

PART Ed 512 PROFESSIONAL DEVELOPMENT MASTER PLAN AND RECERTIFICATION

Ed 512.01 Basic Requirement. Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5 year master plan in accordance with requirements of this part.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.02 Criteria for State Approval of Local Professional Development Master Plan.
The following criteria shall apply to the approval of the master plan:

(a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 512.01;

(b) The local superintendent, district administrator, or non-public school administrator shall establish a local professional development committee as follows:

(1) Include representation of certified educators including teachers, paraeducators, certified licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons; and

(2) Develop and monitor the master plan according to Ed 512.02 (c) through (g) under the direction of the local superintendent district administrator or non-public school administrator in accordance with local school board policies, state statutes and state board rules;

(c) The professional development master plan shall include the following:

(1) The process and procedures for establishment of a local professional development committee;

(2) A statement describing the purpose of the master plan that includes but is not limited to:

a. The district's definition of professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students;

b. The role of the plan in increasing educator effectiveness and the relationship between professional learning and the local evaluation system;

- c. The role of the plan in increasing student learning and academic achievement;
 - d. The alignment with local, state, and national professional development standards; and
 - e. The function and role of the plan for recertification of all staff;
- (3) A statement describing the role and function of the local professional development committee which includes, but is not limited to how:
- a. The committee will develop, monitor, implement, evaluate and propose changes to the plan;
 - b. The committee will collaborate with other district committees or teams such as school improvement , local improvement and leadership teams in developing an overarching framework for professional development; and
 - c. The committee will be involved with individual educator recertification and how appeals of decisions in that process will be handled;
- (4) A description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:
- a. Identify student learning needs;
 - b. Determine individual educator goals;
 - c. Determine school or district goals;
 - d. Evaluate student learning and educator growth;
 - e. Measure the effectiveness of an individual professional development plan; and
 - f. Evaluate the effectiveness of the master professional development plan on an ongoing basis;
- (5) Procedures for recommending individuals for recertification that provide evidence of each educator's growth in:
- a. Knowledge of content area(s), subject or field of specialization including requirements of individual certifications in Ed 506 and 507;
 - b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;

c. Professional standards as referenced in the local evaluation system; and

d. Effective instructional practices related to school and district goals that increase student achievement as demonstrated by data such as but not limited to:

1. The education improvement and assessment program, RSA 193C:3, III;
2. Portfolios;
3. Analysis of student work;
4. Standardized and other local assessment instruments; and
5. Performance evaluations and portfolios of professional work;

(6) A description of the job-embedded and formal professional development activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving teacher and administrator effectiveness in raising student achievement such as but not limited to:

- a. Observations;
- b. Independent study;
- c. Study groups and professional learning communities;
- d. Action research;
- e. Educational peer coaching;
- f. Mentoring;
- g. Curriculum, instruction, and assessment development;
- h. Lesson study;
- i. Collegiate or graduate course work; and
- j. Workshops, webinars and professional conferences;

(7) How the activities in (6) shall:

- a. Be facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

- b. Engage educators in a continuous cycle of improvement;
- c. Foster collective responsibility for improved student performance;
- d. Support coherent, sustained, and evidenced-based learning strategies; and
- e. Provide coaching or other forms of support to transfer new knowledge and skills to the classroom; and

(8) Describe differentiated processes to address the unique professional learning needs of all employees, including teachers, administrators, educational interpreters, paraeducators, and other certified or licensed professional staff as well as the unique developmental needs of interns, Alternative IV and V candidates, beginning educators, experienced educators and master teachers;

(d) The professional development master plan shall comply with state certification rules and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications;

(e) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans that describe how:

- (1) Individual plans are developed and goals are determined;
- (2) Individual plans and goals are approved;
- (3) Individual plans are formatively assessed and summatively evaluated;
- (4) Progress is documented and recorded by the district;
- (5) Activities and documentation from in-progress plans are accepted and transferred into the school or district including how district requirements are pro-rated for the remainder of the 3 year cycle;
- (6) Requirements for endorsements that are added mid-cycle are pro-rated;
- (7) Disputes are handled including an appeals process;
- (8) Educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning; and
- (9) Recommendations for re-certification are determined;

(f) The professional development master plan shall allow individuals to document and provide evidence that they have met the requirements for recertification as part of the differentiation of professional learning for the unique needs of educators as follows:

(1) For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:

- a. Increases in educator learning;
- b. Growth in student learning and academic achievement;
- c. Content area knowledge and pedagogy;
- d. The individual, school, or district improvement goal(s); and
- e. Professional standards such as those in the local evaluation plan; and

(2) Using any one of the following methods:

- a. The development of a body of evidence that documents jobembedded or formal professional development;
- b. An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours documenting jobembedded or formal professional development; or
- c. 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 area;

(g) The master plan shall be submitted to the division director or designee of the department;

(h) The division director or designee shall review each professional development master 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 and a timeline for completing the required revisions;

(i) If the professional development master plan is amended by the school or district, the amendments shall be made in accordance with this section, as confirmed by the division director or designee; and

(j) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.03 Individual Professional Development Plan.

(a) Each certified educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

(1) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in (3) below;

(2) The individual professional development plan shall be developed for a 3-year period consistent with the educator's certification(s) and incorporate one of the 3 options as defined in the local master plan; referenced in Ed 512.02(f)(2);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

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; and

(4) The individual professional development plan shall outline the educator's growth in the following:

a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;

b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;

c. Professional standards as referenced in the local evaluation system; and

d. Effective instructional practices related to school and district goals that increase student achievement.

(b) Each certified educator whose credentials expire in a given year shall provide evidence of their individual plan including reflection. The individual plan shall be summatively evaluated as specified in the local professional development master plan.

(c) Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

(d) A certified educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.

(e) For multiple endorsement areas, the individual professional development plan shall address each endorsement area.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.04 Criteria for Recertification of Educators under the Professional Development Master Plan. The following criteria shall apply for recertification of educators under the professional development master plan:

(a) The professional development master plan shall require that every educator applying for renewal of his/her credential has the approval of the local superintendent or district administrator or nonpublic school administrator for the successful completion of the educator's individual professional development plan, based on one of the options referenced in Ed 512.02(f)(2); and

(b) The individual professional development plan shall address the elements described in Ed 512.03(a)(4).

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.05 Criteria For Recertification of Educators Not Under the Local Professional Development Master Plan. Certified educators seeking recertification who are not employed by a school administrative unit, a local school district, or a participating nonpublic school shall:

(a) Comply with a professional development master plan prepared by the department; and

(b) Submit an individual professional development plan developed for a 3-year period, consistent with the educator's certification(s), to the bureau for review, which shall be approved by the bureau if it meets the following requirements:

(1) An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours aligned with Ed 505.07 or a body of evidence as an alternative to the hours; and

(2) Two or more goals for improving student learning, as developed from 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.

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.06 Certified Paraeducators II,I. Requirements for paraeducators certified under Ed 504.05 shall be as follows:

(a) For those certified paraeducators who are employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units shall be required in areas determined by the local professional development master plan required by this part; and

(b) For those certified paraeducators who are not employed by an agency listed in Ed 512.01, a minimum of 50 continuing education units of paraeducator growth shall be required.

Source. #7045, eff 7-1-01; ss by #8335, eff 4-23-05; amd by #8667, eff 7-1-06; ss by #10245, eff 12-21-12