

Glossary of Terms

This section is a glossary of terms and phrases used in the Professional Development Master Plan and should be helpful to all school district personnel.

Action Research. Disciplined inquiry that involves educators in a process of selecting a focus, collecting data, analyzing and interpreting the data, and taking action.

Activity Approval Form. This form is used by staff members seeking prior approval for any out-of-district activity. This form is acted upon by the Building Administration and the Recertification Subcommittee and should be submitted to the Superintendent's Office prior to the date of the activity.

Activity Completion Form. This form is used by staff members in conjunction with the Activity Approval Form. It is used to denote completion of the preapproved activity and is to be submitted to the Recertification Subcommittee via the Superintendent's Office after the date of the activity.

Analyzing Student Work. The practice of collectively analyzing samples of student work for the purpose of studying the impact of teaching (instructional practice) on student achievement.

Appeal. A process available to any staff member who disagrees with the decision of the Building Administration and/or the Recertification Subcommittee in denying approval of an activity, the amount of clock hours awarded, or the denial of clock hours for any activity. This process is outlined in the Master Plan.

Approval (also Prior Approval). All activities should be preapproved by the Recertification Subcommittee.

Benchmark. A designated indicator that will serve as a mark of progress toward a specified goal. Benchmarks are identified to allow meaningful interim monitoring to occur.

Best Practice.

Book Talk

Case Studies. Case studies use carefully chosen, real world examples of teaching to serve as springboards for discussion among small groups of teachers. Through predicaments presented in the case, teachers have opportunities to engage in careful reasoning and to make subtle judgments. Cases can help teachers discover ambiguity, conflict and complexity within a deceptively simple looking teaching situation.

Clock Hour. The basic unit of achievement determining progress by a staff member toward recertification. At least seventy-five (75) such units of achievements must be earned in each three-year period of a staff member's recertification. Please refer to Section II for elaboration on the clock hours available for particular activities and the approved activities.

Cohort. A subgroup that shares a common factor in a statistical survey.

Collaboration. A gathering of staff engaged in mutual decision making.

Collegiality.

Conference/Seminar/Workshop. Denotes a convocation of educational personnel for the purpose of sharing, distributing information, straining, or increasing the expertise of the participants. May be sponsored by various professional or private organizations.

Critical Reflection.

Critical Friends Group

Curriculum Development. When teachers are empowered to become curriculum designers, they have the opportunity to know the entire curriculum of the school, to develop curriculum maps and a curriculum web to show the connections among the disciplines. Having a deeper understanding of the bigger curriculum picture contributes to a teacher's greater knowledge of how to teach the curriculum.

Data.

Denial. An action available to the building administration and/or the Recertification Subcommittee denying an individual the approval of an activity or the awarding of clock hours. This usually occurs when, in the judgment of the building administration and/or the Recertification Subcommittee, an activity does not meet the individual professional development plan and/or the Professional Development Master Plan criteria for approval or when the requirements are not met by the staff member.

Engagement.

Evidence.

Exit Outcomes/Competencies/Curriculum.

Feedback.

Independent Study. An approved activity a staff member engages in which results in a useful accumulation of data and/or document reflecting the study that can be utilized by the individual or the district.

Improvement Plan/Action Plans.

Individual Professional Development Plan. A plan designed for improvement developed by each educator in collaboration with the building administrator.

Job Embedded Professional Development. Learning that occurs as teachers and administrators engage in their daily work activities which result in increased skill and knowledge needed to assist students to reach high standards. It is documented professional learning that occurs in the course of the educator's work. It often includes educators sharing what they have learned, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices while trying out new programs or planning or implementing a project.

Journaling. The practice of journal writing which records and summarizes a process of a particular learning experience.

Mentoring/Coaching. Activities in which educators work together to enhance job related skills and knowledge. These may include the following: analyzing classroom activities (instruction), analyzing skills/proficiencies. Identifying strengths and weaknesses, providing support, providing guidance and feedback, providing problem-solving guidance; and sharing resources, insights, practices, and materials.

Program of Improvement.

APPENDIX I

Professional Development. The learning that occurs for educators so they may create environments in which all students achieve high standards.

Professional Development Master Plan. School Administrative Unit (SAU) document that describes the process through which professional development will be accomplished. The document covers a five year period and is required by the New Hampshire Department of Education. The SAU Master Plan outlines the process of identifying the goals and selecting professional development activities for achieving the goals and the school, district, or SAU levels.

Recertification. The renewal of a staff member's certificate by the New Hampshire State Department of Education which permits the individual to continue to be employed in a professional or paraprofessional capacity by the schools of New Hampshire.

Study Groups. Collaborative work or discussion among a small group of educators for the purpose of professional learning.

Teachers. All certified or licensed instructional personnel.

Teacher Standards.

Total Performance Evaluation.