

SAU 70 Staff Master Plan

Summary for Staff

New in this version of the Master Plan:

- A Table of Contents – pp 3, 4
- Data Collection, Interpretation, and Use – p. 12 (required by the state)
- SAU Data Matrix – p. 13-16 (This will be updated; if you notice that there's an entry that is inaccurate, just let your building representative from CSDS know so that this information is included in the update.)
- Some aspects of developing a Professional Growth Plan (pp. 26-31)
- The order of the sections in the plan has changed
- Appendices (board policies) have been added

Otherwise the material is the same – with minor adjustments – as the previous plan. The SAU Master Plan is the first to have been approved by the State using their new guidelines, so formatting, inclusion of certain policies, and the Data Collection and Data Matrix sections have been included.

Summary of the Plan:

pp. 6-8

The **Central Staff Development Committee** membership, duties and timelines as well as the Building as well as the **Building Staff Development** membership, duties and those of the **Building Staff Development Secretary**.

pp. 9-11

SAU Educational Model – newly formatted but still an overview including Professional Growth Plan, Staff Evaluation, Professional Growth Activities, and Annual Goals, Curriculum Development and Learner Expectations

pp. 12-16

Data Collection, Interpretation, and Use

“Data collected from the activities listed in the matrix below, will be used to identify student learning needs, develop district and building level improvement goals, and to evaluate student and educator growth.”

“The more expansive goal is to use the data collected to target the effectiveness of individual professional-development plans and thus the overall effectiveness of the Professional Master Plan to continuously improve student learning.”

Matrix (13-16) send any corrections to BSDC

This section replaces the K-12 Academic Curriculum and Assessment Development Cycle and the K-12 Curriculum and Assessment Development Procedures in the previous plan.

p. 17

SAU Educational Model

Action planning for individual teachers and Department/ Grade Level teams

pp. 18-25

Professional Development Activities – *see separate list for activities, maximum numbers of hours and requirements specific to each activity*

pp. 26-31

Development of Professional Growth Plan – *this area has been further developed, there is an increased focus on student learning, and there is more information than in the same section in the previous plan.*

Professional Growth Plan = Individual Professional Development Plan

- Who has to do a PGP and whether it needs to be 3 year plan or 1 or 2 year
- What needs to be included
- Procedure for developing the plan (p. 27)
 - Note that plan should show consideration of: (p. 28)
 - increase in educator learning
 - growth in student learning & academic achievement
 - content area knowledge and pedagogy
 - individual, and school or district improvement goals
 - professional standards
 - steps for getting plan approved (p. 29)
 - Timelines and Filing periods (p. 30)
- Guiding questions for writing the PGP (p. 31) – *this is helpful*

pp. 32-35

How to get Professional Development Funds

guidelines and documentation, funding in advance, evaluations

- When pre-approval is required (p. 34)

p. 36

Sabbatical Leaves

no changes

p. 37-38

Enrichment Grants

no changes

p. 39

Filing for Re-certification

no changes

p. 40

Basis for funding staff development and changes to the Master Plan

no changes

p. 41

Alternative Track Advancement Credits and Funding

no changes

pp. 42-43

Appendix A – Central Staff Development Committee membership at the time of the new Master Plan

pp. 44-48

Appendix B – SAU Standards of Best Practice

as adopted by the Dresden, Hanover, and Norwich boards in 2009

pp. 49-52

Appendix C – Samples of a Three Year Professional Growth Plan form

The state required a form but schools can use the form they choose -- it does not have to be this form and guiding questions.

pp. 53-56

Appendix D – Dresden Schools Professional Staff Evaluation Plan

This is the policy (new that it is included here, but developed 2010 and revised 2011 and 2012).

Sets procedure and timeline for evaluations of staff.

pp. 57-58

Appendix E – SAU Goal Setting Cycles

pp. 59-64

Appendix F – Evaluation forms

Mid Year Self-Evaluation Form (example)

SDC evaluation Form (green form)

End of Year Self-Evaluation Form (example)

Staff Development Activities

<u>Activity</u>	<u>Max Hrs (per Cert.)</u>	<u>Documentation Required</u>	<u>Prior Approval</u>
#1 College Courses			
Graduate Course	unlimited	Transcript or grade report	YES
Under Grad	unlimited	Transcript or grade report	YES
Non-College*	15 contact hrs per credit	Documentation of substantial body of work.	YES
<ul style="list-style-type: none"> • Please refer to Master Plan for complete details of requirements. 			
#2 Workshops Conferences Seminars			
	unlimited	Certificate attached to evaluation form	NO
#3 Critical Friends/ Study Groups			
	up to 40 hrs	Log & description of impact w/eval form	NO
#4 Research			
	up to 30 hrs	Documentation of	YES
#5 Publishing Prof. Articles			
	up to 30 hrs	Published article, draft submitted & log w/eval form	YES
#6 Committee Work			
	up to 30 hrs	Log w/rationale explaining how work supported goals	NO
#7 Mentoring			
	up to 30 hrs	Detailed log of mentoring experiences.	YES
#8 Peer Coaching			
	up to 30 hrs	Detailed log of mentoring	YES
#9 Independent Study/ Prof. Reading			
	up to 20 hrs	Detailed log, bibliography w/eval form	NO
#10 Presentations			
	up to 20 hrs	Log & copy of presentation w/eval form	NO
#11 Curriculum/Program Development			
	up to 20 hrs	Copy of curriculum w/eval form	NO
#12 School to Career Partnerships			
	up to 20 hrs	Letter from supervisor along with log w/eval form	NO

<u>Activity</u>	<u>Max Hrs (per Cert.)</u>	<u>Documentation Required</u>	<u>Prior Approval</u>
#13 Observations/ Visitations	up to 20 hrs	log of observations - observed staff member must verify.	NO
#14 Community Service	up to 20 hrs not applicable to Area #1	detailed log of dates, location, time, activity	NO
#15 Professional Associations	up to 10 hrs	eval form and explain how it will be useful in Teaching/school.	NO
#16 Travel	up to 10 hrs	eval from and description of several classroom activities resulting from travel.	NO

Hours Required for Re-Certification (Every 3 Years):

30 Hours of documented professional development devoted to activities in EACH subject area and/or field of specialization.

45 Hours of documented professional development devoted towards district and building goals.

Total: 75 hours total per 3-year cycle.

NOTE: If a teacher is certified in more than one area, he/she must complete 30 hours of professional development for EACH area of certification. The 45 hours toward district/building goals does not increase.

Example:

Teacher "A" is certified in three subject areas. She would be required to complete 30 hours for each subject certification (90 total) and 45 hours towards district/building goals.

Total Hours for 3-year cycle: 135