialists administer pretests and post-tests for each unit.</p> | <p>Analyzed by classroom teachers and specialists.</p> | <p>Data determines at student progress. Data is reported within teams and to the administration.</p> |
| <p><u>Developmental Reading Assessment</u> <u>DRA</u> <i>R/B Assessment</i></p> | <p>Classroom teachers, specialists, and Literacy Team administer this test when necessary. Generally administered to students where additional data is necessary for program planning and assessment. Administered several times a year to track progress.</p> | <p>Reviewed by reading specialist, classroom teachers, and SPED personnel.</p> | <p>Used to determine and assess student text level and grade level proficiencies.</p> |
| <p><u>Report Cards</u> <i>R/B Assessment</i> <i>R/B Curriculum</i> <i>R/B Assessment</i></p> | <p>Grades are determined and collected by classroom teachers and specialists. Grades are reviewed weekly for special populations and every four weeks for the general population.</p> | <p>Teachers review grades six times per year for progress reports and report cards. Teachers contact parents when students are failing one or more classes, or have one or more failing grades. The school counselor meets with students with one or more failing grades to support academic success.</p> | <p>Reported to students, parents and administration. Data is used to track student progress throughout the school year, make referral decisions for academic support show school progress over time, and determine referral to At-Risk Program.</p> |

DATA MATRIX

| <p>Data Sources Identify Types * All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|--|--|---|
| <p><u>Parent-Teacher Conferences</u> <i>Culture and Climate Leadership</i> <i>R/B Assessment</i> <i>R/B Curriculum</i> <i>R/B Instruction</i></p> | <p>Data on who attends is kept by classroom teachers. Information shared at the meetings is kept by classroom teachers. Formal conferences occur in the fall of each year. Informal conferences are held throughout the school year at the request of a teacher, parent, student or administrator.</p> | <p>All certified teaching staff are involved in formal and informal parent conferences and communications.</p> | <p>Information gathered helps teachers support the individual learning needs of each student. Information is used to communicate student progress to parents, assess parent confidence in their child's program and progress, and to assess parent involvement.</p> |
| <p><u>Reading A-Z on Connected Text (how many words per minute) primarily grades 1-3</u> <i>R/B Assessment</i> <i>R/B Curriculum</i> <i>R/B Instruction</i></p> | <p>Classroom teachers administer assessment to: Grade 1 in the spring; Grade 2 throughout the year; Grade 3 throughout the year; Grade 4 in the fall & Spring; or as necessary.</p> | <p>Classroom teachers and others, if necessary.</p> | <p>Data is used to determine if there is a need to teach strategies for fluency. Data is reported to, and discussed with, school teams, Specialists, and the Literacy Team.</p> |
| <p><u>Discipline Records</u> <i>Culture and Climate Leadership Policy</i></p> | <p>Collected and entered into a school wide data system.</p> | <p>Reviewed and analyzed by administration and other staff, including school counselors, as necessary.</p> | <p>Data is a tool used to track student behaviors, to make decisions regarding referrals for support, and to assess school culture and environment.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|---|---|
| <p><u>Technology Competencies</u> <u>Easy Tech Standards-Based</u> <u>Technology Literacy</u> <u>Program K-8</u> R/B Assessment R/B Curriculum R/B Instruction ***ASK MICHELLE</p> | <p>Program is taught and assessed in the computer lab by the technology teacher and reported to the classroom teachers, students and parents.</p> | <p>Data is analyzed by the computer teacher who follows the process outlined in the program.</p> | <p>Data is used to develop essential computer and technology skills and knowledge within the context of core subject areas, and to prepare students to meet high school technology requirements.</p> |
| <p><u>PE Physical Fitness Testing</u> R/B Assessment R/B Curriculum R/B Instruction Culture/Climate</p> | <p>Students are assessed by the physical education teacher: grades 5-8 twice per year; grades 1-4 during the spring.</p> | <p>Reviewed by the physical education teacher and the administration during scheduled meetings designed for this purpose.</p> | <p>Scores are used to track fitness progress, promote fitness and healthy lifestyle choices. Scores are shared with teachers, parents and administrators.</p> |
| <p><u>Attendance Records</u> Culture/Climate Policy Leadership</p> | <p>Collected daily and entered into a school wide data system (MMS).</p> | <p>Reviewed on an ongoing basis by clerical staff, guidance, administrators and teachers (when pertinent).</p> | <p>Data is reported to parents and staff. Data is used to monitor individual student performance and progress, identify environmental issues which impact students, and determine if interventions are necessary.</p> |

Stratford School

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|---|--|
| <p><u>Title 1 Parent Survey</u> <u>Grades K-4</u> <i>Policy</i> <i>Leadership</i> <i>Culture and Climate</i></p> | <p>The Title 1 project manager collects this information in the spring of each school year.</p> | <p>This data is analyzed by the Title I project manager and shared with Title I staff, administrators and the Literacy Team.</p> | <p>This feedback is used to develop the Title I grant for the following year, and to make appropriate program adjustments and modifications.</p> |
| <p><u>STAR Reading</u> <u>Assessment</u> All grades <i>R/B Assessment</i> <i>R/B Curriculum</i> <i>R/B Instruction</i></p> | <p>Administered each trimester to determine progress and reading levels by classroom teachers, specialists, reading specialist and Title I staff. Team members and Title I staff.</p> | <p>Data is analyzed by teachers, specialists, Literacy Team members and Title I personnel. Data is shared at grade-level team meetings and literacy meetings.</p> | <p>Data is used to determine baseline reading data, and assess student progress including specific skill development and deficiencies.</p> |
| <p><u>Health Records</u> <i>Culture/Climate</i> <i>Policy</i></p> | <p>Data is collected by the school nurse.</p> | <p>Data is reviewed by the nurse and assistant on an ongoing basis.</p> | <p>Data is used by the nurse, administration and/or school counselor to refer students for increased medical/emotional support, and recognize potential health, peer relationship or other issues.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|---|---|---|
| <p><u>Occupational, Physical & Speech Language Therapists</u> <u>Evaluations/Psychological Testing/Academic Performance Testing/</u> <u>Adaptive Behavior Testing/ Communication Assessments/ Intellectual Assessments/ Observations/Out of District Assessments</u> <i>R/B Assessment</i> <i>R/B Curriculum</i> <i>R/B Instruction</i></p> | <p>Data is collected in kindergarten – grade 8 throughout the year, as needed.</p> | <p>Data is reviewed throughout the year for individual students who are referred following the special education referral process.</p> | <p>Data is used to identify program decisions made by the Special Education Team and parents.</p> |
| <p><u>Clay's Observation Survey</u> <i>R/B Assessment</i> <i>R/B Curriculum</i> <i>R/B Instruction</i></p> | <p>Administered in the fall and spring by the reading specialist in kindergarten to establish baseline data, and in the first grade to determine who will qualify for individual help in reading.</p> | <p>Data is analyzed by the reading specialist, grade level teams, and the administration. Data is discussed at Grade level team meetings.</p> | <p>Data pinpoints students with limited experience with print. Sub-data includes concepts about print letter and sound ID, knowledge, sight words, text level, etc. Used for program planning and to document student progress. Also used to set program goals. Reported to teams and administration.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|--|--|---|
| <p><u>NWEA Primary Assessment</u> Kindergarten through grade two (survey) <i>R/B Instruction</i> <i>R/B Curriculum</i> <i>R/B Assessment Leadership</i> <i>SAU Policy</i></p> | <p>Administered in the fall, winter, and spring. All teachers are required to access and use this information to inform instruction. Scores are immediately available for teachers, specialists, literacy specialist, and administrators to process.</p> | <p>Data is analyzed by classroom teachers, reading specialist, SPED providers, and administrators. Data is shared at grade level meetings, Literacy Team meetings and regularly scheduled team meetings.</p> | <p>The information is used to determine baseline student data for program planning, documenting student progress, and identifying specific skill deficiencies/proficiencies.</p> |
| <p><u>N.H. Alternative Assessment Portfolio-Special Populations</u> <i>R/B Assessment</i></p> | <p>Data is prepared on selected and pre-approved students with disabilities who are not able to participate in the NECAP written exam. Data is completed by case managers, teachers, and other specialists in order to submit to Measured Progress. Portfolios are completed the year prior to the NECAP exam.</p> | <p>Data is analyzed by Measured Progress and the NHDOE. Data is returned to the school for review by teachers, administrators, specialists and parents.</p> | <p>Information is used to document student progress and proficiencies in math and reading. Although this data is an important measure, it is only one of many data sources used to determine skill development in math and reading.</p> |

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|--|---|--|
| <p><u>Math Assessment & Placement Tests K-8</u> R/B Assessment R/B Curriculum R/B Instruction</p> | <p>Administered and collected by classroom teachers following program guidelines. Placement tests administered, as necessary, to determine math group assignments.</p> | <p>Data is analyzed by classroom teachers and others, as necessary. Reviewed on an ongoing basis following program guidelines.</p> | <p>Information is used to assess and document student progress for placement purposes and program planning. Results are reported within grade levels and at grade level team meetings.</p> |
| <p><u>List of First 36 High Frequency Words Kindergarten</u> R/B Assessment R/B Curriculum R/B Instruction</p> | <p>Administered and collected quarterly by classroom teachers.</p> | <p>Data is analyzed by classroom teachers along with other program data following a process outlined by the core reading program.</p> | <p>Data is used to determine if students are successfully increasing their vocabulary of sight words.</p> |
| <p><u>First One Hundred Book Words (similar to Frye) Grade 1 and First 226 Book Words Grade 2)</u> R/B Assessment R/B Curriculum R/B Instruction</p> | <p>Administered by teachers (with help from the reading specialist, if needed.)</p> | <p>Analyzed by classroom teachers along with other program data, as part of an ongoing process to monitor student progress.</p> | <p>Data is used to determine sight word development, in part, to help determine text level.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement <u>State-Sponsored Test Grade 11 (SAS, SAT, other)</u></p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|---|---|
| <p><i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment Policy</i> *R/B Research Based SRI Tests Grades 9-12</p> | <p>Students are tested in May and October every year. Scores are reported in January for the fall testing and October for the May science test.</p> | <p>Deans and curriculum coordinators look at the student scores for patterns, gaps, and errors. Guidance coordinates the test and disseminates the data.</p> | <p>Proficiency scores and sealed scores are reported in spreadsheet form. Departments are given a summary presentation by their Deans. Item analysis results in curriculum improvement areas, and are used in goal setting for PDMP. We get an indication of how well our curriculum and instruction are aligned with the Curriculum Frameworks.</p> |
| <p><i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Students are tested in fall and spring of each year, and more often if needed.</p> | <p>Guidance and reading specialist coordinate the test and disseminate the data. The subject teacher, Deans, and curriculum coordinators look at the student scores for patterns, gaps, and errors. Teachers facilitate the test. All other subject teachers also receive test results for use in best meeting needs of students.</p> | <p>Rtl scores and Lexile scores are reported to the teacher via computer post-administration. The teacher then disseminates these to the students. Parents are notified that the scores are coming home via the student. Results are analyzed by teachers, curriculum coordinators, and Deans to evaluate and improve curriculum and instruction. Scores are used to analyze student growth and enable teachers to individualize instruction and to determine course placement.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|---|---|---|
| <p><u>Grades, Competency Progress, Effort & Conduct Evaluation</u> R/B Curriculum R/B Instruction R/B Assessment</p> | <p>Report cards are issued 4 times per school year. Daily progress in classes is updated via Edline. Ongoing progress is available to both students and parents through Edline.</p> | <p>Assistant Headmaster compiles grade distribution and disciplinary trends.</p> | <p>Indication of student achievement. Motivational awards, grade placement, course revisions and creation of new courses are all based on this information.</p> |
| <p><u>IEP Progress Reports</u> R/B Curriculum R/B Instruction R/B Assessment</p> | <p>Special education director and Skills Center teachers collect information for IEP reports 4 times per school year from subject teachers.</p> | <p>Special education director and skills teachers analyze information collected from curriculum teachers.</p> | <p>Skills department reviews and correlates information when updating student IEPs. Information is used when monitoring student progress.</p> |
| <p><u>Attendance</u> <u>Culture and Climate</u> <u>Leadership Policy</u></p> | <p>Teachers during first period every day and for every class period.</p> | <p>Office secretaries compile absence list. Faculty compare class attendance, make note of tardies and dismissals. Assistant Headmaster creates spreadsheet each quarter to review percentages.</p> | <p>Student truancy and attendance statistics are used for grants, awards, indication of facility usage, study hall assignments, and teacher duty assignments.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|---|--|---|---|
| <p>Course registration Culture and Climate Leadership Policy</p> | <p>Guidance collects once a year in March/April. Opportunity to change registration in first week of each semester (August and January).</p> | <p>Guidance coordinates registration, compiles class lists, room assignments and teacher schedules.</p> | <p>Information is used to try to keep class size under 20, decide which course need more sections and when they should be taught, and additional faculty requirements.</p> |
| <p>Senior Exit Questionnaire Culture and Climate Policy</p> | <p>Headmaster distributes and collects in May of each year.</p> | <p>Administration analyzes student responses and tabulates answers.</p> | <p>Survey results are used to improve overall school areas: facilities, courses, student behavior, student extra-curricular activities. Indicates post-secondary plans.</p> |
| <p>Bear Paw Awards Culture and Climate</p> | <p>Teachers determine recipients through 1 and 2 in effort and conduct in the 4th quarter of every year.</p> | <p>Secretaries compile information and administration and guidance review statistics.</p> | <p>Administration uses information as an indicator of who receives the award. Indication of student application and department. Promotes student responsibility.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|--|--|---|
| <p>Discipline Referrals</p> | <p>Discipline referral forms are collected by the office as needed, and recorded daily throughout the school year.</p> | <p>Analyzed by administration and teachers and reviewed by guidance counselors.</p> | <p>Used for intervention by guidance counselors and various discipline actions: teacher, administrative detentions, Board of Trustee disciplinary recommendations. Parent phone calls and meetings are scheduled as needed.</p> |
| <p>Culture and Climate Policy Leadership</p> | <p>Deans, curriculum coordinators and administration.</p> | <p>Administration, curriculum coordinators, and Deans use written form as a basis for the formal evaluations. They conduct announced and unannounced class visitations. Both walk-through and full class observations are performed.</p> | <p>Used for professional teacher growth and contract renewal.</p> |
| <p>Teacher Evaluations</p> <p>Policy <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Culture and Climate</i> <i>Leadership</i></p> | <p>Librarian collects yearly.</p> | <p>Librarian and administration.</p> | <p>Used in budget process and selection decisions to support current curriculum and instructional needs.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|---|---|
| <p>Long Range Plan Culture and Climate <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Leadership</i> <i>Policy</i></p> | <p>Board of Trustees develops the long range plan and updates and modifies it annually.</p> | <p>Input from multiple sources including: staff, contract towns, parents, students</p> | <p>Used to establish school goals, budget needs, Professional Development Master Plan.</p> |
| <p>Scope and Sequence <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Leadership</i> <i>Policy</i></p> | <p>Curriculum coordinators collect annually and reviews with department.</p> | <p>Curriculum coordinators review and submit to the Deans, who review and submit to the administration.</p> | <p>Used in curriculum mapping, making decisions about changes in curriculum, and to justify additional staffing and materials.</p> |
| <p>Extra/Intra-Curricular Activities Culture and Climate <i>Leadership</i> <i>Policy</i></p> | <p>Advisors and coaches collect and submit statistics in June.</p> | <p>Athletic director and guidance compiles or collects records.</p> | <p>Guidance collects records of student accomplishments for transcripts. Athletic director tracks sports for budget process and need for additional programs. Information also helps determine number of coaches and advisors needed.</p> |
| <p>Student Health Records Culture and Climate <i>Leadership</i> <i>Policy</i></p> | <p>Nurse and guidance collect data. Ongoing throughout school year.</p> | <p>Student Services analyzes, depending on need.</p> | <p>Health records required for entrance, sports/all activities, field trips, and emergency situations.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|---|--|
| <p>Community Interest Survey <u>Culture and Climate</u> <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Board of Trustees, as needed.</p> | <p>Board of Trustees passes collated information to the administration.</p> | <p>Information used to justify facility improvement and to track progress of graduates. Employees also give feedback on skills graduates have and/or need.</p> |
| <p>Safe School Reportable Acts <u>Culture and Climate</u> <i>Policy</i> <i>Leadership</i></p> | <p>Headmaster reports to the Board of Trustees and the Police Department. Ongoing as needed.</p> | <p>Administration and police keep record of all incidences.</p> | <p>Information used to ensure school safety.</p> |
| <p>PSAT SAT Test AP Test ACT Test AP Test <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>SATs and ACTs are optional tests for juniors and seniors, given throughout the year (not at Coe-Brown). PSAT administered for juniors and sophomores at Coe-Brown in October. AP tests administered at Coe-Brown in May.</p> | <p>Analyzed by independent agency. Guidance receives report.</p> | <p>Scores are used to admit students to college or place in higher level course, and/or to receive college credit. Course is evaluated and adapted based on scores and areas identified as needed improvement.</p> |
| <p>ASVAB <u>Culture and Climate</u> <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>ASVAB administered by the military at Coe-Brown each fall for juniors (also open to sophomores and seniors).</p> | <p>Analyzed by independent agency. Guidance receives report of scores and runs interpretation workshop for students at Coe-Brown.</p> | <p>Results are reviewed with guidance counselors as input for career decision making and/or utilized by individual students for entering the military.</p> |

Coe-Brown Northwood Academy

DATA MATRIX

| <p>Data Sources Identify Types *All pertain to student growth and academic achievement</p> | <p>Collection Who Collects? How Often? When?</p> | <p>Analysis Who Analyzes it? What is the process?</p> | <p>Decision Making What is the information being used for? How are results reported and to whom?</p> |
|--|---|---|---|
| <p>Special Interest Committees/Surveys Policy <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Chairperson of committees collects at various times throughout the year.</p> | <p>Committee members and administration determine needs to be addressed.</p> | <p>Information used to make changes in various school policies and programs. Information is relayed to faculty during full school, faculty, divisional, and curriculum meetings.</p> |
| <p>NHEASC Re-accreditation <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i> <i>Leadership</i> <i>Culture and Climate</i> <i>Policy</i></p> | <p>All faculty serve on committees and give input on various aspects of school evaluation.</p> | <p>Committee of five faculty members analyze and compile committee reports into a comprehensive document.</p> | <p>Information is used to make changes in various school policies and programs. Information is available to the faculty. The result is re-accreditation and overall school improvement.</p> |
| <p>Placement Tests <i>R/B Curriculum</i> <i>R/B Instruction</i> <i>R/B Assessment</i></p> | <p>Math, computers*, science*, English *Formal placement tests may be given, as needed.</p> | <p>Teachers and guidance score and analyze.</p> | <p>Information is used to place students in appropriate level of math, computer and/or science classes.</p> |

APPENDIX B

FORMS

Note

This Professional Development Plan covers SAU #44, including the towns of Northwood, Nottingham, and Strafford, as well as Coe-Brown Northwood Academy. The Districts in SAU #44 all use the *Frontline* digital program for managing professional development plans. Coe-Brown Northwood Academy does not use *Frontline* and therefore uses paper forms for management.

All of the forms for SAU #44 in this plan are screen shots of what the online form looks like. Users of these forms will actually enter the information directly into the system without the use of paper forms.

The Coe-Brown forms shown in this plan are the actual forms that will be used.

Historical PD Record Form

Instructions

Activity Title

Total CEUs Acquired

Date Submitting Form

Total CEUs

Purpose(s)

Select a Purpose(s)

Recertification Certification A Certification B Certification C Certification D Certification E

Component 2

Supporting Documentation

Please attach proof that this activity has been completed. Files must first be uploaded to your personal FILE LIBRARY before they can be attached here. Form F is required, back up documents are optional but highly recommended.

Attach files here

HAVE ATTACHED MY PRE APPROVED FORM F

Three Year Individual Professional Development Plan (IPDP) Option 1

Use this form to submit your individual professional development plan.

Plan Type

Individual Professional Development Plan (IPDP)

Three-Year Individual Professional Development Plan (IPDP)

Inclusive Dates:

Date Form is Due

Date Form is Due

CERTIFICATION

Certification/Endorsement Name:

COMPONENT ONE

Knowledge of subject or field of specialization, 30 CEUs over three years. If you have more than one certification, please fill out a separate form for each endorsement.

Component One Goal:

School-Wide Professional Development Goal

Related school-wide professional development goal:

RESEARCH-BASED CURRICULUM RESEARCH-BASED INSTRUCTION RESEARCH-BASED ASSESSMENT STUDENT GROWTH AND ACADEMIC ACHIEVEMENT CULTURE CLIMATE LEADERSHIP SAU POLICIES

Identify link to professional development goal:

Desired Impact

Desired impact on student learning and achievement:

Indicator of Success

Indicator of success/data source for documenting the desired impact on student learning:

COMPONENT TWO

Knowledge of Effective Teaching Strategies; Knowledge of Learners and Learning; and Professional Responsibilities. 45 CEUs over three years. Please describe how your goal can address the components and include linkage to at least one school-wide professional development goal.

Component Two Goal:

School-Wide Professional Development Goal

Related school-wide professional goal:

RESEARCH-BASED CURRICULUM RESEARCH-BASED INSTRUCTION RESEARCH-BASED ASSESSMENT STUDENT GROWTH AND ACADEMIC ACHIEVEMENT CULTURE CLIMATE LEADERSHIP SAU POLICIES

Identify link to professional development goal:

Desired Impact

Desired impact on student learning and achievement:

Indicator of Success

Indicator of success/data source for documenting the desired impact on student learning:

CONTINUING EDUCATION UNITS

Total Number of CEUs required for recertification:

Comments

Comments:

Para-Educator Three Year Professional Development Plan (IPDP)

Plan Type

Components: Knowledge of subject or field of specialization related to the qualifications of para educators; Knowledge of learners and learning; Professional skills. Fifty (50) Continuing Education Units (CEUs) are required over three years.

Three-Year Para educator PD Plan

Inclusive Dates

Date Form is Due

Date Form is Due

Goal(s)

Goal(s)

Related school-wide professional development goal(s) (identify link, if possible):

Impact

Expected impact on student learning (Include data sources):

Comments

Comments

Three-Year Individual Professional Development Plan Option 2

Use this form to submit your individual professional development plan.

Plan Type

Alternate Three-Year Individual Professional Development Plan

Inclusive Dates

Inclusive Dates

Date Form is Due

Total number of CEUs required for recertification:

Certifications

Certification A

Certification B

Certification C

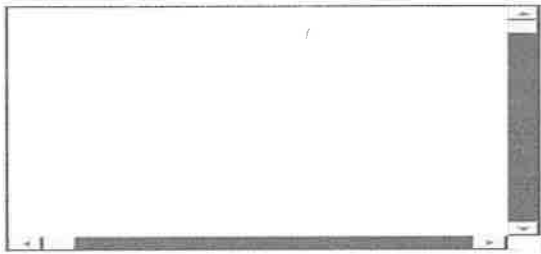
Certification D

Project Questions

Describe the project you will complete, including the relationship to your school's professional development goals and your students' learning needs:

At the end of the project, the following goals will have been met (identify at least two goals):

How will you document the impact of your project on student learning?:



Describe the strategies you will use during the first year to complete your project:



Comments



Professional Activity Form

General Info

User

Building

Submitted

Dates

Activity Information

Type of Activity

Activity Title

[Unspecified Activity Title]

Brief Description

Agency/Institution

Agency/Institution

If not on list, enter here

Vendor Name

Street, City, State, Zip

Phone / Fax

Dates & Location

Activity Start Date

Activity End Date

Anticipated CEU's

Enter the number of CEU's you are seeking for this activity

Anticipated CEU's

0

Activity Application

How will this activity aid you in your present assignment?

Does this activity require professional leave time? If YES, please follow district procedures to request time off.

- YES
- NO

Attach Supporting Material

You must scan your documents and attach it to your MY FILES area of the File Library. Once uploaded as a personal file, you will see it below. Please attach your registration form.

Attach files here:

I HAVE ATTACHED MY REGISTRATION FORM

Costs

If you are requesting reimbursement, proof of payment must be included when marking complete.

Registration Fee

Other

Payment

Payment Type

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Knowledge of Subject

Culture and Climate Leadership Research-based Assessment Research-based Curriculum

Research-based Instruction SAU and individual local school district policies Student growth and academic achievement

Goal : Knowledge of Effective Teaching Strategies, Knowledge of Learners

Culture and Climate Leadership Research-based Assessment Research-based Curriculum

Research-based Instruction SAU and individual local school district policies Student growth and academic achievement

Purpose(s)

Please check RECERTIFICATION and only ONE other purpose for allocation.

Recertification Certification A Certification B Certification C Certification D Certification E

Component 2

Comments

Comments

Graduate Course Form

Course Information

1st or 2nd course this year?

Name of Course

Course Number:

Credits

One Credit equals 15 CEUs

CEUs

Provider

College/University

If not on list, enter here

Vendor Name

Street, City, State, Zip

Phone / Fax

Dates

Date Course Begins

Date Course Ends

Tuition

Amount approved will be based on the University of New Hampshire (UNH) Graduate Credit Rate, currently \$770 per credit.

Tuition Rate

Payment

Payment Type

PREPAYMENT OF THE COURSE LISTED ABOVE. I UNDERSTAND THAT I AM REQUIRED TO RE-PAY THE DISTRICT IF I DO NOT COMPLETE THE COURSE. *SEE CBA FOR DETAILS.

REIMBURSEMENT FOR THE COURSE LISTED ABOVE. I UNDERSTAND THAT I AM TO SUBMIT PROOF OF PAYMENT AND FINAL GRADE TO RECEIVE REIMBURSEMENT. *SEE CBA FOR DETAILS.

Purpose(s)

Please check RECERTIFICATION and only ONE other purpose for allocation.

| | | | | | |
|--|--|--|--|--|--|
| <input type="checkbox"/> Recertification | <input type="checkbox"/> Certification A | <input type="checkbox"/> Certification B | <input type="checkbox"/> Certification C | <input type="checkbox"/> Certification D | <input type="checkbox"/> Certification E |
| <input type="checkbox"/> Component 2 | | | | | |

Attachments

You must scan your documents and attach it to your MY FILES area of the File Library. Once uploaded as a personal file, you will see it below.

Attach Course Official Transcript & Tuition Receipts:

I HAVE ATTACHED MY REGISTRATION FORM

Comments

Comments

Educator Reflection Form

Your responses are NOT ANONYMOUS

Reflection for school year ending:

Date Form is Due

How did your professional development activities influence the growth of the students you work with (improvements seen, improved data sources, new skills acquired, students able to better access curriculum)?

What Professional development activities were most helpful to your Professional Development Plan?

Describe ways you collaborated with colleagues to increase your professional growth and enhance student learning. (Meetings with: case manager, teacher/paraprofessional, grade level team, guidance counselor, behavior specialists).

What do you need to improve student growth as you move forward (collaboration with other staff members, more workshops, research of a subject or topic, observations, data collection)?

If this is the last year of your Three-year Plan, in what ways did you meet your goals?

COE-BROWN NORTHWOOD ACADEMY
Professional Development Forms
Form A: Activity Sheet

***** Approval needed from Headmaster BEFORE beginning an activity *****

Name: _____

Date of Application: _____

Description of activity: _____

Dates of activity: _____

Estimated Hours: _____

School-Wide Goal # _____

How will this activity contribute to your professional growth and your students' learning?

Your Signature

Headmaster's Signature

Date

Indicates Pre- Approval

.....
Final Approval

Reflect and describe benefits gained from this activity and plans for implementation of knowledge gained:

Do you have the resources to begin implementation? _____ If no, what do you need?

Actual CEUs: _____ **Apply CEUs to your Certification: A B C D**

If you wish, you may apply this activity to more than one component area.

Component Area

of CEUs you want applied

01- Knowledge of Subject _____

02- Knowledge of Effective Teaching Strategies, Learners
and Learning and Professional Responsibilities _____

This certifies successful completion of approved professional development activity.

Pro. Dev. Rep. Signature

Date

**COE-BROWN NORTHWOOD ACADEMY
Professional Development Forms**

Form B: Option 1 Three-Year Individual Professional Development Plan

Name: _____ Inclusive Dates: _____
Position: _____ Endorsements: A. B. C. D.

Component One (01): *Knowledge of Subject or Field of Specialization, 30 CEUs* over three years. If you have more than one endorsement please write separate goals for each endorsement. Use additional pages of Form A as needed. *Para educators need 50 CEUs every three years.*

INDIVIDUAL GOAL:

Related school-wide professional development goal (identify link):

- | | |
|------------------------------------|------------------------|
| 1. Research-based Curriculum | 5. Culture and Climate |
| 2. Research-based Instruction | 6. Leadership |
| 3. Research-based Assessment | 7. CBNA Policies |
| 4. Growth and Academic Achievement | |

Desired impact on student learning:

Indicator of success/data source for documenting the desired impact on student progress and achievement:

Components Two: *(02) Knowledge of Effective Teaching Strategies, Knowledge of Learners and Learning, and Professional Responsibilities. 45 CEUS* over three years. Please describe how your goal(s) can address the components and include linkage to at least one school-wide professional development goal.

INDIVIDUAL GOAL(S):

Related school-wide professional development goal:

- | | |
|-------------------------------|------------------------|
| 1. Research-based Curriculum | Achievement |
| 2. Research-based Instruction | 5. Culture and Climate |
| 3. Research-based Assessment | 6. Leadership |
| 4. Growth and Academic | 7. CBNA Policies |

Desired impact on student learning:

Indicator of success/data source for documenting the desired impact on student progress and achievement:

TOTAL NUMBER OF CEUS REQUIRED FOR RELICENSURE:

| | |
|-----------------------------|-------|
| _____ | _____ |
| #1 Educator's Signature | Date |
| _____ | _____ |
| #2 Pro. Dev. Rep. Signature | Date |
| _____ | _____ |
| #3 Headmaster's Signature | Date |

COE-BROWN NORTHWOOD ACADEMY

Professional Development Forms

Form B: Option 2: Three-Year Individual Professional Development Plan

Name: _____ Inclusive Dates: _____
Position: _____ Certifications: A ___ B ___ C ___ D ___

Total number of CEUs required for relicensure renewal: _____

Describe the project you will complete, including the relationship to your school's professional development goals and your students' learning needs:

At the end of the project, the following goals will have been met (identify at least two goals):

How will you document the impact of your project on student learning?

Describe the strategies you will use during the current year to complete your project:

#1 Educator's Signature Date

#2 Pro. Dev. Rep. Signature Date

#3 Headmaster's Signature Date

COE-BROWN NORTHWOOD ACADEMY
Professional Development Forms
Form C: Financial Request

*****THIS FORM IS SUBMITTED DIRECTLY TO THE HEADMASTER*****

Name:

Today's Date:

Position:

Date of Activity:

Activity:

Brief Description of Activity

Total Amount Requested:

Check Made Payable To:

Date Payment Needed By:

Send Payment To:

APPROVED BY:

DATE:

Additional Comments: _____

COE-BROWN NORTHWOOD ACADEMY
Professional Development Forms
Form D: In-House Activity Form

The presentation of any Coe-Brown Northwood Academy sponsored workshop has the prior approval of the Headmaster. Please complete the following and submit to your Professional Development Representative within one week after the completion of the activity.

Name:
Date of Activity:
Title of Activity:
Name of Presenter:
Description of Activity:
How will this activity contribute to your professional growth and your students' learning?

Actual CEUs: _____ **Apply CEUs to your Endorsement:** **A** **B** **C** **D**
Related school-wide professional development goal:

1. *Researched-based Curriculum*
2. *Researched-based Instruction*
3. *Researched-based Assessment*
4. *Growth and Academic Achievement*
5. *Culture and Climate*
6. *Leadership*
7. *CBNA Policies*

If you wish, you may apply this activity to more than one component area.

| Component Area | # of CEUs you want applied |
|---|-----------------------------------|
| 01 Knowledge of Subject | _____ |
| 02 Knowledge of Effective Teaching Strategies, Learners and Learning and Professional Responsibilities | _____ |

_____ **Date** _____

COE-BROWN NORTHWOOD ACADEMY Form E: FACULTY/STAFF SELF EVALUATION

Please respond to the following questions and take time to reflect on your role in the Coe-Brown community. This form is available on teacher share so that you can type your answers to be specific and detailed.

FACULTY/STAFF NAME: Insert your name here

DATE: Insert date here

1. Discuss the positive contributions you bring to your department in your professional role. In what ways do you collaborate with other to increase growth and enhance student learning? Be as specific as possible.
2. What are some of the areas in which you need improvement? What specifically are you planning to do to improve in these areas?
3. Being proactive, what are some ideas that you have for improvement or innovation in your department for the coming year? Specifically, what can you do to facilitate these improvements or innovations?
4. Please discuss how you would rate yourself in carrying out your professional responsibilities such as being on time to school, fulfilling duty responsibilities, attending and being on time for meetings, being timely with paperwork, monitoring halls, advising seniors etc.
5. Please discuss how you would rate yourself in doing other professional duties such as team leader, coach, advisor, director, attendee at events, assisting at games, concerts, plays, baking, selling or other volunteer jobs.
6. What is one concrete measurable professional goal that you plan to accomplish this year other than course or workshop offerings? Specify how your progress in meeting this goal can be measured.
7. How do you use technology as an instructor and how do you implement the student netbook program in your classes?
8. Please discuss how your professional development activities have both enhanced your own professional growth as well as the learning opportunities for your students. What professional development opportunities do you intend to seek out this year?

Please turn in to your Divisional Dean by September 15.

APPENDIX C

Rubrics for Teacher Evaluation

DOMAIN 1
Planning and Preparation

| Component | Ineffective | Needs Improvement | Effective | Highly Effective |
|--|---|---|---|--|
| Demonstrating Knowledge of Content and Pedagogy | Teacher's plans and practices display little knowledge of the content, prerequisite skills needed to understand the content, or of the instructional practices specific to that discipline. | Teacher's plans and practices reflect some awareness of the important concepts in the content, prerequisite skills needed to understand the content and of the instructional practices specific to that discipline. | Teacher's plans and practices reflect solid knowledge of the content, prerequisite skills needed to understand the content and of the instructional practices specific to that discipline | Teacher's plans and practices reflect extensive knowledge of the content and structure the discipline. Teacher actively builds on his/her knowledge of prerequisite skills needed for students to understand the concepts or actively seeks causes for student misunderstanding |
| Demonstrating Knowledge of Students | Teacher demonstrates little or no knowledge of students' age or background, skills, language proficiency, interests, and special needs and does not seek understanding. | Teacher indicates the importance of understanding students' age or background, skills, language proficiency, interests, and special needs and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students' age or background, skills, language proficiency, interests, and special needs and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students' age or background, skills, language proficiency, interests, and special needs form a variety of sources and attains this knowledge for individual students. |
| Setting and assessing Instructional Outcomes | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students but consist of a combination of activities and goals some of which permit viable methods of assessment and reflect more than one type of learning, but teacher makes no attempt at coordination of integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for application of skills across the curriculum and take into account the needs of individual students. |

DOMAIN 2
The Classroom Environment

| Component | Ineffective | Needs Improvement | Effective | Highly Effective |
|---|---|---|---|--|
| Creating an Environment of Respect and Rapport | Classroom interactions, both between the teacher and student and among students, are negative, inappropriate, or insensitive to students' age or background and are characterized by sarcasm, putdowns, or conflicts. | Classroom interactions, both the teacher and student and among students, are generally appropriate and free from conflict but may be characterized by an occasional display of insensitivity or lack of responsiveness to students' age or background. | Classroom interactions, between the teacher and student and among students, are polite and respectful, reflecting general warmth and caring and are appropriate to the age and background among groups of students. | Classroom interactions, between the teacher and individual students, are highly respectful and reflect genuine warmth, caring, and sensitivity for students' age and background. Students themselves ensure high levels of civility among members of the class. |
| Establishing a Culture for Learning | The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectation for student achievement, and little or no student pride in work. | Teacher's attempt to create a culture for learning is partially successful with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students often appear to be only "going through the motions". | The classroom culture is characterized by high expectation for most students and genuine commitment to the subject by both teacher and students with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and students hold themselves to high standards of performance. For example, by initiating improvements in their work. |
| Managing Student Behaviors | There is no evidence that standards of conduct have been established and there is little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries with uneven results to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the student's dignity. | Standards of conduct are clear with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive and teacher response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| Organizing Physical Space | The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe and essential learning is accessible to most students. The teacher's use of physical resources, including technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities with partial success. | The classroom is safe and learning is accessible to all students. Teacher ensures that physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including technology. | The classroom is safe and the physical environment ensures the learning of all students including those with special needs. Both teacher and students use physical resources optimally, including the use of technology. |

DOMAIN 3
Instruction

| Component | Ineffective | Needs Improvement | Effective | Highly Effective |
|---|---|---|--|--|
| Communicating with Students | Expectations for learning, directions and procedures, and explanation of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' age or background. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. Teacher's use of language is correct but may not be completely appropriate to student's age or background. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' age and background | Expectations for learning, directions and procedures, and explanation of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' age and background, and anticipates possible student misconceptions. |
| Using Questioning and Discussion Techniques | Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. | Some of the teacher's questions elicit a thoughtful response, but most are low-level posed in rapid succession. Teachers' attempt to engage all students in the discussion are only partially successful. | Most of the teacher's questions elicit a thoughtful response and the teacher allows sufficient time for students to answer. Students participate in the discussion with the teacher stepping aside when appropriate. | Questions reflect high expectations and are age and background appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| Engaging Students in Learning | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or students' age and background, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' age or background resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and grouping of students are appropriate to the instructional outcomes, students' age and background. Students are engaged in higher level thinking skills and rigorous work. The lesson's structure is coherent and appropriately paced. | Students are highly and intellectually engaged throughout the lesson in rigorous work. Students initiate the choice, adaptation, or creation of materials to enhance their own purpose. Lessons are adapted as needed to meet the needs of individuals and the structure and pacing allows for student reflection and closure. |
| Using Assessment in Instruction | Assessment is not used in instruction either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or by giving feedback to the students. | Assessment is occasionally used in instruction through monitoring of progress of learning by teacher and/or students. Feedback to students is uneven and students are often unaware of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction through self-assessment by students, monitoring of progress by teacher and/or students, and through high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria self-assessment by students, monitoring of progress by both students and teacher, and high quality feedback to students from a variety of sources. |
| Demonstrating Flexibility and Responsiveness | Teacher adheres to the instruction plan even when a change would improve the lesson or students interest level. Teacher brushes aside questions when students experience difficulty. The teacher blames the student or their home environment for the lack of student progress. | Teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. Teacher accepts responsibility for student success but has only limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students making adjustments as needed to instruction plans and accommodating student questions, needs, and interests | Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interest. Teacher ensures the success of all students using an extensive repertoire of instruction strategies. |

DOMAIN 4
Professional Responsibilities

| Component | Ineffective | Needs Improvement | Effective | Highly Effective |
|--|--|---|---|--|
| Reflecting on Teaching | Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met, and/or has no suggestions for how a lesson could be improved. | Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met, and/or makes general suggestions about how a lesson could be improved. | Teacher's reflection accurately assesses the lesson's effectiveness, degree to which outcomes were met, and can cite evidence to support the judgment and/or make specific suggestions for lesson improvement. | Teacher's reflection accurately and thoughtfully assesses the lesson's effectiveness and degree to which outcomes were met citing specific examples and/or offers specific alternative actions drawing on an extensive repertoire of skills. |
| Maintaining Accurate Records | Teacher's record-keeping system on student completion of assignments, progress in learning, and/or non-instructional activities is non-existent | Teacher's record-keeping system for student completion of assignments, progress in learning, and/or non-instructional activities is rudimentary and/or requires frequent monitoring for accuracy. | Teacher's record-keeping system for student completion of assignments, student progress in learning, and/or non-instructional activities is fully effective. | Teacher's record-keeping system for student completion of assignments, progress in learning, and/or non-instructional activities is fully effective and students contribute to their maintenance and/or interpretation. |
| Communication with Families | Teacher provides little/no information to families about the instructional program and/or individual student progress. Communication with families is insensitive or inappropriate and/or demonstrates no attempt to engage families in the instructional program. | Teacher provides minimal information to families about the instructional program and/or individual student progress. Communication can be insensitive and/or inappropriate to family concerns. Partially successful attempts to engage families in the instructional program. | Teacher provides frequent and appropriate, information to families about the instructional program, student progress, and responses to family concerns. Frequent successful efforts to engage families in instructional program. | The educator provides frequent and appropriate information to families about the instructional program including student input. Ongoing, successful efforts to engage families in the instructional program to enhance student learning. |
| Participating in a Professional Community | Professional relationships with colleagues are negative or self-serving. Teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school/district projects. | Professional relationships are cordial and fulfill required school/district duties. These include involvement in a culture of inquiry, school events, and/or school/district projects when asked. | Professional relationships are characterized by mutual support and cooperation and include active participation in a culture of professional inquiry, school events, and school/district projects with teacher making substantial contribution. | Professional relationships are characterized by mutual support cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. |
| Growing and Developing Professionally | Teacher engages in limited professional development activities and/or resists feedback on teaching performance and/or makes no effort to | Teacher engages in professional activities to a limited extent and/or accepts, with some reluctance, feedback on teaching performance and/or finds limited ways | Teacher engages in seeking out professional development opportunities, welcomes feedback on performance, and participates actively in | Teacher engages in seeking out opportunities for professional development, makes a systematic effort to conduct action |

| | | | | |
|--------------------------------|--|---|--|--|
| | share knowledge with others to assume professional responsibilities | to contribute to the profession. | assisting other educators. | research, seeks out feedback, and initiates important activities to contribute to the profession. |
| Showing Professionalism | Teacher's professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving and/or do not comply with school/district regulations. | Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students. Decision making is based on limited data and/or minimal compliance with school/district regulations. | Teacher interactions are characterized by honesty, integrity, confidentiality, and/or assurance that all students are fairly served. Teacher participates in team or departmental decision making and/or full compliance with school/district regulations. | Teacher interactions are characterized by the highest standards of honesty, integrity, and confidentiality. Teacher assumes a leadership role with colleagues in serving students, challenging negative attitudes/practices, and in ensuring full compliance with school/district regulations. |

DOMAIN 5
Professional Practice and Student Performance

| Component | Ineffective | Needs Improvement | Effective | Highly Effective |
|--|---|---|--|--|
| Individual and Collective Student Data | Fails to collect multiple sources of data to plan for individual and collective student growth. | Minimally collects multiple sources of data to plan for individual and collective student growth. | Consistently collects multiple sources of data to plan individual and collective student growth. | Takes a proactive approach researching and collecting multiple sources of data to accelerate individual and collective student growth. |
| Use of Instructional Programs or Interventions Based on Student Data | Fails to take any corrective actions involving instructional programs or interventions to improve student growth. | Minimally implements instructional programs or interventions to improve student growth. | Consistently maintains the use of instructional programs and interventions to improve student growth. | Initiates the use of supplemental innovative instructional tools and interventions to improve student growth. |
| Monitor and Adjusting Instruction to Advance Student Growth | Fails to monitor student progress or monitors student progress but fails to adjust instruction. | Monitors student progress and shows little or no progress made in student growth. | Consistently monitors and accurately measures student achievement to adjust instruction resulting in student growth. | Establishes additional systems for analyzing data to drive and adjust instruction which documents the intended outcomes of student growth. |

Appendix D

PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

**School Administrative Unit #44/CBNA
Professional Development Committee Members
2019**

COE-BROWN NORTHWOOD ACADEMY

| | | |
|----------------------------------|-----------------------------|---------------|
| Jill Forward Vice-Chairperson | Coe-Brown Northwood Academy | Educator |
| Josh Hils | Coe-Brown Northwood Academy | Educator |
| Cheri Porter | Coe-Brown Northwood Academy | Para educator |

NORTHWOOD

| | | |
|------------------|------------------|---------------|
| Jody LaBrie | Northwood School | Educator |
| Jennifer Hodgdon | Northwood School | Para educator |

NOTTINGHAM

| | | |
|---------------------------------------|------------------------------|---------------|
| Kathy Conway-Frangione Chairperson | Nottingham Elementary School | Educator |
| Shelly Mailhot | Nottingham Elementary School | Para educator |

STRAFFORD

| | | |
|---------------|------------------|---------------|
| Janet Homiak | Strafford School | Educator |
| Cynthia Duffy | Strafford School | Para educator |

ADMINISTRATIVE REPRESENTATIVE

| | | |
|----------------|------------------------------|---------------------|
| Jude Chauvette | Nottingham Elementary School | Curriculum Director |
|----------------|------------------------------|---------------------|

SCHOOL BOARD REPRESENTATIVE

| | | |
|---------------|------------|--------------|
| Kathy Brosnan | Nottingham | School Board |
|---------------|------------|--------------|

COMMUNITY REPRESENTATIVE

| | | |
|--------------|-----------|-----------|
| Kate McNally | Northwood | Community |
|--------------|-----------|-----------|

SAU STAFF

| | | |
|----------------|---------|-------------------------------------|
| Scott Reuning | SAU#44 | Superintendent |
| Jill La Vallee | SAU #44 | Assistant Director Student Services |

Revised 3/2019