

**Handbook
For
Advancing
Student
Learning**

**SAU 19
Goffstown / New Boston
August 2018**

TABLE OF CONTENTS

Contributors	
Professional Development Committee Members	
Message from the Superintendent	
INTRODUCTION	<u>5</u>
SECTION A: Statement of Purpose	<u>6</u>
SECTION B: Professional Development Committee	
Committee Membership/Committee Meetings	<u>7</u>
Roles and Responsibilities of the Professional Development Committee	<u>8</u>
SECTION C: Data Collection, Interpretation, and Use	<u>10</u>
SECTION D: Needs Assessment	
Process to use data to Inform Instruction	<u>12</u>
SECTION E: Evaluation	
Assessment of the Professional Development Master Plan	<u>13</u>
SAU #19 Assessment Schedule	<u>15</u>
SECTION F: Process and Requirements for Developing, Implementing and Documentation Completion of 3-year Individual Professional Development Plans	
Individual Professional Development Plans Required for all Certified Educators	<u>16</u>
Professional Development Plan Inquiry Process for Plan Development (Graphic)	<u>17</u>
Professional Development Plan Inquiry Process for Writing Goals	<u>18</u>
Self-Reflecting Tool	<u>21</u>
Additional Guidance for Plan Development	<u>23</u>
Professional Practice Standards (PPP)	<u>25</u>
Professional Practice Standards: Teacher	<u>26</u>
Professional Practice Standards: Counselors	<u>40</u>
Professional Practice Standards: Special Educators	<u>44</u>
Professional Practice Standards: Therapist	<u>48</u>
Self-Assessment Evaluation Tool	<u>55</u>
Integrating Technology in the Professional Practice Profile	<u>58</u>
SAU #19 Technology Standards for Teachers	<u>59</u>
SAU #19 Technology Standards for Students	<u>61</u>
Developmental Structure for the Design of Professional Development Activities	<u>65</u>
Professional Development Plan Form	<u>66</u>
SAU #19 Supervision and Evaluation Total Performance Cover Sheet	<u>68</u>
SAU #19 Pre Observation Conversation Reflection Guide	<u>70</u>
Classroom Observation Mastery Lesson and Unit Planning Template	<u>71</u>
SAU #19 Observation Narrative	<u>72</u>
SECTION G: Overview of Supervision and Evaluation	

Overview: Professional Growth Pathways	<u>73</u>
Annual Cycle Process	<u>75</u>
Teacher New to the District Pathway (Graphic)	<u>76</u>

Teacher New to the District Pathway	<u>77</u>
Plan Development	<u>78</u>
Plan Agreement	<u>79</u>
Beginning Teacher and Teacher new to the District Pathway	<u>80</u>
Experienced Teacher Pathway (Graphic)	<u>81</u>
Experienced Teacher Pathway	<u>82</u>
Plan Development	<u>84</u>
Plan Agreement	<u>85</u>
Teacher in Need of Improvement Pathway (Graphic)	<u>86</u>
Teacher in Need of Improvement Pathway	<u>87</u>
Criteria for Agreement on Professional Development Plan	<u>88</u>
Certification and Evaluation Process	<u>90</u>
Questions Regarding Certification/Evaluation	<u>91</u>

SECTION H: Certified Paraeducators

Paraeducator Introduction	<u>92</u>
Steps in Goal Writing for Certified and Non-Certified Paraeducators	<u>93</u>
Self-Reflection of Plan	<u>94</u>
Artifact Entry Slip	<u>95</u>
SAU #19 Goffstown and New Boston Annual Summary	<u>96</u>
SAU #19 Goffstown and New Boston Goal Completion	<u>97</u>
Paraeducators Evaluation Form	<u>98</u>
SAU #19 Professional Development Record	<u>100</u>
Professional Development Plan for Paraeducators	<u>101</u>

CONTRIBUTORS

2017-2018 Professional Development Plan Committee and Revision Process

Glen Lake Staff

Bartlett Elementary School Staff

Maple Avenue Elementary School Staff

New Boston Central School Staff

Mountain View Middle School Staff

Goffstown High School Staff

SAU 19 Administrators (Principals, Assistant Principals, Curriculum Coordinators, Special Education Facilitators, Dean of Students, Athletic Director, Superintendent, Assistant Superintendent, Director of Special Education, Human Resources Director)

New Boston School Board (Public Meeting)

Goffstown School Board (Public Meeting)

Goffstown School Board Curriculum and Education Subcommittee (Public Meeting)

2011-2013 Professional Development Plan Committee and Plan Revision Subcommittee:

Sheila Parnell - Teacher, Glen Lake

Jolene Driscoll - Speech/Language Glen Lake/Maple

David Bousquet - Principal Bartlett Elementary

Jessica Milligan - Asst. Principal Maple Avenue Elementary

Patricia Swank - Teacher, Maple Avenue Elementary

Sarah Pinard - Teacher, Maple Avenue Elementary

Athena Chisholm - Reading Specialist, Maple Avenue Elementary

Nicole Doherty - Curriculum Coordinator, MVMS

Julie Gajowski - Teacher, MVMS

Jennifer Gillis - Asst. Principal MVMS

Barbara French - Special Education, MVMS

Kevin Farley - Curriculum Coordinator GHS

Joyce Lewis - Guidance Counselor GHS

Amelia Marler - Special Education/Regular Education Teacher GHS

Candace Harrison - Teacher Dunbarton Elementary

Lisa Turcotte - Teacher Dunbarton Elementary

Jude Chauvette - Principal New Boston Central School

MaryClaire Barry - Asst. Superintendent of Schools

Stacy Buckley - Superintendent of Schools

Carol Kilmister - Director of Human Resources

2006 Professional Development Plan Revision Committee:

MaryClaire Barry, Curriculum Coordinator, MVMS

Lee Brazell – Teacher, MVMS

Stacy Buckley – Assistant Superintendent of Schools

Leslie Doster – Principal, Glen Lake School

Denise Forest – Teacher, Maple Avenue

Gary Girolimon – Director of Technology

Candace Harrison, Teacher, Dunbarton

Dr. Darrell Lockwood - Superintendent of Schools
Boston

Andrea Rounds – Teacher, Bartlett

Jeanne Roy – Teacher, GHS

David Bousquet - Principal, Bartlett

Candy Brenner - Teacher, New Boston

Sandy Davis - Asst. Principal, MVMS

Kevin Farley - Curr. Coord., GHS

Anne Gagnon – Teacher, GHS

Jackie Hamilton – Teacher, Maple Ave

Joan Livsey – Teacher, Dunbarton

Rick Matthews - Principal, New

Candy Roux – Teacher, Bartlett

Kathleen Titus – Asst. Supt.

The Original 2001 PD Committee:

Rebecca Audley - Teacher, Bartlett
Diane Beaman - Media Generalist, MVMS
Susan Blanchette - Teacher, Maple Avenue
Roger Blazon - Teacher, Dunbarton
Kim Boulanger - Educational Assistant, New Boston
Marc Boyd - Principal, Maple Avenue
Sylvia Colburn - Community Member
Rose Colby - Principal, MVMS
Alicia David - Teacher, Bartlett
Kathy Dodwell - Curriculum Coordinator, K-8 English Language Arts
Barbara French - Teacher, GAHS
Rebecca Forrestall-Special Education Facilitator, MVMS
Chuck Gaides - Principal, Dunbarton
Mary Heath-Assistant Superintendent of Schools
Susan Johonnett - Teacher, Dunbarton
Dan Kalloger - Teacher, GAHS
Nancy Killeen - Teacher, MVMS
Kim Lachance - Teacher, MVMS
Mary Lane - Teacher, Bartlett
Dr. Darrell Lockwood-Superintendent of Schools
Linda Martin - Teacher, MVMS
Ann-Marie McCoy - Teacher, GAHS
Mike McQueston - Teacher, MVMS
Pam Miller - Assistant Principal, GAHS
Denise Morris - Teacher, Maple Avenue
Chris Mosca - Principal, GAHS
Paul O'Reilly - School Board Member
Melanie Paul - Teacher, Bartlett/Maple Avenue
Andy Pyszka - Teacher, MVMS
Kathy Sargent- Teacher, GAHS
Frank Scala-Assistant Superintendent of Schools
Mary Singer - Teacher, GAHS
Mary Starvish - Reading Specialist, Bartlett
Dixie Tremblay-Curriculum Coordinator, Humanities, GAHS
Tori Tuthill - Assistant Principal, New Boston
Ellen Vermokowitz - Chair, SAU Board
Lynn Wawrzyniak - Teacher, New Boston

INTRODUCTION

The Integrated Model for Advancing Student Learning

SAU #19 is comprised of the Goffstown and New Boston School Districts. In order to advance student learning, all SAU educators are committed to an integrated process of educator recertification, professional development, clinical supervision and evaluation.

The integrated process was designed in the 2001 revision of the Handbook for Advancing Student Learning and, per RSA, revised in 2006, 2012 and 2018. Community stakeholders reflected together on: “*What educators should know and be able to do to advance student learning.*” From its inception, the Integrated Model for Advancing Student Learning created a system of support for educators in order to build a learning community in which:

- Educators organize their learning goals around standards,
- Educators assess progress toward their goals by collecting evidence of impact on student achievement, and
- Educators reflect, individually and collectively, on evidence of student learning

The 2017-2018 current master plan revision process represents a year long process during which the Professional Development Committee sought feedback from multiple stakeholder groups. Throughout the 2017-2018 school year, the revision process was summarized and shared (verbally and in writing) with all members of the SAU 19 educational community. Feedback across the board continues to show overwhelming support for the integrated model with minor suggestions for change. The suggestion centered around graphics and organization of the document.

This revised Handbook for Advancing Student Learning both maintains and exceeds the purpose stated in its original design. To advance student learning and achievement:

- Align professional development with local goals and national goals
- Align professional development with best practices in instruction
- Relate supervision and evaluation to continuous professional growth,
- Align educator recertification with continuous improvement and local goals, and
- Create a series of professional development opportunities that build on individual and District/SAU goals as they relate to student learning.

The Professional Development Committee will continue to solicit feedback from all staff members throughout the implementation of the revised plan.

Statement of Purpose

SAU 19 Professional development increases educators' knowledge, enhances professional skills, deepens educators' understanding and appreciation for the varied needs of students, and strengthens educators' ability to advance learning for all students.

The purpose of this Professional Development Master Plan is the advancement of achievement for all students. This Professional Development Master Plan provides the structure and means through which educators continuously improve their professional competency while also satisfying the NH recertification requirements enumerated in Ed 512. The Professional Development Master Plan recognizes and differentiates for the unique learning needs and styles of each educator. The procedures and tools of this plan are intended to facilitate the individual and collective growth of all SAU educators. The Handbook for Advancing Student Learning (HASL) is designed for universal implementation across all schools in SAU #19. This model integrates professional development and the evaluation of educator effectiveness as it connects educators' learning with student achievement.

Through the on-going and systematic analysis of quantitative and qualitative data, this Professional Development Master Plan is structured to support collaborative learning communities whose goals are aligned with the improvement priorities of the SAU, the buildings and individual teachers.

Beliefs

- Professional Development is based on the belief that all students can achieve high standards.
- Professional Development is aligned with local, state and national professional learning standards.
- Professional Development is rooted in best practices and strikes a balance between adopting new trends and proven practices. Professional Development provides a variety of opportunities to learn, to grow, to share; promotes improvement of student learning; and develops a community of learners. These include “job embedded” activities, as well as traditional activities such as workshops, conferences and courses.
- Collaborative planning creates groups of educators who can sustain professional dialogue, do thoughtful analysis, support other professional plans, and identify promising practices to improve teaching and ensure achievement for all.

Professional Development Committee Membership

The Professional Development Committee (PDC) functions similarly to all other curriculum committees within the SAU. The SAU 19 PDC is made up of three tiers of subcommittees. The PDC mirrors the multi-tiered system of supports model that is the practice throughout SAU 19. The Tier I subcommittee consists of educators, paraeducators, student services providers, and administrators (building and central office). The Tier II subcommittee membership includes all SAU 19 administrators. The Tier III subcommittee is made up of the Assistant Superintendent, the Mountain View Middle School Curriculum Coordinator, the Goffstown High School Curriculum Coordinator and the New Boston Principal. Members of the PD Committee and the SAU 19 educational committee provided input into the revision of the Master Plan during the 2018-2019 school year. The PD Committee will begin with new membership starting for the 2018-2019 school year. Membership will be solicited during the August Teacher Workshop Days.

In developing the composition of the Tier I PDC, a strong effort will be made to have representation from:

- all schools (proportional across the buildings and levels)
- various experience levels (e.g., beginning and experienced educators)
- various content areas and disciplines (i.e., specialists, unified arts, etc.)
- SAU and building level administration

Professional Development Committee Meetings

The Tier III committee schedule is set at four meetings per year. In August, the Tier III committee sets the agenda for the meetings that integrate members of the Tier I and Tier II committees. Standing agenda items for each Tier III meeting includes the analysis of student data and a review of the effectiveness of current professional development and a review of potential or immediate professional development needs. When needed, subcommittees are formed to organize events, implement, evaluate and provide feedback.

Roles and Responsibilities of Professional Development Committee Members

1. Participate in committee and subcommittee meetings to:
 - Provide support in the professional development process for building colleagues
 - Provide support for new staff members in the schools to the Handbook for Advancing Student Learning and the PD process
 - Meet with SAU #19 administrators to bring a shared focus to professional development built around and supportive of district activities.
 - Help identify quality professional development that is available both inside the district and outside (either local or national).
 - Support collaboration that results in shared professional development goals

2. Serve as liaisons between the Professional Development Committee and:
 - Educators in SAU #19 schools
 - Tier II Subcommittee
 - Tier III Subcommittee
 - Technology Committee
 - Wellness Committee
 - Curriculum Committees

3. The Professional Development Committee seeks input from the following stakeholders:
 - School Board members, parents and community members. The Professional Development Committee reports out to the Curriculum and Education subcommittee of the Goffstown School Board, and to district Boards as appropriate.

Source: *Adapted from Danielson.*

Roles and Responsibilities of the Professional Development Committee

	Communication	Monitoring Plan	Planning Professional Development	Appeals
Tier III	<ul style="list-style-type: none"> • Develop staffs’ understanding of the plan, expectations • Identify SAU-wide PD needs • Inform staff of schedule and plans for SAU-wide PD • Orient new staff members • Update the HASL regularly • Inform SAU, district, building committees and staff of their work • Inform Boards, Board Subcommittees and community about PD activities • Inform staff of progress toward building goals 	<ul style="list-style-type: none"> • Review data on student achievement • Review data on expected teacher and administrator outcomes for Professional Development Plans • Collect and examine feedback from staff and administrators • Use all of the above information in future planning 	<ul style="list-style-type: none"> • Manage financial resources (local, state, federal) • Survey staff to identify needs and get feedback and suggestions • Plan professional development, create a master schedule/plan 	<ul style="list-style-type: none"> • Review appeals involving plan approval
Tier II Tier I	<ul style="list-style-type: none"> • Support understanding of the PD Plan for all educators • Support staff with questions, concerns, etc. • Inform staff of progress toward SAU goals • Work with administration to inform staff of schedule and plans for building-wide PD • Support staff in “Collection of Evidence” 	<ul style="list-style-type: none"> • Understand building data on students, staff, and administrators and be able to share this with the PDC 	<ul style="list-style-type: none"> • Collaborate with the building administrator for building goal setting, improvement planning, professional development planning • Identify needs for any SAU-wide professional development activities 	<ul style="list-style-type: none"> • Provide assistance in plan development

Data Collection, Interpretation, and Use

The following information describes the data and the process SAU #19 educators will use for identifying student achievement and the impact of instructional strategies on student learning. Data will be reviewed on three levels: the classroom level, the school level and the SAU level. The district's use PowerSchool and Web to School for their student management systems (SMS).

CLASSROOM LEVEL

Data/information to be collected	Format and data location	How to access the data for use
Writing Samples Grades 1-12	Literacy folders	
NWEA – gr. 2-8	Electronic - SMS	Teacher accesses website; paper copy in student file.
DRA Reading Assessment	Literacy folders	From teacher
Early Literacy Screening	Literacy folders	From teacher
Core Reading Program Data	Core Reading Program Portal	From teacher
Core Math Program Data	Core Math Program Portal	Teacher and building principal
Report Cards	Elem – Mid/High-electronic and paper	Student files District Student Management System
Teacher anecdotal notes - student progress		From teacher
Running Records	Literacy folders	From teacher
Midterms and Finals	Paper, with electronic record of scores	From teacher and district student management system

HOW WILL THE DATA BE SYSTEMATICALLY COLLECTED, INTERPRETED, AND UTILIZED?

Educators will continually manage, review, analyze and interpret formative and summative data to identify professional goals, which target student learning needs and as a means to measure of the effectiveness of individual professional development plans.

SCHOOL LEVEL

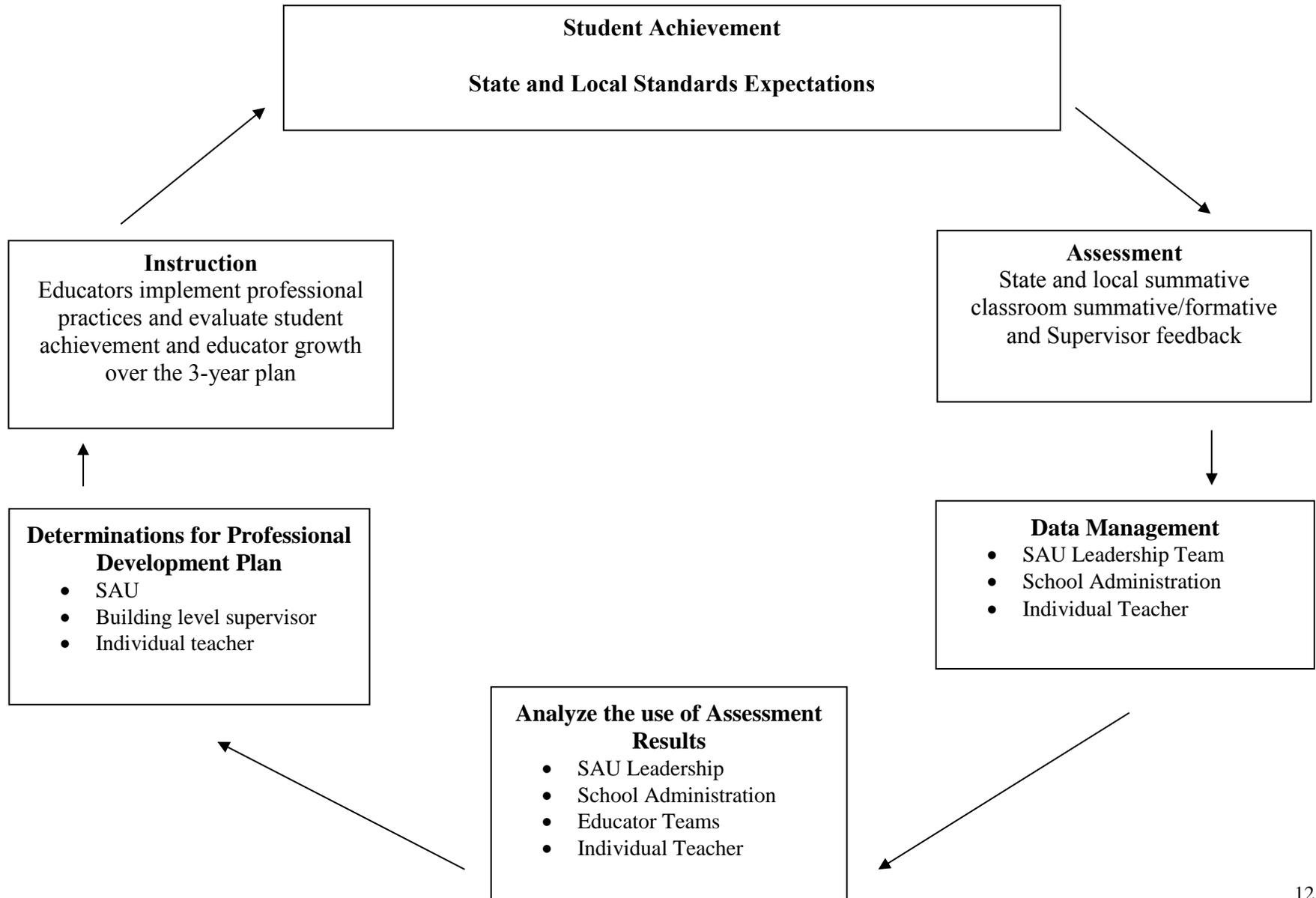
Data/information to be collected	Format and data location	How to access the data for use
SAS Reading, Math–gr 3-8 SAT-11 SAS Writing – gr. 3-8 SAT - 11 SAS Science – gr. 5, 8, 11	Student, grade, school reports	Every teacher can also access SMS database for own students' results.
NWEA Reading, Math Grades 2-8	Student, Class, NWEA Growth reports	From NWEA site, as authorized; RIT in student management database
Reading/Writing Assessments Local Assessments	Database and Annual Literacy reports	From reading specialists
Number of students going on to post-secondary education	Annual survey of graduates - data in GHS guidance office	Naviance
Attendance, Behavior and Discipline	Database	Database as authorized, annual reports

HOW WILL THE DATA BE SYSTEMATICALLY COLLECTED, INTERPRETED, AND UTILIZED?

The school leadership team is responsible for formally collecting and interpreting the data annually. The data will be used as evidence of success of the master plan and for setting new school goals that identify student learning needs.

SAU LEVEL		
Data/information to be collected	Format and data location	How to access the data for use
District Results – state assessments Reading/Math – gr. 3-8 Writing – gr. 3-8 Science – gr. 5, 8, 11 PSAT 9, 10 SAT 11	Database - District results located at SAU Office TIDE in SAS	Public results- on website. Confidential results - csv student file sent to each school.
NWEA Reading, Math Gr. 2-8	District Growth Reports Achievement Status Reports	Available electronically
High School Graduation Rates	GHS	Annual Report Card
Student attendance	Database	Electronically (with authorization) and annual report card
Teacher attendance/turnover	SAU – Pentamation software	From Human Resources office
Feedback from graduates	GHS - Naviance	GHS reports
Technology Integration	Software/hardware analysis	Technology Director; Asst. Supt and or designee
Community input	surveys, forums, meetings, etc.	Contact SAU Administration
HOW WILL THE DATA BE SYSTEMATICALLY COLLECTED, INTERPRETED, AND UTILIZED?		
The SAU 19 administrative leadership team (Tier II) collects, manages, interprets and analyzes the data.		

Process To Use Data To Inform Instruction



ASSESSMENT OF THE PROFESSIONAL DEVELOPMENT MASTER PLAN

Handbook for Advancing Student Learning (HASL) is designed for universal implementation across all schools in SAU #19. It is important to evaluate the effectiveness of this model that integrates professional development and evaluation as it connects educators' learning with that of students in the classroom.

Four indicators will guide our assessment process:

- (1) All SAU 19 educators assume the responsibility to implement the plan in a manner that builds on continuous improvement for all students.
- (2) All SAU 19 educators share in the responsibility for the students' learning.
- (3) All SAU 19 educators accept the responsibility to support colleagues in learning and in implementing effective practices.
- (4) Evidence of collaborative planning that results in communities of educators who, together, sustain professional dialogue, do thoughtful analysis, and identify promising practices.

Evaluate the effectiveness of the Professional Development Master Plan:

Students will:

Progress on skills listed below will be demonstrated, as measured by the SAU 19 Assessment Schedule and formative classroom assessments in order to:

- develop reading ability in order to comprehend content materials at or beyond what is required at each level.
- develop their writing skills in order to write effectively in each content area.
- acquire mathematical skills and applications at or beyond the level needed to succeed in each content area.
- participate in educational experiences beyond the core curriculum and the boundaries of the traditional classroom (such as community service, athletics, student council, band, drama, etc).

Educators will:

- collaborate with other educators to advance student learning
- accept responsibility for their own professional growth and development
- accept responsibility for student learning and achievement
- reflect on practice
- connect their learning with classroom practice
- assess student progress regularly using multiple methods of assessment
- participate in job-embedded staff development opportunities
- engage in on-going conversations with colleagues about how to support student learning
- celebrate the new learning opportunities available
- support colleagues in learning and implementing practices that work

Administrators will:

- visit classrooms regularly
- provide coaching around classroom activities with students and teachers
- make student data the focus of staff meetings and grade level team meetings
- engage educators in conversations about “best practices”
- provide opportunities for educators to collaborate
- promote opportunities for peer observation and dialogue
- provide coaching and collegial conversation to inform professional practice
- evaluate educator growth and effectiveness by systematically analyzing student and building data to include, but not limited, academics, behavior, attendance, participation in co-curriculars, etc.
- systematically review and analyze individual teacher and student performance data

SAU #19 SAMPLE ASSESSMENT SCHEDULE

Document is reviewed and revised annually

The purpose of administering district-wide assessments is to: 1) determine the effectiveness of district reading, writing, and mathematics programs; 2) assess and report individual student progress; 3) plan appropriate professional development activities based on student data; 4) determine enrichment or intervention activities; and 5) report to parents and the public the progress students are making toward meeting the standards. These assessments, combined with student work samples and teacher observation, help us gauge the progress of our programs across grades.

Gr.	Assessment	Date(s)	Process
K-12	ACCESS testing for ELL's (Assessing Comprehension and Communication in English State-to-State for English Language Learners)	Testing window is Mid-January-March	Schedule for testing in each building will be provided to principals, prior to December break, by the ELL teacher. This year's ACCESS test is currently scheduled to be implemented online. More information to come.
For selected schools only	NAEP Testing in NH Schools	Typically January/February in the year selected	
GHS Grades 9-12	AP, PSAT, SAT and ACT	Ongoing September - June	See documentation on DOE website – located under Accountability/Assessment, etc. – SAT tentatively scheduled for March 21st
2-8	NWEA Reading Mathematics Language Usage	Fall September – October	Administered to: Grades 2-8 specifics for Grades 2, 6, 7 and 8 - to be confirmed
6-8	AIMSweb+ (K-6)	Winter January – February	Administered to: Grade 8 Reading and Math Grade 6 and Grade 7 Mathematics Administered to: retesting specific student(s), subgroup(s), new students.
Reading K-1 NBCS	Early Lit. Screening/DRA	September	By October 4 - teachers submit scores to building Reading Specialists
New Boston Goffstown K-6	Running Records/DRA/Benchmark Core Reading Program Assessments	As needed and per implementation plan	Follow implementation plan
Math K-5	Everyday Math (Mid-Year Assessment)	End of Trimester/End of January	Trimester (Bartlett, Maple, MVMS) Mid-Year (NBCS) Unit Assessments Class results to principal
Grades 1-6 NBCS Goffstown K-8	Writing Prompts • Writing per ALE prompts and Wonders Program Follow Core Reading Program		Follow implementation plan
Gr. 5, 8 and 11	SAS Science	Spring	March - June
3-8 and 11	SAS/DLM	Spring	March - June

Individual Professional Development Plans Required of All Certified Educators

Each certified educator is to develop and fulfill a 3-year individual professional development plan for the purposes of continuous professional growth and recertification. The individual plan shall support the educator's current job assignment plus any additional endorsements for which renewal is sought. When the credential expires, evidence of completing the plan, including educator reflection, shall be part of a summative evaluation. Successful completion of the plan leads to a recommendation for renewal. Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

- 1) The educator completes a self-assessment. The assessment should be based on:
 - a. Professional educator standards and the certification requirements for a given endorsement and assignment. See www.gencourt.state.nh.us/rulesstate_agencies/ed.html: Ed 505.07, Ed 506, and Ed 507.
 - b. Local educator standards such as those used in the district educator evaluation system.
 - c. An examination of student outcomes such as but not limited to student work, assessment results, behavioral data, attendance data, and other measures of student performance and well-being.
- 2) Educators choose at least one goal aligned to the organizational (school/district) goals.
- 3) Educators create individual goals related to their area(s) of endorsement when not covered by the organizational goal. Measurable goals are to be based on:
 - a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;
 - b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
 - c. Professional standards as referenced in the local evaluation system; and
 - d. Effective instructional practices related to school and district goals that increase student achievement.

The goals are to be developed from the following data sources:

- a. The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;
 - b. Analysis of student work;
 - c. Analysis of student achievement data, if available; and
 - d. A review of school or district master plan need assessment
- 4) Educators implement their 3-year plans by carrying out a variety of activities aligned to their goals.
 - 5) Educators collect evidence to demonstrate their professional learning. There should be reflection on the professional learning from these activities in addition to documenting attendance at events or on independent work.
 - 6) Educators meet with their supervisor or designee for interim progress monitoring. At the end of the 3-year cycle the evidence is examined to demonstrate that the plan has been fulfilled and that the educator meets the requirements for license renewal.
 - 7) When the plan is completed the Superintendent recommends renewal online to the NH DOE through EIS.

Professional Development Plan
Inquiry Process for Plan Development

Educators will identify what new and expanded learning they need that will result in advancing learning for all students:

What will your new/expanded learning be?

Begin:

1. Analyze student data to develop the focus for your plan

7. Develop objectives, steps toward achieving the goal, and evidence

6. Write your goal(s)

What has your inquiry led you to wonder about? Write your question(s) down.

5. Refer to any qualitative feedback from students, colleagues, parents, previous professional development

4. Refer to:

- District goals
- School goals

2. Use the Professional Practice Profile to complete a self-assessment:

- Planning and Preparation
- Learning Environment
- Instruction
- Professional Responsibility

3. Analyze your content knowledge needs as defined by:

- your certification area(s)
- district curriculum
- student inquiry or interest

Professional Development Plan

INQUIRY PROCESS FOR WRITING GOALS

You are encouraged to work with peers, peer coaches, team members, administrators, and others as you develop your goals and write your learning plan. Developing your Professional Learning Plan is a collaborative process between teachers and Supervisor/Administrator.

After completing the steps that follow, you will be able to articulate a focus about student learning and/or your teaching that will be the goal(s) that drive your learning plan.

Step 1: Begin by analyzing student data to develop the focus for your professional development plan:

Student Data

*What data informs areas of student improvement that are below my expectations?
What data informs areas where my practice can be strengthened?*

What student data should you look at?

That depends what you need to learn and your certification area. You might explore one or more of these questions or ask a question of your own.

Question
Are boys and girls scoring the same?
Are all subgroups demonstrating predictable growth?
What strengths are evident for the group?
What weaknesses are evident for the group?
Look at the bottom 25%. What are the strengths and weaknesses?
Look at the top 25%. What do you notice? What are the strengths and weaknesses?
What in the data might inform your practice around grouping of students?
What in the data will inform differentiated instruction?
Is there a correlation between reading scores and student behavior?
Is there a correlation between absenteeism and grades?

Some things to think about as you review the data:

I would like to improve ...

I am intrigued by ...

I am perplexed by ...

I need to learn more about ...

This instructional practice is working well for the students ...

Step 2: Complete a self-assessment using the Professional Practice Profile (PPP)

The SAU 19 PPPs are based on Charlotte Danielson's A Framework for Teaching 1996, 2007, ASCD.

The PPP is divided into the following sections:

- Planning and Preparation
- Learning Environment
- Instruction/Service Delivery
- Professional Responsibility

Danielson writes, "The most powerful use of the framework, and one which should accompany any other use, is for reflection and self-assessment. Research has clearly demonstrated that the effects of reflection improve teaching".

Depending on the area being assessed, each of us will have varying degrees of strength and weakness. As you participate in your self-assessment, be sure to identify areas of strength where you might be a leader, areas in need of refinement where you might be a continuing learner, and areas in need of development where you might become a new student again.

Step 3: Analyze your content knowledge as defined by your certification area(s) and the needs driven by differentiated instruction.

What certification area(s) do your goals need to address?

NH Certification Standards are found at <http://gencourt.state.nh.us/rules/ed500.html>

Is your content knowledge broad and deep enough to support the demands of differentiated instruction?

SAU 19 units of study

SAU 19 curriculum <http://www.goffstown.k12.nh.us>

NH Certification Standards are found at

<http://gencourt.state.nh.us/rules/ed500.html>

Step 4: What district and school goals do you need to address?

How can my goal(s) and my plan be connected to school goals and initiatives?

- What are the goals for my school? (school website, consult colleagues and/or administration, school improvement plans, district improvement plans, etc.)
- What are the district/SAU goals that apply to my work? (SAU and building websites)

Other places to look:

- SAU goals at <http://www.goffstown.k12.nh.us>
- NEASC Accreditation reports
- Local Education Improvement Plan (LEIP) Goals
- Other district or school reports or plans
- Standard SAU goal for teachers New to District

Step 5: Is there qualitative feedback that needs to be reviewed and considered as part of your goal(s) and learning plan?

What qualitative feedback might you consider?

- Administrator feedback ~ review observations, annual goal progress reports, and total performance evaluations
- Student feedback on lessons, units, instructional practices
- Parent/Community feedback on school initiatives, practices
- Parent feedback during conferences
- Peer feedback on lessons, instruction
- Anecdotal ~ your feedback as it relates to your own, or someone else's instruction, grouping practices, etc.
- Professional development opportunities (workshops, courses, meetings, etc.)
Was there something you saw or heard that you want to incorporate into your practice?

Step 6: Consult with Supervisor/Administrator and colleagues to determine goals and subgoals, activities, and evidence.

In summary, after a review of performance data, professional standards for your content assignment (PPP) and local goals, collaborate with colleagues and your supervisory administrator to write goals. Goals should reflect those areas, techniques or practices that you would like to learn and not those tasks or activities that you would like to do.

Your goals should align with one or more of the four areas of the Professional Practice Profile:

- Planning and Preparation
- Instruction/Delivery of Services
- Learning Environment
- Professional Responsibility

Self-Reflecting Tool

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

Component I/Planning and Preparation

Element #1- Exhibits evidence of a clear, well defined understanding of curriculum/subject
How do I exhibit evidence of a clear, well-defined understanding of curriculum/subject?

Element #2 – Demonstrates the Art of Teaching

How do I exhibit evidence of different aspects of the art of teaching?

Element #3- Demonstrates an Understanding of Individual Students

How do I exhibit evidence of understanding individual students?

Element #4- Awareness of Resources

How do I exhibit evidence that I am aware of the variety of resources available?

Element #5- Designs Coherent Instruction

How do I exhibit evidence that my instruction is coherent?

Element #6- Assessment of Student Learning

How do I exhibit evidence that I assess student learning effectively?

Component II/Instruction

Element #1- Communication should be clear and accurate

What evidence do I display which shows that I communicate clearly and accurately?

Element #2-Using Questions and Discussion techniques

What evidence do I display which shows that I employ high quality questions which encourage a range of cognitive levels?

Element #3- Engaging students in learning

What evidence do I display which shows that I actively engage students in the learning process?

Element#4- Providing feedback to students

What evidence do I display which shows that I provide quality feedback to the students?

Element #5- Demonstrating flexibility and responsiveness

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

Element #6- Instructional Demeanor

What evidence do I display which shows that I am concerned with and aware of my instructional demeanor?

Component III/ Learning Environment

Element #1- Creates a Caring Learning Environment

What evidence do I display which shows that I create a caring environment?

Element #2- Creates a Culture for Learning

What evidence do I display which shows I create a culture for learning?

Element #3- Organizes Physical Environment

What evidence do I display which shows organization of physical environment?

Element #4- Manages Student Behavior

What evidence do I display which shows that I manage student behavior?

Component IV/Professional Responsibility

Element #1- Commitment

What evidence do I display which shows commitment toward students, student growth and my profession?

Element #2- Communication

What evidence do I display which shows that I effectively communicate the needs, expectations and achievement of the learning community?

Element #3- Cooperation

What evidence do I display which shows an effort to cooperate with students, parents, colleagues and administrators?

Element #4- Collaboration

What evidence do I display which shows an effort to improve the effectiveness of the school through collaboration?

Additional Guidance for Plan Development

The following template provides an initial set of prompt questions and guidance for developing individual professional development plans. A template such as this might provide useful for teachers as they develop plans and for administrators as they “coach” individuals in the development of their plans.

Establishing Desired Results		
	Example	Tools/Materials to assist you in this task
<p>Essential or Focus Question</p> <ul style="list-style-type: none"> • What is the question you are trying to answer through this professional development plan? • Why is this question of interest to you? • What do you want to be able to do with what you learn through answering this question? 	<ul style="list-style-type: none"> • How can I improve students’ mathematical understanding, knowledge, and skills? 	<ul style="list-style-type: none"> • <u>Understanding by Design Professional Development Workbook</u> – see samples of essential questions, guidelines, and templates for developing essential questions • Coalition for Essential Schools Website • www.essentialschools.org • guidelines for essential questions
<p>Results for Students</p> <ul style="list-style-type: none"> • What results do you want for your students? • Why did you pick this particular area/result as your target for improvement? • Write your desired results as a goal <ul style="list-style-type: none"> ○ To improve students’... 	<ul style="list-style-type: none"> • I want my students’ mathematical understanding, knowledge, and skills to improve. • Goal: <i>To improve students’ understanding, knowledge, and skills in mathematics.</i> 	<ul style="list-style-type: none"> • District/school Improvement Goals • District/school data and information on student learning • Classroom data on student learning
<p>Results for You</p> <ul style="list-style-type: none"> • What do you want to learn to or become better at doing? • How did you decide upon this focus for your own learning? • Write your desired results as a goal <ul style="list-style-type: none"> ○ To improve my... 	<ul style="list-style-type: none"> • I want to understand how to use the Every Day Math Program to develop my students understanding, knowledge, and skills in mathematics. • Goal: <i>To be able to effectively use the Every Day Math.</i> 	<ul style="list-style-type: none"> • District/school Improvement Goals • Locally developed standards for teaching • Charlotte Danielson –A Framework for Teaching • NH Certification Standards for the areas of endorsement for which you are seeking recertification

Evidence of Results		
	Example	Tools/Materials to assist you in this task
<p>Student Results</p> <ul style="list-style-type: none"> • What evidence will you use to examine the impact of your efforts on students' learning? • How will you collect and organize this evidence? • What will you look for in this evidence to assess your impact? 	<ul style="list-style-type: none"> • Everyday Math Unit Tests • NWEA • SAS or current State Assessments • Observations of students • Anecdotal data 	<ul style="list-style-type: none"> • State/district/school assessments • Other data collected by the district/school • Classroom-based assessments and students work
<p>Personal Results</p> <ul style="list-style-type: none"> • What evidence will you use to examine changes in your own practice? • How will you collect and organize this evidence? • What will you look for in this evidence to identify changes in your practice? 	<ul style="list-style-type: none"> • Lesson plans • Instructional materials • Observations by supervisor • Video or audio tapes of lessons • Reflective journal 	<ul style="list-style-type: none"> • Chart of possible sources of evidence
Learning Plan		
	Example	Tools/Materials to assist you in this task
<ul style="list-style-type: none"> • In what professional development activities will you engage to accomplish your goals? • What professional development activities will best meet your learning needs and style? • How will you sequence these activities? • What resources might you need to support these activities? 	<ul style="list-style-type: none"> • Participate in Everyday Math Course • Observations by and meetings with Everyday Math Consultant • Monthly study group meetings with colleagues • Implementation of Everyday Math Program • Analysis of assessment data • Conferences with supervisor • Journal writing 	<ul style="list-style-type: none"> • District/school list of professional development activities • NSDC Website www.nsd.org

PROFESSIONAL PRACTICE STANDARDS (PPP)

The following documents describe standards for certified and licensed professional educators. The standards reflect Charlotte Danielson's work in the first and second editions of *Enhancing Professional Practice: A Framework for Teaching*.

The documents are intended to be used for self-assessment. Included are specifics for:

- standards for current job assignments
- multiple forms for differing job assignments
- used for self-reflection

Included are standards for:

- Teachers
- Special Educators (also appropriate for ESOL and Title I teachers)
- Student Service/Counselors
- Therapists (Physical, Occupational, and Speech/Language)

The standards for the following job assignments can be found in Charlotte Danielson's *Enhancing Professional Practice; A Framework for Teaching*, first and second editions. See your supervisor for more information.

- School Nurse
- Library Media Specialist
- School Psychologist

PROFESSIONAL PRACTICE PROFILE (PPP)

Component I – Planning and Preparation

<p>SAU #19 11 School Street Goffstown, NH 03045 Tel: 603-497-4818 Fax: 603-497-8425</p>

PROFESSIONAL PRACTICE STANDARDS: TEACHER SELF-REFLECTION/SELF ASSESSMENT

- ◆ **DIRECTIONS:** In the Professional Practice Profile there are four components: I. PLANNING AND PREPARATION, II. INSTRUCTION, III. LEARNING ENVIRONMENT, and IV. PROFESSIONAL RESPONSIBILITY. Each component is broken down further into elements; each element may have several characteristics. This Profile may be used as an individual self-assessment tool. For each characteristic, mark yourself on the range from low end to high end. (If a particular Element or Characteristic does not fit your particular teaching assignment, mark it "NA", for Not Applicable.) Then you may answer the Guided Reflection Question for each COMPONENT, and/or simply list the characteristics you wish to work on for improvement. You will see notations where the characteristics align with the "green book", Instructional Practices That Maximize Student Achievement.

COMPONENT I: PLANNING AND PREPARATION

Guided Reflection Questions: What are my strengths in planning and preparation? Which characteristics need strengthening or improvement? What is the evidence?

ELEMENT #1: Exhibits evidence of a clear, well-defined understanding of curriculum/subject content.

Characteristic 1.1: (Green book Chapter 1)

Plans appropriate long range learning and development goals for students

Low End

- ◆ Does not establish long-range goals

High End

- ◆ Establishes effective long-range goals

Characteristic 1.2:

Emphasizes depth of understanding with appropriate use of content.

Low End

- ◆ Makes content errors or does not correct content errors made by students

High End

- ◆ Displays extensive knowledge of content, showing evidence of continued pursuit of such knowledge

Characteristic 1.3: (Green book Chapter 2 p.50)

Connects with other subject matter areas

Low End

- ◆ Does not connect to other subject matter areas

High End

- ◆ Reflects understanding of relationships among topics and concepts in other subject matter areas and actively incorporates those relationships in lesson planning

Component I - Planning and Preparation

Characteristic 1.4: (Green book Chapter 1)

Integrates technology into curriculum

Low End

- ◆ Planning does not include provisions for the use of technology

High End

- ◆ Planning always includes provisions for the use of a variety of technology where appropriate

Characteristic 1.5: (Green book Chapter 1, Chapter 4 p. 161)

Plans for various methods of inquiry

Low End

- ◆ Plans lack provisions for the inquiry process

High End

- ◆ Lessons reflect planning for higher order thinking skill in the inquiry process

Characteristic 1.6: (Green book Chapter 2 p.39, Chapter 6)

Identifies common misconceptions of understanding or likely sources of error.

Low End

- ◆ Displays little understanding for student learning of the content

High End

- ◆ Displays continuing search for best practice and anticipates student misconceptions

ELEMENT #2: Demonstrates the art of teaching.

Characteristic 2.1: (Green book Chapter 1, Chapter 2 p.50)

Identifies and sequences appropriate instruction to facilitate accomplishing the long range goals.

Low End

- ◆ Little evidence of sequencing of instruction to accomplish long range goals

High End

- ◆ Always identifies and sequences appropriate instruction to facilitate accomplishing the long range goals

Characteristic 2.2: (Green book Chapter 1, Chapter 3 p.95)

Plans for the appropriate management of time.

Low End

- ◆ Inconsistent allocation of time in planning for instruction

High End

- ◆ Allocates sufficient time for completing each instructional unit

Characteristic 2.3: (Green book Chapter 4, Chapter 3)

Plans for various instructional and behavioral strategies.

Low End

- ◆ Strategies reflect only one type of learning

High End

- ◆ Planning strategies take into account the varying instructional and behavioral needs of individual students or groups

Characteristic 2.4: (Green book Chapter 4)

Plans instructional strategies that accommodate for differences in rates of learning and development.

Low End

- ◆Plans reflect whole group instruction at a specific pace

High End

- ◆Strategies include planning for various levels and differentiated instruction

Component I – Planning and Preparation

Characteristic 2.5: (Green book Chapter 1, Chapter 7)

Plans instructional strategies which will actively engage students in the instruction process.

Low End

- ◆Plans do not reflect strategies, which engage students in meaningful process of instruction

High End

- ◆Plans include strategies for engaging students in meaningful process of instruction

Characteristic 2.6: (Green book Chapter 4 p.161, Chapter 5 p.179-183)

Plans instructional strategies which promote varied levels of thinking and problem solving skills

Low End

- ◆Rarely provides for a variety of higher order thinking and problem solving skills

High End

- ◆Always provides for a variety of higher order thinking and problem solving skills

Characteristic 2.7: (Green book Chapter 1)

Plans instructional strategies that will promote independent and collaborative learning.

Low End

- ◆Rarely provides for independent and collaborative learning

High End

- ◆Always provides for independent and collaborative learning

Characteristic 2.8:

Revises and adjusts plans as needed for students.

Low End

- ◆Little or no adjustment in plans by teacher or students when needed

High End

- ◆Students included in revising and adjusting plans as needed

ELEMENT #3: Demonstrates understanding of individual students.

Characteristic 3.1: (Green book Chapter 4, Chapter 6)

Gains knowledge of ability/background/developmental levels of his/her age group.

Low End

- ◆Displays minimal knowledge of ability/background/developmental characteristics of age group

High End

- ◆Displays knowledge of ability/background/developmental characteristics of each student

Characteristic 3.2: (Green Book Chapter 4)

Gains knowledge of the students' approach to learning.

Low End

- ◆ Unfamiliar with the different approaches to learning that students exhibit

High End

- ◆ Where appropriate, knowledge of students is used to vary approaches to learning in instructional planning

Characteristic 3.3: (Green book Chapter 4, Chapter 7)

Gains knowledge of cultural diversity and gender issues.

Low End

- ◆ Displays little knowledge of students' interests, cultural heritage or gender and does not indicate that such knowledge is valuable

High End

- ◆ Displays knowledge of students' interests, cultural heritage, or gender and displays a recognition of the value of this knowledge

Component I – Planning and Preparation

ELEMENT #4: Awareness of resources.

Characteristic 4.1: (Green book Chapter 1)

Identifies ways to gain access of instructional materials, technologies, and resources from the district, community and beyond.

Low End

- ◆ Teacher is unaware of materials, technologies or resources for instruction

High End

- ◆ Teacher's plans reflect an effective use of materials, technologies and resources to enhance instruction

Characteristic 4.2:

Selects, adapts or develops materials, technologies and resources - district, community and global - for instruction.

Low End

- ◆ No evidence of adapting or developing materials, technologies and resources for instruction

High End

- ◆ Effectively adapts or develops materials, technologies and resources for instruction

ELEMENT #5: Designs coherent instruction.

Characteristic 5.1: (Green book Chapter 1)

Plans learning activities that link students with instructional goals.

Low End

- ◆ Learning activities show poor planning or are not suitable to students or instructional goals

High End

- ◆ Activities support the identified instructional goals, engaging students in meaningful learning

Characteristic 5.2: (Green book Chapter 1, Chapter 4)

Plans learning activities that coherently progress, providing a unified whole.

Low End

- ◆ Plans have no clearly defined structure; or time allocations are unrealistic

High End

- ◆ Plans are clear, allowing for different pathways according to student needs

Characteristic 5.3: (Green book Chapter 1)

Selects materials and resources that engage students in meaningful learning.

Low End

- ◆Materials do not support instructional goals

High End

- ◆All materials support the instructional goals and engage students in meaningful learning

Characteristic 5.4: (Green book Chapter 4)**Selects flexible groups as appropriate to the different instructional goals.****Low End**

- ◆Little or no evidence of the use of flexible grouping patterns

High End

- ◆Instructional groups are appropriately varied, demonstrating evidence of student choice in selecting patterns of groups

Component I – Planning and Preparation

Characteristic 5.5: (Green book Chapter 4)**Plans authentic learning experiences for students.****Low End**

- ◆Little or no provision for authentic learning opportunities

High End

- ◆Provides authentic learning opportunities for students

Characteristic 5.6: (Green book Chapter 4 and Chapter 7)**Plans to challenge each student to achieve at appropriate high levels.****Low End**

- ◆Plans reflect instruction only designed for one level of learning

High End

- ◆Plans include appropriate challenges for the struggling learner, the average learner and the advanced learner

ELEMENT #6: Assessment of student learning.**Characteristic 6.1: (Green book Chapter 6)****Exhibits evidence of assessment that is congruent with instructional goals.****Low End**

- ◆Content and process of assessment lacks congruence with instructional goals

High End

- ◆Assessment is completely congruent with the instructional goals, both in content and process

Characteristic 6.2: (Green book Chapter 6)**Plans an overall process for assessing, evaluating and recording student progress toward achievement of instructional goals.****Low End**

- ◆The proposed approach contains no clear criteria or Components

High End

- ◆Assessment criteria and components are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and components

Characteristic 6.3: (Green book Chapter 6)**Uses assessment results to plan for further instruction.****Low End**

- ◆Little or no use of assessment results used in planning instruction

High End

- ◆Reflections of assessment results are used to plan for further instruction

Component II – INSTRUCTION

SAU #19
11 School Street
Goffstown, NH 03045
Tel: 603-497-4818 Fax: 603-497-8425

SELF-REFLECTION/SELF ASSESSMENT

- ◆ **DIRECTIONS:** In the Professional Practice Profile there are four components: I. PLANNING AND PREPARATION, II. INSTRUCTION, III. LEARNING ENVIRONMENT, and IV. PROFESSIONAL RESPONSIBILITY. Each component is broken down further into elements; each element may have several characteristics. This Profile may be used as an individual self-assessment tool. For each characteristic, mark yourself on the range from low end to high end. (If a particular Element or Characteristic does not fit your particular teaching assignment, mark it "NA", for Not Applicable.) Then you may answer the Guided Reflection Question for each COMPONENT, and/or simply list the characteristics you wish to work on for improvement. You will see notations where the characteristics align with the “green book”, Instructional Practices That Maximize Student Achievement.

COMPONENT II: INSTRUCTION

Guided Reflection Questions: What are my strengths in delivery of instruction and feedback? Which characteristics need strengthening or improvement? What is the evidence?

ELEMENT#1: Communicates clearly and accurately.

Characteristic 1.1: (Green book Chapter 2 p.34 and 35)
Directions, procedures, learning goals and expectations

Low End

- ◆ Teacher's directions and expectations are confusing to students
- ◆ Learning goals and expectations are absent

High End

- ◆ Procedures and directions as well as the learning goals and expectations are clear to the students.
- ◆ Possible student misunderstandings are anticipated
- ◆ Students are able to articulate the goals and expectations of the daily lesson

Characteristic 1.2:
Spoken and written language

Low End

- ◆ Teacher's spoken language is inaudible, or written communication is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or incorrect, leaving students confused

High End

- ◆ Teacher's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson

Component II – INSTRUCTION

Characteristic 1.3: **Modeling**

Low End

- ◆ Teacher does not incorporate expected behaviors and procedures into instruction and interaction with students

High End

- ◆ Teacher consistently demonstrates the expected behaviors and procedures for students

ELEMENT #2: Uses quality questioning and discussion techniques.

Characteristic 2.1: (Green book Chapter 5) **Quality Questioning**

Low End

- ◆ All questions show no knowledge of different cognitive levels
- ◆ Questions miss the learning objectives of the lesson
- ◆ Adequate response time is not given
- ◆ Students are not allowed the opportunity to formulate their own questions to further their understanding of the subject

High End

- ◆ Employs purposeful questions which encourage a range of cognitive levels
- ◆ Gives students adequate time to respond
- ◆ Encourages students to formulate further questions of their own

Characteristic 2.2: (Green book Chapter 5) **Discussion Techniques**

Low End

- ◆ Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers

High End

- ◆ Teacher provides opportunity for students to engage in discussion, initiate topics and contribute unsolicited thoughts and ideas

Characteristic 2.3: (Green book Chapter 5) **Student Participation**

Low End

- ◆ Only a few students consistently participate in the discussion

High End

- ◆ Teacher successfully engages all students in the discussion
- ◆ Teacher encourages students to respect the importance of all voices being heard.

ELEMENT #3: Engages students in learning.

Characteristic 3.1: (Green book Chapter 2 p.50) **Exploring Content**

Low End

- ◆ Activities and assignments are inappropriate for students in terms of their age or backgrounds.
- ◆ Students are not cognitively engaged
- ◆ Exploration of content is not intrinsically tied to the learning expectations

High End

- ◆ Exploration of content is appropriate and links well with students' prior knowledge and experience and is intrinsically tied to the learning objectives
- ◆ Students contribute to exploration of content

Component II – INSTRUCTION

Characteristic 3.2: (Green book Chapter 3 p.80, Chapter 4) Activities, Assignments, and Homework

Low End

- ◆ Activities and assignments/homework are absent or inappropriate for students in terms of their grade level or background
- ◆ Teacher relies only on textbook or worksheets for assignments

High End

- ◆ All students are cognitively engaged in the activities and assignments in their exploration of content
- ◆ Students are encouraged to initiate or adapt activities and projects to enhance understanding of the topic

Characteristic 3.3: (Green book Chapter 4 p.148, Chapter 6 p. 222-223) Grouping of Students

Low End

- ◆ Instructional groups do not reflect a variety of ability levels and personalities

High End

- ◆ Students are encouraged to collaborate with other group members
- ◆ Roles in the group are fully defined by the teacher
- ◆ Students are able to articulate their role
- ◆ Grouping practices are regularly evaluated for instructional practices

Characteristic 3.4: Instructional Materials, Technology and Resources

Low End

- ◆ Instructional materials and resources are unsuitable to the instructional goals or are not engaging to students
- ◆ Instructional materials consistently address only one mode of intelligence

High End

- ◆ Instructional materials and resources are suitable to the lesson objectives and are engaging to students
- ◆ Students are supplied with a variety of choices of materials

Characteristic 3.5: (Green book Chapters 2-7) Structure and Pacing

Low End

- ◆ The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both

High End

- ◆ The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students

Characteristic 3.6: Repertoire of Teaching Strategies

Low End

- ◆ Teacher consistently uses a single strategy throughout the year
- ◆ Teacher does not consider motivation her/his responsibility

High End

- ◆ Teaching strategies are diverse and appropriate
- ◆ All learning styles and motivational levels are accommodated, ex: expository discovery, critical skills, etc.

ELEMENT #4: Provides feedback to students.

Characteristic 4.1: (Green book Chapter 6)

Equity

Low End

- ◆ Feedback is limited to few students
- ◆ Criteria for feedback do not allow for individual differences

High End

- ◆ Feedback is equitable in quality and quantity for all students

Characteristic 4.2: (Green book Chapter 6)

Quality of Feedback: Accurate, Substantive, Multiple Ways

Low End

- ◆ Feedback is either not provided, or is of poor quality, or is destructive to students

High End

- ◆ Accurate, substantive constructive, instructive, specific provision is made for students to use feedback in their learning
- ◆ Feedback is provided in a variety of ways

Characteristic 4.3: (Green book Chapter 6)

Timeliness

Low End

- ◆ Feedback is not provided in a timely manner

High End

- ◆ Feedback is consistently provided in a timely manner
- ◆ Students make prompt use of the feedback in their learning

ELEMENT #5: Demonstrates flexibility and responsiveness.

Characteristic 5.1:

Lesson Adjustment

Low End

- ◆ Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson

High End

- ◆ Teacher makes adjustments to the lesson as needed, with success

Characteristic 5.2:

Responsiveness to Students and the Environment/Climate

Low End

- ◆ When a spontaneous event occurs, the teacher ignores the event and sticks with a rigid plan
- ◆ Teacher ignores or brushes aside students' questions or interests

High End

- ◆ Teacher seizes a major opportunity to enhance learning, building on a spontaneous event
- ◆ Teacher isn't afraid to teach to the moment

Characteristic 5.3: (Green book Intro Chapter 1, Chapter 7)
Persistence

Low End

- ◆ When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success

High End

- ◆ Teacher persists in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from within school
- ◆ No child is left behind
- ◆ Teacher's focus is learning and mastery of skills, not coverage of materials

ELEMENT #6: Displays appropriate instructional demeanor.

Characteristic 6.1:
Subject

Low End

- ◆ Teacher presents subject clinically
- ◆ Teacher views self as “knower”, not “co-learner”

High End

- ◆ Teacher sees himself or herself as a co-learner, and views and presents subject with creativity and sincere enthusiasm
- ◆ Teacher has passion for the educational process

Characteristic 6.2:
Students

Low End

- ◆ Teacher shows little regard for students as individual
- ◆ Teacher displays an attitude of “It's just a job”

High End

- ◆ Teacher knows teaching is a vocation and treats all students with respect, empathy, and care
- ◆ Teacher has patience, sense of humor and a good sense of reality
- ◆ Teacher strives to inspire all students

SAU #19
11 School Street
Goffstown, NH 03045
Tel: 603-497-4818 Fax: 603-497-8425

SELF-REFLECTION/SELF ASSESSMENT

- ◆ **DIRECTIONS:** In the Professional Practice Profile there are four components: I. PLANNING AND PREPARATION, II. INSTRUCTION, III. LEARNING ENVIRONMENT, and IV. PROFESSIONAL RESPONSIBILITY. Each component is broken down further into elements; each element may have several characteristics. This Profile may be used as an individual self-assessment tool. For each characteristic, mark yourself on the range from low end to high end. (If a particular Element or Characteristic does not fit your particular teaching assignment, mark it "NA", for Not Applicable.) Then you may answer the Guided Reflection Question for each COMPONENT, and/or simply list the characteristics you wish to work on for improvement. You will see notations where the characteristics align with the “green book”, Instructional Practices That Maximize Student Achievement.

COMPONENT III: LEARNING ENVIRONMENT

***Guided Reflection Questions:** What are my strengths in creating a caring learning environment and culture for learning? Which characteristics need strengthening or improvement? What is the evidence?*

ELEMENT #1: Creates a caring environment. (Green Book Chapter 3 p.97-101)

Low End

- ◆ Teacher does not show concern for students as individuals
- ◆ Teacher is uncooperative and argumentative with faculty and staff

High End

- ◆ All students feel valued and safe, and are treated with respect, dignity, and equity
- ◆ Rapport is characterized by a positive, approachable attitude
- ◆ Teacher makes effective use of praise, recognition, and encouragement (GB 189-191)
- ◆ Teacher creates an atmosphere where students respectfully interact with each other (GB 222-223)
- ◆ Teacher models an effective working relationship with parents, paraprofessionals, faculty and staff (Ch 8)
- ◆ Teacher communicates effectively
- ◆ Teacher maintains confidentiality

ELEMENT #2: Creates a culture for learning.

Low End

- ◆ Expectations and enthusiasm are not evident

High End

- ◆ Teacher has high expectations for all learners (Ch 7)

Component III – LEARNING ENVIRONMENT

- | | |
|---|---|
| ◆ Students are not encouraged to take risks | ◆ Teacher creates safe environment for taking risks (GB Ch 5 p.191) |
| ◆ Teacher does not display a sense of pride in school and work | ◆ Teacher fosters a sense of pride in the school |
| ◆ Teacher is not dependable in accomplishing routine and administrative tasks | ◆ Teacher is dependable in accomplishing routine and administrative tasks |
| | ◆ Everyone approaches learning enthusiastically and takes pride in their work |
| | ◆ Teacher establishes effective procedures through appropriate use of materials, parents, paraprofessionals and other staff (GB Ch 3, p. 72-85) |

ELEMENT #3: Organizes physical environment.

Low End

- ◆ Environment is hazardous to students' safety
- ◆ Organization does not support learning practices

High End

- ◆ Teacher maintains a safe, organized, and attractive workspace, which supports, reflects and enriches instructional practices

ELEMENT #4: Manages student behavior. (Green Book Chapter 3)

Low End

- ◆ Behavioral expectations and consequences are inappropriate, inconsistent, or not evident
- ◆ Teacher does not seek assistance in management of student behavior when needed

High End

- ◆ Teacher establishes clear behavioral expectations and consequences consistent with the school philosophy and school and District policies and procedures
- ◆ Teacher recognizes conditions that may lead to disciplinary problems and takes appropriate preventative action
- ◆ Teacher uses a variety of intervention strategies to deal with inappropriate student behavior

SAU #19
11 School Street
Goffstown, NH 03045
Tel: 603-497-4818 Fax: 603-497-8425

SELF-REFLECTION/SELF ASSESSMENT

- ◆ **DIRECTIONS:** In the Professional Practice Profile there are four components: I. PLANNING AND PREPARATION, II. INSTRUCTION, III. LEARNING ENVIRONMENT, and IV. PROFESSIONAL RESPONSIBILITY. Each component is broken down further into elements; each element may have several characteristics. This Profile may be used as an individual self-assessment tool. For each characteristic, mark yourself on the range from low end to high end. (If a particular Element or Characteristic does not fit your particular teaching assignment, mark it "NA", for Not Applicable.) Then you may answer the Guided Reflection Question for each COMPONENT, and/or simply list the characteristics you wish to work on for improvement. You will see notations where the characteristics align with the “green book”, Instructional Practices That Maximize Student Achievement.

COMPONENT IV: PROFESSIONAL RESPONSIBILITY

Guided Reflection Questions: What are my strengths in terms of my professional relationships with students, parents, colleagues and administrators? What characteristics need strengthening or improvement? What is the evidence?

ELEMENT #1: Displays commitment: to students, to his or her own growth, and to the profession.

Low End

- ◆ Teacher does not engage in professional development to enhance knowledge or skill
- ◆ Teacher is not alert to students' needs
- ◆ Teacher does not meet professional obligations

High End

- ◆ Teacher seeks out opportunities for professional development
- ◆ The teacher is highly proactive in reflecting and analyzing his or her own teaching in order to provide for students' needs
- ◆ Teacher consistently meets professional responsibilities

ELEMENT #2: Communicates effectively:
the needs, expectations and achievements of the learning community.

Low End

- ◆ Does not adhere to confidentiality expectations
- ◆ Records are inaccurate and incomplete
- ◆ Displays carelessness or disregard in their actions, appearance, speech or writing.
- ◆ Learning environment reflects a lack of caring and concern.

High End

- ◆ Teacher displays confidentiality and accurate records
- ◆ Exemplary role model through appropriate actions, appearance, speech and writing
- ◆ Creates an environment of fairness, respect, and support.

Component IV – Professional Responsibility

ELEMENT #3: Cooperates:
with students, parents, colleagues and administrators.

Low End

- ◆ Teacher's relationships with colleagues are negative and self-serving.
- ◆ Teacher makes no effort to support and follow rules and expectations of learning community
- ◆ Teacher does not seek and/or ignores feedback and suggestions from others
- ◆ Teacher does not use available resources

High End

- ◆ Teacher exhibits respect, support, and cooperation with students, parents, colleagues, and others
- ◆ Teacher supports and follows rules and expectations of the learning community.
- ◆ Teacher seeks feedback and suggestions from others
- ◆ Teacher incorporates a variety of available community resources into the curriculum (beyond the 4 walls)

ELEMENT #4: Collaborates:
to improve the effectiveness of the school.

Low End

- ◆ Teacher shows no participation in school improvement initiative
- ◆ Teacher is individualistic and self-serving in their interactions with others
- ◆ Teacher does not consider values, wants, concerns, and needs of others
- ◆ Teacher does not support the shared vision of the learning community
- ◆ Teacher does not make use of resources available in the school

High End

- ◆ Teacher actively participates in analyzing and implementing school improvement initiatives
- ◆ Teacher is a team player, willing to share knowledge and skill with others
- ◆ Teacher values the wants, concerns, and needs of the greater school community
- ◆ Teacher works together with others to define and articulate a shared vision of education
- ◆ Teacher utilizes expertise of others in the school

Professional Practice Standards Counselors

Name _____

Date _____

Domain 1: Planning and Preparation

Component	Limited	Developing	Proficient	Exemplary
<i>Ia: Demonstrates knowledge of counseling theory and techniques, e.g., individual consultations, group process.</i>	Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.	Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.	Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.	Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic, personal, social choices.
<i>Ib: Demonstrates knowledge of child and adolescent development.</i>	Counselor displays limited knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<i>Ic: Demonstrates knowledge of state and federal regulations, and resources within and beyond the school and district</i>	Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
<i>Id: Counseling services are structured to meet student needs using individual and small group sessions, and in-class activities, including crisis prevention, intervention, and response.</i>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.

Domain 2: The Learning Environment

Component	Limited	Developing	Proficient	Exemplary
<i>2a: Creates an environment of respect and rapport.</i>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship; counselor teaches students how to engage in positive interactions.
<i>2b: Establishes a culture for productive communication.</i>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<i>2c: Manages routines and procedures.</i>	Counselor's routines for the counseling center or classroom work are non-existent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them.
<i>2d: Establishes standards of conduct, and contributes to the culture for student behavior throughout the school.</i>	Counselor has established no standards of conduct for students during counseling sessions, and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling session, and makes an significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>2e: Organizes physical space.</i>	The physical environment is in disarray, or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities.	Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service

Component	Limited	Developing	Proficient	Exemplary
<i>3a: Assesses student needs.</i>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs, and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.
<i>3b: Assists students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.</i>	Counselor's program is independent of identified student needs.	Counselor's attempts to assist students and teachers to formulate academic, personal/social, and career plans are partially successful.	Counselor assists students and teachers to formulate academic, personal/social, and career plans for groups of students.	Counselor assists individual students and teachers to formulate academic, personal/social, and career plans.
<i>3c: Uses counseling techniques, in individual and classroom programs.</i>	Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.
<i>3d: Brokers resources to meet needs.</i>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<i>3e: Demonstrates flexibility and responsiveness.</i>	Counselor adheres to his or her plan, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when it is needed.	Counselor is continually seeking ways to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Limited	Developing	Proficient	Exemplary
<i>4a: Reflects on practice.</i>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintains records, and submitting them in a timely fashion.</i>	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate, but are occasionally late.	Counselor's reports, records and documentation are accurate, and are submitted in a timely manner.	Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues.
<i>4c: Communicates with families.</i>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<i>4d: Participating in a professional community.</i>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Engaging in professional development.</i>	Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.	Counselor participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality.</i>	Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.

Professional Practice Standards Special Educators

Name _____

Date _____

Domain 1: Planning and Preparation

Component	Limited	Developing	Proficient	Exemplary
<i>Ia: Demonstrates knowledge of current trends in specialty area and professional development.</i>	Special Educator demonstrates little or no familiarity with specialty area or trends in professional development.	Special Educator demonstrates basic familiarity with specialty area or trends in professional development.	Special Educator demonstrates thorough knowledge of specialty area or trends in professional development.	Special Educator's knowledge of specialty area and trends in professional development is wide and deep; educator is regarded as an expert by colleagues.
<i>Ib: Demonstrates knowledge of the school's programs, and the skills necessary to deliver that program.</i>	Special Educator demonstrates little or no knowledge of the school's program, or of skill in delivering that program.	Special Educator demonstrates basic knowledge of the school's program, or of skill in delivering that program.	Special Educator demonstrates thorough knowledge of the school's program and skill in delivering that program.	Special Educator is deeply familiar with the school's program, and works to shape its future direction, and actively seeks information about skills for that program.
<i>Ic: Establishes goals for the instructional support program appropriate to the setting and the teachers served.</i>	Special Educator has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Special Educator's goals for the instructional support program are rudimentary, and are partially suitable to the situation and the needs of the staff.	Special Educator's goals for the instructional support program are clear, and are suitable to the situation and the needs of the staff.	Special Educator's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<i>Id: Demonstrates knowledge of resources, both within and beyond the school and district.</i>	Special Educator demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skill.	Special Educator demonstrates basic knowledge of resources available in the school or district for teachers to advance their skill.	Special Educator is fully aware of resources available in the school or district and in the larger professional community for teachers to advance their skill.	Special Educator actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<i>Ie: Plans the instructional support program, integrated with the overall school program.</i>	Special Educators support program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Special Educator's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Special Educator's plan is well designed to support teachers in the improvement of their instructional skills.	Special Educator's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<i>If: Develops a plan to evaluate the instructional support program.</i>	Special Educator has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Special Educator has a rudimentary plan to evaluate the instructional support program.	Special Educator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Special Educator's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

Domain 2: The Learning Environment

Component	Limited	Developing	Proficient	Exemplary
<i>2a: Creates an environment of trust and respect.</i>	Teachers are reluctant to request assistance from Special Educator, fearing that it will be treated as a sign of deficiency.	Relationships between the Special Educator are cordial; teachers don't resist initiatives established by the Special Educator.	Relationships between the Special Educator are respectful, with some contacts initiated by teachers.	Relationships between the Special Educator are highly respectful and trusting, with many contacts initiated by teachers.
<i>2b: Establishes a culture for ongoing instructional improvement.</i>	Special Educator conveys the sense that the work of improving instruction is externally mandated, and is not important to school improvement.	Teachers do not resist the offerings of support from the Special Educator.	Special Educator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skill.	Special Educator has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
<i>2c: Establishes clear procedures for teachers to gain access to instructional support.</i>	When teachers want to access assistance from the Special Educator, they are not sure how to go about it.	Some procedures, for example registering for workshops, are clear to teachers, whereas others, for example for informal support, are not.	Special Educator has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers, and have been developed following consultation with administrators and teachers.
<i>2d: Establishes and maintains norms of behavior for professional interactions.</i>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Special Educator's efforts to establish norms of professional conduct are partially successful.	Special Educator has established clear norms of mutual respect for professional interaction.	Special Educator has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

Domain 3: Delivery of Service/ Instruction

Component	Limited	Developing	Proficient	Exemplary
<i>3a: Collaborates with teachers in the design of instructional units and lessons.</i>	Special Educator declines to collaborate with classroom teachers in the design of instructional lessons and units.	Special Educator collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Special Educator initiates collaboration with classroom teachers in the design of instructional lessons and units.	Special Educator initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<i>3b: Engages teachers in learning new instructional skills.</i>	Teachers decline opportunities to engage in professional learning.	Special Educator's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills, and take initiative in suggesting new areas for growth.
<i>3c: Shares expertise with staff, by assisting with lesson differentiation and classroom/ assignment accommodations and modifications.</i>	Special Educator's model lessons and workshops are of poor quality, or are not appropriate to the needs of the teachers being served.	The quality of the Special Educator's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the Special Educator's model lessons and workshops is uniformly high, and appropriate to the needs of the teachers being served.	The quality of the Special Educator's model lessons and workshops is uniformly high, and appropriate to the needs of the teachers being served. The Special Educator conducts extensive follow-up work with teachers.
<i>3d: Locates resources for teachers to support instructional improvement.</i>	Special Educator fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Special Educator's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Special Educator locates resources for instructional improvement for teachers when asked to do so.	Special Educator is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<i>3e: Demonstrates flexibility and responsiveness.</i>	Special Educator adheres to his or her plan, in spite of evidence of its inadequacy.	Special Educator makes modest changes in the support program when confronted with evidence of the need for change.	Special Educator makes revisions to the support program when it is needed.	Special Educator is continually seeking ways to improve the support program, and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Limited	Developing	Proficient	Exemplary
<i>4a: Reflects on practice.</i>	Special Educator does not reflect on practice, or the reflections are inaccurate or self-serving.	Special Educator's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Special Educator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Special Educator makes some specific suggestions as to how the support program might be improved.	Special Educator's reflection is highly accurate and perceptive, citing specific examples. Special Educator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<i>4b: Coordinates work with other Special Educators.</i>	Special Educator makes no effort to collaborate with other Special Educators within the district.	Special Educator responds positively to the efforts of other Special Educators within the district to collaborate.	Special Educator initiates efforts to collaborate with other Special Educators within the district.	Special Educator takes a leadership role in coordinating projects with other Special Educators within and beyond the district.
<i>4c: Participates in a professional community.</i>	Special Educator's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Special Educator's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Special Educator participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Special Educator makes a substantial contribution to school and district events and projects, and assumes leadership role with colleagues.
<i>4d: Engages in professional development.</i>	Special Educator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skill.	Special Educator participation in professional development activities is limited to those that are convenient or are required.	Special Educator seeks out opportunities for professional development based on an individual assessment of need.	Special Educator actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
<i>4e: Shows professionalism, including integrity and confidentiality.</i>	Special Educator displays dishonesty in interactions with colleagues, and violates norms of confidentiality.	Special Educator is honest in interactions with colleagues, and respects norms of confidentiality.	Special Educator displays high standards of honesty and integrity in interactions with colleagues, and respects norms of confidentiality.	Special Educator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.
<i>4f: Develops and implements an Individual Education Plan and provides case management services.</i>	Neglects to develop IEP's or deliver case management services.	IEP's are written at a basic level and case management services are partially completed.	IEP's are developed to legally mandated standards and case management services meet the needs of parents, students and teachers.	IEP's are guiding examples and case management services are a model for colleagues.
Comments/Evidence:				

Professional Practice Standards Therapist

Name _____

Date _____

Domain 1: Planning and Preparation

Component	Limited	Developing	Proficient	Exemplary
<i>1a: Demonstrates knowledge and skills in the specific domain/area of therapy.</i>	Therapist demonstrates basic knowledge and skill in the therapy area.	Therapist demonstrates developing knowledge and skill in the therapy area.	Therapist demonstrates thorough knowledge and skill in the therapy area.	Therapist demonstrates extensive knowledge and skill in the therapy area. Serves as a ‘specialist’ while building partnerships within SAU#19.
<i>1b: Collects relevant diagnostic information and chooses appropriate diagnostic tools to evaluate student needs.</i>	Therapist is challenged to collect important information and choose relevant diagnostic tests on which to base diagnostic plans.	Therapist collects most of the important information on which to base treatment plans. Knowledge of appropriate diagnostic tests developing.	Therapist collects all the important information on which to base treatment plans. Selected diagnostic tests are appropriate.	Therapist is proactive in collecting important information, interviewing teachers and parents if necessary. Chosen diagnostics tests and tools provide an excellent summary of student’s needs.
<i>1c: Therapist writes diagnostic evaluations / reports in accordance to SAU#19 procedures.</i>	Reports do not seem thorough or complete.	Reports are accurate but lack clarity and interpretation.	Reports are accurate and appropriate to the audience. Results are interpreted so student strengths and needs are obvious.	Reports are accurate, clearly written, and are tailored for the audience. Results are interpreted thoroughly so student strengths and needs are clearly defined.
<i>1d: Establishes goals for the therapy program appropriate to the setting and the students served.</i>	Therapist needs guidance to develop clear and appropriate goals for either the situation or the age of the students.	Therapy goals for the therapy program are rudimentary and basically suitable to the situation and the age of the students.	Therapy goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Therapy goals for the therapy program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with student, family and teachers/staff.
<i>1e: Plans the therapy program, integrated with the regular school program, to meet the needs of individual students.</i>	Therapy program appears random and activities are unrelated, lacking coherence and structure.	Therapy plan has a guiding principle and includes worthwhile activities, but therapist struggles to fit them within the broader goals and curriculum.	Therapist has developed a plan that includes the most important aspects, which outline the student needs.	Therapy plan is highly coherent and preventive, and serves to support students individually, within the broader educational Program.

Domain 1: Planning and Preparation (Cont.)

<i>If: Demonstrates knowledge of district, state and federal regulations and guidelines</i>	Demonstrates little or no knowledge of special education procedures and laws.	Demonstrates basic knowledge of special education procedures and laws.	Demonstrates thorough knowledge of special education procedures and laws.	Knowledge of special education laws and procedures is extensive; Takes a leadership role in reviewing and revising district policies.
<i>Ig: Demonstrates knowledge of resources, both within and beyond the school and district.</i>	Demonstrates little or no knowledge of resources available for students through the school or district.	Demonstrates basic knowledge of resources available for students through the school or district.	Demonstrates thorough knowledge of resources available for students through the school or district and some familiarity with resources external to the district.	Demonstrates extensive knowledge of resources available for students through the school or district and in the larger community.
Comments/Evidence:				

Domain 2: The Learning Environment

Component	Limited	Developing	Proficient	Exemplary
<i>2a: Organizes time effectively and keeps others informed.</i>	Finds it challenging to set priorities, resulting in missed deadlines, conflicting schedules and cancelled sessions. Has a difficult time consistently completing duties.	Time management skills are moderately well developed; essential activities are carried out. Completes duties but is challenged to find coverage.	Exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Covers duties and updates necessary staff of cancellations/changes.	Demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Duties are always covered. Missed sessions are rescheduled.
<i>2b: Organizes physical space for testing and therapy.</i>	Therapist would benefit from strategies to help organize space and materials.	Space is moderately well organized and moderately well suited for working with students.	Space is well organized; materials are available when needed.	The testing and treatment area is highly organized and inviting to students. Materials are conveniently and quickly located when needed.
<i>2c: Establishes rapport with students.</i>	Therapist needs assistance to help students appear comfortable.	Therapist's interactions reflect a mix of positive and negative; the therapist's efforts at developing rapport are partially successful.	Therapist's interactions with students are positive and respectful; students appear consistently comfortable.	Students seek out therapist, reflecting a high degree of comfort and trust in the relationship.
<i>2d: Establishes standards of conduct in the treatment center.</i>	Therapist needs assistance in developing standards of conduct. Has challenges addressing negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established. Therapist attempts to monitor and correct student negative behavior during evaluation and treatment are partially successful.	Standards of conduct have been established. Therapist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established. Therapist monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. Therapist encourages and models open dialogue to discuss behavior.
<i>2e: Therapist has knowledge of clear procedures for referrals.</i>	Therapist is challenged to understand the referral process and does not feel comfortable with the procedures and how to go about it.	Therapist understands established procedures for referrals, but the details are not always clear.	Therapist understands procedures for referrals, meetings and consultations with parents, staff and administrators.	Therapist demonstrates knowledge of procedures for all aspects of referral and testing protocols while keeping others informed as needed.
Comments/Evidence:				

Domain 3: Delivery of Service / Instruction

Component	Limited	Developing	Proficient	Exemplary
<i>3a: Therapist responds to referrals.</i>	Therapist is challenged to respond to referrals.	Therapist responds when reminded of referral.	Therapist independently responds to referrals.	Therapist is proactive in responding to referrals.
<i>3b. Therapist independently evaluates student needs using both non-standardized and standardized evaluation tools.</i>	Therapist requests assistance and guidance to assess student needs.	Therapist makes adequate assessments of student needs.	Therapist makes thorough assessments of student needs.	Therapist makes highly competent assessment of student needs.
<i>3c: Presents and defends evaluation findings, recommendations and progress to students, families and academic team.</i>	Therapist presents the basic findings and is challenged to speak confidently with team. Struggles to answer questions.	Therapist summarizes findings adequately and responds to questions.	Therapist summarizes findings for all levels of listeners. Answers questions thoroughly and completely.	Conveys information clearly, concisely and respectfully when speaking. Models active listening and responds with a sense of caring and respect. Demonstrates teamwork by working collaboratively.
<i>3d: Implements treatment plans to maximize students' success.</i>	Therapist requires guidance to match treatment plan to the findings of assessments.	Therapist's plans for students are partially suitable or inconsistently aligned with identified needs.	Therapist's plans for students are suitable and aligned with identified academic needs.	Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Facilitates agreement to meet mutually agreed upon goals.
<i>3e: Therapist communicates with families.</i>	Therapist struggles to find time to communicate with families and secure necessary permission for evaluations.	Therapist's communication with families is partially successful.	Therapist communicates with families and secures necessary permission for evaluations in a sensitive manner	Therapist secures necessary permissions and communicates with families in a highly sensitive and time-efficient manner. Therapist reaches out to families of students to enhance trust in a positive and supportive way.
<i>3f: Develops / writes an Individual Education Plan (IEP) and if applicable, provides case management services.</i>	Therapist requires guidance to develop / complete IEPs. Requires revisions. Struggles to complete basic case management services.	IEPs are written at a basic level and case management services are partially / inconsistently completed.	IEPs are developed according to legally mandated standards and case management meet the needs of students, parents and teachers.	IEPs are guiding examples and case management services are a model for colleagues throughout the school district.

Domain 3: Delivery of Service / Instruction (Cont.)

<p><i>3g: Updates goals and records students' progress according to SAU#19 guidelines and procedures.</i></p>	<p>Therapist requires guidance to update goals for annual IEP. Therapist is challenged to keep records of students' performance in accordance with SAU#19 guidelines and procedures.</p>	<p>Therapist modifies goals based on team members report. Records of students' performance are in often accordance with SAU#19 guidelines and procedures.</p>	<p>Therapist modifies goals with team input. Records of students' performance are often in accordance with SAU#19 guidelines and procedures.</p>	<p>Therapist is continually re-evaluating efficacy of goals and student's performance. Is proactive in adjusting goals and records of students performance is always in accordance.</p>
<p>Comments/Evidence:</p>				

Domain 4: Professional Responsibilities

Component	Limited	Developing	Proficient	Exemplary
<i>4a: Therapist holds and maintains relevant certification and licensure.</i>	Therapist holds relevant certification and licensure but renewal is late.	Therapist holds relevant certification and licensure and renews in a timely fashion.	Holds relevant certification and licensure. Renews in a timely fashion and works toward advancement.	Holds an advanced certification and licensure. Renews in a timely fashion.
<i>4b: Therapist attends continuing education activities earning required hours in accordance with SAU#19, state and national regulating agency / guidelines.</i>	Therapist has difficulty obtaining necessary continuing education credits.	Therapist earns necessary continuing education credits without difficulty.	Therapist earns necessary continuing education credits without difficulty and presents at the SAU level.	Therapist earns continuing education credits above and beyond the necessary amount and presents at the SAU, state, regional level.
<i>4c: Therapist maintains effective data management system.</i>	Therapist does not maintain a data management system or may have a system that does not adequately monitor student progress, so therapist does not adjust treatment when needed.	Therapist has developed a rudimentary data management system for monitoring student progress; occasionally uses it to make adjustments to treatment when needed.	Therapist has developed an effective data management system for monitoring student progress; uses it to make adjustments to treatment and to grade IEPs.	Therapist has developed a highly effective data management system for monitoring student progress; uses it to make adjustments to treatment when needed. Therapist uses the system to grade IEP and communicate progress to teachers and parents.
<i>4d: Therapist reflects on own "practice".</i>	Therapist does not seem to reflect on practice, or the reflections are not consistently accurate.	Therapist's reflection on practice is moderately accurate. Therapist does not cite specific examples and offers broad suggestions as to how to improve practice.	Therapist's reflection provides an accurate and objective description of practice, cites specific positive and negative characteristics. Therapists make specific suggestions as to how the therapy program might be improved.	Therapist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Therapist draws on an extensive repertoire to suggest alternative strategies.
<i>4e: Therapist demonstrates flexibility and responsiveness.</i>	Therapist prefers to adhere to his or her plan only.	Therapist makes modest changes in the treatment program if needed.	Therapist makes complete revisions in the treatment program when it is needed.	Therapist is continually seeking way to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
<i>4f: Therapist collaborates with teachers and administrators.</i>	Therapist has difficulties being "available" to staff for questions, planning or material requested. Does not respond to email/messages.	Therapist is available to staff for questions and planning, and provides material when requested. Respond to email/messages.	Therapist initiates contact with teachers and administrators to confer regarding individual cases. Respond to email/messages in a timely fashion.	Therapist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. Is committed to meeting the needs of students, families and colleagues. Provides same-day response to email/messages.

Domain 4: Professional Responsibilities (Cont.)

<p><i>4g: Therapist shows professionalism by maintaining confidentiality of student, family and SAU#19 information.</i></p>	<p>Therapist is unaware of principles of confidentiality during interactions with colleagues, students and the public.</p>	<p>Therapist is aware during interactions with colleagues, students and the public. Plays a moderate advocacy role for students. Does not violate norms of confidentiality.</p>	<p>Therapist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Advocates for students when needed.</p>	<p>Therapist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocates for students. Takes a leadership role with colleagues.</p>
<p><i>4h: Therapist participates in a professional community.</i></p>	<p>Therapist's relationships with colleagues seem strained. Therapist may feel s/he has to avoid involvement in school and district events / projects.</p>	<p>Therapist's relationships with colleagues are cordial. Therapist participates in school and district events and projects when specifically requested.</p>	<p>Therapist participates actively in school and district events and projects. Maintains positive and productive relationships with colleagues.</p>	<p>Therapist makes a substantial contribution to school and district events and projects. Assumes a leadership role with colleagues.</p>
<p><i>4i: Therapist engages in professional development and participates in SAU#19 functions (i.e., staff meetings, school activities, work group meetings, committees, orders/maintains supplies).</i></p>	<p>Therapist does not or is unable to participate in professional development activities.</p>	<p>Therapist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Therapist participates in most professional development activities. Therapist seeks out opportunities for professional development.</p>	<p>Therapist actively pursues all professional development opportunities. Makes a substantial contribution to the profession by attending. Offers to present a meeting/ workshops.</p>
<p>Comments/Evidence:</p>				
<p>Recommendations:</p>				

Self-Assessment Evaluation Tool

Levels of Performance

Distinguished

Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of a teacher performing at a Distinguished level.

A classroom functioning at the Distinguished level seems to be running itself; it almost appears that the teacher is not doing anything. It is seamless; the students know what to do and get right to work. When novice teachers observe a class at this level, they typically don't recognize what they are seeing; they can observe the results of what the teacher has created but aren't always aware of how the teacher did it.

Distinguished-level performance is very high performance and, indeed, some teachers (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.

Proficient

The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can move easily to Plan B if that turns out to be necessary. And they have eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

Basic

The teacher performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Performance at the Basic level is characteristic of student teachers or teachers new to the profession – those for whom virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced teachers try a new activity, its implementation may be rough or inconsistent (for example, it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced teachers may perform at the Basic level for the same reason a new teacher might – they are doing something for the first time.

For supervision or evaluation purposes, this level is generally considered minimally competent for teachers early in their careers; improvement is likely to occur with experience, and no actual harm is being done to students. But enhancement of skill is important, and a mentoring or coaching program will ensure that such improvement occurs in a supportive environment.

Unsatisfactory

The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of “do no harm.” For example, students are treated with sarcasm or put-downs (Component 2a), the environment is chaotic (Component 2c), or learning is shut down (Component 3c.) Therefore, if a supervisor encounters performance at the Unsatisfactory level, it is very likely time to intervene. For a mentor, a component at the Unsatisfactory level represents a first priority for coaching.

Reference:

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Domain	Summative Domain Scores (definitions on back)			
	4=Distinguished	3=Proficient	2=Basic	1=Unsatisfactory
Planning/Preparation				
Instruction				
Classroom Environment				
Professional Responsibility				
Student Achievement Based on SLO Performance	Yes		No	
Overall Summative Score – Total for the 4 domains:				
Performance Level Qualifiers				
Distinguished:	Total overall score of at least 14+ points <u>and</u> must attain Distinguished ratings in at least two or more of the domains, with the remaining domains rated as Proficient.			
Proficient:	Total overall score of at least 11+ points <u>and</u> must attain no more than one domain rated Basic, with the remaining domains rated at proficient or higher.			
Basic:	Total overall score of at least 8+ <u>and</u> must attain all ratings at Basic or higher.			
Unsatisfactory:	Total overall score 4-7 and any domain rated at Unsatisfactory. Begin Tiered Intervention.			
Summative Performance Descriptor: (Circle One)	Distinguished	Proficient	Basic	Unsatisfactory

INTEGRATING TECHNOLOGY IN THE PROFESSIONAL PRACTICE PROFILE

The best way to use technology--in the classroom and in "real life"--is to make it an integrated part of "*The way things are done here*". The technology committee at SAU #19 has drafted standards for all educators.

These are aligned with ISTE standards. We also urge teachers to consult the revised Technology Standards for Students which provide Grade Level competencies in Information Literacy, Basic Operations, and Independent Learning.

SAU 19

Technology Standards for Teachers

1. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- Demonstrate knowledge, skills, and understanding of concepts related to technology as described in the Goffstown School District Technology Standards for Students in order to appropriately instruct students in accordance with grade-level requirements. (Teachers should demonstrate mastery of concepts equal to their level of certification)
- Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- Apply current research on teaching and learning with technology when planning learning environments and experiences.
- Identify and locate technology resources and evaluate them for accuracy and suitability.
- Plan for the management of technology resources within the context of learning activities.
- Plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- Facilitate technology-enhanced experiences that address content standards and student technology standards.
- Use technology to support learner-centered strategies that address the diverse needs of students.
- Apply technology to develop students' higher order skills and creativity.
- Manage student learning activities in a technology-enhanced environment.

4. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Apply multiple methods of evaluation to determine students' use of technology resources for learning, communication, and productivity.

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- Use technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Apply technology to increase productivity.
- Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

Specifically, teachers should:

- Check email and respond to email and voicemail on a daily basis
- Create and maintain a web page with assignments updated on a weekly basis
- Use the online student management system to submit classroom attendance
- Using the electronic gradebook at the middle and high school levels and the online student management system, post and update information on a weekly basis (in grades and courses where appropriate)
- Use the online forms to submit Technology work requests and Maintenance work requests
- Participate in professional development opportunities to increase skill level and ability to use technology effectively

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- Model and teach legal and ethical practice related to technology use.
- Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- Identify and use technology resources that affirm diversity and access to the general curriculum.
- Promote safe and healthy use of technology resources.
- Facilitate equitable access to technology resources for all students.

PROFESSIONAL DEVELOPMENT

Orientation sessions will be given to teachers new to the district and regular courses and workshops will be offered through the SAU to advance teacher skills in technology applications and integration. These offerings will be based on needs identified through the LoTi and internal surveys. There will be a joint meeting of the SAU 19 Professional Development and Technology Committees each May to review the survey and to plan workshops and professional development assistance for the coming school year.

This document is based on the ISTE NETS for Teacher Standards, available online at: http://cnets.iste.org/teachers/t_stands.html

SAU 19

Technology Standards for Students

Instructional Level Key:

Introduce

Develop

Reinforce

Master and Apply

Assumes increasing skill complexity and level of application across grade levels.

BASIC OPERATIONS

Students understand the nature and purpose of technology hardware and its operation:

Turn on/off a computer

Use input devices (e.g. mouse, keyboard) and output devices (e.g. monitor, printer)

Identify major hardware and software components of a computer system

Know user name and password

Log onto and off of a computer (network account)

Develop knowledge of basic computer and network terminology

Navigate and use network shares for file storage and transfer

Understand differences between local computer and network

Create and organize files and folders

Use terminology related to the use of computers and technology appropriately in written and oral communications

Recognize keyboard components; ie alphanumeric keys, special function keys, enter/return keys, delete keys, etc

Use correct typing technique

Use keyboard with ease and fluency

Use the numeric keypad for numerical operations

Use special function keys (e.g. backspace, caps lock, delete, and punctuation)

Access and save a document to a storage device

Recognize and select print options

Print a document

Identify and use standard icons, tool bars, and menus

Identify the type of file from its extension (.doc, .ppt, .jpg, etc.) or icon

Understand the concept of computer viruses and the purpose of virus prevention programs

Use imaging tools such as digital cameras and scanners

Perform basic troubleshooting (check cables, plugs, settings, etc.)

Identify common operating systems and applications by their name and icon

Grade Level

	K	1	2	3	4	5	6	7	8	9	10	11	12
Turn on/off a computer													
Use input devices (e.g. mouse, keyboard) and output devices (e.g. monitor, printer)													
Identify major hardware and software components of a computer system													
Know user name and password													
Log onto and off of a computer (network account)													
Develop knowledge of basic computer and network terminology													
Navigate and use network shares for file storage and transfer													
Understand differences between local computer and network													
Create and organize files and folders													
Use terminology related to the use of computers and technology appropriately in written and oral communications													
Recognize keyboard components; ie alphanumeric keys, special function keys, enter/return keys, delete keys, etc													
Use correct typing technique													
Use keyboard with ease and fluency													
Use the numeric keypad for numerical operations													
Use special function keys (e.g. backspace, caps lock, delete, and punctuation)													
Access and save a document to a storage device													
Recognize and select print options													
Print a document													
Identify and use standard icons, tool bars, and menus													
Identify the type of file from its extension (.doc, .ppt, .jpg, etc.) or icon													
Understand the concept of computer viruses and the purpose of virus prevention programs													
Use imaging tools such as digital cameras and scanners													
Perform basic troubleshooting (check cables, plugs, settings, etc.)													
Identify common operating systems and applications by their name and icon													

DEVELOPMENTAL STRUCTURE FOR THE DESIGN OF PROFESSIONAL DEVELOPMENT ACTIVITIES

*Use this chart to decide on appropriate activities (steps toward achieving the goal). The choice of activities toward achieving the goal is dependent on the individual's experience, subject area and knowledge base. Professional Learning is hierarchical, organized into three levels: Awareness, Appreciation and Expanding and Disseminating. Activities to support a single goal may differ depending on where the individual is on this hierarchy.

THEORETICAL FRAMEWORK				PRACTICE		
	Bloom's Taxonomy	NCREL: Phases of Professional Development	Concerns Based Adoption Model		Scenario	Sample Activities
AWARENESS	Knowledge and Comprehension	Building a Knowledge Base Observing Models and Examples	Orientation Seeks information about the innovation	Preparation Prepares for the innovation	I am relatively new to teaching and have a relatively small teaching repertoire. OR I've been teaching for some time, but this is the first time I've ever taught _____, or this grade level. OR I am experienced, but I have never used this new initiative before. I've only heard about it at a meeting/workshop	workshops/classes peer observation professional journal or other readings working with colleagues/study groups listening to/watching audio/video examples
CLASSROOM APPLICATION	Application	Changing Your Practice	Mechanical Awkward use of the innovation, making changes to improve use	Routine Has established pattern of use, makes few or no changes	I am going to begin using differentiated instruction in my class this year. I've been to a few workshops and read Tomlinson's book, but never tried it in class. OR I'd like to begin using PowerPoint to deliver my notes. I know PowerPoint but haven't used it in class OR I'd like to introduce writing prompts to assess my students' math development.	curriculum development lesson/unit planning peer coaching lesson study
EXPANDING AND DISSEMINATING	Analysis Synthesis	Reflecting on Your Practice Gaining and Sharing Information	Refinement Assess the impact on students and makes changes to increase positive impact Integration Makes a deliberate effort to collaborate with others in using the innovation Renewal Seeks more effective alternatives to the established use of the innovation		I am an experienced teacher who has used _____ technique effectively for a few years now. I would like to collaborate with my department to see if it can be improved or spread around. OR I have been using _____ technique in my classes for a while now, and I think that my students are benefiting, but I would like to see if I am maximizing the positive impact.	team planning collaborative examination of student work mentoring partnering presenting a workshop lab/host class participating in a network action research

PROFESSIONAL DEVELOPMENT PLAN

Name: _____

Plan for 3 year period beginning July 1, 2_____ and concluding June 30, 2_____

Certification and Areas of Endorsement: _____

PLAN AGREEMENT:

Teacher's Signature

Date

Supervisor's Signature

Date

Superintendent's Signature

Date

GOAL:

Professional Practice Profile Component:

Projected Completion Date:

OBJECTIVES (SUBGOALS)	STEPS TOWARD ACHIEVING THE GOAL Awareness, Classroom Applications, Expanding and Disseminating	EVIDENCE Teacher and Student Performance Indicators	ANTICIPATED COMPLETION DATES

*See worksheet on previous page for explanation of levels of professional learning and sample activities.

SAU 19
SUPERVISION AND EVALUATION
TOTAL PERFORMANCE COVERSHEET

ANNUAL PROGRESS SUMMARY Year 1 Year 2 _____ **3 YEAR PROGRESS SUMMARY** _____

STAFF NAME:

SCHOOL:

POSITION/GRADE/SUBJECT:

SUPERVISOR'S NAME:

PATHWAY: (circle) Teacher New to the District, Experienced Teacher, Teacher in Need of Improvement

CERTIFICATION RENEWAL DATE: _____

YEAR IN CYCLE: 1 2 3

DATA COLLECTION

ATTACHMENTS: (Check those that apply)

- _____ Observation Narrative(s)
- _____ Summative Evaluation
- _____ Other

EVIDENCE REVIEWED: (Check those that apply)

- _____ Conversation Notes
 - _____ Student Achievement Data
 - _____ Student Work
 - _____ Self-Assessment
 - _____ Teacher Artifacts: Lesson/Unit Plans, Videotapes, Portfolio, Etc.
 - _____ Feedback: Parents, Students, and Colleagues
 - _____ Other
-

TOTAL PERFORMANCE EVALUATION

ANNUAL PROGRESS SUMMARY FOR YEARS 1 AND 2

Supervisor describes practice (using informal/formal data) that supports student achievement and connection to the staff member's professional growth plan. Supervisor will include commentary on the Components of the Professional Practice Profile – PREPARATION AND PLANNING, INSTRUCTION, LEARNING ENVIRONMENT and PROFESSIONAL RESPONSIBILITIES as applicable

ANNUAL SUMMARY: _____ Progressing on track on professional growth plan
_____ Not progressing on professional growth plan

Recommendations/Agreed upon Next Steps:

ANNUAL PROGRESS SUMMARY for Years 3

Supervisor describes practice (using informal/formal data) that supports student achievement and connection to the staff member's professional growth plan. Supervisor will include commentary on the Components of the Professional Practice Profile – PREPARATION AND PLANNING, INSTRUCTION, LEARNING ENVIRONMENT and PROFESSIONAL RESPONSIBILITIES as applicable.

3-YEAR CYCLE SUMMARY: _____ Recommended for Recertification

Recommendations/Agreed upon Next Steps:

Supervisor: _____ Staff Member: _____

Date: _____ Date: _____

Staff signature indicates receipt of document and knowledge that it will be inserted into personnel file. It does not necessarily indicate agreement or disagreement.

STAFF MEMBER COMMENTS ATTACHED: ____ YES ____ NO

SAU 19 PRE-OBSERVATION CONVERSATION REFLECTION GUIDE

Purpose: This document provides a structure for both administrator and teacher before observation visit to have a meaningful conversation focused on student achievement. Decisions regarding which questions and or how many questions, written/verbal will depend upon the Pathway/learner.

1. What are the objectives of this lesson in terms of student outcomes? (How might you communicate those standards to students?)
2. How might you gather data on what students already know about the concept/topic?
3. How will you evaluate the lesson to determine if the students have learned the material? How does the lesson/unit connect to life beyond the classroom?
4. What are some of the ways this lesson supports/matches district goals and standards?
5. What has led up to/will follow this lesson? What data informed you of need for specific instruction?
6. What are some of your concerns regarding the lesson/unit? What possible difficulties do you anticipate? How do you plan to address these difficulties?
7. What learning strategies/behaviors will be observed? What opportunities will be provided for students to rehearse and revise?
8. What student behaviors does the teacher expect to hear/see? How will you provide the opportunity for student reflection/self-assessment?
9. How might you envision the interactions of the students during the lesson? What theories are guiding you?
10. How are the teaching strategies, desired student behaviors and desired outcomes/objectives related?
11. How might you analyze the results of the lesson/unit activity?
12. Are there any group or individual characteristics or circumstances of which this evaluator should be aware?
(Unusual behaviors, instructions, etc.)
13. Other:

Classroom Observation Mastery Lesson and Unit Planning Template*

- 1. What do I want the students to know and be able to do by the end of the lesson/unit (my mastery objectives)?*
- 2. What is the district's curriculum standard from which these concepts are derived?*
- 3. How will I formatively and summatively assess the student's level of mastery of these concepts?*
- 4. Describe the sequence of events in the lesson/unit.*
- 5. How will I differentiate instruction (including homework) to ensure that all students acquire master of the objective?*
- 6. While observing my class, what areas for improving the teaching of this lesson/unit do I want the administrator to focus on? What feedback would be most helpful to me to improve my professional practice?*

*Derived from Instructional Practices That Maximize Student Achievement by Ribas, Dean, and Seider AKA ~ The Green Book Glen Lake School document served as a resource 11/2/07

SAU 19 OBSERVATION NARRATIVE

Annual Progress Meeting

3 Year Cycle Meeting

STAFF NAME:

SCHOOL:

GRADE/SUBJECT:

DATE:

SUPERVISOR/OBSERVER:

TYPE OF OBSERVATION: Announced: Unannounced:

The observation report will identify the teacher's moves and patterns of instructional behavior supported by quotes or descriptions of behavior. The report will also include the effect on the students or the significance of the teaching act and the observer's assessment of the teaching and learning. SUGGESTIONS or RECOMMENDATIONS for growth may also be included.

Supervisor: _____ Staff Member: _____

Date:

Date:

Staff signature indicates receipt of document and knowledge that it will be inserted into personnel file. It does not necessarily indicate agreement or disagreement.

STAFF MEMBER COMMENTS ATTACHED: YES NO

Overview of Supervision and Evaluation Defined in the Handbook for Advancing Student Learning

Process	Teacher New to District Pathway	Experienced Teacher Pathway	Teacher in Need of a Program of Improvement
Initial Organization	Administrator divides teachers according to their recertification dates and pathways, to better plan time for formal and informal classroom visits, progress meetings, and teacher coaching and support.	Administrator divides teachers according to their recertification dates and pathways, to better plan time for formal and informal classroom visits, progress meetings, and teacher coaching and support.	<u>Upon identifying an educator on continuing contract in need of improvement, administration designs, with the educator, a specific improvement plan; explains to the educator that s/he must take this plan seriously and that, if the plan is not completed successfully, it may jeopardize future employment.</u>
Plan Development	Administrator meets with each teacher beginning a new 3-year plan, and reaches plan agreement by mid-January (exception to timeline for a plan in an appeal process).	Administrator meets with each teacher beginning a new 3-year plan, and reaches plan agreement by mid-October (exception to timeline for a plan in an appeal process). If appropriate, teacher and supervisor develop and plan a multi-year menu item as an option to the formal evaluation.	Administrator schedules periodic formal progress meetings to assess progress toward meeting the goals as outlined in the plan. Progress meeting feedback will be based on teacher and administrator evidence and all other evidence as outlined in the plan. A union member may be present as well.
Formal Observations	Administrator conducts a <u>minimum of 2</u> Formal observations (to include pre-observation conference, observation, post-observation conference) <u>each year</u> that the teacher is on this pathway. The administrator submits <i>Observation Narratives</i> to the superintendent through the digital professional development system.	Administrator conducts <u>1</u> Formal observation (to include pre-observation conference, observation, post-observation conference) and/or, if appropriate, teacher and supervisor develop and plan menu item as an option to the formal evaluation <u>within the 3-year period of the plan</u> . The administrator forwards to the SAU copies of all <i>Observation Narratives</i> .	Administrator conducts formal observations at the times (or with the frequency) prescribed in the Plan of Improvement. The administrator forwards to the SAU copies of all <i>Observation Narratives</i> .
Walk-throughs & Informal Observations Classroom visits	Administrator regularly and routinely conducts walk-throughs and other informal observations/classroom visits of all teachers on this pathway.	Administrator regularly and routinely conducts walk-throughs and other informal observations/classroom visits of all teachers on this pathway.	Administrator regularly and routinely conducts walk-throughs and other informal observations of teachers on this pathway. Regular communication will be maintained to assure professional growth and continued student learning is in place.
Progress Meetings	Administrator <u>may conduct 1 or more</u> Progress meetings with teachers on this pathway, as the administrator feels they are necessary or appropriate.	Administrator conducts a <u>minimum of 1</u> Progress meeting prior to last week in May with teachers in year 1 & 2 of their plans & and forwards a <i>Total Performance Cover sheet to the SAU</i> , indicating that this is an <i>Annual Progress Summary</i> and including: any written commentary on the teacher's progress and <i>the teacher's 1- year Self-Analysis of Plan</i> . If progress is insufficient, teacher must be notified in writing.	Administrator conducts Progress meetings at the times prescribed in the Program of Improvement, and communicates with the superintendent about the progress of the educator on a Program of Improvement. The administrator forwards to the SAU office any records of these meetings and talks directly with the superintendent regarding issues and concerns.
Total Performance Evaluations	Administrator completes <i>Total Performance Evaluation</i> by mid-March for all teachers on this pathway, to include: a conference at which the teacher presents <i>Self-Analysis of Plan</i> and thoughts about performance based upon self-assessment with the PPP. Administrator forwards <i>Total Performance Cover Sheet</i> (indicating that this is a <i>3 Year Progress Summary</i> and including commentary on the teacher's performance in the 4 domains of the PPP) & the teacher's <i>Self-Analysis of Plan</i> to the SAU.	Administrator completes <i>Total Performance Evaluation</i> by end of March for teachers <u>at the end of 3-year plans</u> , to include: a conference at which the teacher presents <i>Self-Analysis of Plan</i> , thoughts about performance based upon self-assessment using the PPP, & <i>evidence of professional growth</i> . Administrator forwards <i>Total Performance Cover Sheet</i> to SAU, (indicating that this is a <i>3-Year Progress Summary</i> , and including commentary on the teacher's performance in the 4 domains of the PPP) & the teacher's <i>Self-Analysis</i> .	Administrator completes a <i>Total Performance Evaluation</i> within the time frame and in the manner specified in the Program of Improvement. The administrator forwards to the SAU office all records of this evaluation.
Recertification	Administrator forwards the educator's signed paperwork, educator's three year self-reflection of the PD Plan and the Total Performance Evaluation, and any other relevant paperwork to the SAU, recommending recertification. The Superintendent processes the recertification online to the NHDOE through EIS. The educator is then notified to access EIS to make payment and finalize the process. Educators are reminded to submit a copy of the certification to the SAU as soon as they received it from the NH Department of Education.	Administrator forwards the educator's signed paperwork, educator's three year self-reflection of the PD Plan and the Total Performance Evaluation, and any other relevant paperwork to the SAU, recommending recertification. The Superintendent processes the recertification online to the NHDOE through EIS. The educator is then notified to access EIS to make payment and finalize the process. Educators are reminded to submit a copy of the certification to the SAU as soon as they received it from the NH Department of Education.	
Continuous Improvement	As teachers begin their new 3-year cycles of improvement, the principal may encourage them to celebrate the success of their projects; to share their excellent work and evidence of student achievement; to serve as peer coach or mentor, if appropriate; and to take on leadership roles within the school and the district.	As teachers begin their new 3-year cycles of improvement, the principal may want to encourage them to celebrate the success of their projects; to share their excellent work and evidence of student achievement; to serve as peer coach or mentor, and to take on leadership roles within the school and the district.	

Overview: Professional Growth Pathways

All certified educators will develop and fulfill three year individual professional development plans for the purpose of continuous professional growth and recertification. The process for implementation will be based on three professional growth pathways designed to meet the needs of *Teachers New to the District*, *Experienced Teachers*, or *Teachers in Need of a Program of Improvement*. Every pathway is grounded in the Standards for Student Learning, the District(s) Beliefs, Mission, Vision, and Educational Goals for Improvement, and the Educator Components, *What Teachers Should Know and be Able to Do*, articulated in the appropriate Professional Practice Profile.

Teachers New to District (per RSA 189:14-a)

Beginning Teacher: Any teacher who has been in the educational profession for five (5) years or fewer. The focus will be to foster a sense of community, establish support, facilitate and improve teaching strategies, and foster the components as described in the Professional Practice Profile.

Teacher New to the District: Any teacher who has been in a School Administrative Unit #19 district for less than three (3) years, but has six (6) or more previous years of consecutive teaching in a New Hampshire district will follow the Teachers New to District Pathway.

Teachers in this pathway will complete the Professional Practice Profile as a self-assessment tool. Additionally, goal setting, two cycles of observation (a planning conference, observation, and a reflecting conference) and a total performance evaluation using multiple sources of data are required. Induction and peer coaching will be part of this pathway.

Experienced Teacher: These are experienced teachers on continuing contract. An experienced teacher will review the Professional Practice Profile as a self-assessment tool and meet with their supervisor to professional development goals that due in October. The goals may include activities, such as research, special projects, or being a peer coach for a beginning teacher or a teacher new to the District. A complete performance evaluation will include multiple sources of data, an observation record, a record of professional development activities and feedback. To meet the varied needs of the teachers in the SAU, in lieu of the three-part formal observation cycle (planning conference, observation, and reflecting conference), with supervisor approval, teachers may choose to work with an option from the professional development menu.

Teacher in Need of a Program of Improvement: A teacher whose work has been determined to be unsatisfactory by the school administrator. A Program of Improvement Plan is developed that identifies specific problem areas and strengths, timelines for actions, a support team, as well as necessary resources. A teacher within this pathway will complete the Professional Practice Profile instrument as self-assessment, set goals, develop strategies, and criteria for self-reflection and develop a plan in cooperation with the school administrator or assigned mentor. A total performance evaluation will take place within a period of approximately six months. An assessment meeting will be held to present evidence of professional growth as shown by the individual and/or support team. The next step will be attainment of goals or further discussion about options.

ANNUAL/ CYCLE PROCESS

1. **Self-Reflection** – Certified educators use *Professional Practice Profile* and Goal Planning Questions/Worksheets.
2. **The Plan** – Educator Goals developed with Supervisor/Administrator for agreement and submitted to Superintendent for approval.
3. **Data/Evidence Gathering** - by Educator and Supervisor/Administrator (evidence: student data, yearly summary notes, highlights of key points, conversations, video, walkthroughs, portfolios, action research, projects, peer coach, study groups, professional development log, pre-observation, observation, post-observation, unannounced observations, sample lesson plans, sample student work, sample assessments, etc.)
4. **Annual or 3-Year Cycle Total Performance Summary** (Includes all of above, teacher self-reflection, self-assessment, artifacts, etc.) Annually for Teachers New to the District. Every three (3) years for teachers on Experienced Teacher Pathway.

TRANSITION PLANS For Educators Who Come Into or Leave The District

FOR AN EDUCATOR TRANSITIONING OUT OF THE DISTRICT

Educators leaving a District in SAU #19 are responsible for inquiring about the professional development requirements of the District to which they are moving.

If it is necessary for the Educator to represent his/her work as clock hours, the Educator needs to compile a log of hours (with corresponding evidence) to present to his/her Supervisor/Administrator. Together the Educator and the Supervisor/Administrator will review the professional development log and evidence and agree upon an estimated number of hours.

If the Educator and the Supervisor/Administrator cannot agree on the hours, the Educator may appeal the decision of the Supervisor/Administrator to the Professional Development Committee. The Professional Development Committee will review the matter and determine the number of hours.

FOR AN EDUCATOR ENTERING AN SAU #19 DISTRICT

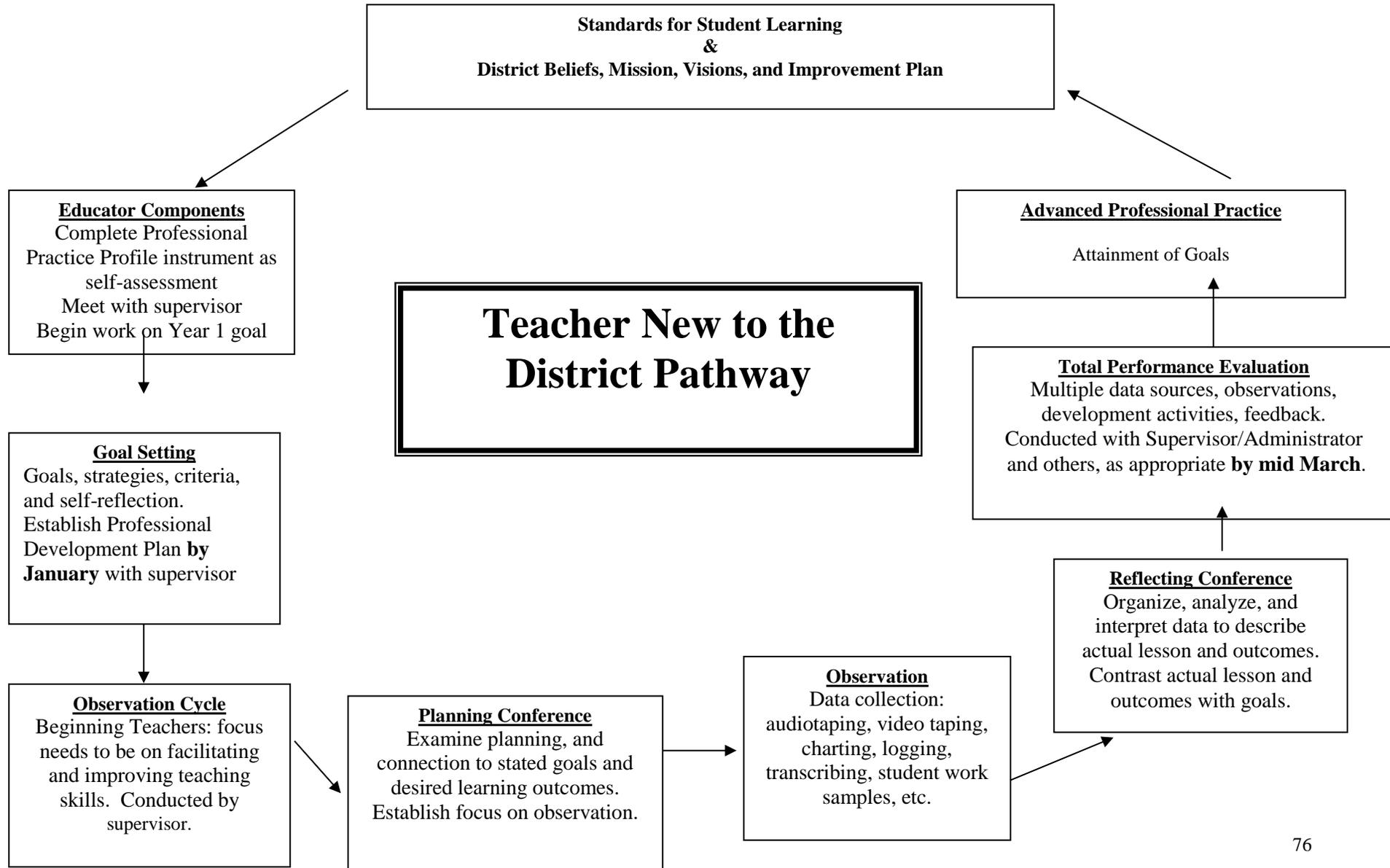
Educators entering our districts will present the following to their Supervisor/Administrator: records, logs, or other evidence of the professional development they have completed in their previous district.

If the Educator is beginning a new certification cycle, the Educator will follow the *Teacher New to the District* guidelines for plan development.

Educators who have completed one or more years in their certification cycles, will develop plans for the time remaining in the certification cycle, taking into consideration what they have done for professional development in the previous years of the cycle.

Should the Supervisor/Administrator and the individual have difficulty reaching an agreement on the development of the plan, the individual may follow the appeal process described in the Experienced Teacher Pathway.

Enhancing Professional Practice and Improving Student Learning



Teacher New to the District Pathway

The *Teacher New to the District* Pathway is targeted to support teachers to become integrated members of the school community and to advance student learning in their classrooms through their professional performance. Specifically, the pathway is aimed at helping teachers to gain an understanding of the SAU #19 school community, their roles and responsibilities within it, to develop an ever-expanding repertoire of teaching strategies, and to become more skilled in matching strategies to the needs of students and the curriculum to be taught.

The Pathway includes the following components:

- Self-reflection using the Professional Practice Profile
- Year 1 New Teacher Goal
- Plan development by January
- Implementation and evaluation of a three-year plan
- One annual progress meeting with the Supervisor/Administrator (minimum)
- Informal and formal walkthroughs and observations
- A total performance evaluation by mid-March of each year.

By January of their first year in the district, dependent on where they are in the current recertification cycle, teachers will develop a two or three year plan aimed at advancing student learning through the enhancement of their professional practice. If the teacher is in Year 3 of their current recertification cycle, the district's New Teacher Year 1 Goal Plan is implemented in September. All plans will evidence:

- goals,
- objectives for each goal,
- strategies and procedures for accomplishing the goals, and
- projected completion dates, and evidence to be collected.

Teachers will base the development of their goals on

- the SAU and building goals
- a self-reflection using the *Professional Practice Profile*; and
- an examination of relevant student performance data

Goals needs to relate to, and support, SAU and school goals. Working with their supervisor, teachers may develop goal or goals that address and support an individual professional need.

The *Professional Practice Profile* constitutes the SAU's vision for excellent teaching. It is a tool for teachers to use in examining their own practices and identifying areas they would like to improve.

Examining relevant student performance data (e.g., SAU-wide assessments, classroom assessments, observation of students, student work samples, etc.) will assist teachers in identifying the area(s) of student performance they are going to target for improvement.

To support collaboration and foster successful integration into the educational community, supervisors will work with teachers to help connect them with colleagues working on similar goals.

Examples of Collaboration

- Team members analyze student data and develop individual and group goals
- Specialized staff join the regular education team(s) (i.e. guidance, art, music, reading, physical education, technology, etc.) for brainstorming sessions to broaden the goal(s)
- Time during staff meetings is provided for sharing plans and goals
- Support is provided for ongoing conversations focused on student achievement
- Opportunities are provided throughout the year to work collaboratively and share progress.
- End of the year celebration and sharing session to reflect with colleagues

PLAN DEVELOPMENT

Use the Inquiry Process – Seven Step Process for Plan Development

In developing their plans, teachers may use any of the following strategies to assist them in accomplishing their goals:

- **Workshops, seminars, and courses** --offered within or outside the district.
- **Creating a “product”** --for the classroom, school, district or SAU e.g.: a new instructional unit, a new classroom management approach, lesson modifications or enrichment activities, an orientation guide for new teachers, etc.
- **Curriculum Work—work with supervisor to determine needs around** developing new curriculum and/or designing new assessment methods for assessing student progress toward curriculum standards.
- **Study Groups--** meeting regularly with a group of your colleagues (from within your school or SAU) around a particular topic of interest or common concern. Topics for study groups could include instructional methods and curriculum content; school-wide practices such as block scheduling, looping, multi-age classrooms; examination of theories--emotional intelligence, multiple intelligences; communication skills, interpersonal skills; etc. Groups may meet regularly to share experiences and advice, and may function as support groups during implementation of a new instructional approach.
- **Action Research--**conducting a study focused upon a particular idea or concern you have about teaching, using your own classroom or school as the study site and organizing around a particular question you wish to answer. E.g.: "How does the use of technology influence the quality of student writing?"
- **Case Discussions--**viewing videotapes of classroom teaching and discussing with others what you see happening in the classroom. Teachers might discuss, for example, connections they observe between teaching behaviors and student learning, any problems that arise during the lesson, and the learning outcomes that ensue from the lesson.
- **Examining Student Work and Assessment Results --** examining samples of student work and discussing them with others in order to assess and gain a deeper understanding of student learning and thinking.
- **Peer Mentor/Peer Coach--** servicing as a mentor or coach, particularly to a new teacher.
- **Peer Mentoring/Peer Coaching--** receiving mentoring or coaching from a peer.
- **Supervising Interns--** supervising college/university teaching interns.
- **Being a Professional Developer--** presenting workshops, etc. for other educators.
- **Other strategies developed by the teacher and approved by the Supervisor/Administrator.**

In their plans, teachers will identify the kinds of evidence that will serve as indicators of their learning and of student learning. The indicators will be used by the teachers as the means for measuring their own learning and the impact of their efforts on the learning of their students. Teachers will assemble their evidence in a medium (e.g., notebook, computer, file box, video, audiotape, etc.) that is appropriate to their plan and approved by the supervisor. For each piece of evidence entered into the collection, the teacher may complete an *Artifact Entry Slip* (see section in Evidence/Plan Assessment).

Plan Agreement

After following the steps to plan development, teachers will submit an initial draft plan to their supervisor through the online professional development management system. The Supervisor will review plans using the *Criteria for Plan Agreement* (in this section) and either return the plan to the teacher with feedback for revision or assign preapproval and forward the plan to the Superintendent or Designee. If the plan has been returned to the teacher by the supervisor, the two will work together to come to a common understanding. If a common understanding cannot be reached, the steps below should be followed.

MEDIATION AND APPEAL PROCESS

The process is the same for *Teachers New to the District*, or *Experienced Teachers*. Should the Supervisor not agree on the plan, the following steps may be taken to resolve the matter:

1. The teacher shall request a meeting with the Supervisor to dialogue a resolution.
2. If a resolution cannot be determined, the teacher shall request a meeting with the Supervisor and the Assistant Superintendent who will act as a mediator to try to resolve the matter.
3. If Step 3 does not result in an approved plan, the teacher shall submit the plan to the Superintendent of Schools. The Superintendent will render a decision. The Superintendent's decision is final.

IMPLEMENTATION OF THE PLAN

During the period of implementation, teachers will self-reflect annually (submit online in the professional development management system), meet at least once (annually) with their Supervisor to discuss and document progress on their goals. Teachers may, with the agreement of their Supervisor, modify their plan during the implementation period. Teachers not making progress toward their goal(s) will be notified in writing.

COMPLETION OF THE PLAN

At the completion of their plans, teachers will complete a formal summative reflection of the three years, for which they may use the *Reflection Form* (see Evidence/Plan Assessment section). The reflection is focused through the following three questions:

1. What did I do?
2. What did I learn?
3. Now what will I do?

Teachers will organize their evidence collection and meet with their Supervisor/Administrator to review and discuss their efforts, findings, conclusions, and the implications of what they have learned. Teachers are encouraged to share their efforts and findings with other teachers.

FORMAL OBSERVATIONS

Teachers New to the District will participate in a minimum of two (2) formal observation cycles including a planning conference, observation, and reflecting conference for the first three years. Teachers who have not achieved tenure in another New Hampshire District, and remain untenured for years four and five, will have one formal observation and walkthrough feedback for each year (4 and 5).

TOTAL PERFORMANCE EVALUATION

Teachers New to the District will participate in a total performance evaluation each year. The evaluation will be based upon a variety of evidence which includes a self-reflection completed by the teacher; data from formal and informal observations; feedback from students, parents, colleagues; progress on plan; or other relevant information.

Professional Development Support Provided to Beginning/New Teachers Beginning Teacher and Teacher New to the District Pathway

SAU #19 is committed to providing an induction program that helps educators develop skills and knowledge, including those that are essential for preparation and planning, instructional strategies, classroom environment, and professional responsibility.

1. SAU-wide orientation for all new teachers –August
 - a. SAU #19 Handbook for Advancing Student Learning (Integrated Professional development, Supervision and Evaluation Model)
 - b. Curriculum and instruction expectations
 - c. Technology – expectations and training
 - d. Crisis Prevention Institute (CPI) - training
 - e. Review of policies and responsibility to prevent harassment, bullying, breaches of confidentiality, etc.
 - f. Text and instructional expectations *Instructional Practices That Maximize Student Achievement – for Teachers by Teachers – Ribas, Deane & Seider*

2. As appropriate for the teaching assignments, summer training/exposure is provided in:
 - a. Content areas
 - c. Core Programs
 - d. Technology
 - e. Opportunities to participate in summer curriculum work with peers

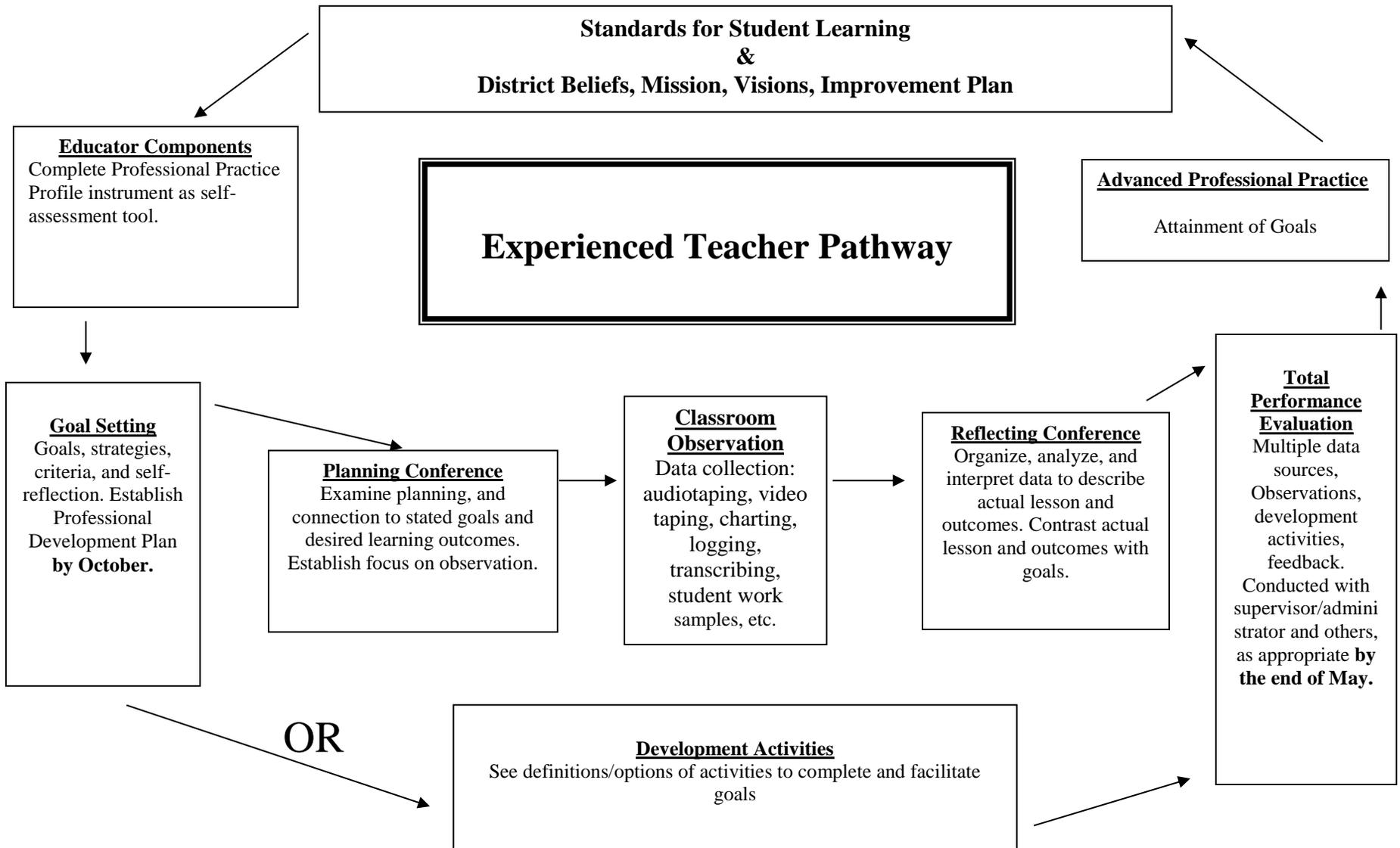
3. Building based orientation for all new teachers – August
 - a. review schoolwide procedures and practices and curriculum standards in detail
 - b. work 1-1 with an assigned experienced teacher to prepare for opening of school

During the school year, additional training is provided at both the SAU and the school building level:

1. SAU Training -
 - a. monthly after school workshops on topics such as instructional strategies, special education, 504 and classroom management.
 - b. workshops on best practices in instruction

2. Building Level – Student and Parent Handbooks, Faculty Handbooks, Second Step, curriculum resources and materials, lesson and unit planning, course competencies and rubrics (this training may take place in a combination of after school meetings, grade level, team or department meetings, peer observations, and in class coaching during the school day as appropriate).

3. In addition to the above training, each teacher new to the district is connected to a experienced SAU 19 teacher for informal support throughout the year.



Experienced Teacher *Pathway*

An *Experienced Teacher* is a teacher on continuing contract and whose performance meets the expectations of the district.

The Experienced Teacher Pathway is intended to advance student achievement and foster and support the continued professional growth of the experienced teacher. The pathway provides the mechanism through which experienced teachers can engage in professional development plans aimed at elevating their professional practice through the continuous study of their teaching practices and the impact of those practices on student learning and achievement.

The Experienced Teacher Pathway includes the following components:

- Self-reflection using the Professional Practice Profile
- Plan development, by October
- Implementation, and evaluation of a three-year plan
- One annual progress meeting with the Supervisor (minimum) by the end of May
- Informal observations (walk-throughs, etc.) and a minimum of one formal (announced or unannounced) observation or activity from the menu during each 3-year cycle.
- One total performance evaluation by the end of May at the conclusion of the three-year cycle, based on self-assessment information from formal and informal observations, feedback from students, parents, colleagues, plan completion, menu activity completion; or other relevant information.

At the beginning of their three-year recertification cycles, experienced teachers will collaborate with their supervisor to develop a three-year plan aimed at advancing student learning through the enhancement of their professional practice. The plan will include:

- goals,
- objectives for each goal,
- strategies and procedures for accomplishing the goals, and
- projected completion dates, and evidence to be collected
- multi-year menu activity if appropriate

Teachers will base the development of their goals on

- the SAU and building goals;
- a self-reflection using the *Professional Practice Profile*; and
- an examination of relevant student performance data
- supervisor feedback on goal updates and observations

Goals needs to relate to, and support, SAU and school goals. Working with their supervisor, teachers may develop a goal, or goals, that address and support an individual professional need.

The *Professional Practice Profile* constitutes the SAU's vision for excellent teaching. It is a tool for teachers to use in examining their own practices and identifying areas they would like to improve.

Experienced Teacher *Pathway*

Examining relevant student performance data (e.g., SAU-wide assessments, classroom assessments, observation of students, student work samples, etc.) will assist teachers in identifying the area(s) of student performance they are going to target for improvement.

To support continued collaboration within the educational community, supervisors will work with teachers to help connect them with colleagues working on similar goals.

Examples of Collaboration

- Team members analyze student data and develop individual and group goals
- Specialized staff join the regular education team(s) (i.e. guidance, art, music, reading, physical education, technology, etc.) for brainstorming sessions to broaden the goal(s)
- Time during staff meetings is provided for sharing plans and goals
- Support is provided for ongoing conversations focused on student achievement
- Opportunities are provided throughout the year to work collaboratively and share progress.
- End of the year celebration and sharing session to reflect with colleagues

PLAN DEVELOPMENT

Use the Inquiry Process – Seven Step Process for Plan Development

In developing their plans, teachers may use any of the following strategies to assist them in accomplishing their goals:

- Workshops, seminars, and courses - offered within or outside the district.
 - Creating a “product” - for the classroom, school, district or SAU e.g.: a new instructional unit, a new classroom management approach, lesson modifications or enrichment activities, an orientation guide for new teachers, etc.
 - Curriculum Work—work with supervisor to determine opportunities for new curriculum and/or designing new assessment methods for assessing student progress toward curriculum standards.
 - Study Groups - meeting regularly with a group of your colleagues (from within your school or SAU) around a particular topic of interest or common concern. Topics for study groups could include instructional methods and curriculum content; school-wide practices such as block scheduling, looping, multi-age classrooms; examination of theories--emotional intelligence, multiple intelligences; communication skills, interpersonal skills; etc. Groups may meet regularly to share experiences and advice, and may function as support groups during implementation of a new instructional approach.
 - Action Research - conducting a study focused upon a particular idea or concern you have about teaching, using your own classroom or school as the study site and organizing around a particular question you wish to answer. E.g.: "How does the use of technology influence the quality of student writing?"
 - Case Discussions - viewing videotapes of classroom teaching and discussing with others what you see happening in the classroom. Teachers might discuss, for example, connections they observe between teaching behaviors and student learning, any problems that arise during the lesson, and the learning outcomes that ensue from the lesson.
 - Examining Student Work and Assessments - examining samples of student work and discussing them with others in order to assess and gain a deeper understanding of student learning and thinking.
 - Peer Mentor/Peer Coach - serving as a mentor or coach, particularly to a new teacher.
 - Peer Mentoring/Peer Coaching - receiving mentoring or coaching from a peer.
 - Supervising Interns - supervising college/university teaching interns.
 - Being a Professional Developer - presenting workshops, etc. for other educators.
 - Other strategies developed by the teacher and approved by the Supervisor.

In their plans, teachers will identify the kinds of evidence that will serve as indicators of their learning and of student learning. The indicators will be used by the teachers and supervisors as the means for measuring their own learning and the impact of their efforts on the learning of their students. Teachers will assemble their evidence in a medium (e.g., notebook, computer, file box, video, audiotape, etc.) that is appropriate to their plan. For each piece of evidence entered into the collection, the teacher may complete an *Artifact Entry Slip* (see section in Evidence/Plan Assessment).

Plan Agreement

After following the steps to plan development, teachers will submit an initial draft plan to their supervisor through the online professional development management system. The Supervisor will review plans using the *Criteria for Plan Agreement* (in this section) and either return the plan to the teacher with feedback for revision or assign preapproval and forward the plan to the Superintendent or Designee. If the plan has been returned to the teacher by the supervisor, the two will work together to come to a common understanding. If a common understanding cannot be reached, the steps below should be followed.

MEDIATION AND APPEAL PROCESS

The process is the same for *Teachers New to the District*, or *Experienced Teachers*. Should the Supervisor not agree on the plan, the following steps may be taken to resolve the matter:

4. The teacher shall request a meeting with the Supervisor to dialogue a resolution.
5. If a resolution cannot be determined, the teacher shall request a meeting with the Supervisor and the Assistant Superintendent who will act as a mediator to try to resolve the matter.
6. If Step 3 does not result in an approved plan, the teacher shall submit the plan to the Superintendent of Schools. The Superintendent will render a decision. The Superintendent's decision is final.

IMPLEMENTATION OF THE PLAN

During the period of implementation, teachers will self-reflect annually (submit online in the professional development management system), meet at least once (annually) with their Supervisor to discuss and document progress on their goals. Teachers may, with the agreement of their Supervisor, modify their plan during the implementation period. Teachers not making progress toward their goal(s) will be notified in writing.

COMPLETION OF THE PLAN

At the completion of their plans, teachers will complete a formal reflection, for which they may use the *Reflection Form* (see Evidence/Plan Assessment section). The reflection is focused through the following three questions:

4. What did I do?
5. What did I learn?
6. Now what will I do?

Teachers will organize their evidence collection and meet with their Supervisor/Administrator to review and discuss their efforts, findings, conclusions, and the implications of what they have learned. Teachers are encouraged to share their efforts and findings with other teachers.

FORMAL OBSERVATIONS

Experienced Educators will participate in formal "observation" during the three year recertification cycle. The observation may be the typical formal observation (planning conference, observation, and reflecting conference) or, with approval from their supervisor, teachers may select an activity from the MENU to complete. MENU items include, but are not limited to: action research, student evaluations of teachers, peer observation within the district and in other districts, videotaping and reviewing an instructional lesson, technology integration, implement new instructional practice (flipped classroom), self-reflection using a tool other than the PPP (Kim Marshall, etc.).

TOTAL PERFORMANCE EVALUATION

Experienced Educators will participate in a total performance evaluation at the end of the three year recertification cycle. The evaluation will be based upon a variety of evidence which includes a self-reflection completed by the teacher; data from formal and informal observations; feedback from students, parents, colleagues; progress on plan; completion of the menu activity or other relevant information

**Standards for Student Learning &
District Beliefs, Mission, Visions, Improvement Plan**

**Teacher in Need
of a
Program of
Improvement
Pathway**

Educator Components

What teachers should know
and be able to do.
Complete Professional Practice Profile
Instrument as self-assessment tool.

Performance Evaluation
Multiple Data Sources, Observations,
Development Activities Feedback
Conducted with Supervisor/Administrator
and others, as appropriate

Program of Improvement
Identify problem areas, strengths, needs;
timeline for completion, support team,
As appropriate, and resources.

EDUCATOR TEAM & EDUCATOR

Goal Setting
Goals, strategies, bench- mark
for a specific goal.
Establish
Professional Development
Plan

Development Activities
*see definitions/options of
activities to complete
and facilitate goals.

Gathering evidence of
ongoing activities and
**implementation of program
of improvement.**

Assessment Meeting
Provide evidence of
growth as shown by
individual and
support team.

Resignation

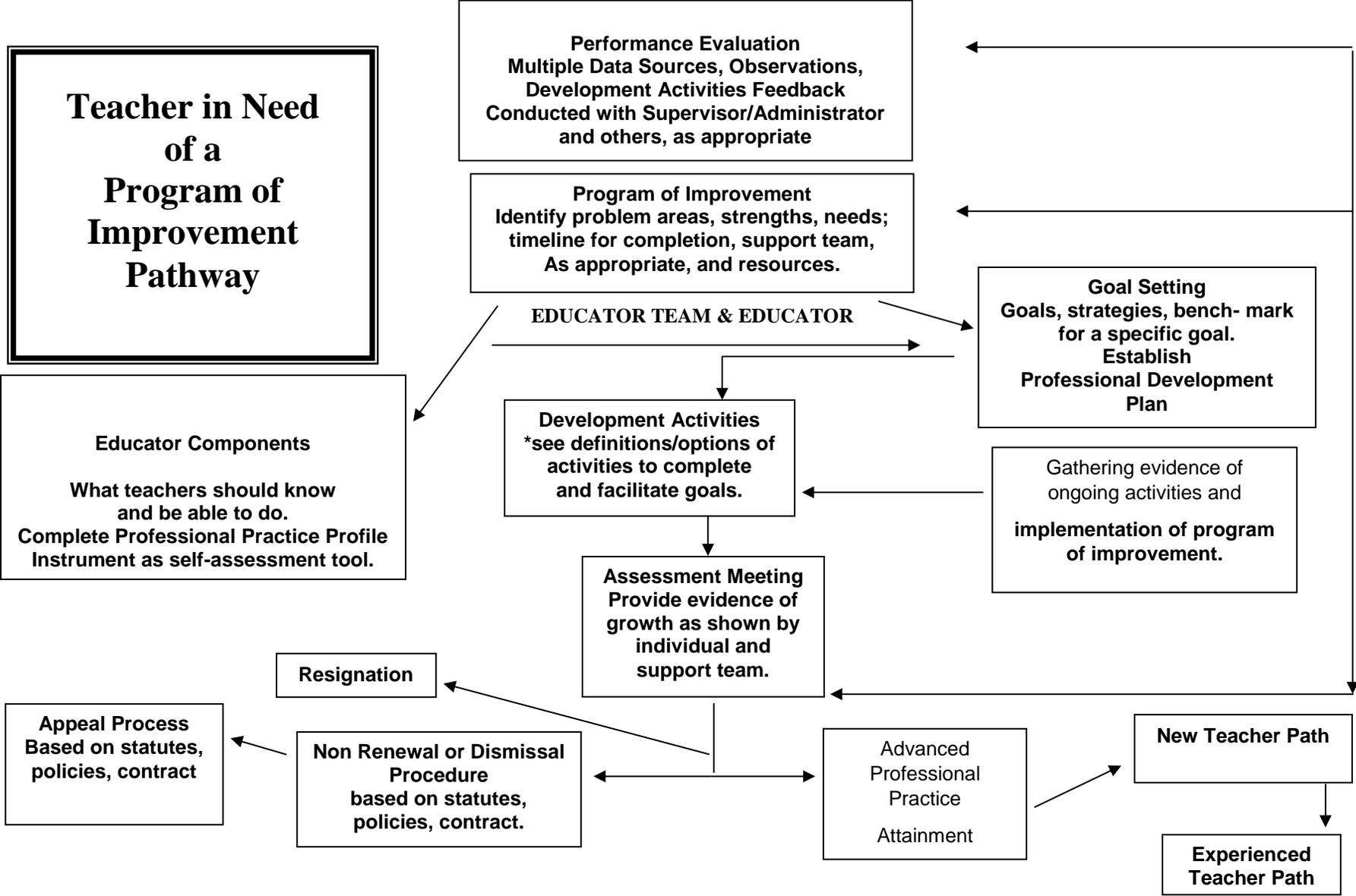
Appeal Process
Based on statutes,
policies, contract

**Non Renewal or Dismissal
Procedure**
based on statutes,
policies, contract.

Advanced
Professional
Practice
Attainment

New Teacher Path

**Experienced
Teacher Path**



Teacher in Need of Improvement *Pathway*

A Teacher in Need of a Program of Improvement is a teacher whose performance has been determined by their Supervisor/Administrator to be unsatisfactory. The Teacher in Need of Improvement Pathway is designed to provide educators whose performance has been determined/judged to be unsatisfactory with a clear and specific plan for improvement. When an educator is placed on a Program of Improvement, that program and its goals will take the place of any previously agreed-upon goals for professional development for the duration of the Program of Improvement. Failure to accomplish the goals of the Program of Improvement program may result in non-renewal of contract and/or certification.

The Program of Improvement is developed by the Supervisor/Administrator with input from the educator, an SAU level administrator, a teacher's association representative, and/or others as deemed appropriate. In the initial phase of this process, the team, using the Professional Practice Profile as a resource if necessary,

- Identifies the problem areas
- Describes the specific improvement needs
- Establishes measurable goals
- Develops strategies for accomplishing the goals
- Establishes a schedule for classroom observations and progress meetings
- Identifies resources to assist the educator (e.g., coach/mentor, professional development, team support, employee assistance program, etc.)
- Specifies the criteria for assessing successful completion of the goals
- Assigns responsibilities
- Establishes a timeline for completion of the program

At the conclusion of the Program of Improvement, a meeting is conducted with the team to review whether the educator has met the goals of the program. The information to be considered in making this judgment may include, but is not limited to:

- Observations by the Supervisor/Administrator
- Observations by a peer
- Evaluations or feedback from parents, students, peers
- Instructional plans, teaching artifacts, etc.
- A portfolio prepared by the educator
- Videos
- Samples of student work
- Student assessment results
- Personal achievements
- Reflective journal
- Professional development log
- Mentor meeting log
- Other

If it is determined that the educator has met the goals of the program, the educator will be placed on the Beginning Teacher Pathway for a period of one year. Satisfactory performance during that year will result in the educator being returned to the Teacher New to the District Pathway if the teacher has not yet been employed for three years, or to the Experienced Teacher Pathway. If it is determined that the teacher has not met the goals of the program, the teacher will be recommended for non-renewal.

**Criteria for
Agreement on Professional Development Plan**
Meet with your Supervisor/Administrator to review this criteria and agree on your learning plan

CRITERIA	COMMENTS
Goals	
1. The goals are based upon	
a. An analysis of appropriate school and classroom student data	
b. A self-assessment of content knowledge and pedagogical skills using <ul style="list-style-type: none"> i. NH Certification Standards ii. SAU 19 PPP iii. District Curriculum iv. Other appropriate information/feedback 	
2. The goals are aimed at advancing student learning through the enhancement of teaching knowledge and/or skills	
3. The goals are aligned with district/schools improvement goals	
4. The goals include both content and pedagogical learning	
5. The goals are SMART- S specific, significant, stretching M measurable, meaningful, motivational A attainable, achievable, action-oriented R realistic, relevant, reasonable, rewarding, results-oriented T time-based, timely, tangible	

Objectives	
6. The objectives are clearly measurable and are fully aligned with the goals of the plan.	
7. The objectives are clearly measurable and are fully aligned with the goals of the plan.	
Steps Toward Achieving the Goal	
8. The strategies identified are appropriate to the objective and to the learning to be accomplished (awareness, classroom application, expanding and disseminating)	
Evidence	
9. The plan includes a clear description of what evidence will be used <ul style="list-style-type: none"> a. To document learning activities b. To examine the impact on students of the individual's efforts c. To show evidence of the individual's learning 	
10. The evidence is acceptable, sufficient, and valid to <ul style="list-style-type: none"> a. Document learning activities b. Assess the impact on students c. Demonstrate the individual's learning 	
The Plan	
11. The learning plan appropriately and adequately addresses the individual's learning needs and areas of certification.	

THE CERTIFICATION AND EVALUATION PROCESS

1. **NOTIFICATION OF PRINCIPALS:** At the beginning of each school year, Principals will be provided with a list of educators (defined as certified staff) who are to be re-certified at the end of that school year. Principals should remind educators of the upcoming certification, and arrange to schedule formal observations and/or menu options as appropriate.
2. **NOTIFICATION OF EDUCATORS in May:** At the beginning of May, educators will be notified by the Director of Human Resources, or designee, that their certification is due and that they need to prepare all of their materials and evidence for final review with their administrator/supervisor. At the same time, administrators will receive a letter from the Director of Human Resources with the New Hampshire certification documentation form attached, outlining next steps.
3. **EDUCATOR COMPLETES ANALYSIS AND REFLECTION:** At the end of the 3-year cycle, the educator will complete a formal written reflection on their entire plan.

The reflection is to be submitted through the online professional development management system. The reflection must address the following questions:

- What did I do?
- What did I learn? (this reflective analysis needs to be handed in to the Supervisor/Administrator annually)
- Now what will I do?

Educators also need to move out from the focus on their plan to re-examine the big picture of their performance. They may use the PPP and the guided reflection questions that are a part of it, to reflect and assess themselves on each of the 4 components (planning and preparation, instruction, learning environment, professional responsibilities). They may come to the total performance evaluation conference with written responses to each of the guided reflection questions for the purposes of discussion. The principal or administrator will be prepared to discuss how the educator is performing on each element.

4. **PRINCIPALS FORWARD PAPERWORK TO CENTRAL OFFICE:** Principals will attach the educators' written Self-Analysis of Plan to the *Supervision and Evaluation Total Performance Coversheet*. The principal/administrator will add comments to the (1) Supervision and Evaluation Total Performance Coversheet and attach the (2) Self-Analysis of Plan; as well as any observation reports not previously submitted to the Superintendent of Schools. The information with the supervision and evaluation total performance coversheet becomes part of the educator's personnel file in the SAU office. The Superintendent then reviews and approves the recertification electronically with the NH Department of Education through EIS. Once the NHDOE approves the recertification the teacher will be prompted to finalize the process through the NHDOE website.
5. The State sends certificate to the teacher.
6. The educator provides a photocopy of the certificate to Human Resources for their personnel file.
7. Educator designs the goals/plan for the next 3-year cycle. The Supervisor/Administrator and the educator will determine the goals for their next 3-year plan through a conference discussion.

QUESTIONS REGARDING CERTIFICATION/EVALUATION:

1. Do I need to submit a written report at the annual progress meeting?

Educators on Pathways need to submit a self-reflection once a year. They should come to the meeting prepared to discuss their progress. They should bring samples of the evidence they have been collecting that will help the Supervisor/Administrator see and understand what they have been doing, and have their written reflection ready to review.

2. What happens with people on leaves of absence?

Educators on a leave of absence continue to be responsible for fulfilling their professional development plans. Educators should meet with his/her Supervisor/Administrator at least once each year to review progress.

3. What about professional development and educators who are retired?

Educators who are retired are responsible for their own recertification and must submit their plan and documentation directly to the state.

4. What about professional development plans for educators on Alternatives 4 and 5?

The professional development plans of these educators should evidence both their alternative plans any professional goals. In some instances, the alternative certification plan could constitute the entire professional development plan.

5. How will observations for non-classroom staff (e.g.: counselors, sped, etc.) be handled?

These educators will be observed the required number of times. If they are on the Teacher New to the District Pathway and need more than one observation, the Supervisor/Administrator will select different aspects of their work and present a summary of those observations. For example, a special education teacher may be observed working with students, providing in-class instruction, conducting a meeting on a student, etc. For each observation, pre and post conferences will take place.

PARAEDUCATOR INTRODUCTION

The ideas and content of this Handbook are based on SAU #19's Handbook for Advancing Student Learning.

This handbook is intended to be a useable guide for both certified and non-certified paraeducators to assist in developing goals and professional development plans that embrace reflection, self-assessment, and continuous improvement. This self-improvement will in turn directly affect student learning. In addition, it will increase teachers' understanding of the various roles of the paraeducator, and will open the door for further communication. Communication is the key to all learning.

STATEMENT OF PURPOSE OF PROFESSIONAL DEVELOPMENT

The purpose of professional development is to improve the learning experiences of all students based on the goals of SAU #19, the school districts, and the individual schools, primarily focusing on individual staff member's needs.

BELIEFS

- Professional development allows all staff a myriad of opportunities to learn, to grow, and to share; it promotes improvement of student learning, and develops lifelong learning within a community of learners.
- Professional development offers a combination of opportunities, encouraging "job embedded" activities as well as traditional activities, such as workshops, conferences, and college level courses.
- Professional development is based on the belief that all students can achieve high standards.
- Professional development is rooted in best practices and research, striking a balance between adopting new trends and proven practices.

STEPS IN GOAL WRITING FOR CERTIFIED AND NON-CERTIFIED PARAEDUCATORS

TIMELINE FOR COMPLETION OF WRITING GOALS

The chart below outlines the timeline for completion of the writing of goals:

- A. **Paraeducators** in the district should have their goals completed within the first three months of the school year (by the end of November).
- B. **Paraeducators that are new to the district OR beginning paraeducators** who start in September should have their goals completed within five months (by the end of January).
- C. **If a paraeducator starts at a time other than the start of the school year**, goals should be completed within three months of the hiring date.
- D. **Paraeducators who start in the middle of the three year certification cycle** will develop goals for the remaining years in their cycle.

SUPPORT

Support in writing goals will be provided. Paraeducators are encouraged to work with peers, teachers, specialists and administrators to develop goals. Professional development opportunities will be provided in the district to support professional growth. Paraeducators are encouraged to participate in professional development provided by the district

STEPS IN GOAL WRITING

Goals are to be developed with a focus on SAU, district, and school goals along with the paraeducators professional development needs and the evaluation process.

The steps to writing paraeducator goals mirror the process for professional staff.

Paraeducators will:

- Consult with supervisor
- Write self reflection
- Analyze content knowledge needs
- Refer to school goals
- Refer to qualitative feedback from supervision and evaluation
- Write goals

The three year recertification process for paraeducators also mirrors the process for professional staff.

- Finalize goals
- Participate in professional development
- Collect evidence
- Write self reflection annually
- Participate in annual goal review process with supervisor
- Finalize plan progress with supervisor at the end of three years
- Submit documentation to the NHDOE

SELF-REFLECTION OF PLAN

Name _____ Date _____

Goal _____

I. What did I do? (What activities/steps towards achieving the goal did I take?)

(If applicable) How did we collaborate in this project?

II. What did I learn?

a. Impact on student performance (see page 77) Guidelines for learning from student work)

b. What I learned about the impact of (action taken) on student performance:

c. Problems encountered along the way:

III. What will I do?

a. What changes will I make in materials, teaching, etc.?

b. What will I do next?

Artifact Entry Slip (Optional)

Name _____ Date _____

Title or Name of Item _____

I saved this item because.....

This item shows.....

From this activity I learned.....

From this activity student learned.....

Next time I will.....

SAU #19
Goffstown and New Boston

ANNUAL SUMMARY
(This form is filled out by an administrator)

Name:

School:

Plan for 3- year period beginning on July 1, ____ and concluding on June 30, ____

Steps/Evidence Reviewed (please list or describe):

Annual Summary:

____ Progressing on-track on professional development goals

____ Not progressing on-track on professional development goals

Recommendations/Agreed Upon Next Steps:

Paraeducator's Signature _____ Date _____

Administrator's Signature _____ Date _____

SAU #19
Goffstown, New Boston

Goal Completion

(This form is filled out by an administrator)

Name:

School:

Plan for 3-year period beginning on July 1, ____ and concluding on June 30, ____

Attachments: (Check those that apply)

_____ Self-Reflection

_____ Other Evidence Reviewed (Please list or describe)

3-Year Cycle Summary:

_____ Recommended for Recertification

_____ Not Recommended/Agreed Upon Next Steps:

Recommendations/Agreed Upon Next Steps:

Paraeducator's Signature Date

Administrator's Signature Date

<h2 style="margin: 0;">Paraeducators Evaluation Form</h2>

Goffstown New Boston
 (Check one above)

Paraeducator: _____ School: _____

Date: _____

As relating to professionalism, the individual shall demonstrate ability for or knowledge of:	Not Met	Progressing	Met
--	---------	-------------	-----

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. A clear understanding of professional ethics and responsibility, including the need to maintain confidentiality of information regarding students, staff, and families , and the legal rights and responsibilities of school staff and students; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Appropriate social interactions in various group settings; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participation in ongoing professional development, self-reflection, including analyzing one’s personal strengths and preferences and application of constructive feedback; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Following the health and safety protocols and practices established by the school district | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

As related to supporting the classroom environment, the individual shall demonstrate knowledge:	Not Met	Progressing	Met
--	---------	-------------	-----

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. That there are various risk factors that might prohibit or impede typical development; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. That students have different learning styles; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. That educators have different teaching styles; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Of the necessity to be sensitive to diversity in cultural heritages, lifestyle, and value systems among children, youth and families; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Of the various approaches to curriculum content that are used in various classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

As relating to supporting the classroom environment, the individual shall demonstrate the ability, under the supervision of a professional, to:

Not Met Progressing Met

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| a. Assist in maintaining a safe, healthy learning environment that includes prescribed policy and procedures; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, and employ appropriate conflict management techniques; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Uses approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student's behavior; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Communicate, follow instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

As relating to initiative, the individual shall demonstrate the ability, under the supervision of a professional, to:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| a. Be a self-starter, eager to undertake new tasks, seeks more productive ways of doing things and keeps supervisor(s) aware of changes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Accept challenging or difficult work assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ADMINISTRATOR'S GENERAL COMMENTS:

EMPLOYEE'S COMMENTS:

Administrator's Signature _____ Printed Name _____

Administrator's Title _____ Date _____

I have reviewed this evaluation and discussed its contents with the evaluator. I am aware that this document will be placed in my personnel file. My signature means that I have been advised of my performance and have been given the opportunity to make comments.

Employee Signature _____ Printed Name _____

Date _____ Employee comments: _____ attached _____ not attached

PROFESSIONAL DEVELOPMENT PLAN For Paraeducators

Name: _____

Plan for 3 year period beginning July 1, 2_____ and concluding June 30, 2_____

Certification and Areas of Endorsement: _____

PLAN AGREEMENT

Paraeducator's Signature

Date

Supervisor's Signature

Date

Assistant Superintendent's Signature

Date

Name:

Goal:

OBJECTIVES (SUBGOALS)	STEPS TOWARD ACHIEVING THE GOAL	EVIDENCE Teacher and Student Performance Indicators	ANTICIPATED COMPLETION DATES