

“But what happens when you come to the beginning again?” Alice ventured to ask.

Process to Address Re-certification

The SAU 16 process to address recertification needs of all certified employees is as follows:

- Reflect on of collected data
- Complete goals
- Conference with an administrator at all levels
- Participate in outlined activities
- Document completion of activities including signature from an administrator
- Professional Development Representative signs the **ACTIVITY COMPLETION FORM**
- In the fall, previous to renewing a certification cycle, Central Office sends an information sheet to each of those employees telling them if they have the hours needed
- Reminder given to all employees that April 15 on the final year of their certification cycle is the last date to apply hours to that cycle; activity hours from April 16 on will be put towards their new certification cycle
- In the spring of an individual’s last year of his/her cycle, Central Office will send paper work for the individual to send in along with a fee to the state to receive a new certificate; once an individual receives a new certificate, a copy should be made and sent to Central Office

SAU 16 professional employees and administrators choose which re-certification process s/he is going to complete. If s/he chooses to do the option of keeping track of hours, he/she is required to have a minimum of 75 hours over a three year cycle. S/he is to have 30 hours for each certification area. S/he is to distribute the remaining 45 hours among one or more of the other six professional development components. There are no specifications or restrictions as to where the hours are distributed. For those educators requiring more than 135 hours (i.e. 3 or more certifications) of approved professional development activity, the superintendent may submit an amended professional development plan to the administrator to extend the period up to 6 years, or 2 certification periods, for that portion of the educator’s professional development plan that exceeds 135 hours.

Each Certified Paraprofessional is required to have a minimum of 50 hours over a three-year cycle. S/he is to have 20 hours for their certification area. S/he is to distribute the remaining 30 hours among one or more of the other six professional development

components. There are no specifications or restrictions as to where the hours are distributed. The seven major Professional Development Components shall be:

1. KNOWLEDGE OF SUBJECT OR FIELD OF SPECIALIZATION (This is the certified employees certification area(s)) which shall include the understanding of the theory and content related to the educator's primary teaching or special service assignment.

2. CHARACTER AND CITIZENSHIP which shall include:

Self-discipline, self-respect, and self-control
Truth and honesty with self and others
Fairness, integrity, and justice
Respect, courtesy and human worth
Responsibility to oneself and others
Community service and responsible citizenship
Privileges, duties, and responsibilities of citizenship, appreciation and respect for civic and social institutions of the United states, the organization and operation of municipal, county, and state government and of the federal government pursuant to RSA 186:5, RSA 186:13, I and II, RSA 189:111 and RSA 189:23 II, and the New Hampshire Constitution Part Second, Article 83.

3. PROFESSIONAL SKILLS which shall include those skills necessary to carry out a job assignment, including, but not limited to:

Methods of teaching
Diagnosis of learning problems
Design of instruction
Evaluation of student work
Student/parent conference techniques

4. KNOWLEDGE OF LEARNERS AND LEARNING which shall include understanding of the nature and development of learners as well as the various processes by which learning occurs also including, but not limited to:

Learning theories
Developmental theory of children and adults
The characteristics of those with learning handicaps
The cognitive, affective, and physiological processes of learning

5. KNOWLEDGE OF SCHOOL ROLE, ORGANIZATION, AND OPERATION which shall include an understanding of the school as an institution, and also includes but is not limited to:

Community/school relations
School law
School finance
How the institution changes over time

6. EXPLORATORY OR INNOVATIVE ACTIVITIES which relate to a group or individual activity not related to components 1, 2, 3, 4, 5, or 7. For example, writing a professional article, assisting in a summer alternative school, making an original set of oral history tapes, creating a new game to stress the learning of fine motor skills, etc.

7. TECHNOLOGY which shall include:

Being able to perform basic computer operations such as turning the machine on and off, keyboarding, and printing

Using basic applications, such as word processing for communication, databases for managing information, spreadsheets for problem solving, and telecomputing for internet access

Using technology tools to support the curriculum, including curriculum frameworks

Understanding the role of technology and the internet in education

Understanding the legal and ethical issues associated with the use of these technologies

“Lastly, she pictured to herself...how she would keep, through all her riper years, the simple and loving heart of her childhood: and how she would gather about her other little children, and make *their* eyes bright and eager with many a strange tale, perhaps even with the dream of Wonderland of long ago: and how she would feel with all their simple sorrows, and find a pleasure in all their simple joys, remembering her own child-life, and the happy summer days.”

The end