Professional Growth Master Plan

2014-2019

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SECTION 1

ESTABLISHING THE LOCAL PROFESSIONAL Growth COMMITTEE: PURPOSE, COMPOSITION, and ROLES

SAU#64: Introduction/Background Information

The Professional Growth Master Plan was designed by SAU#64 to increase student learning by providing a continuous cycle of improvement through the integration of educators' goal setting, professional growth, recertification and evaluation. By creating a supportive and collaborative environment, we believe that all students will benefit from a personalized learning approach that targets individual success for all.

SAU#64 is comprised of two rural school districts, Milton and Wakefield. The Milton School District includes Milton Elementary (grades preschool-5, enrollment of about 249), Nute Middle School (grades 6-8, enrollment of about 133) and Nute High School (grades 9-12, enrollment of about 298). Wakefield School District has one school, Paul School (grades preschool-8, enrollment of about 420). Approximately 140-150 Wakefield students attend area high schools including Spaulding High School, Kingswood Regional High School, Coe Brown and Nute. Milton and Wakefield are in a combined administrative unit, SAU#64. They operate under the policies of separate school boards and budgets. The following Professional Growth Master Plan was developed by a joint committee comprised of representatives from both districts making this document one that applies to all schools in SAU#64.

Mission Statements

SAU#64 Mission Statement

The mission of SAU#64 is to ensure high quality authentic education by engaging students through personalized learning. To achieve this goal, SAU#64 will provide a supportive environment that maximizes current resources in innovative ways to create rich collaboration among staff, family, and community. This environment includes a fair, equitable evaluation

system, authentic and meaningful professional development that provides access to evidence-based best practices, and a safe climate and culture. SAU #64 will engage in a continuous cycle of improvement.

Milton Elementary School Mission Statement
We will provide all students with an engaging curriculum that will help them to become creative problem solvers and effective communicators. Through active learning, they will become self-motivated, lifelong learners. Students will take ownership of setting individual goals while also learning to collaborate with others. We will provide students with a safe, respectful environment from which they will gain the benefits of becoming successful contributing members of society.

Nute Middle/ High School and Library Philosophy Statement
We, the faculty and staff of Nute High School and Library and Nute Middle School, are dedicated to providing a rich curriculum that meets the individual needs of students in a positive, respectful, and safe environment. We encourage all students to acquire knowledge and skills in order to reach their intellectual and productive potential.

Wakefield School District Mission Statement
Paul Elementary School is committed to innovative, effective teaching for engaged learning using today's technologies, in order for all students to excel. (Revised 11/13)

SAU#64 Five-Year Goals

SAU#64 has identified the following goals that will lead to high quality, personalized, authentic education for all students.

Student Achievement

Annually, all students will demonstrate measureable growth in core subject areas.

- Implement personalized learning in order to ensure every individual student excels.
- All exiting 3rd graders will be proficient or above in core subject areas.
- Strengthen the existing plan for collecting, analyzing, interpreting and reporting student data to inform decision-making and planning.

- Train and support staff to increase their knowledge and use of quantitative and qualitative assessment data to improve student learning.

Curriculum and Instruction

- Provide a guaranteed and viable curriculum that prepares all students for college and career success.
- Monitor all schools in SAU#64 to ensure that they are alive with effective teaching that engages learning.
- Promote school and district-wide focus on transforming systems and practices to improve teaching and learning.

Human Resources

- Maximize current resources in innovative ways to create rich collaboration among all educators, families and community, and ensure accessibility to all resources for ALL students.
- Create a comprehensive professional growth and evaluation plan based on student data to ensure a continuous cycle of improvement for all educators and students.
- Plan meaningful, high quality professional growth activities that assure SAU#64 goals are met.

Collaborative Structures

- Unify districts of Milton and Wakefield through collaborative endeavors with commitment to relationships, rigor and relevance for students.
- Build an enhanced, positive, collaborative climate and culture throughout SAU#64 and among families and the community.

Professional Growth Statement of Purpose

The SAU#64 Professional Growth Master Plan is an inspirational program for educator improvement, anchored in the belief that all students can learn and achieve at high levels. We concur with *Learning Forward's* statement, "Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day to day performance of educators" (http://learningforward.org/standards#.U_O8PVYRXgI).

We define professional learning as "authentic opportunities to learn from and with colleagues…where learning inside of school(s) an integral part of school life or as part of a larger network of people struggling with teaching and learning problems" (Lieberman, 1995).

The Teacher Leader Effectiveness Task Force was formed in the spring of 2011. This group of educators was charged with developing a comprehensive plan for educator growth, development, and evaluation. The plan was written with the knowledge of and appreciation for the hard work and expertise that the Professional Growth Committee put into creating the Professional Growth Master Plan (2009 – 2014.) Based upon the research-based *Framework for Effective Teaching* by Charlotte Danielson and due to NH Department of Education and federal grant requirements, the objective of this plan is to incorporate and expand the Professional Growth Master Plan integrating a plan for the evaluation of all professional educators as well as provide a process for the recertification of all staff. The end result will be one plan that outlines the entire educator growth process. It is the intention that once the task of developing this plan is complete, the implementation and maintenance of the SAU Professional Growth Plan will become the responsibility of the Professional Growth Committee. In this way a deeper unified understanding of the process and components of professional growth will guide and facilitate the development of all educators within the SAU.

This document was informed by the guidance and resources provided by the NH Department of Education (NH DOE) and US Department of Education. SAU personnel attended NH DOE sponsored events related to preparing an effective evaluation system for educators. The results of these trainings can be seen in this plan through the use of multiple tracks for educators and the definition and performance descriptors of effective teaching. Including student growth as a component of the evaluation process and incentivizing high performing teachers through our leadership track are ideas that were derived from guidance and resources provided by the NH DOE.

This document was written with the acknowledgement that educating young people is both an art and a science and with the understanding that effective teaching requires both intellect and heart. It was also written with the knowledge that the current trend is to define effective and ineffective teaching with a simple number, and the full conviction that a simple number cannot adequately convey the effectiveness or ineffectiveness of such a complex and multi-faceted profession.

This document was written to be a model for the effective teaching that is expected of anyone educating the students of communities of Milton and Wakefield. The spirit of collaboration and support are strengths of this plan as they should be of any plan that defines the expectations of professional growth and educational improvement.

This plan is meant to be broad enough to allow educators to define their own track to effective and engaged teaching while providing the structure

necessary to ensure that students receive quality education from which they can define their own success.

CORE BELIEFS OF THE PROFESSIONAL GROWTH PLAN

We believe that the students of SAU#64 deserve highly skilled professionals who are deeply committed to improving teaching and learning. We also believe that student growth is central to the SAU#64 Professional Growth Master Plan. To that end, our model reflects our core beliefs of commitment

- to the implementation of personalized learning for all students;
- to professional growth;
- to open communication;
- to professional collaboration throughout our school community;
- to the use and analysis of data to support student learning;
- to use multiple measures to analyze and support educators' professional growth;
- to a fair and equitable evaluation system for all employees based on Charlotte's Danielson's *Framework for Effective Teaching;*
- to provisions for support and mentoring;
- to support low performing teachers and removal once all supports are exhausted; and
- to recognize high performing teachers.

SAU#64 Goals for Professional Growth

Goal 1: SAU#64 districts will focus on personalized learning and improving student achievement by integrating literacy and numeracy into all subject areas at all grade levels in meaningful and appropriate ways. The Professional Growth to support this goal includes:

- developing structures and procedures for the strengthening of analyzing, interpreting, and reporting student data to inform planning and instructional practices;
- providing training for new and veteran staff to assist them in developing personalized learning for all students;
- providing training in how to teach to diverse learners;
- employing technology as a tool to support student learning;
- continuing staff training for classroom implementation of district adopted standards;
- reviewing districts' curriculum and common programs to assess alignment to district adopted standards; and
- identifying and implementing best practices based upon current research.

Goal 2: The SAU#64's districts will develop a culture of collaboration and communication among all staff including administrators, students, families, and communities. Professional Growth needed to support this goal includes:

- continuing to enhance existing Mentor/Coaching Program for staff new to the district and veteran staff who need assistance; and
- engaging in district-wide team focus on transforming systems and practices to improve teaching and learning and incorporate family and community partners.

Goal 3: SAU#64 educators will focus on developing a learning environment that supports and encourages student learning. Professional growth needed to support this goal includes:

- training on how to manage student behaviors to support learning;
- establishing classroom procedures and organizational structures that support learning; and
- creating classroom/school environments that engage all students.

Goal 4: SAU#64 educators will demonstrate professional responsibility. Professional Growth needed to support this goal includes:

- reflecting on teaching;
- analyzing individual classroom, school, and district data;
- communicating with families and the greater school community;
- demonstrating support of school/district/SAU#64 goals; and
- growing professionally and sharing that growth with colleagues.

Professional Growth Committee Membership

Members of the 2013-2014 Professional Growth Committee

One year terms for teachers and paraeducators

Nicole Anderson, Media Specialist Paul School
Steve Brown, Wakefield School District Board Chair
Kate Cahoon, Teacher Milton Elementary
Pamela Clark, Consultant
Julie Crowley, Paraeducator Paul School
Scott Currier, Teacher Nute (Vice-Chairperson)
Andrea Drolet, Milton School District Special Education Coordinator

Brenda Forcier, Paraeducator Milton Elementary School
Jerry Gregoire, Principal Paul School
Elizabeth Hadzima, Teacher Paul School (Union Representative)
Doug Kilmister, Principal Milton Elementary School
Jen Leavitt, Teacher Paul School (Chairperson)
Sally Riley, Community Member Milton
Carrie Rioux, Paraeducator Nute
Caroline Roberge, Assistant Principal Nute
Michael Tursi, Superintendent SAU#64
Ann Walsh, Milton School District Board Chair (Secretary)
Mary Wilson, SAU#64 Curriculum Coordinator
Jocelyn Young, Assistant Principal Milton Elementary School

Structure of the Professional Growth Master Plan

SAU#64 is comprised of Milton and Wakefield school districts. One administrator, one educator, and one paraeducator will represent each of the following schools:

Nute Middle/High School
Milton Elementary School
Paul School

Additional members will include:

-Superintendent from SAU #64
-One community member from Milton
-One community member from Wakefield
-One school board member from Milton
-One school board member from Wakefield
-Advisor(s)*

*Advisor(s) will include: guest(s) or student(s) when deemed appropriate by the Professional Growth Committee. Advisor(s) are to provide additional information or perspective to the Professional Growth Committee.

Selection to serve on the Professional Growth Committee's one-year term includes one of the following:

1. Election by respective staff in each building
2. Selection of community member by application to the superintendent
3. Selection of board member by chairman of the school board

Professional Growth Committee Meetings:

Scheduled meetings will be held four times a year: October, January, March, and May. Additional meetings will be held when deemed necessary.

Officers and Building Representatives for the Professional Growth Committee

The SAU#64 Professional Growth Committee shall be governed by three officers. The Professional Growth Committee at the first regular meeting of each school year shall elect these persons, and the terms of office shall be for one year. In the event of an officer's resignation an election will take place at the next scheduled meeting to fill the vacant position(s).

Roles and Responsibilities

Chairperson
-Preside at all meetings
-Prepare an agenda for all meetings at least one day in advance
-Appoint all committees
-Provide guidance between meetings
-Call special meetings
-Set meeting dates

Vice Chairperson
-Fulfill the duties of the chairperson in the event of the chairperson's absence
-Perform duties as assigned by the chair

Secretary
-Record minutes of all meeting
-Publish minutes of all meetings
-Send copies of minutes to all committee members and the school board chairs
-Handle all correspondence authorized by the committee
-Keep a record of all new policies
-Provide meeting notices

COMMITTEE MEMBERS
-Create the Professional Growth Master Plan for SAU#64
-Review the master plan annually for needed revisions
-Familiarize new staff members with the SAU#64 master plan
-Assist staff members in the development of writing their three-year plans
-Support staff members in maintaining their individual professional growth plan
-Attend Professional Growth Committee meetings
-Report back to and post all minutes in their respective buildings
-Solicit input from students, parents, staff, and administration

-Hear appeals from staff members aggrieved relative to the professional growth process
-Work with administration to inform faculty and staff of professional development opportunities through building postings and email messages

Evaluation/Continuous Improvement of Master Plan

The SAU#64 Professional Growth Master Plan is applicable to all the schools in Milton and Wakefield School Districts. It is essential that this document be continuously evaluated to assess the effectiveness of the plan as it connects to staff learning and student success in the classroom. In evaluating the SAU #64 plan it is recognized that change is both individual and organizational, and that planning and implementation is important for change.

The following questions will guide the process of evaluating the effectiveness of the SAU#64 Professional Growth Master Plan:

- Do educators share the responsibility for the implementation of the Master Plan that supports continuous improvement for all students?
- Do educators share the responsibility for improved student learning?
- Do educators use good planning and preparation for teaching?
- Do classrooms reflect a learning environment that is conducive to learning?
- Do educators set high expectations for all students?
- Do educators have good content knowledge and pedagogy?
- Do educators have knowledge of students and how they learn?
- Do educators have clear and consistent instruction that specifies learning outcomes?
- Do educators use a process for the collection and analysis of student data to inform their planning and instructional practices?
- Do educators engage in collaborative dialogue that supports improved student learning?

Indicators of success of the Professional Growth Master Plan include:

Administrators will

- support the implementation of SAU#64 Professional Growth Master Plan;
- visit classrooms regularly;
- follow timelines for giving feedback and completing evaluations of all staff for whom they are responsible;

- encourage and support the connection of educators' learning with classroom practice;
- enhance their role as the instructional leader and actively engage all educators in improving teaching and learning;
- support and promote focus on transforming systems and practices to improve teaching and learning, and incorporate family and community in this focus;
- create an environment that supports open, reciprocal communication and an exchange of ideas among all the members of the community;
- reflect on practices in classrooms, schools, and districts;
- collaborate with colleagues within their own district, between Milton and Wakefield districts, and outside the SAU#64 (e.g. DOE on how to support student learning);
- analyze student data in teams, grade levels, schools, and districts to inform planning and instructional practice;
- support use of multiple measures to assess student progress; and
- provide mentoring, coaching, collegial conversations, and support to enhance everyday practice.

Educators will

- support the goals of SAU#64 Professional Growth Master Plan;
- collaborate with other educators on how to advance student learning;
- accept the responsibility for student learning;
- use universal screening tools to accurately identify students at risk of poor learning outcomes;
- ensure ongoing and frequent progress monitoring using grade-level assessments;
- use evidence–based instructional practices to deliver core programs;
- participate in job-embedded growth opportunities;
- engage in ongoing conversations with colleagues about how to support student learning; and
- support colleagues in learning and implementing evidence-based practices that work.

Student progress will be measured by

- State achievement assessments
- NWEA MAP
- AIMSweb
- Common program and grade level assessments
- Educator designed assessments

Collaborative Model

The SAU#64 Professional Growth Master Plan supports a collaborative model that promotes openness and trust among educators. This approach will benefit both educators and students. The Professional Growth Committee will collaborate with other committees and teams to develop an overarching framework for professional development. The committee will provide a clear and vivid articulation of the vision and content of the Master Plan and show its connection to other committee/team work in the SAU (e.g. alignment of curriculum to district approved standards, CIA School-Based Teams, Principal Advisement Team).

APPEAL PROCESS

- An approved Individual Professional Growth Plan must be in effect to have an individual activity approved. All staff should implement a professional three-year growth plan tied to recertification goals.
- If a proposed individual **activity is not approved** by the administrator, the educator may appeal by submitting a letter stating the employee's desire to appeal and include all documentation to the Professional Growth Committee. **The educator must file the appeal within fifteen (15) calendar days of the non-approval. The Committee will review the appeal at its next scheduled Committee meeting.**
- If the professional growth committee upholds the non-approval the educator may appeal to the Superintendent. **A letter stating the educator's desire to appeal and includes all documentation must be filed within fifteen (15) calendar days of the committee's decision.**

SECTION 2

DATA USE, COLLECTION, INTERPRETATION

Rationale/Beliefs for Student Data Use

SAU#64 is a comprised of two rural districts with four small schools. In each school, educators participate in some type of regularly scheduled Common Planning Time. The groups may be based on grade levels or content. This time is used to review student data and make decisions based on that data with regard to programming and individual student needs. In addition, each school is working on varied initiatives all with the ultimate goal of personalizing the education of each student and increasing student academic performance in literacy and mathematics. These initiatives included, but not

limited Advisory, Extended Learning Opportunities, Data Teams, Multi-tiered Systems of Support, School-wide reading initiatives, Individualized Student Support Systems.

One of the great benefits of working in a small school is the ability to personalize each student's educational experience. This is a SAU priority. It is the belief of this committee that the use of data will aid in the development of a personalized education for each of our students. To that end, we provide the following:

List of beliefs with regard to data and its use

-All staff members collectively share the responsibility for each and every student's well being and academic success.
-School-wide data based on the state assessment will be shared among all educators and the school's effectiveness will be determined by the State's Annual Measurable Objectives positive or negative change from year to year.
-Student Learning Objectives (SLOs) will be used to set meaningful goals, provide opportunities for educators to collaborate around shared goals, receive meaningful feedback, self-monitor progress toward those goals, and evaluate the extent to which those goals are achieved.
-All educators in the SAU will develop SLOs with professional learning goals that outline how the educator plans to facilitate students reaching the objectives. The SLOs will be based on district and school-wide goals. These goals will be used to determine the educator's individual state recertification goals.
-Within their recertification plans, educators will demonstrate their progress toward their Student Learning Objectives **(Appendix A)** based upon the district adopted standards and local curriculum.

Needs Assessment Process

Criteria for Identifying and Evaluating Student Learning Needs

The greatest gains in student learning are made in schools where the entire faculty study student results and collaborate in professional learning to improve student achievement. This section of the Professional Growth Master Plan for SAU#64 will be a living document. Patterns analyzed from these assessments will allow the Professional Growth Committee (PGC) and district educators to strengthen and revise curriculum and change teaching strategies.

The SAU Office will provide ongoing professional growth opportunities for the districts to assist in analyzing and interpreting data. Data Teams in each school will analyze and interpret data to drive instruction. State Annual

Measurable Objectives for Math and Language Arts will be used by school/team for 10% of the Student Data portion of the SAU#64 Professional Evaluation Plan. We believe that by sharing the responsibility for the growth of all children that we collectively hold all educators accountable for improving student learning. In the future as the State moves toward Smarter Balance or a different accountability system, schools will also use this data.

Interpretation and Utilization of Data

District: The SAU#64 Leadership Team is responsible for regularly collecting and managing data and providing the interpretation and use of data. The Professional Growth Committee will formally review data annually, in collaboration with school leaders and educators. Data will be used as evidence of success of the master plan, setting new goals in the cycle of continuous improvement and for dialogue of future professional learning goals.
School Administrators: Administrators are responsible for regularly collecting, managing, interpreting and using achievement data. Data will be used as evidence of success of the master plan and for setting new school goals that identify students' learning needs.
Educators: Educators are responsible for regularly managing, reviewing, analyzing and interpreting formative and summative data to identify professional goals that target Student Learning Objectives (SLOs) and measure the effectiveness of their Three-Year Professional Growth Plan.

Data Collection and Organization

Both quantitative and qualitative data from multiple sources will be used in data analysis.

Quantitative Data			
Data Sources	**Data Format/Review Schedule**	**Person Responsible for Managing Data**	**Person Responsible for Utilizing Data**
State Assessments **NWEA MAP:** K-12	Performance Tracker, Individual Student Data Sheets, Student Data System, Portfolios Reviewed: Monthly, Quarterly, Annually	Administrators and Certified Educators	Administrators and Certified Educators
Local Data Progress Monitoring	AIMSweb Reviewed: Quarterly	Administrators and Certified Educators	Administrators and Certified Educators

Quantitative Data – continued			
Grade Level Common Assessments	Student Information System Reviewed: Upon completion	Administrators and Certified Educators	Administrators and Certified Educators
Student performance and assessment data	Performance Tracker, Portfolios Reviewed: on-going	Administrators and Certified Educators	Certified Educators
Gap analysis study between regular education students and students receiving services from local, state or federal resources	Longitudinal Data, Performance Tracker, Student Information System	Administrators, Director of Student Services	Administrators, Director of Student Services, Certified Educators
High School Graduation Rates	Student Information System Reviewed: Quarterly, Annually	Nute High School Counselor	Administrators, Certified Educators
Drop-out Rates	Student Information System Reviewed: ongoing	Administrative Staff, Counselor	Administrators, Certified Educators
Attendance Rates	Student Information Systems Reviewed: monthly	Office Staff at School Level	Administrators, Certified Educators
Student Management	Student Information Systems/Behavior System Reviewed: daily, quarterly and annually	Administrators, Committees and Certified Educators	Administrators, Certified Educators, Universal & Targeted Support Teams

Qualitative Data			
Data Sources	**Data Format/ Review Schedule**	**Person Responsible for Managing Data**	**Person Responsible for Utilizing Data**
Individual Recertification Growth Plan	Professional Growth Plan forms Reviewed: Recertification Cycle	Individual Certified Educator	Building Administrator
School/District Improvement Goals	Master Plan Reviewed: Quarterly and annually	Building Administrators, Professional Growth Committee and Educators	Building Administrators, Professional Growth Committee and Educators
SAU #64 Professional Growth Master Plan	Reviewed: Quarterly and Annually	SAU Administrators, Professional Growth Committee	All educators in SAU #64
Student Learning Objectives (SLOs)	SLO forms Reviewed: 2 x annually	Certified Educator and Building Administrator	Certified Educator and Building Administrator
Student Work Examples	Student Work Reviewed: ongoing, Data Teams 3 x yearly	Certified Educator	Building Administrators, Certified Educator

Qualitative Data - continued			
Educator and Administrator Portfolios	Collection of Artifacts Reviewed: Certification cycle	Individual Educator and Administrator	Individual Educator and Administrator
Report Card Grades	Paper copies/ Student Info. System Reviewed: Quarterly	Certified Educators	Building Administrators Certified Educators
Observational Records	Paper/electronic	Building Administrator	Building Administrator Certified Educator
Student/Staff Surveys	Paper/ electronic copies Reviewed: upon completion	Building and District Administrators	Building and District Administrators and Educators
Workshop/Training, Program Agendas, Evaluations	Copies of Agendas/ Evaluations Reviewed: upon completion	Building and District Administrators	Building and District Administrators and Professional Growth Committee
Parent/Community Surveys	Paper/Electronic Reviewed: upon completion	Building and District Administrators	All Educators and Professional Growth Committee

Data Review Process and Schedule

SAU#64 Data Review Process is reviewed and updated annually. The purpose of district-wide assessments is to:

- identify strengths and weaknesses of the SAU Professional Growth Master Plan
- plan appropriate professional growth activities for all educators based on student data
- determine the effectiveness of common reading and math programs
- assess and report individual student progress to students, parents and the public on the progress that students are making toward meeting district adopted standards
- identify appropriate evidence-based instructional strategies and activities that address student needs

Data Review Schedule			
Grade(s)	**Assessment**	**Testing Window**	**Process**
3-8, 11 4, 8, 11	NECAP- • Reading Math • Writing gr. 5,8,11 • Science	Smarter Balanced begins spring, 2015 Spring	• Reading/Math/Writing administered in fall. • Science in spring • Review results as soon as received by school, district, SAU • Student results sent home. Copy in student file.
K-12	NWEA	Fall, winter spring	• Test all students in fall (September) • Progress monitor tests (January) • All students in spring • Compare fall to spring results • Determine need for additional tier instruction • Review/revise instructional strategies • Adjust professional growth activities • Student results sent home. Copy in student file.
K-8	AIMSWeb	Fall, winter, spring	• Test all students 3x yearly • Review Tier 2 students bimonthly/monthly for adjustments • Review Tier 3 students weekly for adjustments • Results added to Individual Learning Plan

K-5	Common program assessments mid-year and end of year tests	Mid-year and end of year	• Review results to determine student achievement and need for adjustment to instructional practices • Results added to Individual Learning Plan • Test sent home to parents
6-12	Mid-terms/finals (if administered)	Winter/spring	• Review results to determine student achievement and need for adjustments to instructional practices • If appropriate compare results to other educators teaching same content area • Tests sent home to parents

SECTION 3

PROCESS/REQUIREMENTS FOR DEVELOPING, IMPLEMENTING AND DOCUMENTING COMPLETION OF THREE-YEAR INDIVIDUAL PROFESSIONAL GROWTH PLANS

Planning and Delivery of Professional Learning Opportunities

SAU#64 will enlist well-prepared facilitators including, but not limited to in-district personnel such as administrators, teacher leaders, mentors as well as outside providers who can provide professional learning opportunities that engage all educators in a continuous cycle of improvement.

When planning and delivering Professional Learning Opportunities to all staff, the SAU, districts and schools will follow these researched based principles:

- Provide opportunities based on student data and teacher evaluation information;
- Ensure opportunities are based on strategies supported by rigorous research;
- Align with state and SAU standards, assessments, and goals;
- Provide all staff high quality, on-going, job-embedded, and differentiated professional opportunities;
- Provide staff with ample time for formal, structured collaboration and reflection;
- Incorporate principles of adult learning;
- Structure opportunities that facilitate active learning and provide sustained implementation support;

- Establish a system for evaluating the quality of providers and work only with those providers considered of high quality;
- Set goals for professional learning opportunities and monitor for success;
- Create a professional learning community that fosters a culture of continuous learning; and
- Promote a culture in which professional collaboration is valued and emphasized.

Differentiating Professional Learning Opportunities

All educators in SAU#64 deserve the very best professional learning opportunities that we can provide-opportunities that are flexible, yet firmly committed to teacher growth. If we are asking teachers to differentiate in their classrooms, then we must differentiate for all educators. This includes providing flexible grouping reflective of the role and developmental needs of the educators. Additionally, the differentiated learning opportunities are aligned to individual, school, district and SAU goals e.g. curriculum development including district adopted standards, evidence-based instructional strategies, effective use of data, content knowledge, and technology.

Professional Growth Activities/Descriptions

SAU#64 Professional Growth Master Plan describes a variety of high quality job-embedded and formal professional development activities that the school, district and SAU consider acceptable for credit, including, but not limited to:

COLLEGE COURSE(S):
Submit transcript or grade report and course description. If a course or on-line course is taken for credit, each awarded semester hour of credit equals 15 continuing education units. If you are auditing a course, you will need written verification from the instructor on college letterhead as to topics(s) and continuing education units spent in class.

COMMITTEES:
Includes short-term and long-term commitments to education-related committee work. Submit verification of membership, purpose and outcomes of committee, dates and times involved. A maximum of twenty-five (25) continuing education units may be used for this activity.

CURRICULUM/PROGRAM DEVELOPMENT:
Submit a copy of the curriculum, or unit of instruction, and an estimate of continuing education units spent in its preparation. Include your curriculum modifications to address the varied educational needs of students. Include goals, objectives, sample activities, and evaluation strategies.

ACTION RESEARCH:
Action research is a form of disciplined inquiry. It is a means for systematically examining the impact of district, school and classroom practices on student learning and related student outcomes with the intention of solving a problem, resolving an issue, or making an informed decision. It involves a cyclical process of identifying a focus or problem, designing a study, collecting, analyzing, and interpreting data,

communicating the outcomes of the study, and taking action based upon the results. Hour-for-hour credit will be granted for actual time involved in each project. Submit verification to principal.

Requirements:

Activities must be aligned with established professional goals;
A detailed plan including the focus and design of the study must accompany the Individual Activity Form;
A log must be submitted at the conclusion of the activity documenting the time spent, communicating the outcomes, and describing the action that will be taken based upon the results.

Required Forms:

Individual Activity Form

OBSERVATIONS/VISITATIONS:

Observations/visitations afford educators the opportunity to connect with other professionals in their field. The experience of observing others practicing the craft of teaching helps educators to translate new knowledge into practice and to reflect on their own instructional strategies. Observations may be initiated by an educator or by his/her supervisor, for the purpose of observing a program or practice of interest related to the professional goals of the educator and/or the goals of the district or building. Observations may take place within the district or at another institution.

Requirements: Submit a log of actual hours spent observing activities germane to your certification along with an explanation of what was learned and how it will be used. Activities must be aligned with established professional goals and connected to the recertification area that the educator is currently assigned. Peer observation time must be verified. A maximum of ten (10) continuing education units may be used for classroom observation.

Required Forms:

Individual Activity Form and Leave Request is needed if activity is on a regularly scheduled school day.

PROFESSIONAL READING:

Submit a bibliography with a description of the knowledge gained from this reading and how this knowledge will be useful to you in an educational area. An estimate of continuing education units spent must also be provided. A maximum of twenty (20) continuing education units will be given for professional reading. Video courses of self-teaching activities will be considered under this area.

RESEARCH/INDEPENDENT STUDY:

For their own professional growth, educators must participate in study experiences outside the classroom that enhance their understanding of the

nature of teaching and learning. Educators are encouraged to share the results of their studies. Submit topic(s) outline, a written plan of focus and objectives, bibliography, and an explanation of how the information will be used in a classroom setting or curriculum implementation. Provide evidence of learning. Estimate continuing education units spent in research.

LESSON STUDY:
This is a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise, and share the results of a single class lesson. Teachers explore how student learning, thinking and behavior can change as the results of the lesson. The practice of Lesson Development can lead to instructional improvement as teachers become more knowledgeable about how instruction affects student thinking.

TRAVEL:
Submit a description of the trip and several classroom activities resulting from your travel experience demonstrating how the activity will be used in the classroom. A maximum of ten (10) continuing education units will be given for travel.

WORKSHOPS, CONFERENCES, SEMINARS, SYMPOSIA, IN-SERVICE TRAINING, ETC.:
Please submit dates, explanation of topic, and verification of participation on a certificate or letterhead of the sponsoring program.

WRITING PROFESSIONAL ARTICLES:
Submit a copy of the published article or draft submitted for publication and an estimate of clock hours spent. A maximum of forty (40) continuing education units will be given for this activity.

STUDY GROUPS:
This category provides opportunities for educators to learn through group study what they are expected to practice in their classrooms. Study groups are collaborative work or discussion among a small group of educators for the purpose of professional learning. For example, educators learn new strategies of program content through professional growth activities and form a study group to support and reflect on the implementation of the new instructional strategy or technique. For their own professional growth, educators must participate in study experiences outside the classroom that enhance their understanding of the nature of teaching and learning. Educators are encouraged to share the results of their studies. Submit verification to principal or group leader regarding dates and times involved along with objectives, purpose and outcomes of study group.
Several activities are included in this category:

-Book Talks;
-Collaborative Discussion/Study Groups;
-Distance Learning;
-Professional Reading, Video, Audio, CD ROM;
-Research (Individual/Group);
-Hour-for-hour credit will be granted for actual time involved in each project.

Requirements:

-Activities must be aligned with established professional goals.
-A detailed plan with objectives, materials, activities, and/or resources must accompany the Individual Activity Form.
-A log must be submitted at the conclusion of the activity documenting the time spent, the nature of the activity, expectations for future classroom application, and evidence of anticipated impact on student learning.

Required Forms:

Individual Activity Form

MENTORING/EDUCATIONAL PEER COACHING:

Mentoring/Educational Peer Coaching provides time for experienced educators to share their experiences and knowledge with others. The sharing of knowledge and the opportunity to practice new methodologies in a collegial atmosphere facilitates the professional growth of both parties involved in the process.

This activity can be in the form of an experienced educator mentoring a student intern that is associated with a recognized student teacher preparation or internship program from an accredited institution of higher learning. Also, an experienced educator may work with a beginning educator to enhance the beginner's job related skill, knowledge, and classroom practice. For example, analyze classroom instruction to identify strengths and weaknesses, share resources, discuss and reflect on instructional practices. Submit verification from principal or teacher leader regarding dates and time involved and purpose.

Three-Year Professional Growth Plan

Overview of Individual Professional Growth Plan

The goal of the SAU#64 Professional Growth Master Plan is to provide quality differentiated professional growth for educators that will lead to improved student learning. The SAU#64 Professional Growth Master Plan is an integrated document that merges the evaluation system with professional growth and recertification.

All educators in SAU#64 will develop an Individual Recertification Professional Growth Plan, which will focus on the improvement of student learning. The development of the plan will be done in conjunction with the

supervision/evaluation process in each building. Each educator will complete the Three Year Goal Setting Form and keep track of the hours or progress toward SLOs for each of his/her area of certification as well as the school and district goals if SLOs do not address district or school goals. The administrator will help guide the educator in his/her three-year goals setting. On or prior to October 15th, the educator will meet with his/her supervisor to review the summative evaluation from the previous school year. At that time, yearly SLOs and three-year goals will be reviewed. Educators about to begin the first year of his/her certification cycle will have met with his/her supervisor by June 1st of the last year of the certification cycle to develop the next three-years goals. The three-years goals should be derived from the previous year's evaluation and identified areas in the SLOs. During that time, classroom observations, self-assessments/reflections, analysis of student work, analysis of student achievement data, review of school, district and SAU goals, and total school involvement will be discussed. In addition, the educator will review his/her professional development portfolio with the supervisor. The professional development portfolio will contain the three-years goals for each area of certification with evidence of completion of hours required that can be the yearly SLOs with evidence of student learning. The three-years goals and the SLOs can be the same as long as it meets certification requirements. Educators not involved in direct instruction will create goals in lieu of SLOs. Individual Professional Growth Plans may be amended to best meet the needs of the educator, his/her assignment for the upcoming school year, and to assure student success.

All certified educators, including but not limited to, the following: Teachers, Paraeducators, Assistant Principals, Principals, Counselors, Curriculum Coordinator, Student Services Director, School Psychologist, School Social Workers, Media Specialists/Librarians, and any other certified educators/professionals employed by SAU #64 are required to develop and implement an Individual Professional Growth Plan and be recertified by the NH Department of Education every three years that support their current job assignments.

Certified educators holding multiple endorsements must have goals, activities, and documentation relating to each endorsement area. Endorsements may be allowed to lapse and be reinstated in the future after demonstrating three years of professional learning (30 CEU or equivalent) evidence.

NOTE: Nurses will maintain licensure with the state of NH every two years. Professional certification is based on clinical hours.

Professional Growth Continuum

Since educators are on a professional growth continuum, SAU#64 has three pathways or evaluation tracks to meet the unique needs of all educators.

SAU #64: Educator Tracks

Track 1	Track 2	Track 3
Non-Continuing Educator	Experienced Educator **Subset of this track:** **Leadership Track**	Educator Improvement

Establishing Individual Professional Growth Goals

Areas of Focus for Professional Growth

SAU#64 uses Charlotte Danielson's Framework for Teaching as its Educator Evaluation model. Therefore, educators should reflect on this model as part of their goal setting process. In addition, student achievement is always the ultimate goal of education; therefore, a reflection and analysis of student assessment data should also be a part of the goal setting process. An overview of Danielson's four domains is provided below.

Planning and Preparation

Good planning and preparation are essential to good teaching. The goal of this area is to provide educators with an understanding of important concepts and principles within the content being taught. An emphasis will be placed on how educators organize the content students will learn, planning for how students learn, and the various teaching methodologies that will be employed to meet the range of learning styles. All elements for planning instructional design will be incorporated while focusing particularly on instructional goals and how they will be measured. A very important part of Planning and Preparation will be to develop a clear understanding of planning around the individual learner. Educators need to demonstrate: (1) content and pedagogy, (2) knowledge of students and how they learn, (3) available resources from many sources, (4) selection of instructional goals, (5) clear and consistent instruction that specifies learning outcomes, and (6) assessment of student learning.

Instruction

Instruction is the fundamental heart of teaching. This area will focus on the primary mission of our schools: advancing student learning. Educators need to demonstrate: (1) setting high expectations for all students, (2) cultural sensitivity, (3) developmental appropriateness, (4) teaching to diverse learners and accommodating students with special needs, (5) employing

technology as a tool to support student learning, and (6) working to identify the indicators or levels of student performance.

Learning Environment
Students and teachers work and learn best in a safe and caring environment. This area will focus on developing learning environments that: (1) foster respect and trust, (2) establish a culture for learning, (3) use classroom procedures that support classroom management, (4) manage student behaviors to support learning, and (5) organize space for effective, safe, and productive learning. There will be an emphasis on creating learning environments which function as communities of learners. Such environments help to encourage students to become engaged and to assume responsibility for their own learning.

Professional Responsibility
The Integrated Model for Advancing Student Learning assumes that educators will interact within the larger learning community through various ways that may include participation in study groups, coaching and supporting colleagues, participating in committees to support curriculum and other school related events, and contributing to the enhancement of the teaching profession. The area of Professional Responsibility will focus on bringing educators together to: (1) reflect on teaching, (2) analyze individual classroom data, (3) communicate with families and the greater school community, (4) contribute to the school/district/SAU, and (5) grow professionally and share that growth with colleagues.

Professional Growth Plan Process

Educators are encouraged to collaborate with peers, mentors, team members, curriculum coordinator, administrators and others as they identify their goals and write their Three Year Individual Professional Growth Plan. After completing the following steps they will be able to articulate a focus for the improvement of student learning, Student Learning Objectives (SLOs), and goals that drive their learning plan.

All educators will develop at least **two SLOs (Appendix A)** each year regardless of their certification year by October 15. Educators not involved in direct instruction will create goals in lieu of SLOs. Before formulating SLOs, it is essential that educators conduct an analysis of state, district, school, and classroom assessments as well as other relevant data, e.g. attendance data.

Student Learning Objectives (SLOs) should be:

1. Differentiated for appropriate subgroups of students;
2. Representative of the courses/subjects you teach;
3. Linked to high priority standards, critical learning outcomes and

skills derived from the district adopted standards;

4. Aligned to school and district improvement goals;
5. Be measurable (growth-based or achievement status-based);
6. Ambitious and realistic.

Follow the step-by-step process below to formulate your Individual 3-Year Professional Growth Plan

Step 1: **Analysis of Relevant Student Data**
What data should you look at to develop a focus for your 3-Year Professional Growth Plan?
- Examine State assessment results to identify students' learning needs.
- Examine district, school and classroom assessment results to gain a more in-depth understanding of individual and classroom learning needs.

Areas to reflect upon as you analyze the data:
I should start doing…..
I should stop doing…..
I should collaborate with colleagues on….
The following chart lists sample questions and sources of data that will help you identify areas of focus.

Question	School Data	Classroom Data
Are all subgroups demonstrating adequately yearly progress?	State assessments, NWEA, AIMSweb, student grades, behavioral data, attendance	Student Work IEPs Teacher Observation Content Area Assessments (formative/summative)
What strengths can you identify for the group?	State assessments, NWEA, AIMSweb	Student Work/Portfolios Teacher Observation Content Area Assessments (formative/summative)
What weaknesses can you identify for the group?	State assessments, NWEA, AIMSweb	Student Work/Portfolios Teacher Observation Content Area Assessments (formative/summative)
What are the strengths and weaknesses of the bottom 25% of the group?	State assessments, NWEA, AIMSweb	Student Work/Portfolios Teacher Observation Content Area Assessments (formative/summative)
What are the strengths and weaknesses of the top 25%	State assessments, NWEA, AIMSweb	Student Work/Portfolios Teacher Observation Content Area Assessments (formative/summative)
What in the data might inform how you differentiate instruction?	State assessments, NWEA, AIMSweb	Student Work/Portfolios Teacher Observation Content Area Assessments (formative/summative)
What data may change your instructional practices?	State assessments, NWEA, AIMSweb	Student Work Teacher Observation Content Area Assessments
How does your grade level content area data compare to data of another class at the same grade level?	State assessments, NWEA, AIMSweb	Student Work Teacher Observation Content Area Assessments (formative/summative)

What other questions do I have about the data?

Step 2: **Identification of Desired Student Learning Outcomes**
- Utilize the district-adopted standards.
- Utilize the District Curriculum and Competencies.
- Discuss and identify with other teachers at your grade level or within your common planning team appropriate and common outcomes.

Step 3: **Develop Student Learning Objectives (Appendix A)**
- SLOs must be specific, measurable, attainable, relevant, and timely.
- Differentiate as appropriate for subgroups of students.
- Establish performance levels and identify assessments to be used as evidence of student learning.

Step 4: Analyze your content knowledge as defined by your certification area(s)
- Identify certification area(s) that goals need to address.
- Identify how your certification area(s) connect to SLOs, school, district, and SAU goals.
- Reflect on whether or not your content knowledge is "deep enough" to affect student learning and support school, district, and SAU goals.

Step 5: **Identification of Professional Learning Goal(s) to support the Student Learning Objectives (Appendix A)**
- Complete self-assessment using the Danielson Domains and Competencies.
- Review data findings.
- Review evaluations and feedback from administrators and colleagues.
- Review district and school improvement goals.
- Collaborate with colleagues.

Step 6: **Development of Planned Strategies for Goal Completion**
- Select from the professional learning activities listed in the SAU#64 Professional Growth Master Plan. Educators may select other activities not listed, but the activity must be related to the goals of the SAU master plan and prior approval must be obtained from the supervising administrator.
- Identify evidence to be collected to document activity completion and professional learning that is connected to student learning.
- Organize professional learning goals into recertification plan.

Step 7: Administrative Review
- Meet with supervising administrator to review plan and obtain approval.

- Goals will be reviewed as outlined in each of the professional growth tracks. Prior to October 15th, the educator will meet with his/her supervisor to review the summative evaluation from the previous school year and current SLO. All educators will meet with their administrator to review results of the current year's SLOs by June 1.
- Review of classroom observations, self-assessments/reflections, analysis of student work, analysis of student achievement data, review of school, district and SAU goals, and total school involvement will be discussed.
- Educator will review his/her professional development portfolio with the supervisor.

Step 8: Implementation of Plan

- Develop strategies, procedures and process for implementation of the plan.
- Meet annually with administrator to review progress.
- Assemble evidence materials in professional portfolio.
- Review plan as needed.

Step 9: Compilation and Review of Portfolio

- Compile materials in portfolio.
- Provide Table of Contents
- Provide completed Three Year Goal Setting Form
- Provide completed SLOs
- Provide Hours Planning Sheet Summary of the totals number of hours for each certification for those certifications not identified in the SLOs.
- Complete reflection on professional learning and student results.
- Meet with administrator to review portfolio.

SECTION 4
PROFESSIONAL GROWTH TRACKS AND TIMELINES

This graphic represents the evaluation system for all educators in SAU# 64. The standards-based model derives its domains from Charlotte Danielson's Framework for Effective Teaching. This framework is research-based, and is used in schools across the country and around the world. Additionally, the framework is designed to improve teacher effectiveness and increase communication. These benefits align with SAU# 64's belief in transparency, equitability, and clarity. Each of the four domains of Danielson (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility) carries an equal weight in the overall evaluation score. **The final 20% of the evaluation incorporates student data.** Using student data in evaluations demonstrates SAU#64's

commitment to our students, and our belief that all students can achieve at high levels. SAU#64 believes that its educators function as a team, and as such, are committed to improving statewide scores together. To demonstrate this commitment, half of the student data (10%) used in a teacher evaluation will be shared by each educator school-wide. This school-wide data (like the Annual Measurable Objectives) will be used to improve instruction across curricula. The remaining 10% of student data will be based on individual and/or team goals. Student-Learning Objectives (SLOs), drawing on data from grade-level assessments, team-level assessments, or classroom assessments will be utilized in conjunction with goal-setting and curricular planning to drive the improvement of students and educators alike.

WHOLE SCHOOL AND ADMINISTRATIVE DATA RUBRIC

	Distinguished	Proficient	Basic	Unsatisfactory
School Goal	Evidences indicate exceptional student learning gains (95% of student population).	Evidences indicate significant student learning gains (80% of student population).	Evidences indicate student learning gains are nearly met, (75% of student population).	Evidences indicate little to no student learning gains (70% of student population).

EDUCATOR TRACKS

Non.Con

The SAU Professional Growth Master Plan separates the career of an education professional into separate and distinct tracks. It is the belief of this SAU that each of these tracks is unique and therefore, needs to be handled in a different way with varying levels and types of support. The different tracks include the Non-Continuing Educator Professional Track, the Experienced Educator Professional Track, the Educator Leader Track (which is a subset of the Experienced Educator Track), the Educator Improvement Track, an Administrator Track, and Others (Paraeducators, Counselors, Social Workers, Psychologists, Reading Specialists, Math Interventionists, and Nurses). In this document, the term educator refers to any staff member who is a member of the collective bargaining agreement and administration. This will include staff in the roles of guidance counselor and school nurse as well as teachers. The rubrics developed by Charlotte Danielson will be used as a basis for evaluation for all members. These tracks are defined as follows:

Definitions and Purpose of Each Track

Non-Continuing Educator Professional Track
This track is meant for all non-continuing educators. Teachers who have never been issued an experienced educator certification in New Hampshire or in states with reciprocity would stay on this track for 5 years. Teachers who have previously been issued an experience educator certification in New Hampshire or in states with reciprocity would stay on this track for 3 years.

Purpose: The purpose of this track is to provide a time period when an educator can put into practice the skills that were learned in pre-service education. Research indicates that this time is essential for educators to put into practice the procedures, processes and strategies that promote student achievement. The relationships (i.e., coach and mentor) established and supported within this track are also intended to help new staff become familiar with district goals, professional growth procedures, and evaluation practices. The goal of the SAU is to support and inspire all non-continuing educators to become high performing educators. Educator performance data gathered while on this track will be used to inform decisions relating to contract renewal and movement of the individual to experienced educator track (continuing contract status).

An educator who has never been issued an experience educator certificate will be observed and evaluated on Domain 2 – The Classroom Environment and Domain 3 – Instruction in his or her first year. Domain 1 – Planning and Preparation will be an observed and evaluated beginning in year 2 and Domain 4 – Professional Responsibilities will be observed and evaluated beginning in year 3. A teacher who has been previously an experienced educator in New Hampshire will enter the SAU#64 Professional Growth Process at the Year 3 level of supports and practices. Throughout the non-continuing educator track, particular emphasis will be placed on the key area of instruction. Individual professional learning goals related to student outcomes and aligned with school and district goals will provide the focus for professional growth.
Educators on the non-continuing educator track will have a number of supports to enhance their professional growth. Educators will be provided with time to engage in professional growth activities and will have funds available to pay for them, as described in the applicable district contract. Further administrative support will be given to educators through annual goal setting, assistance in plan development, ongoing consultation, coaching, and conversations. Peer support is also an integral feature of this track. Student feedback is also encouraged.

Experienced Educator Professional Track
This track is meant for educators who are on continuing contract and are not on the Improvement Track.

Purpose: The purpose of the experienced educator professional track is to provide ongoing support and advancement of educators who have demonstrated competence with five or more years of employment. This track will ensure that students receive standards-based instruction delivered by high quality educators. The educator will be empowered to take more responsibility for his or her own efforts to continuously grow and improve professionally. Educators on this track will use data to drive curriculum and instruction with the goal of improving student achievement. As professional learning is more self-directed on this track, administrator supervision will occur less frequently. This track will rely on conversations and collaboration between the educator, administrator, and peers. Improved collaboration and increased effective instructional capacity among educators is a desired outcome of this track.

All four of the domains will continue to be observed and evaluated. Particular emphasis will be placed on the key area of instruction. Individual professional learning goals related to student outcomes and aligned with school and district goals will provide the focus for professional growth. Educators are encouraged to design action research projects and gather evidence for increasing student achievement. Educators, in the experienced educator track, will have a number of supports to enhance their professional growth. Educators will be provided with time to engage in professional growth activities and will have funds available to pay for them, as described in the contract. Further administrative support will be given to educators through annual goal setting, assistance in plan development, ongoing consultation, coaching, and conversations. Peer support is also a feature of this track. Student feedback is also encouraged.

Educator Leader Track
(sub-track and option for the Experienced Educator Track)

Experienced Educator Leadership Track

"This educator is an informal leader whose actions cause colleagues to view her as a professional resource, an educator who models best practices and one others trust for support and guidance…they have no positional authority. Their influence stems from the respect they command from their colleagues through their expertise and practice," Charlotte Danielson quotes in her book, A Framework for Teaching.

This track is designed to support and recognize educators who seek additional challenges and who wish to exert influence beyond their classrooms. Educators may benefit from this track by experiencing:
-Increased feelings of confidence and competence
-Reduced isolation
-Opportunities to vary responsibilities and expand influence
-Opportunities to collaborate and share work

Examples of this work include, but are not limited to: committees that address curricula, student achievement and behavior, state-wide initiatives, data coaching, and other initiatives that support student success.

This track is flexible, and is outlined by a compact between the educator and administrator. The supportive components are also flexible based on needs and goals. The goal of this track is to encourage and celebrate autonomy and mastery and not to artificially inflate a teacher's administrative authority.

The decision to participate in the Educator Leader Track is made by the educator and must be made in his/her first year of the recertification cycle. An educator choosing this option must complete the Educator Leader Track Request Form and meet with the building administrator to discuss the plan for this track.

Possible resources/incentives available to the educator choosing this track include:
Action research funds;
More professional growth days;
Chair own committee to implement project or initiatives;
Stipends for certain work;
Money for classes;
Fewer short frequent observations;
Grant-writing; and
Option to use workshop days for this work (unless scheduled professional growth activity is required by district or state).

Educator Improvement Track

Purpose: The purpose of this track is to ensure the educational experience is equitable for all students. This track will give educators the opportunity to raise self-awareness of practices, seek assistance, and help improve their professional practice and those of their peers. The information given and received by those educators on this track will enhance the professional development of SAU#64. The professional growth will aid in providing due process and gathering objective data for personnel decisions.

Overview of Professional Growth: Track Summaries

Standards for Effective Education (Danielson: A Framework for Teaching)
Planning & Preparation
The Classroom Environment
Instruction
Professional Responsibilities
Student Data

Non-Continuing Educator	Experienced Educator	Educator Improvement
Who: * Educators w/ less than 5 years teaching experience * Educators who are new to the district but have previously been Continuing in NH or in states with reciprocity	**Who:** * Educators who are Continuing and are not on the Improvement Track	**Who:** * Educators who have been identified as having a deficit with regard to any of the above listed Standards for Effective Education
Purpose: * To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated * To provide support in implementing standards * To provide accountability for decisions to continue employment * To ensure that student growth and data are an integral part of planning and teaching	**Purpose:** * To provide on-going support and advancement of educators who have demonstrated competence and reached Continuing * To ensure that students receive standards-based instruction by high quality educators * To ensure the use of student achievement data to drive curricular and instructional decisions	**Purpose:** * To ensure the educational experience is equitable for all students. * To give educators the opportunity to raise self-awareness of practices, seek assistance, and help improve the educator's practice while providing due process and objective data for personnel decisions.
What: * Mentor support * Formal Observations with conference * Frequent short Observations * Portfolio Development * Reflection * Goal & Growth Plan Development with SLO * Use of student achievement data	**What:** * Frequent short Observations** * Portfolio Development * Goal & Growth Plan Development with SLO * Option to participate in Educator Leader Track * Use of Student achievement data ** Wakefield administrators will follow	**What:** In addition to what is listed for Experienced Educators requirements: * Awareness Phase * Improvement Plan * Specific Individualized plans are developed based on educator deficits * Increased level and amount of observations and collaboration with

	the Collective Bargaining Agreement for certified educators' length of time for observations.	administrator.

Administrator	Paraeducator	Counselor, Nurse, Psychologist, Specialist
Who:	**Who:**	**Who:**
All district and SAU administrators	* All paraeducators in the district	All other professionals in the district
Purpose:	**Purpose:**	**Purpose:**
* To ensure that Standards for Effective Leadership are understood, accepted, and demonstrated * To provide support in implementing standards * To provide accountability for decisions to continue employment * To ensure that student growth data are an integral part of planning and programming	* To provide on-going support * To ensure that students receive standards-based instruction by high quality educators * To ensure the use of student achievement data to drive curricular and instructional decisions	* To provide on-going support * To ensure that students receive standards-based instruction by high quality educators * To ensure the use of student achievement data to drive curricular and instructional decisions
What:	**What:**	**What:**
*Supervisor will give direct feedback through constant observation and interactions *A summative evaluation will be done annually. *Portfolio Development *Use of student achievement data	* Portfolio Development * Frequent short observations * Goal & Growth Plan Development * Reflection on how goals and growth plan contributes to student learning.	* Portfolio Development * Frequent short observations * Goal & Growth Plan Development * Reflection on how goals and growth plan contributes to student learning. *Nurses are developing peer clinical supervision.

Track Components

Components of Support:

Non-continuing educators will participate in a new teacher induction prior to the start of the year. Should they be hired mid-year, an induction meeting will be scheduled within the first two weeks of their employment.

All certified educators will complete two SLOs and a self-assessment form for those domains specific to the year of employment (domains 2 & 3 for year 1; domains 1-3 for year 2; and domains 1-4 for years 3 and beyond) to help them identify specific areas to address in their goals. Educators not involved in direct instruction will create goals in lieu of SLOs. Educators new to the district will meet with an administrator by October 15th to discuss their SLOs, the results of their self-assessment, and develop their recertification growth plan with a minimum of two SLOs. Those educators that have been working in the district for one year or more and are in their final year of their recertification cycle will meet with their administrator by June 1st of the renewing year to discuss their two SLOs, self-assessment, and develop their recertification growth plan. The student learning objectives are to be written by educators to provide the justification of why students need to know and be able to demonstrate the standard that the SLO addresses. An effective SLO identifies the baseline data so that the effectiveness of the instruction can be measured. The educator's professional goals are developed after the educator looks at the baseline data and analyzes what training or professional development he or she may need in order to move students' learning toward the SLO. District goals, school goals, and student outcome learning objectives must be reflected in the educator's goals and plan. While the goals and plan are intended to measure the educator's growth during the state's recertification cycle, yearly goals and measures will be employed in order to ensure consistency of cohort data. Other reasons for revising goals might include: having met a goal, finding that a goal is unrealistic or irrelevant to the educator's practice, a change in programming or curriculum in the school, a change of grade level or subject matter taught, or other variables that will be assessed by the educator and administrator in determining if revision of goals is necessary.

Educators new to the district will be provided with a mentor for one year. The role of the mentor is to assist the educator in learning the myriad of things that an educator must be aware of as they begin their career in SAU#64. The responsibilities of the mentor include but are not limited to:

Informal observations;
Bi-weekly consultations;
Classroom management advice;

Moral and emotional support;
Sharing information about materials and programs;
Assisting with goal setting, plan and portfolio development;
Making professional development suggestions;
Providing information about such things as emergency drills, grading; duties, forms, committees, special education, 504 requirements, etc.

Mentors will participate in training that will occur no more than four times per year, one of which may be a full day before school begins.

Components of Evaluation:

Observations
Administrators will conduct frequent unannounced short observations on a regular basis. Wakefield administrators will follow the requirements of the Collective Bargaining Agreement regarding observation time limits. Administrators will document their observations during these frequent short visits and data collected will inform an educator's summative evaluation. The purpose of the observations is to support the faculty in the delivery of instruction and curriculum while gathering an accurate picture of typical practice. Observations may occur at any time. Administrators may use any point of contact such as team meeting, committee meetings, staff meetings, during professional development activities, parent and community

interactions, IEP meetings, tutoring, clubs, study groups, and hallway supervision as observations. The observation data may include data around safety (both physical and psychological), objectives (are learning targets clear to students), teaching (direct and explicit), engagement (all students on task), and learning (new knowledge obtained).

Use of Student Data

We believe that all students can achieve at high levels. As a result, our non-continuing certified educators must learn to use data to make the best decisions and adapt their pedagogy and curriculum to affect student growth and achievement.

At the end of year 1, non-continuing certified educators will include a data reflection in their portfolios. This reflection should outline their understanding of the data available to them on their students as well as include the growth results of their SLO.

In year 2, non-continuing certified educators should develop a goal with regard to student data in which they define how all students will make growth in response to the educators' instructional decisions. A reflection on the results of this goal should be included in the educator's portfolio at the end of year.

An educator who has an experienced educator certification in New Hampshire would begin the process at year 3. Reflection of SLO data and answering how using the data informed instructional practice, is a standard component of all SAU#64 educators.

Certified educators will regularly examine data from a variety of sources including but not limited to:

- Standardized assessments;
- Educator-created assessments;
- Student/parent surveys;
- Formative and summative assessments;
- Social and behavioral observations; and
- Specialized assessments based on specific goals.

Educators will use research based best practices to respond to deficits of groups and/or individual students, in order to advance student learning in all areas. Evidence of progress can be monitored and compiled from a variety of sources, including, but not limited to: data meetings, collaboration with specialists and other teams, records of parent communication and involvement, academic records, and/or growth model data to show efforts have been made with all students. Interventions used with students who are not making growth will be documented. Non-tested subjects on state

assessments may require additional administrative support to determine sources of data and growth criteria.

Formal Observations
Non-continuing certified educators will be formally observed at least once a year and certified educators on improvement plans will be observed according to the improvement plan. It is expected that a discussion will take place between the administrator and non-continuing educator regarding areas of "unsatisfactory" and "basic" during post-conference discussions. Goals may be revised at the end of each year in order to focus on areas needing improvement.

In Year 1, the non-continuing certified teacher will be evaluated only on Domains 2 & 3: The Classroom Environment and Instruction. In Year 2, the non-continuing teacher evaluation will add Domain 1: Planning and Preparation and in Year 3-5, the non-continuing teacher evaluation will add Domain 4: Professional Responsibilities.
Formal observations will be conducted by March 1. A pre-observation conference between the certified educator and administrator will be held within three school days of the observation. A post-observation conference will be held as soon as possible and no later than ten school days after the observation. At this meeting, the certified educator will reflect on the questions listed on the SAU#64 Post-Observation Conference Discussion and Lesson Reflection Agenda and discuss them with the evaluator. The administrator will have completed a preliminary assessment using the Danielson rubric and notes taken during the observation. The administrator will provide a finalized written evaluation within ten school days of the post-observation conference.

It is understood that there are multiple administrators who are capable of conducting formal observations. Any certified building administrator or SAU administrator may conduct formal observations. If the observation is not conducted by the building principal, he or she will be responsible for determining which administrator will conduct the observation and will also be responsible for conferring with the administrator with regard to the results of the observation.

Summative Evaluation
The administrator will annually complete a summative evaluation for **all** staff members. Frequent short observations, formal observations on non-continuing educators and those with formal observations in their improvement plans, student data, portfolio development, goal conferences, and interactions with students, parents, staff, and community will inform the summative evaluation.

Professional Portfolio

The purpose of the portfolio is to provide a record of the certified educator's work on his/her plan and progress made toward achieving his/her student learning objectives and demonstrate progress toward the three-year recertification goals. Paraeducators, psychologists, guidance counselors, social workers, nurses, and other specialists will provide a reflection on how their goal supports students' learning. The educator's three-year recertification goals along with documentation of the minimum number of the required professional development hours will be a component of the portfolio. Currently, New Hampshire's certified educator standards require 75 hours for the first endorsement and 30 additional hours for each additional endorsement. New Hampshire's paraprofessional recertification standards are 50 continuing educational units. One continuing educational unit equates to one clock hour. The completed portfolio with SLOs will account for 45 hours of the required hours for certified educators. Required hours may change in compliance with the state. A brief reflective narrative will identify how the activity connects to one or more of the educator's student learning goals and individual professional growth plan. The portfolio will contain evidence and artifacts relevant to progress on meeting goals. It will also include SLOs and samples of student data use as described above for certified educators. All educators (certified, paraprofessionals, psychologists, guidance counselors, social workers, instructional specialists, and nurses) will provide reflections on how their goals have supported student learning. Specific examples of required portfolio items are identified in the table below. **Please note that Paraeducators have a separate table indicating portfolio requirements and are specified in the Paraprofessional Section of this plan.**

Item	**Use**
Table of Contents	Required
Three-Year Goals with evidence which can be the same as SLO #1 – with evidence	Required Required
Three-Year Goals with evidence which can be the same as SLO #2 for year 2+ – with evidence	Required
Student/parent surveys or references/testimonials	Optional
Peer observations	Recommended
Admin observations	Required
Student data (NWEA, AIMSWeb, CBAs, unit tests, etc.)	Required
Student work samples	Required
Instructional Artifacts	Required
Reflections/ Self-assessment	Required
Professional accolades	Optional
Professional development records (hours tied back to three-	Required

year goals or progress toward SLOs)	
School-wide state assessment data	Required

Renewal

The administrative team that works most closely with the non-continuing teacher will determine annual contract renewal. This team will include the building principal, but may also include other building or SAU level administrators.

Other Options for Support

The growth and development of a new educator should be individualized just as is done for students. Therefore, several other options exist that may be used to provide additional support to a non-continuing educator. These supports are available in any of the years prior to an educator becoming a continuing educator. These supports may be requested by the educator, or by an administrator who works with the non-continuing educator. The mentor may suggest these supports to the non-continuing educator or administrator. Educators on the non-continuing educator track may request additional administrator support in the form of consultation meetings. These meetings will be conducted as needed and be informal in nature. Documentation of these meetings should be recorded on the non-continuing educator's professional development log.

Frequent Short Observations

Frequent short observations are formative in nature. While they will inform an educator's summative evaluation, they are intended to identify areas of strengths and weaknesses to allow the educator and administrator to engage in meaningful and relevant discussions relating to an educator's professional growth and goals. Frequent short observations will provide the administrator with information about the educator's typical practice, enable the administrator to provide meaningful support, and provide background and context for the formal observation and summative evaluation.
The frequent short observations may vary in terms of time. Wakefield administrators will follow the Collective Bargaining Agreement in terms of length of observation time. Administrators will document the observation and correspond with the educator about the observation. Face to face meetings following a frequent short observation will occur ideally within twenty-four hours of the frequent short observation.

Professional Development Specific to New Educators:
After school sessions may be provided on a regular basis to non-continuing educators in a group format. The content of these sessions would be specific

to the challenges facing a non-continuing teacher. Topics might include; classroom management, the Danielson Model, and use of data to inform decision-making. In addition, a book-talk may be a part of this professional development.

Peer Observations

An additional support feature for **ALL** educators is peer visits. Peer visits are intended to capitalize on the expertise of fellow experienced track educators to provide ideas and support and are not included in the educator's evaluation. Two peer visits are recommended in each recertification cycle. Both visits may occur in the same year. Educators will arrange their own peer visits with other educators on the same track or higher within the SAU. Educators should notify the administrator well ahead of time if the peer visit would require coverage of one or both classrooms. Peer visits will be brief in length (a minimum of fifteen minutes and a maximum of thirty minutes). Educator observers are encouraged to complete at least one peer visit each year (if requested to do so) and no more than five. Educators may choose to have the observer look for certain behaviors or features of their teaching or they may choose to have the observer complete a checklist to identify things observed in the visit. The educator and the observer may meet following a peer visit to discuss the experience, but will not be required to do so. Both educator and observer should complete a short (one page) reflection on what was learned from the peer visit as evidence of professional growth and to include in their portfolio to document completion of this activity.

Timelines

The following charts summarize the timeline requirements for educators to follow in each Track.

NON-CONTINUING EDUCATOR TIMELINE

Month	Product	Form	Activity	Who is involved
August – New Staff Orientation	SAU#64 Professional Growth Master Plan	All	Read and sign as having read	Curriculum Coordinator, Principal, Educator
September	Student Data	NECAP, AIMSWeb, Local Assessments	Analyze and develop beginning year baseline data	Mentors, common planning time, team members, content team members, data team members
October	2 Student Learning Objectives (SLOs)	-Self-Assessment - Goal Setting Conference Agenda -SLO -SAU 64 Rubric for Rating the Quality of Student Learning Objectives	-Complete -Complete - Meet by 15th -Developed -Complete	Educator, team members, administrators
November – March 1	Unit Plans Student work Assessment results Reflections	-SAU 64 Tuning Checklist/Protocol for Units of Study Assessments -End of SLO Rubric Teacher's Analysis and Reflection	-Complete Collect -Analyze write	Educators, students
November - February	Frequent short observations, walk-throughs, Formal observations	-Pre-Observation Agenda -Formal Observation Form -Post-Observation Conference Discussion and Lesson Reflection Agenda Classroom Observation Assessment Form	Conduct	Administrators, educators
By March	Summative	• Summative	Complete	Administrators,

10th	Evaluation	Evaluation Agenda • Administrator's Rating Scale for Educators (Appropriate role form) • Summative Evaluation Comment Form		Educators
March – June	Professional Portfolios Three-Year Goals and SLOs Reviewed	All completed forms and activities	Update Meet by June 1st in last yr. recertification cycle	Educators, Principals
June in last year of recertificatio n cycle	Professional Portfolios	Assurance of Certification All completed forms and activities	Approved	Superintendent

EXPERIENCED EDUCATOR TIMELINE

Month	Product	Form	Activity	Who is involved
September	Student Data	NECAP, AIMSWeb, Local Assessments	Analyze and develop beginning year baseline data	Mentors, common planning time team members, content team members, data team members
October	Student Learning Objectives	-Self-Assessment -Goal Setting Conference Agenda -SLO template -SAU 64 Rubric for Rating the Quality of Student Learning Objectives	-Complete -Complete Meet by 15th -Complete -Complete	Educator, team members, Administrators
November – March 1	Unit Plans Student work	-SAU 64 Tuning Checklist/Proto col for Units of Study	Complete Collect Analyze	Educators, students

	Assessment results Reflections	-Assessments -End of SLO Rubric -Teacher's Analysis and Reflection	Write	
November - February	Short frequent classroom observations, Formal observation if required in Individual Growth Plan	Pre-Observation Agenda -Formal Observation Form -Post-Observation Conference Discussion and Lesson Reflection Agenda	Conduct	Administrators, Educators
By March 10th in last year of recertification cycle	Summative Evaluation	Summative Evaluation Agenda Administrator's Rating Scale for Educators (Appropriate role form) Summative Eval Comment Form	Complete	Administrators, Educators
March – June	Professional Portfolios Three-Year Goals and SLOs Reviewed	All completed forms and activities	Update Meet by June 1st last year recertification cycle	Educators, Principals
June in last yr recertification cycle	Professional Portfolios	Assurance of Certification All completed forms/ activities	Approve	Superintendent

ADMINISTRATIVE TIMELINE

Month	Product	Form	Activity	Who is involved
August – New Staff Orientation	SAU 64 Professional Growth Master Plan	All	Read and sign as having read	Curriculum Coordinator, Principal, Educator
September	Student Data	NECAP, AIMSWeb, Local Assessments	Analyze and develop beginning year baseline data	Mentors, common planning time team members, content team members, data team members
October	Student Learning Objectives	Self-Assessment Goal Setting Conference Agenda SLO template Rubric for the Quality of Student Learning Objectives	Educator to Complete Complete Meet by 15th Complete Complete	Educator, team members, administrators
November - February	Brief frequent classroom visits, Formal observations if required for Individual Growth Plan	Pre-Observation Agenda Formal Observation Form Post-Observation Conference Discussion and Lesson Reflection Agenda Mini Observation Assessment Form	Conduct	Administrators, educators
By March 10th	Summative Evaluation (non-Continuing-each year; experienced educators in last year of	Summative Evaluation Agenda Administrator's Rating Scale for Educators (Appropriate role	Complete	Administrators, Educators

	recertification cycle)	form) Summative Evaluation Comment Form		
March – June	Professional Portfolios Three-Year Goals and SLOs reviewed	All completed forms and activities	Update Meet by June 1st if last year recertificatio n cycle	Educators, Principals
June in last year of recertificatio n cycle	Professional Portfolios	Assurance of Certification All completed forms and activities	Approve	Superintendent

SECTION 5

RECERTIFICATION

Recertification Requirements

All certified educators and all professionals employed by SAU#64 must be recertified by the state of New Hampshire every three years. This includes, but not limited to the following: Teachers, Superintendent, Assistant Principals, Principals, Counselors, Curriculum Coordinator, Student Services Director, School Psychologist, School Social Workers, Media Specialists/Librarians and any other certified educators and professionals employed by SAU#64.

NOTE: Nurses will maintain licensure with the state of NH every two years. Professional certification is based on clinical hours.

Paraeducators who are certified educators will work directly with administration to fulfill the recertification requirements **(see Paraeducator Section 6)**.

To qualify for recertification, educators must complete a Three-year Individual Professional Growth Plan for each three-year period. The Three-Year Goal Setting Form can be used for identifying the goals. The three-year goals can be the same as the SLOs as long as the SLOs are in the area of certification. Educators not involved in direct instruction will create goals in lieu of SLOs. It is the responsibility of the educator to align and document professional activities to the goals stated in the SAU#64 Professional Growth Master Plan. The Individual Activities Form and the Hours Planning Worksheet can be used to track the activities toward goals and certifications. Any questions about the approval of activities between June and October should be discussed with the supervising administrator.

The following procedures have been developed for the participation of certified personnel in the recertification process:

- Certified educators shall meet with their supervising administrator to develop a Three-year Individual Professional Growth Plan to maintain their current certification(s) by June 1st of last year of certification.
- The plan may be revised. The three-year goals and two SLOs must be discussed and approved by an administrator on or before **October 15** of each school year.
- Educators holding a certificate with **one endorsement** shall complete a minimum of **thirty hours (30)** units/clock hours of approved Professional Growth in the area of **Knowledge of Subject or Field of**

Specialization during every three year period beginning with the effective date of the certificate(s) held by the educator. In addition, educators holding a certificate with **one (1) endorsement** shall complete a minimum of **forty-five (45)** units/clock hours for a **total of seventy-five (75)** beginning with the effective date of the certificate held. SLOs and the professional growth activities acquired for progress toward the SLOs can be used for 45 of these recertification hours.

- All **educators holding more than one (1)** certification must complete an **additional thirty (30)** units/clock hours of approved Professional Growth activities for **each endorsement area**.
- The successful completion of the Individual Professional Growth Plan is determined by documentation of the professional growth activities during the three-year cycle, and selected goals showing improved professional learning and student achievement as evidenced by administrative evaluation and review.

As outlined in ED 512:03, each certified staff, including an educator with a professional certificate shall develop in collaboration with a supervisor or designee an Individual Professional Growth Plan. Educators will reflect on student needs as determined by formative and summative assessments, current best practices, curriculum, and design a plan linked to individual, school and district goals.

Key Components

- Activities and efforts that focus on school and SAU#64 goals (part of the three-year goals that can also be used for SLOs)
- Activities and efforts that focus on student achievement (part of the SLOs that can also be used for the three-year goals)
- Knowledge of all subject and content areas taught in connection to recertification (part of three-year goals and can be part of SLOs)
- Knowledge of learners and learning (part of the SLOs)
- Knowledge of evidence-based instructional strategies for subject and content areas taught and connected to recertification sought (part of three-year goals and can be used for SLOs)
- Activities that support the continuous cycle of improvement for all students (part of the SLOs)
- Activities and efforts that demonstrate professional responsibilities (part of evaluation rubric – Domain 4)
- Activities and efforts that meet the requirements of the Professional Growth Plan

Recertification Logistics

Apply for recertification online at https://my.doe.nh.gov/myNHDOE/Login/Login.aspx per the instructions of the NH State Department of Education.

NOTE: Educators holding multiple endorsements who wish to maintain those endorsements within the three-year cycle must provide evidence documenting job-embedded or formal Professional Growth equivalent to 30 continuing education units addressing content for each endorsement.
ED 512.03

Recertification Procedures

- An approved Individual Professional Growth Plan must be in effect to have an individual activity approved. All staff must implement a professional growth three-year plan (which can be the same as the SLOs).
- The educator is responsible for submitting verification of completion of the required recertification hours on or before June 1st of the year in which the certification expires. All activities pertaining to recertification need to be submitted to the building administrator for approval on or before April 15 of the year in which certification expires.

SECTION 6

PARAEDUCATORS

Paraeducators Competencies
Paraeducators working within SAU 64 who are certified by the State of New Hampshire can maintain their certification through this professional growth model. In many ways, the professional growth needs of the paraeducator are similar to the needs of the educator. However, the needs of the paraeducator are often specific to the educational, social and emotional needs of the individual school, class, or child with whom they work. All competencies are based on Danielson's framework.

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

The attached evaluation form will be used for all paraeducators as part of their professional growth plan. Paraeducators will be informally observed and formally evaluated each year by a team including the classroom teacher, case manager and building administration.

Paraeducator Evaluation and Certification
It is the expectation that all paraeducators hired to work in SAU#64 are highly qualified or Paraeducator II certified from the state of New Hampshire or a reciprocal state. The requirements for certification as a paraeducator are articulated in Ed 504.05 of New Hampshire Code of Administrative Rules. To become a Paraeducator II – Highly Qualified you must complete one of the following:
a. Possess a certificate of proficiency, which meets the requirements of Ed 508.04 (b)(1)*(6) or;
b. Associates Degree or;
c. Praxis, self designed proficiency portfolio.

3 Year Professional Growth or Recertification Process
A. Is recommended in writing by the building administrator to the superintendent as having met the requirement of their individual professional development plan;

B. Completes a diversified portfolio showing student academic growth resulting from activities and learning opportunities that align with their **goal**. The **goal** will be created in conjunction with his/her supervising special

education case manager **and/or classroom teacher**. **The paraeducator goal** should be based on the needs of the students and can be changed mid-year/mid-recertification cycle if need be.

Portfolio Requirements	Use
Table of Contents	Required
Goal with evidence	Required
Student/parent surveys or references/testimonials	Optional
Peer observations	Optional
Admin Evaluation	Required
Student data (NWEA, AIMSWeb, CBAs, unit tests, etc.)	Optional
Student work samples	Optional
Instructional Artifacts	Optional
Reflections/ Self-assessment	Required
Professional accolades	Optional
Professional development records (hours)	Required
School-wide state assessment data	Optional

C. Currently, New Hampshire DOE paraeducator recertification requirements state that paraeducators must document a minimum of **50** clock hours of activities and learning opportunities. The portfolio will be worth 12 clock hours towards recertification. Paraeducators with portfolios must document the remaining 38 clock hours over the three-year Professional Growth Plan or recertification cycle. Individuals who are employed as paraeducators in SAU#64, but hold current teacher certification do not need to be separately certified as paraeducators. Those individuals will follow the recertification requirements per the state as an educator.

PARAEDUCATOR TIMELINE

Month	Product	Form	Activity	Who is involved
August – New Staff Orientation	SAU 64 Professional Growth Master Plan		Read and sign as having read	Curriculum Coordinator, Principal, Educator
September			Classroom assignment/review student IEPs	Classroom teacher, Case managers, Special Education Coordinator
October	Goal	-Goal Setting Conference Agenda -Three Year Goal Setting Form	Complete Complete Meet by 15th	Paraeducator, Case managers, Special Education Coordinator
November – March 1	Student work Assessment results Data Collection Reflections	Assessments Reflection	Collect Write	Paraeducator Classroom teacher, Case managers, Special Education Coordinator
November – February	Short frequent observations, walk-throughs		Conduct	Administrators, Case Managers, Special Education Coordinator
March – June	Professional Portfolios due by May 15th and -Formal Evaluation by the end of May -Three-year goals reviewed	Assurance of Certification All completed forms and activities -Paraeducator Evaluation	Update Meet by June 1st if last year of recertification cycle	Paraeducators, Case Managers, Classroom Teacher, Special Education Coordinator Principals
June in last year of recertification cycle	Professional Portfolios returned to the	-Paraeducator Assurance of Certification All completed	Approve	Superintendent

	paraeducator	forms and activities		

FORMS

Educator's Yearly Forms

Due by October 15th

Goal Setting Conference Agenda
72

SLO (in Appendix A)
73-76

Self-Assessment (choose role appropriate)
87-99

Three-Year Goal Setting Form
100

Last year's Summative Evaluation/Comment Form (in portfolio)
120-122

Signature Page
152

Due by June 1st

Hours Planning Sheet
101

Individual Activity
102

Due by June 1st of last year in certification cycle

Professional Development Portfolio - Portfolio-Sample Template
86

Three-Year Goal Setting Form
100

Administrator's Yearly Forms

Due by October 15th

SAU 64 Rubric for Rating the Quality of Student Learning Objectives
(in Appendix A)
77

Professional Goal Form
103

Due by March 1st
Classroom Observation
104
(If called for by Educator Track or collective bargaining agreement)

Pre-Observation Agenda
105
Post-Observation Conference/Lesson Reflection
106
Due by June 1st
Rating Scales (choose role appropriate)
107-122
Summative Evaluation/Comment Form
123- 125
End of SLO Rubric (in Appendix A)
85
Paraeducator Evaluation
126-131
Professional Administrator's Evaluation
131-142
Due by June 1st of last year in certification cycle
Assurance of Certification
143
Paraeducator Assurance of Certification
144

Additional Forms
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145
Awareness Phase
146-147
Improvement Plan
148-149
Peer Observation
150-151
SAU 64 Tuning Checklist/Protocol for Units of Study
152-154
Appendix B: Crosswalk:
The Definition of Effective Teaching and Danielson's Framework for Teaching
155-157

Acknowledgements
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GOAL SETTING CONFERENCE AGENDA

Items to bring to the conference:

- Prior year's Summative Evaluation
- Three-Year Goals (can be the same as SLOs)
- Reflections from prior plan cycle
- Self-Assessment
- Student Learning Objective materials (can be the same as Three-Year Goals)

Agenda:

- Review prior year's summative evaluation, three-year goals, and previous plan cycle reflections
- Share self-assessment
- Review Student Learning Objectives
- Determine what data and artifacts will be collected
- If necessary, revise goals and objectives based upon conference discussions
- Both educator and administrator approve goals and SLOs

APPENDIX A

Student Learning Objective (SLO) Template: SLOs are content and grade/course- specific learning objectives that can be validly measured to assess student learning over a defined and significant period of time (e.g., semester or year).

Goal of the SLO Template

The SLO Template is designed to assist educators in creating a relevant and rigorous SLO that is aligned to district adopted standards and will ultimately improve student learning. Completely fill-in each section of the template below. Provide any additional information that you feel is necessary to accomplish this goal. Sections will expand for added space.

General Information
School Name: **Teacher Name:** **Content Area/Course(s) including brief description:** **Grade Level(s):** **Beginning date of SLO:**

Student Learning Objective (SLO)
After completing the sections below, write a summary in this box of your SLO.

Educator's Signature _____
Principal's Signature _____
Dates of SLO Review _____ _____ _____

Student Population
What students will be included in this SLO? **Identifies the class or subgroup covered by the SLO: Educator states number of students, number of classes, information of Individual Education Plans (IEP), gifted, English Language Learners (ELL), or any other subgroup.**

Learning Goal

What is the big idea, deep understanding or essential concept represented by the learning goal? How does it relate to district adopted standards? Which specific content standard(s) is the SLO aligned?

Acceptable Quality will include:

- Explanation of how this is a critical goal for students in this course/grade.
- How will the students demonstrate understanding of the content standard within the time span?
- A clear description of how the learning goal allows student to demonstrate deep understanding of the content standards within the identified time span.
- Specific and appropriate instruction and strategies described to teach the learning goal.

Assessment and Scoring

Why did you choose this SLO? Cite the evidence/assessment data that supports your choice.

Acceptable Quality will include:

- High quality assessments, with evidence to support how the appropriateness and quality of the assessments has been established.
- Scoring rubrics that differentiate student performance, including evidence to support these rubrics have been validated.
- Progress-monitor measures that will be used, including how instruction will be differentiated for all learned based on this information.

Growth Targets

Considering all available data and content requirements, what is the expected outcome of the whole class as well as the subgroups? Explain how data will change your instructional practices in order to obtain the growth targets.

Acceptable Quality will include:

- Appropriate baseline data/information used to establish and differentiate expected performance
- Rigorous expectations are realistic and attainable for each group of students using the document high quality assessments.

List your Professional Growth Goal(S). What are you doing professionally to support the success of your students' growth target?

SLO Scaffold Activities Section

Strategies to accomplish SLO

Date/Time Frame	Scaffold Activities	Evidence of Completion

SLO Data Collection Template

This template may be used to organize data for SLOs. Use a separate scoring template for each assessment.

- **Educator adds name or identification number for each student included in the SLO.**
- **Educator adds each student's baseline assessment data. This may be a score from beginning of the year assessment, NECAP, NWEA, adopted reading and math unit assessments, etc. Any measures that help to set baseline data for the student's performance.**
- **Referring to SLO Template "Growth Target" section, enter a growth target for each student.**
- **Educator enters the final performance data for each student.**
- **Based on final score, educator indicators if each student met growth target by answering yes or no.**
- **Indicate % of students that exceeded/met growth target and % that did not.**

Educator's Name:	**School:**
SLO:	**Assessment Name:**

Student Name	Student ID#	Baseline Score	Growth Target	Final Score	Exceeds/Meets Target? Yes/No

% of students exceeding/meeting growth target____ % of students not meeting growth target ____

Based on the results, reflect on what you will

- **Stop Doing**

- **Continue Doing**
- **Start doing**

SAU 64 Rubric for Rating the Quality of Student Learning Objectives

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Learning Objectives (SLOs) to make sure the SLO meets an "acceptable quality" rating on this rubric before it is used for teacher performance ratings.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
Learning Goal A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. Acceptable Quality Quality Needs Improvement Insufficient Quality	Appropriately identifies and thoroughly describes an important and meaningful learning goal, with: ➢ the big idea and the standard(s) clearly aligned to and measured by the learning goal, ➢ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course, ➢ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and ➢ specific and appropriate instruction and strategies described to teach the learning goal.	Generally identifies and describes a learning goal with: ➢ the big idea and/or standards minimally aligned to the learning goal, ➢ some explanation of the importance of the learning goal for students in the specific grade/ course, ➢ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span. and/or ➢ some generic instruction and strategies used to teach the learning goal.	Identifies and describes a learning goal that is vague, trivial, or unessential, with: ➢ the big idea and/or standards not aligned to the learning goal, ➢ lack of information of the importance of the learning goal for students in the specific grade/course, ➢ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or ➢ questionable and/or vague instruction and strategies used to teach the learning goal.
Assessments and Scoring Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment. Acceptable Quality Quality Needs Improvement Insufficient Quality	Appropriately identifies and clearly describes: ➢ high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established ➢ scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated. and ➢ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.	Identifies and provides some description, which may lack specificity, of the: ➢ assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established , ➢ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated. and/or ➢ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.	Identifies and provides an unclear, insufficient, or confusing description of the: ➢ assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established, ➢ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or ➢ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.
Targets Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. Acceptable Quality Quality Needs Improvement Insufficient Quality	Clearly and thoroughly explains how the data are used to define teacher performance, including: ➢ appropriate baseline data/information used to establish and differentiate expected performance, and ➢ rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments.	Broadly, without specificity, explains how the data are used to define teacher performance, and may include: ➢ unclear baseline data/information used to establish and differentiate expected performance,, and/or ➢ expectations that are imprecise, somewhat realistic and/or attainable for each group of students,	Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include: ➢ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or ➢ low expectations, for each group of students.

* A high quality assessment has been determined to be aligned to identified standards and depth of knowledge, has a rubric or scoring guide that allows for reliable scoring, and is fair and unbiased.

SLO Evaluation Criteria. Part of the Center for Assessment's SLO Toolkit (2013)

SAMPLE SLO TEMPLATE

Goal of the SLO Template

The SLO Template is designed to assist educators in creating a relevant and rigorous SLO that is aligned to district adopted standards and will ultimately improve student learning. Completely fill-in each section of the template below. Provide any additional information that you feel is necessary to accomplish this goal. Sections will expand for added space.

General Information

School Name: Paul School
Teacher Name: Jennifer Leavitt
Content Area/Course(s) including brief description: Kindergarten Classroom- Writing
Grade Level(s): Kindergarten
Beginning date of SLO: Fall 2011

Student Learning Objective (SLO)

80% of students will demonstrate proper use of the conventions of standard English (as stated in the learning goal): capitalization, punctuation and spelling when writing.

The other 20% will demonstrate growth by producing 60% of the conventions of standard English.

Educator's Signature _____
Principal's Signature _____
Dates of SLO Review _____ _____ _____

Student Population

What students will be included in this SLO?

Kindergarten students in Mrs. Leavitt's Classroom. There are a total of 16 students, three of the students have been identified with a learning disability and receive special education services.

Learning Goal

What is the big idea, deep understanding or essential concept represented by the learning goal? How does it relate to district adopted standards? Which specific content standard(s) is the SLO aligned?

Students will be able to:

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short vowel sounds (phoneme)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

This will develop their skills as a writer so they are able to increase their writing abilities in order to:

1. Communicate clearly
2. Write Stories
3. Respond to text

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Students in Kindergarten need to begin developing writing skills early. These skills begin with letter recognition and letter sound correspondence. Without these initial skills students will not be able to communicate effectively with the world. As people try to express themselves they need the proper structure or they will not be able to accurate express themselves in the future.

Assessment and Scoring

Why did you choose this SLO? Cite the evidence/assessment data that supports your choice.

An initial Writing prompt will be given and scored to establish criteria for growth.

- Additionally, comparing those results to an end of the year writing prompt for the previous class to establish a need in my teaching practices.

Writing/Picture Prompts Annually, Student Writing Portfolios/Journals

End of year writing prompt is:

The Animal Inquiry interactive is a versatile tool that can enhance student inquiry in research at the elementary level. The graphic organizer invites students to explore four facets of animals [basic facts, animal babies, interaction with others, and habitats (shown at left)]; the possibilities for extensions or adaptations, moreover, make this a nice complement with inquiry-based projects. The follow-up writing prompts can be used to organize research questions as well as to record findings. After completing individual sections or the entire organizer, students have the ability to print out their final versions for feedback and assessment.

The rubric is attached that I created using the Common Core Standards for my expectations of the students. The rubric created has definitions of each expectation and no multiple choice questions.

Growth Targets

- 80% of students will demonstrate proper use of the conventions of standard English (as stated in the learning goal): capitalization, punctuation and spelling when writing.

- The other 20% will demonstrate growth by producing 60% of the conventions of standard English.

Interventions and support are provided to those students who have not yet met the goal.

Students who are not meeting the “check points” will be assessed and retaught frequently in order to develop the skills required to move on to the next step.

Interventions any include:

- Handwriting: writing capital and lowercase letters to improve handwriting.
- Copy sentences
- Write dictated sentences.

List your Professional Growth Goal(S). What are you doing

professionally to support the success of your students' growth target?

- Attend professional development on writing.
- Observe expert in teaching writing.
- Review Common Core for acceptable kindergarten writing skills.
- Create interventions and support for those not making goals.

SLO Scaffold Activities Section

Date/Time Frame	Scaffold Activities	Evidence of Completion
2012-2013 School Year	Attend Professional Development Opportunity	Certificate of Attendance/Letter/Reflection on a book
Fall 2012	Administer, score and analyze initial writing prompt	Writing prompt Student picture/writing responses
2012-2013 School Year	Check-ins with other teachers.	Meeting dates, attendance list, discussion notes, Individual Activity Form
Fall 2012	Lesson on Conventions	Implement center to increase conventions After lesson check progress (progress monitor) and develop a plan for those who have not yet achieved this goal.
Winter 2012	Administer and score mid-end writing prompt Analyze assessment to determine intervention needs then create intervention group	Writing Prompt Student writing responses
Winter 2012/Spring 2013	Lesson on Pronouns	Writing prompt Student picture/writing responses After lesson check progress (progress monitor) and develop a plan for those who have not yet achieved this goal.
June 2012	Administer and score	Writing Prompt

	year-end writing prompt End of year writing prompt is: The Animal Inquiry interactive is a versatile tool that can enhance student inquiry in research at the elementary level. The graphic organizer invites students to explore four facets of animals [basic facts, animal babies, interaction with others, and habitats (shown at left)]; the possibilities for extensions or adaptations, moreover, make this a nice complement with inquiry-based projects. The follow-up writing prompts can be used to organize research questions as well as to record findings. After completing individual sections or the entire organizer, students have the ability to print out their final versions for feedback and assessment.	Student writing responses
Summer 2013	Plan and Refine lessons based on final writing prompt and student growth	Lesson plans, instructional materials, students' work
Fall 2013	Administer, score, and analyze initial writing prompt assessment	Writing Prompt Student writing responses
2013-2014 School Year	Continue to use and refine approach/lessons	Lessons, instructional materials, students' work
Winter 2013	Administer and score mid-end writing prompt	Writing Prompt Student writing responses
June 2014	Administer and score year-end writing prompt	Writing Prompt Student writing responses
2014-2015	Report successes to other staff through professional learning.	Workshop, observations, mentoring, meetings dates/notes Individual Activity Form

SLO Data Collection

Educator's Name: Jennifer Leavitt
SLO: 80% of students will demonstrate proper use of the conventions of standard English (as stated in the learning goal): capitalization, punctuation and spelling when writing.

The other 20% will demonstrate growth by producing 60% of the conventions of standard English.

School: Paul School
Assessment Name: Writing Rubric

Student Name	Student ID#	Baseline Score	Growth Target	Final Score	Exceeds/Meets Target? Yes/No
	1	0/5	2/5	1/5	No
	2	0/5	2/5	2/5	No
	3	0/5	5/5	5/5	Yes
	5	0/5	5/5	5/5	Yes
	5	0/5	3/5	5/5	Yes
	6	0/5	1/5	2/5	No
	7	0/5	2/5	1/5	No
	8	0/5	2/5	3/5	Yes
	9	0/5	5/5	5/5	Yes
	10	0/5	2/5	1/5	No
	11	0/5	2/5	1/5	No
	12	0/5	5/5	5/5	Yes
	13	1/5	3/5	5/5	Exceeds
	14	2/5	5/5	5/5	Yes
	15	0/5	5/5	5/5	Yes
	16	0/5	3/5	5/5	Exceeds
	17	0/5	5/5	5/5	Yes
	18	0/5	3/5	3/5	Yes

19	**1/5**	**5/5**	**5/5**	**Yes**

- **% of students exceeding/meeting growth target: 68%**
- **students not meeting growth target 32%**

Based on the results, reflect on what you will

- Continue Doing:
  - I would start earlier in the year and set more rigorous goals. I would also use a better graphing chart as well as a more comprehensive rubric.
- Start Doing:
  - I will extend this lesson to use with my 3rd grade intervention group to help develop their reading and writing skills.

END OF SLO RUBRIC

Categories	Distinguished	Proficient	Basic	Unsatisfactory
Learning Goal Growth Target	Evidences indicate exceptional student learning gains (95% of student population) across SLO, including special population. Results described are well-above expectations.	Evidences indicate significant student learning gains (80% of student population) across SLO, including special population. Results described meet expectations.	Evidences indicate student learning gains are nearly met, (75% of student population) including special population. The educator may have demonstrated an impact on student learning, but overall results are below expectations.	Evidences indicate little to no student learning gains (70% of student population) across SLO. Expectations described are not met. Results are well-below expectations.
Teacher Preparation	The teacher attended professional development opportunities, collaborated with colleagues to create lessons and strategies, and made accommodations as needed.	The teacher occasionally attended professional development opportunities, collaborated with colleagues to create lessons and strategies, and made some accommodations.	The teacher made inconsistent effort toward the students achieving their goals.	The teacher made no effort toward the students achieving their goals.
Assessment and Scoring	More than three different and distinct assessments measures were used to differentiate instruction for all learners based on this information.	Three different and distinct assessments measures were used to differentiate instruction for all learners based on this information.	Benchmark assessments only were used to differentiate instruction for all learners based on this information.	Benchmark assessments only were used with no changes to instruction.

PORTFOLIO-SAMPLE TEMPLATE

Section 1	Table of Contents
Section 2	Three-year Goal Setting Form
Section 3	SLO #1 with Reflection, Evidence, Artifacts, Individual Activity Forms, Workshop/Seminar info, Student data, completed SAU 64 Rubric for Rating the Quality of Student Learning Objectives and End of SLO Rubric
Section 4	SLO #2 with Reflection, Evidence, Artifacts, Individual Activity Forms, Workshop/Seminar info, Student data, completed SAU 64 Rubric for Rating the Quality of Student Learning Objectives and End of SLO Rubric
Section 5	Observations and evaluations
Section 6	Hours planning worksheets, Individual Activity Forms, Workshop/Seminar info, etc. that applies to Three-Year Goals not previously included in SLOs
Section 7	Whole School and Administrative Data Rubric

CERTIFIED TEACHERS SELF-ASSESSMENT

These questions are designed to guide a written reflection.

Domain I/Planning and Preparation

- How do I exhibit evidence of a clear, well-defined understanding of curriculum/subject?
- How do I exhibit evidence of different aspects of the art of teaching?
- How do I exhibit evidence of understanding individual students?
- How do I exhibit evidence that I am aware of the variety of resources available?
- How do I exhibit evidence that my instruction is coherent?
- How do I exhibit evidence that I assess student learning effectively?

Domain II/Instruction

- What evidence do I display which shows that I communicate clearly and accurately?
- What evidence do I display which shows that I employ high quality questions to engage a range of cognitive levels?
- What evidence do I display which shows that I actively engage students in the learning process?
- What evidence do I display which shows that I provide quality feedback to the students?
- What evidence do I display which shows that I am flexible and responsive to my lesson and the learning environment?
- What evidence do I display which shows that I am concerned with and aware of my instructional demeanor?

Domain III/ Learning Environment

- What evidence do I display which shows that I create a caring environment?
- What evidence do I display which shows I create a culture for learning?
- What evidence do I display which shows organization of physical environment?
- What evidence do I display which shows that I manage student behavior?

Domain IV/Professional Responsibility

- What evidence do I display which shows commitment toward students, student growth and my profession?
- What evidence do I display which shows that I effectively communicate the needs, expectations, and achievement of the learning community?
- What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?
- What evidence do I display which shows an effort to improve the effectiveness of the school through collaboration?

PARAEDUCATOR SELF-ASSESSMENT

These questions are designed to guide a written reflection.

Domain I/ Planning and Preparation

- How do I demonstrate knowledge of student's IEP and individualized instruction?
- How do I exhibit evidence of assisting case managers and classroom teachers?
- How do I demonstrate safely assisting students?

Domain II/ Classroom Environment

- How do I exhibit evidence of collaborating effectively as a team member?
- How do I demonstrate that I implement behavior plans?
- How do I demonstrate knowledge in content areas?

Domain III/ Instruction

- How do I demonstrate adaptability in work situations?
- How do I demonstrate evidence of fostering student independence while recognizing when to give help?
- How do I demonstrate appropriate use of materials, including assistive technology?

Domain IV/ Professional Responsibilities

- How do I demonstrate that I effectively communicate the needs, expectations, and achievement of the learning community?
- How do I demonstrate that I adhere to district, school and classroom policies?

LIBRARY MEDIA SPECIALIST SELF-ASSESSMENT

These questions are designed to guide a written reflection.

Domain I/ Planning and Preparation

- How do I exhibit evidence of a clear, well-defined understanding of literature?
- How do I exhibit evidence of different aspects of current library/media practice and information technology?
- How do I exhibit evidence of understanding individual students?
- How do I exhibit evidence that I am aware of the variety of resources available?
- How do I exhibit evidence that my library program is integrated with the school?
- How do I exhibit evidence that I assess student/school needs in the library program?

Domain II/ Environment

- What evidence do I display which shows I create a culture for learning
- What evidence do I display which shows that I encourage research and independent reading?
- What evidence do I display which shows that I am concerned with and aware of library procedures?
- What evidence do I display which shows that I manage student behavior?
- What evidence do I display which shows organization of physical environment?

Domain III/ Delivery of Services

- What evidence do I display which shows that I am maintaining the library collection?
- What evidence do I display which shows that I am collaborating with teachers?
- What evidence do I display which shows that I actively engage students in enjoying literature and in learning information skills?
- What evidence do I display which shows that I actively assist students/staff in

the use of technology in the library/media center?

- What evidence do I display which shows that I am flexible and responsive to my lesson and the learning environment?

Domain IV/ Professional Responsibilities

- What evidence do I display which shows commitment toward students, student growth and my profession?
- What evidence do I display which shows that I effectively communicate the needs, expectations, and achievement of the learning community?
- What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?
- What evidence do I display which shows an effort to improve the effectiveness of the school through collaboration?

INSTRUCTIONAL SPECIALIST SELF-ASSESSMENT

These questions are designed to guide a written reflection.

Domain I/ Planning and Preparation

- How do I exhibit evidence of a clear, well-defined understanding of curriculum/subject?
- How do I exhibit evidence of knowledge of school's program and levels of teacher skills?
- How do I exhibit evidence of goals for the instructional support program?
- How do I exhibit evidence that I am aware of the variety of resources available?
- How do I exhibit evidence of planning of the instructional support program?
- How do I exhibit evidence that I assess the instructional support program?

Domain II/ Learning Environment

- What evidence do I display which shows that I create an environment of trust and respect?
- What evidence do I display which shows I create a culture for ongoing instructional improvement?
- What evidence do I display which shows organization of physical environment?
- What evidence do I display which shows I have established clear procedures for teachers to gain access to instructional support?
- What evidence do I display which shows that I maintain norms of behavior for professional interactions?

Domain III/ Delivery of Services

- What evidence do I display which shows that I collaborate with teachers in the design of instructional units and lessons?
- What evidence do I display which shows that I engage teachers in learning new instructional skills?

- What evidence do I display which shows that I share expertise with staff?
- What evidence do I display which shows that I can locate resources for teachers to support instructional improvement?
- What evidence do I display which shows that I am flexible and responsive to the learning environment

Domain IV/Professional Responsibilities

- What evidence do I display which shows commitment toward students, student growth and my profession?
- What evidence do I display which shows that I effectively communicate the needs, expectations, and achievement of the learning community?
- What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?
- What evidence do I display which shows an effort to improve the effectiveness of the school through collaboration?

SCHOOL NURSE SELF-ASSESSMENT

These questions are designed to guide a written reflection.

Domain I/ Planning and Preparation

- How do I exhibit evidence of knowledge and skill in nursing techniques?
- How do I exhibit evidence of knowledge of child and adolescent development?
- How do I exhibit evidence of goal setting appropriate to the school/student needs?
- How do I exhibit evidence that I am aware of regulations and the variety of resources available?
- How do I exhibit evidence that the nursing program is integrated with the school?
- How do I exhibit evidence that I assess student/school needs in the nursing program?

Domain II/ Environment

- What evidence do I display which shows I have a rapport with students?
- What evidence do I display which shows that I have created a culture for health and wellness?
- What evidence do I display which shows that I follow health protocols and procedures?
- What evidence do I display which shows that I supervise health associates?
- What evidence do I display which shows organization of physical environment?

Domain III/ Delivery of Services

- What evidence do I display which shows that I assess student needs?
- What evidence do I display which shows that I administer student medications?
- What evidence do I display which shows that I promote wellness through classes or classroom presentations?
- What evidence do I display which shows that I collaborate with teachers

regarding students with medical needs?

- What evidence do I display which shows that I manage emergency situations?
- What evidence do I display which shows that I am flexible and responsive to the program needs?

Domain IV/ Professional Responsibilities

- What evidence do I display which shows commitment toward students, student growth and my profession?
- What evidence do I display which shows that I effectively communicate the needs, expectations, and achievement of the learning community?
- What evidence do I display which shows that I maintain accurate records?
- What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?
- What evidence do I display which shows an effort to improve the effectiveness of the school through collaboration?

SCHOOL PSYCHOLOGIST SELF-ASSESSMENT

These questions are designed to guide a written reflection.

Domain I/ Planning and Preparation

- How do I exhibit evidence of knowledge and skill in using psychological instruments for evaluation?
- How do I exhibit evidence of knowledge of child and adolescent development and psychopathology?
- How do I exhibit evidence of goal setting appropriate to the school/student needs?
- How do I exhibit evidence that I am aware of the variety of resources available?
- How do I exhibit evidence that my psychology program is integrated with the school?
- How do I exhibit evidence that I assess student/school needs in the psychology program?

Domain II/ Environment

- What evidence do I display which shows I have a rapport with students?
- What evidence do I display which shows that I have created a culture for positive mental health?
- What evidence do I display which shows that I have established and maintained clear procedures for referrals?
- What evidence do I display which shows that I have established standards of conduct for testing?
- What evidence do I display which shows organization of physical environment?

Domain III/ Delivery of Services

- What evidence do I display which shows that I respond to referrals?
- What evidence do I display which shows that I am collaborating with teachers

and administrators?

- What evidence do I display which shows that I evaluate students in compliance with NASP guidelines?
- What evidence do I display which shows that my chairing of the evaluation team?
- What evidence do I display which shows that I help in planning interventions?
- What evidence do I display which shows that I maintain contact with health providers?
- What evidence do I display which shows that I am flexible and responsive to the program needs?

Domain IV/ Professional Responsibilities

- What evidence do I display which shows commitment toward students, student growth and my profession?
- What evidence do I display which shows that I effectively communicate the needs, expectations, and achievement of the learning community?
- What evidence do I display which shows that I maintain accurate records?
- What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?
- What evidence do I display which shows an effort to improve the effectiveness of the school through collaboration?

SCHOOL COUNSELORS SELF-ASSESSMENT

These questions are designed to serve as models to enhance your ability to reflect on the mission to improve student learning.

Domain I/ Planning and Preparation

- How do I demonstrate knowledge of counseling theory and techniques?
- How do I demonstrate knowledge of child and adolescent development?
- How do I exhibit evidence of establishing goals for the counseling program appropriate to the setting and the students served?
- How do I demonstrate knowledge of state and federal regulations and of resources both within and beyond the school and district?
- How do I exhibit the planning of the counseling program, integrated with the regular school program?
- How do I exhibit evidence that evaluate the counseling program?

Domain II/ Environment

- What evidence do I display which shows that I create an environment of respect and rapport?
- What evidence do I display which shows I create a culture for productive communication?
- What evidence do I display which shows that I manage routines and procedures?
- What evidence do I display which shows that I establish standards of conduct and contributing to the culture for student behavior throughout the school?
- What evidence do I display which shows organization of physical space?

Domain III/ Delivery of Service

- What evidence do I display which shows that I assess student needs?
- What evidence do I display which shows that I assist students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs?
- What evidence do I display which shows that I use counseling techniques in individual and classroom programs?
- What evidence do I display which shows that I am able to broker resources to meet needs?
- What evidence do I display which shows that I demonstrate flexibility and responsiveness?

Domain IV/ Professional Responsibilities

- What evidence do I display which shows reflecting on practice?
- What evidence do I display which shows that I maintain records and submit them in a timely fashion?
- What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?
- What evidence do I display which shows effective communication with families?
- What evidence do I display which demonstrates participation in a professional community?
- What evidence do I display which demonstrates engagement in professional development?
- What evidence do I display which shows professionalism?

Three Year Goal Setting FORM

Educator_____

Administrator_____

Date of Plan_____ Certification expiration _____

Certification Areas	Evidence/SLO or other portfolio content
Goal(s) related to endorsement areas(s), self-assessment and or evaluation input	

School Goal	
District Goal	

Comments/Commendations/Questions:

Educator's Reflections:

HOURS PLANNING WORKSHEET

This form is to be completed each year over the course of the three-year plan cycle. Track the hours completed towards each of your goals or provide evidence toward progress of SLOs.

Name: _____School Year: _____

Certification #1_____ Certification #2_____ Certification #3_____

This goal addresses components in certification (C), school (S), or district (D).

Activity & Goal Connection Description	Certification, School, or District	# Hours	Date of Activity	Certification #

Total Number of Hours				

INDIVIDUAL ACTIVITY FORM

Name: _____

Position: _____

Title of Activity:
_____

This activity meets SLO Goal # _____

Explain:

Reflection: Write a reflection on what you learned (content) and how this knowledge will be shared and applied to student learning as evidenced by formative and summative assessments.

_____

Educator's Signature **Date**

SAU #64
Professional Administrator's Evaluation
Professional Goal Form
School Year _____
Administrator _____ School _____

Professional Goal(s)

Strategies for Meeting This Goal

Comments

Administrator's Signature _____ Position _____ Date _____

Administrator's Signature _____ Position _____ Date _____

Administrator's signature does not necessarily reflect agreement with this evaluation.

Evaluator's Signature _____ Position _____ Date _____

CLASSROOM OBSERVATION FORM

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Recommendations:

Commendations:

Teachers Comments:

Administrator's Signature **Date**

Teacher's Signature* **Date**

*The signature of the teacher does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.

PRE-OBSERVATION AGENDA

Name:
School:
Preconference Date:

Date/Time of Observation:

Grade Level/Curriculum Area Observed:

1. Briefly describe the students in the class including those with special needs.	6. How do you plan to engage students in the content? What will you do? What will the students do?
2. What is the lesson objective(s)? What do you want students to learn?	7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
3. Why are these goals suitable for this group of students?	8. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.)
4. How do these goals support the district's curriculum, state frameworks, and the content standards?	9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks with rubrics or scoring guides.)
5. How do these goals relate to broader curriculum goals in the	10. How do you plan to use the results of the assessment?

discipline as a whole or in other disciplines?	

- Educator comments (List anything you might want to call to the attention of the Administrator):
-
- Observation Focus:

POST-OBSERVATION CONFERENCE AND LESSON REFLECTION AGENDA

This information is to be provided by the teacher during the Post-Observation Conference. The Post-Observation Conference must be held within 10 school days following the observation.

Educator Name:

Date:

Date of Observation:

This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection with regard to Domain 4 and will help to shape your discussion with your administrator.

1. As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching, 3c: Engaging students in Learning)
2. Did the students learn what you expected them to learn? Dow do you know? If you do not know at this point, when will you know and what will be evidence of their learning? (1c: selecting Instructional Goals, 1f: Designing Student Assessments)
3. How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)
4. What have you done to promote a culture for learning in your classroom? (2b: Culture for learning)
5. Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (3d: Using Assessment in Instruction, 3e: Demonstrating Flexibility and Responsiveness)
6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)
7. Are there other thoughts about the lesson that you would like to share?

Make notes regarding discussion points if you choose.

ADMINISTRATOR'S RATING SCALE
EDUCATORS

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
1a. Demonstrating Knowledge of Content & Pedagogy				
1b. Demonstrating knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
1f. Assessing Student Learning through Student Work				

Total # of Points Earned _____ ÷ 6 = _____

Domain 2: The Classroom Environment	U (1)	B (2)	P (3)	D (4)
2a. Creating an Environment of Respect & Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Managing Physical Space				

Total # of Points Earned _____ ÷ 5 = _____

Domain 3: Instruction	U (1)	B (2)	P (3)	D (4)
3a. Communicating Clearly & Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Engaging Students in the Work				
3d. Using Assessment in Instruction				
3e. Demonstrating Flexibility & Responsiveness				

Total # of Points Earned _____ ÷ 5 = _____

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in a Professional Community				
4e. Growing & Developing Professionally				
4f. Showing Professionalism				

Total # of Points Earned _____ ÷ 6 = _____

Student Data	U (1)	B (2)	P (3)	D (4)
School-wide Data				
Student Learning Objectives				

Total # of Points Earned _____ ÷ 2 = _____

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.

ADMINISTRATIVE RATING SCALE

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
1a. Demonstrating Knowledge of Content & Pedagogy				
1b. Demonstrating knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources				
1e. Designing Coherent Instruction				
1f. Assessing Student Learning through Student Work				

Total # of Points Earned _____ ÷ 6 = _____

Domain 2: The Classroom Environment	U (1)	B (2)	P (3)	D (4)
2a. Creating an Environment of Respect & Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Managing Physical Space				

Total # of Points Earned _____ ÷ 5 = _____

Domain 3: Instruction	U (1)	B (2)	P (3)	D (4)
3a. Communicating Clearly & Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Engaging Students in the Work				
3d. Using Assessment in Instruction				
3e. Demonstrating Flexibility & Responsiveness				

Total # of Points Earned _____ ÷ 5 = _____

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Participating in a Professional Community				
4e. Growing & Developing Professionally				
4f. Showing Professionalism				

Total # of Points Earned _____ ÷ 6 = _____

Student Data	U (1)	B (2)	P	D (4)

			(3)	
School-wide Data				
Student Learning Objectives				

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator. Weighting of categories varies according to track and year. Ranges of final scores: Unsatisfactory=1-2, Basic=2-3, Proficient=3-4, Distinguished=4.

ADMINISTRATOR'S RATING SCALE
INSTRUCTIONAL SPECIALIST

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
1a. Demonstrating knowledge of current trends in specialty area and professional development.				
1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program.				
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served.				
1d. Demonstrating knowledge of resources, both within and beyond the school and district.				
1e. Planning the instructional support program, integrated with the overall school program.				
1f. Developing a plan to evaluate the instructional support program.				

Total # of Points Earned _____ ÷ 6 = _____

Domain 2: The Environment	U (1)	B (2)	P (3)	D (4)
2a. Creating an environment of trust and respect.				
2b. Establishing a culture for ongoing instructional improvement.				
2c. Establishing clear procedures for teachers to gain access to instructional support.				
2d. Establishing and maintaining norms of behavior for professional interactions.				
2e. Organizing physical space for workshops or training.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 3: Delivery of Service	U (1)	B (2)	P (3)	D (4)
3a. Collaborating with teachers in design of instructional units and lessons.				
3b. Engaging teachers in learning new instructional skills.				
3c. Sharing expertise with staff.				
3d. Locating resources for teachers to support instructional improvement.				
3e. Demonstrating flexibility and responsiveness.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
4a. Reflecting on practice.				
4b. Preparing and submitting budgets and reports.				
4c. Coordinating work with other instructional specialists.				
4d. Participating in a professional community.				
4e. Engaging in professional development.				
4f. Showing professionalism, including integrity and confidentiality.				

Total # of Points Earned _____ ÷ 6 = _____

Student Data	U (1)	B (2)	P (3)	D (4)
School-wide Data				
Student Learning Objectives				

Total # of Points Earned _____ ÷ 2 = _____

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.

ADMINISTATOR'S RATING SCALE
LIBRARY/MEDIA SPECIALIST

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
1a. Demonstrating knowledge literature and current trends in library/media practice and information technology.				
1b. Demonstrating knowledge of the school's program and student information needs within that program.				
1c. Establishing goals for the library/media program appropriate to the setting and the students serviced.				
1d. Demonstrating knowledge of resources, both within the school and district and access to such resources as interlibrary loan.				
1e. Planning the library/media program integrated with the overall school program.				
1f. Developing a plan to evaluate the library/media program.				

Total # of Points Earned _____ ÷ 6 = _____

Domain 2: The Environment	U (1)	B (2)	P (3)	D (4)
2a. Creating an environment of respect & rapport				
2b. Establishing a culture for investigation and love of literature.				
2c. Establishing and maintaining library procedures.				
2d. Managing student behavior.				
2e. Organizing physical space to enable smooth flow.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 3: Delivery of Service	U (1)	B (2)	P (3)	D (4)
3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.				
3b. Collaborating with teachers in the design of instructional units and lessons.				
3c. Engaging students in enjoying literature and in learning information skills.				
3d. Assisting students and teachers in the use of technology in the library/media center.				
3e. Demonstrating flexibility and responsiveness.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
4a. Reflecting on practice.				
4b. Preparing and submitting reports and budgets.				
4c. Communicating with the larger community.				
4d. Participating in professional community.				
4e. Engaging in professional development.				
4f. Showing Professionalism				

Total # of Points Earned _____ ÷ 6 = _____

Student Data	U (1)	B (2)	P (3)	D (4)
School-wide Data				
Student Learning Objectives				

Total # of Points Earned _____ ÷ 2 = _____

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

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ADMINISTRATOR'S RATING SCALE
NURSES

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
1a. Demonstrating medical knowledge and skill in nursing techniques.				
1b. Demonstrating knowledge of child and adolescent development.				
1c. Establishing goals for the nursing program appropriate to the setting and the students serviced.				
1d. Demonstrating knowledge of government, community, and district regulations and resources.				
1e. Planning the nursing program for both individuals and groups of students, integrated with the regular school program.				
1f. Developing a plan to evaluate the nursing program.				

Total # of Points Earned _____ ÷ 6 = _____

Domain 2: The Environment	U (1)	B (2)	P (3)	D (4)
2a. Creating an environment of respect & rapport				
2b. Establishing a culture for health and wellness.				
2c. Following health protocols and procedures.				
2d. Supervising health associates.				
2e. Organizing physical space.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 3: Delivery of Service	U (1)	B (2)	P (3)	D (4)
3a. Assessing student needs.				
3b. Administering medications to students.				
3c. Promoting wellness through classes or classroom presentations.				
3d. Managing emergency situations.				
3e. Demonstrating flexibility and responsiveness.				
3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs.				

Total # of Points Earned _____ ÷ 6 = _____

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
4a. Reflecting on practice.				
4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion.				
4c. Communicating with families.				
4d. Participating in a professional community.				
4e. Engaging in professional development.				
4f. Showing Professionalism				

Total # of Points Earned _____ ÷ 6 = _____

Student Data	U (1)	B (2)	P (3)	D (4)
School-wide Data				
Student Learning Objectives				

Total # of Points Earned _____ ÷ 2 = _____

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

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ADMINISTRATOR'S RATING SCALE
SCHOOL COUNSELORS

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
1a. Demonstrating medical knowledge of counseling theory and techniques.				
1b. Demonstrating knowledge of child and adolescent development.				
1c. Establishing goals for the counseling program appropriate to the setting and students served.				
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.				
1e. Planning the counseling program, integrated with the regular school program.				
1f. Developing a plan to evaluate the counseling program.				

Total # of Points Earned _____ ÷ 6 = _____

Domain 2: The Environment	U (1)	B (2)	P (3)	D (4)
2a. Creating an environment of respect & rapport				
2b. Establishing a culture for productive communication.				
2c. Managing routines and procedures.				
2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
2e. Organizing physical space.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 3: Delivery of Service	U (1)	B (2)	P (3)	D (4)
3a. Assessing student needs.				
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.				
3c. Using counseling techniques in individual and classroom programs.				
3d. Brokering resources to meet needs.				
3e. Demonstrating flexibility and responsiveness.				

Total # of Points Earned _____ ÷ 5 = _____

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
4a. Reflecting on practice.				
4b. Maintaining records and submitting them in a timely fashion.				
4c. Communicating with families.				
4d. Participating in a professional community.				
4e. Engaging in professional development.				
4f. Showing Professionalism.				

Total # of Points Earned _____ ÷ 6 = _____

Student Data	U (1)	B (2)	P (3)	D (4)
School-wide Data				
Student Learning Objectives				

Total # of Points Earned _____ ÷ 2 = _____

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

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ADMINISTRATOR’S RATING SCALE

SCHOOL PSYCHOLOGIST

Name: **Position:** **Date**

Domain 1: Planning and Preparation	U (1)	B (2)	P (3)	D (4)
Component 1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students				
Component 1b: Demonstrating knowledge of child and adolescent development and psychopathology				
Component 1c: Establishing goals for the psychology program appropriate to the setting and the students served				
Component 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
Component 1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
Component 1f: Developing a plan to evaluate the psychology program				

Comments: **Points Earned:** _____
Total Possible Points 24

Domain 2: The Environment	U (1)	B (2)	P (3)	D (4)
Component 2a: Establishing rapport with students				
Component 2b: Establishing a culture for positive mental health throughout the school				
Component 2c: Establishing and maintaining clear procedures for referrals				
Component 2d: Establishing standards of conduct in the testing center				
Component 2e: Organizing physical space for testing of students and storage of materials				

Comments: **Points Earned:** _____
Total Possible points 20

Domain 3: Delivery of Service	U (1)	B (2)	P (3)	D (4)
Component 3a: Responding to referrals; consulting with teachers and administrators				
Component 3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
Component 3c: Chairing evaluation team				
Component 3d: Planning interventions to maximize students' likelihood of success				
Component 3e: Maintaining contact with physicians and community mental health service providers				
Component 3f: Demonstrating flexibility and responsiveness				

Comments: **Points Earned:** _____
Total Possible points 24

Domain 4: Professional Responsibilities	U (1)	B (2)	P (3)	D (4)
Component 4a: Reflecting on practice				
Component 4b: Communicating with families				
Component 4c: Maintaining accurate records				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism				

Comments: Points Earned _____ Total Possible Points 24

Student Data	U (1)	B (2)	P (3)	D (4)
School-wide Data				
Student Learning Objectives				

Total # of Points Earned _____ ÷ 2 = _____

Total of all sections _____ ÷ 5 = _____ Final Score

_____

Educator's Signature **Date**

_____

Administrator's Signature **Date**

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SUMMATIVE EVALUATION AGENDA

Name: _____ **Date:** _____

Review the purpose of the meeting.

Review and discuss the educator's goals and professional growth.

- Focus on the essential components.
- Educators may present artifacts/evidence which document growth related to goals.
- Note: Domains 1 & 4 require artifacts
- Observation evidence related to the goals should be reviewed.

Notes:

Review Observation forms.

- Are there trends that can be seen? How can they inform professional practice?
- What areas of strength and weakness are seen based upon observation?
- What have you learned through evaluation/observation process?

Notes:

Review Educator Evidence and Reflection forms.

- What evidence of growth can be seen?
- What evidence points to more work needing to be done?
- What work still needs to be the focus of the educator?

Notes:

Discussion and Debrief

- What strengths have been documented?
- What additional supports could help the educator?

Notes:

SUMMATIVE EVALUATION COMMENT FORM

Administrative Comments:

Recommendations:

Commendations:

Teachers Comments:

_____

Administrator's Signature **Date**

_____

Teacher's Signature* **Date**

*The signature of the teacher does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.

SAU 64

Paraeducator Evaluation Form

Paraeducator: _____Date: _____School: _____

Definition of Ratings:

Distinguished	Proficient	Basic*	Unsatisfactory *
The "exceeds standard" level is reserved for truly exceptional performance.	**Independently performs assigned duties at an expected level.**	**The" needs improvement" level is indicative of performance that clearly needs to change.**	**This rating denotes unacceptable performance that will result in job action if it does not improve.**

Written comments must be submitted for any area marked "Basic" and/or "Unsatisfactory"

Domain 1: Planning and Preparation

Proficient Defined	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**
Demonstrates knowledge of student's IEP.				
Meets with classroom teacher and/or case manager to develop or implement individualized instructions (ex. Life Skills; i.e., hygiene, toileting/ Daily living, discrete trials, SGD, AT, PECS, parallel/alternative curriculum) as written and/or directed.				
Assists case managers and classroom teachers preparing, organizing, implementing and reviewing lesson plans.				
Attends trainings to prepare for safely assisting students with disabilities.				
Engages in mutual problem-solving discussions to support student success.				

Comments:

Domain 2: The Classroom Environment

Proficient Defined	Distinguished	Proficient	Basic	Unsatisfactory
Collaborates effectively as a team member to support student/classroom learning and activities.				
Treats students in pleasant, positive manner.				
Treats students impartially yet is aware of individual needs.				
Uses a positive approach in behavior management, emphasizing redirection to promote independence.				
Implements behavior plans as written and/or directed including data collection.				
Implements District or building behavior programs.				
Listens to and communicates with students.				
Monitors the environment to maintain overall safety.				
Helps maintain positive classroom learning environment and standards.				

Demonstrates knowledge in the areas of reading, writing, and math that is required to support the classroom environment.				

Comments:

Domain 3: Instruction

Proficient Defined	Distinguished	Proficient	Basic	Unsatisfactory
Demonstrates adaptability and flexibility in work situations.				
Reinforces academic skills presented by the teacher in small groups or in 1:1 setting.				
Reinforces study skills strategies.				
Collects data and student assessment related to individualized instruction				
Fosters student independence.				
Demonstrates appropriate use of materials and equipment for students.				
Takes actions when needed to support student success.				
Recognizes when to give help, and when to encourage self-help and problem-solving skills.				
Appropriately uses assistive technology.				

Comments:

Domain 4: Professional Responsibilities

Proficient Defined	Distinguished	Proficient	Basic	Unsatisfactory
Participates in meetings and professional development activities.				
Maintains confidentiality in all settings relating to student and staff issues.				
Adheres to and demonstrates knowledge of classroom, school and district policies and procedures in maintaining a safe healthy learning environment.				
Maintain professional boundaries with students (ex. Social networking).				
Functions in a manner that serves as a role model to students in one's choice and actions.				
Professionally demonstrates willingness to accept suggestions and/or direction in the performance of tasks.				
Able to analyze one's own personal strengths and preferences.				
Demonstrates professional self-advocacy skills and seeks help as needed.				
Demonstrates organizational skills related to job performance.				
Attends IEP meetings as requested.				
Maintains student records.				
Learning and implementing additional skills related to specific assignments for integration of individuals with learning needs into various settings.				
Communicates and works effectively with peers in the form of both written and verbal communication.				
Communicates and works effectively with case manager in the form of both written and verbal communication.				
Communicates and works effectively with classroom teacher in the form of both written and verbal communication.				
Communicates and works effectively with administration in the form of both written and verbal communication.				
Demonstrates courtesy and patience.				
Complies with assigned working schedule.				
Maintains professional responsibility with attendance record.				
Follows school policy for absences or tardiness by calling at earliest opportunity.				
Handles stressful situations professionally.				
Follows the individual school dress policy.				

Comments:

Note to Staff Member: This report was prepared and discussed with you to keep you informed of your supervisor's appraisal of your work. We ask you to sign this form which indicates that you have read it, though you may or may not agree with the content, and that you understand what is says. The space below is provided for any written comments that you may wish to make. You may respond in more detail if you wish and the response will be attached to this form.

Signature of Evaluatee: **Date:**

Signature of Evaluator: **Date:**

Signature of Classroom Teacher: **Date:**

Signature of Administrator: **Date:**

Employee's Comments:

Original copy of this report is to be filed in employee's personnel file. One copy must be given to the employee and one copy must be given to the evaluator.

SAU #64
Professional Administrator's Evaluation

School Year:

Administrator: **School:**

Administrator's Comments:

This evaluation is based on: day-to-day interactions, observations, conversations/discussions with, and attendance at meetings where _____Name_____ gave input.

The evaluation model is based on the Interstate School Leadership Licensure Consortium (ISLLC) Seven Standards for School Leaders, each having a separate number of components. The evaluator observes, reflects, and responds using rubrics related to each standard. Each rubric is comprised of four levels of leadership performance: *accomplished*, *advanced*, *developing*, and *unsatisfactory*. Accomplished leaders not only meet all of the criteria for being proficient, but also have an impact beyond the walls of their organization. The advanced leader meets the requirements for success in the organization. The developing leader is making progress, not yet proficient, but has the potential to become proficient and represents an ideal candidate for the organization to invest time in professional development, mentoring, and coaching. The unsatisfactory leader does not meet standards, is not making progress, shows little evidence of improvement, and is a poor candidate for the investment of time and resources in professional development.

The evaluator determines which level of performance appropriately reflects ____Name_____ on each of the seven standards. The level of performance for each standard is as follows:

#1. Educational Leadership
_____ is _____ as an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community

#2. School Culture & Instructional Programs
_____ is _____ as an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

#3. School Management
_____ is _____ as an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective, and positive learning environment.

#4. School & Community
_____ is _____ as an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

#5. Integrity and Ethics
_____ is _____ as an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

#6. Social & Cultural Contexts
_____ is _____ as an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

#7. Local District Goals

_____ is _____ as an educational leader who promotes and implements the District goals, collaboratively develops and implements building level goals, and develops professional goals which are in concert with and support District and school level goals.

Other Comments:

Administrator's Signature _____ Position _____ Date _____

Administrator's signature does not necessarily reflect agreement with this evaluation.

Evaluator's Signature _____ Position _____ Date _____

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation

Standard #1	A school administrator is an educational leader who promotes the success of all students by facilitating the develop and stewardship of a vision of learning that is shared and supported by the school community.		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
1 A - The vision of the school is effectively communicated to students, staff, parents, district office personnel and community members using a variety of methods.	Has no formal methods for effectively communicating the vision with parents/guardians and others within the school community.	Communicates with community members only when necessary.	Communicates regularly with parents and those connected directly with the school using limited methods.
1B - The administrator actively listens, analyzes and responds in an appropriate and effective manner.	Fails to recognize or acknowledge problems or issues related to the needs of the school community.	Is a selective listener and minimally participates in resolving concerns of the school community. The administrator attempts clear communication but message is not always understood.	Is an active listener; analyzes problems and effects appropriate responses.
1 C-The school's vision is developed with and among shareholders, and reflects the District's mission.	Has not articulated the school's vision.	Has developed a vision separate from shareholder input/need.	Has developed a vision with and among shareholders. Relationship between vision and mission is not clear.
1D - The District's mission shapes the educational plan and actions within the school. This is related through planning and assessment processes.	No relationship exists between the District's mission and the school's vision.	A relationship between the District's mission and school's vision exists to an extent; however, knowledge of this relationship is not widespread and is not tied to planning and assessment.	Though educational plans and actions within the school reflect the District's mission, planning and assessment processes are not yet in place.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation

Standard #1	A school administrator is an educational leader who promotes the success of all students by facilitating the develop and stewardship of a vision of learning that is shared and supported by the school community.		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
1 A - The vision of the school is effectively communicated to students, staff, parents, district office personnel and community members using a variety of methods.	Has no formal methods for effectively communicating the vision with parents/guardians and others within the school community.	Communicates with community members only when necessary.	Communicates regularly with parents and those connected directly with the school using limited methods.
1B - The administrator actively listens, analyzes and responds in an appropriate and effective manner.	Fails to recognize or acknowledge problems or issues related to the needs of the school community.	Is a selective listener and minimally participates in resolving concerns of the school community. The administrator attempts clear communication but message is not always understood.	Is an active listener; analyzes problems and effects appropriate responses.
1 C-The school's vision is developed with and among shareholders, and reflects the District's mission.	Has not articulated the school's vision.	Has developed a vision separate from shareholder input/need.	Has developed a vision with and among shareholders. Relationship between vision and mission is not clear.
1D - The District's mission shapes the educational plan and actions within the school. This is related through planning and assessment processes.	No relationship exists between the District's mission and the school's vision.	A relationship between the District's mission and school's vision exists to an extent; however, knowledge of this relationship is not widespread and is not tied to planning and assessment.	Though educational plans and actions within the school reflect the District's mission, planning and assessment processes are not yet in place.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation

Standard #1	A school administrator is an educational leader who promotes the success of all students by facilitating the develop and stewardship of a vision of learning that is shared and supported by the school community.		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
1 A - The vision of the school is effectively communicated to students, staff, parents, district office personnel and community members using a variety of methods.	Has no formal methods for effectively communicating the vision with parents/guardians and others within the school community.	Communicates with community members only when necessary.	Communicates regularly with parents and those connected directly with the school using limited methods.
1B - The administrator actively listens, analyzes and responds in an appropriate and effective manner.	Fails to recognize or acknowledge problems or issues related to the needs of the school community.	Is a selective listener and minimally participates in resolving concerns of the school community. The administrator attempts clear communication but message is not always understood.	Is an active listener; analyzes problems and effects appropriate responses.
1 C-The school's vision is developed with and among shareholders, and reflects the District's mission.	Has not articulated the school's vision.	Has developed a vision separate from shareholder input/need.	Has developed a vision with and among shareholders. Relationship between vision and mission is not clear.
1D - The District's mission shapes the educational plan and actions within the school. This is related through planning and assessment processes.	No relationship exists between the District's mission and the school's vision.	A relationship between the District's mission and school's vision exists to an extent; however, knowledge of this relationship is not widespread and is not tied to planning and assessment.	Though educational plans and actions within the school reflect the District's mission, planning and assessment processes are not yet in place.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation

Standard #2	**A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and instructional program conducive to student learning and staff professional growth.**		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
2A - Promotes student growth and development.	Fails to set student-centered goals and reasonable expectations for students.	Establishes limited goals, an unclear vision and has minimal expectations for students.	Establishes clear goals, visions and reasonable expectations for students, with some assessment processes in place.
2B - Applies learning and motivational theories.	Does not attempt to apply learning and motivational theories to his/her work.	Has been exposed to motivational theories. He/she minimally applies these theories as appropriate within the building. Teachers receive minimum direction.	Has functional knowledge of learning/motivational theories and creates opportunities to implement strategies based upon research. Teachers are aware of motivational learning theory and practice.
2C - Promotes the design, implementation, evaluation and refinement of curriculum.	Does not encourage teachers to design, implement or evaluate curriculum, and has limited knowledge of the existing curriculum in some areas.	Encourages teachers to design, implement, evaluate or refine curriculum and has knowledge of existing curriculum across disciplines.	Encourages teachers to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines.
2D - Encourages, develops, implements and assesses methods of effective instruction.	Has no knowledge or effective teaching practices, fails to evaluate and assess instructional strategies or does not research methods to improve the school's education program.	Has limited knowledge of effective instruction and makes a minimal effort to assess the school's instructional program.	Has a functional knowledge of effective instruction, acknowledges current methods and practices, and regularly evaluates and seeks to improve strategies of instruction.
2E - Recognizes and provides for diverse learners.	Does not recognize or provide for diverse learners.	Recognizes and provides for diverse learners on a limited basis when specifically requested/required.	Recognizes and provides for diverse learners, and develops strategies to enhance opportunities for diverse learners.

Administrator _____ Location _____
Evaluator _____ Date _____

Administrators' Evaluation

Standard #3	A school administrator is an educational leader who promotes the success of all students by ensuring management resources for a safe, efficient, effective, and positive learning environment.		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
3A - Ensures proper maintenance of facility.	Fails to recognize and communicate facility needs.	Recognizes needs and communicates at the building level.	Recognizes and communicates facility needs and communicates with appropriate agencies to resolve concerns.
3B - Provides a safe school environment.	Fails to implement emergency drills/procedures.	Minimally follows policies and procedures.	Provides for systematic drills, training, and revisions as needed.
3C - Manages staff.	Fails to recognize staffing issues.	Manages human resources and recognizes staffing needs.	Manages human resources responsibly, efficiently and effectively in a collaborative manner.
3D - Maintains accurate records and maintains confidentiality.	Has no system for maintaining accurate records or submits reports late, or does not maintain confidentiality.	Returns reports with minimal information and maintains confidentiality.	Submits paperwork in an efficient, timely and succinct manner; maintains confidentiality.
3E - Develops and maintains a positive school culture.	Ignores school culture and makes no obvious attempts to develop a positive school culture.	Demonstrates adequate awareness of the school culture and gathers feedback to develop a positive school culture.	Actively promotes a positive school culture to the school community. Encourages feedback and involvement from faculty, students and community when developing the culture, and maintains this positive approach as a school priority.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation

Standard #4	A school administrator is an educational leader who promotes the success of all students by collaborating with fam responding to diverse community interests and needs, and mobilizing community resources.		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
4A - Demonstrates knowledge of the trends that impact the school and community.	Possesses an inadequate knowledge of trends.	Has a limited knowledge of trends.	Utilizes knowledge of emerging trends to develop school programs.
4B - Recognizes diversity and actively promotes acceptance and tolerance within the school environment.	Insensitive to diversity or fails to promote tolerance in the school environment.	Possesses rudimentary understanding of diversity and tolerance.	Creates an atmosphere where diversity is recognized and valued.
4C - Demonstrates the role of the school in the community.	Has no understanding of the role of the school in the community.	Has a basic knowledge of community resources.	Utilizes community resources to assist in addressing issues and achieving school community goals.
4D - Utilizes a comprehensive program of public relations.	Does not engage in public relations planning or activities.	Makes limited contributions to a public relations program.	Consistently contributes to overall public relations plans.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation			
Standard #5	**A school administrator is an educational leader who promotes the success of all students by acting with integrity, fa**		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
5A - Demonstrates professional leadership.	Demonstrates little or no leadership.	Demonstrates leadership sporadically but lacks consistency.	Demonstrates a leadership style that promotes stability and confidence.
5B - Models professional ethics.	Demonstrates unprofessional behavior that negatively impacts the school community.	Inconsistently displays professional ethics and demeanor in daily interactions with students and colleagues.	Displays professional ethics and demeanor in daily interactions with students and colleagues.
5C - Treats people fairly and respects individual beliefs.	Displays a lack of respect for students and staff.	Inconsistently demonstrates respect for students and staff.	Consistently demonstrates respect for students and staff.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation			
Standard #6	**A school administrator is an educational leader who promotes the success of all students by understanding, respondin social, economic, legal, and cultural context.**		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
6A - Influences the school environment, which promotes the best interests of students and their families.	Fails to promote a positive school environment.	Minimally addresses school environment issues.	Consistently promotes, models and communicates a positive school environment.
6B - Ensures that communication occurs among the school community concerning trends, issues and potential changes in the school.	Fails to communicate effectively with shareholders regarding trends and issues.	Communicates only when necessary.	Initiates and maintains appropriate communication with shareholders.
6C - Facilitates processes that ensure the school community works within the framework of policies, laws and regulations enacted by the local, state and federal authorities.	Fails to follow policies, laws and regulations.	Usually knows and follows policies, laws and regulations.	Knows and consistently follows policies, laws and regulations.

Administrator _____ **Location** _____
Evaluator _____ **Date** _____

Administrators' Evaluation

Standard #7	A school administrator promotes and implements the District goals, collaboratively develops and implements buildi professional goals which are in concert with and support District and school level goals.		
NARRATIVE:			
Performance:	**Unsatisfactory**	**Developing**	**Advanced**
7A - Implements the School District's goals	Fails to adopt and promote District goals.	Adopts District goals and addresses them.	Adopts District goals and consistently promotes these goals.
7B - Implements building level goals.	Inadequately attends to the formation and implementation of building goals.	Attends to the formation and implementation of building goals.	Develops a plan to implement building goals which reflect District goals.
7C - Insures that building goal development includes input from shareholders.	Includes few shareholders in the development or implementation of building level goals.	Includes building level shareholders in the formation and implementation of building level goals.	Invites school community shareholders to participate in the development and implementation of goals for the building.

SAU#64 ASSURANCE OF CERTIFICATION

Name: _____

This educator's portfolio has been reviewed and all requirements as outlined in the professional growth plan have been met.

State required evidence of hours:

_____45 hours of district/school goals

_____30 hours for each certification

_____Reflection of hours

_____Student learning objectives (SLO) aligned to state standards

_____Reflection of SLO

_____ _____

Principal's Signature **Date**

SAU#64
PARAEDUCATOR ASSURANCE OF CERTIFICATION

Name: _____

This paraprofessional's portfolio has been reviewed and all requirements as outlined in the professional growth plan have been met.

State required evidence of hours:

_____ Portfolio worth 12 clock hours

_____ Thirty-eight (38) clock hours of learning activities

_____ Goals

_____ Reflection of goals

_____ Administrative Evaluation

_____ _____

Principal's Signature **Date**

EDUCATOR LEADER TRACK REQUEST

In addition to my professional growth plan, I intend to take part in the following activities related to the leadership track. *Describe the contribution to the school/district as well as the plan.*

To help in this work, I would like: *Describe resources/incentives that you will be able to use to move this work forward.*

This form is required only if you are choosing to take on activities related to the Teacher Leader Track.

AWARENESS PHASE FORM

Name: _____ **Date:** _____

Additional Conference Participants:

_____

Professional Competency/Domains of Concern:

Policy Violation(s):

Awareness Plan Strategies:

Awareness Plan Success Indicators:

Resources (if applicable):

Initial Meeting Date/Time:

Progress Meeting Dates/Times:

Final Meeting Date/Time:

_____ Concern Resolved – no further action necessary

_____ Progress noted – continuation of procedures and timeline

_____ Concerns remain unresolved – movement to Improvement Plan

Educator's Signature **Date**

Administrator's Signature **Date**

This form to be filed at building level only.

IMPROVEMENT PLAN FORM

Educator:

_____

Position:

_____

Supervisor:

_____

Support Team:

_____

Final Evaluation Conference Date:

_____

Areas of Deficiency:

_____

Performance Goals	Strategies, Activities, & Timetables	Support Structures	Data Collection Method & Sources	Evidence for Progress
Planning and Preparation				
Classroom Environment				
Instruction				
Professional Responsibilities				

Student Learning Objectives				
Policy Violations				

PEER OBSERVATION FORM

Educator: _____
Peer/Mentor: _____

Date: _____

Domain 2: The Classroom Environment	**Evidence**
2a. Creating an Environment of Respect & Rapport	
2b. Establishing a Culture for Learning	
2c. Managing Classroom Procedures	
2d. Managing Student Behavior	
2e. Managing Physical Space	

Domain 3: Instruction	
3a. Communicating Clearly & Accurately	
3b. Using Questioning and Discussion Techniques	
3c. Engaging Students in the Work	
3d. Using Assessment in Instruction	
3e. Demonstrating Flexibility & Responsiveness	

Comments/Commendations/Questions:

Educator's Reflections:

SAU 64 Tuning Checklist / Protocol for Units of Study

Directions

This protocol is designed for reviewing and providing feedback on a unit of study. This protocol is not designed to work with the traditional UBD template. It is suggested that reviewers follow this protocol and provide comments and suggestions directly in the document within Google.

1. **Review unit identifiers**
    - ❑ Is the Google document titled using the following format?
        - ❑ Grade X, CONTENT Unit X.x - Title
    - ❑ Is the information in the header accurate?
    - ❑ Does the title contain the verbiage from the focused standards?

2. **First Reading**
    - ❑ Read through the entire unit to determine the central theme or idea.
    - ❑ Look for cohesion.

3. **Second Reading - Guiding Questions**
    - ❑ Rationale
        - ❑ Is it clear why this unit occurs when it does within the scope and sequence?
    - ❑ Background Information
        - ❑ Have essential background knowledge and skills necessary for success in the unit been identified?
    - ❑ Unit Objective

- ❑ Is it clear what students will be able to do by the end of the unit and what they need to know in order to do it?
- ❑ Is the unit objective written as a single sentence? If not, would it benefit from such a revision?

- ❑ Essential Questions
  - ❑ Are the essential questions clear?
  - ❑ Do the essential questions require students to apply their knowledge of the essential concepts and skills?
  - ❑ How well do the essential questions align to the various parts in the learning progression?

- ❑ Concepts and Skills
  - ❑ Is everything in both the Concepts and Skills sections clear? If not, what is unclear?
  - ❑ Are the concepts and skills listed in a logical instructional order?
  - ❑ Are the concepts and skills sorted and layered? If not, do they need to be?

- ❑ Standards
  - ❑ Are the complete standards provided?
    - ❑ This includes relevant sub-bullets (e.g. a., b., etc.)
  - ❑ If there are many standards listed, are they categorized into focus, reinforcing, or recurring standards? If not, do they need to be?
  - ❑ Are elements of any focus standards missing from the unit objective and/or learning progression?
  - ❑ For non-ELA classes, are relevant district adopted Standards included?

- ❑ Performance Task / Summative Assessment
  - ❑ Are the directions detailed and clear enough so that a teacher could use the information to create the assessment?
  - ❑ Are student directions included, attached, or linked?
  - ❑ Is there a rubric provided or linked?
  - ❑ Is sample work provided or linked?
  - ❑ Are all other necessary materials provided or linked?
  - ❑ Would the performance task benefit from being validated?

- ❑ Learning Progression
  - ❑ Is anything missing or unclear, if so what?
  - ❑ Does the sum of the number of days for all the parts match the number of days for the overall unit?
  - ❑ Is the overall progression of the parts clear from the titles of each part?
  - ❑ Is there a clear benchmark assessment between each part? If not, does there need to be?
  - ❑ Is it clear what will transpire and be taught within each part of the unit?

- ❑ Are all essential materials mentioned in the unit provided or linked in the Resources section?

APPENDIX B	Crosswalk: The Definition of Effective Teaching and Danielson's Framework for Teaching
The Learner and Learning. Effective teachers:	Framework for Teaching
Set and maintain high expectations for learning and achievement for all students	1b: Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3a: Communicating with Students
Engage all students as active learners	3b: Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction
Create an environment of mutual respect and caring	2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior
Engage students in collaborative learning	3b: Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction
Content Knowledge. Effective teachers:	Framework for Teaching
Demonstrate extensive knowledge of content, standards, competencies, and connect them to relevant local and global issues	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3a: Communicating with Students 4d: Growing and Developing Professionally
Model and encourage innovation, creativity, critical thinking and inquiry processes	2b: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning 4d: Participating in a Professional Community
Communicate their expertise and skills through authentic, accessible, and meaningful learning	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally

opportunities aligned to content, standards and competencies

Instructional Practices. Effective teachers:	Framework for Teaching
Facilitate personalized learning through intentional, flexible and research-based strategies	3a: Communicating with Students 3b: Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 2e: Organizing Physical Space
Incorporate multiple forms of assessment to evaluate student learning and adapt instruction accordingly	3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness
Integrate technology as a tool for education and assessment	1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records

Professional Responsibility. Effective teachers:	Framework for Teaching
Contribute collaboratively to their school's academic progress and culture of growth	4d: Participating in a Professional Community 4e: Growing and Developing Professionally
Engage in learning communities and their own professional growth	4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally
Uphold professional and ethical standards of practice	4f: Showing Professionalism
Engage parents and the community as partners to support learner success	4b: Maintaining Accurate Records 4c: Communicating with Families

Professional Growth Plan Signature Page

I have read this entire Professional Growth Plan and understand my responsibilities embedded in the plan.

Name:_____

Signature: _____ Date:_____

Track:_____

Acknowledgements

Acknowledgement of original sources:

SAU#64 Professional Evaluation System
Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Copyright © 1996, 2007 2nd edition, by the Association for Supervision and Curriculum Development (ASCD)

Learning Forward. (2014). *Standards for professional learning. http://learningforward.org/standards#.VDbWgksRXgI*

Lieberman, A. (1995). Practices that support teacher development: Transforming perceptions of professional learning. *Phi Delta Kappan,* 591-596