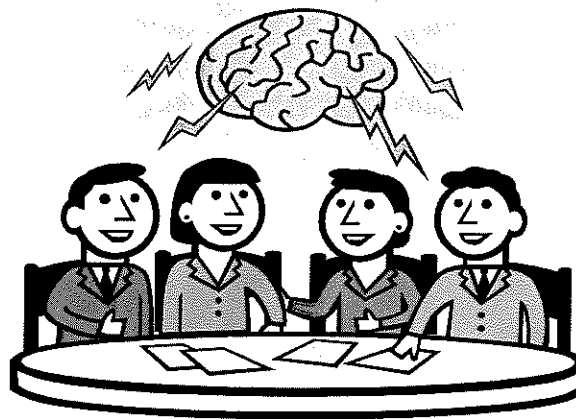


SAU #41

Brookline, Hollis, Hollis Brookline Cooperative
School Districts

PROFESSIONAL GROWTH MODEL



July 1, 2008

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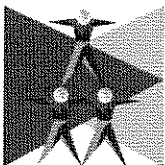
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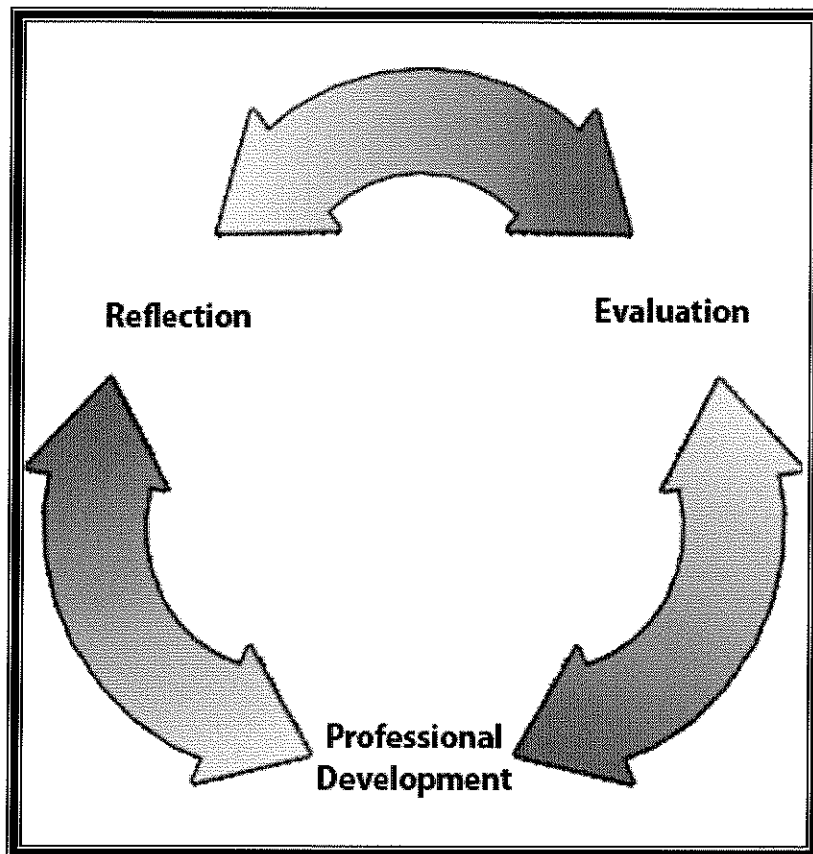
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SAU #41 PROFESSIONAL GROWTH MODEL



Goals

- To improve student learning
- To promote teacher competence and growth

Development of SAU #41 Professional Growth Model

During 2006-2007, the SAU #41 Professional Development Committee met to develop the five-year Professional Development Plan (as mandated by NH Ed 512). Through the efforts of all committee members, a plan was developed that effectively tied together goal setting and professional development activities. Procedures were clarified and refined to achieve uniformity in the implementation of professional development across SAU #41.

As the Professional Development Plan was being developed, it became clear that revisions were also needed to the Teacher Evaluation process. The process needed to be updated to reflect current research about teaching and how to effectively assess and improve teaching. During 2006-2007, the Teacher Evaluation Committee examined many models from different school districts. In May 2007, the committee chose the standards-based Danielson Framework. During 2007-2008, the Teacher Evaluation Committee worked to integrate the Professional Development Plan with a new teacher evaluation plan to create one combined resource, *SAU #41 Professional Growth Model*.

Purpose

- To maintain focus on student learning goals and support of student learning needs.
- To instill a desire for professional inquiry.
- To utilize a standards-based model.
- To link professional development, teacher evaluation, school goals, student learning, and recertification.
- To view professional learning and growth as continuous processes.
- To view professional development and evaluation as professional responsibilities and SAU #41 expectations.
- To place emphasis on self-assessment, reflection, and collaboration.
- To recognize the professional development needs of staff members at different stages of professional growth.
- To emphasize data-driven decision-making.
- To provide evidence of growth.
- To create multiple sources of information to evaluate teacher performance.
- To maximize autonomy, collaboration, and accountability.

Resources

The *SAU #41 Professional Growth Model* is based on current research drawn from the following:

Certification Standards for Education Personnel. NH Code Admin R. Ed. 500.0 (2004).

Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*, ASCD, Alexandria, VA, 2007.

Danielson, Charlotte and McGreal, Thomas L., *Teacher Evaluation to Enhance Professional Practice*, ASCD, Alexandria, VA, 2000.

Professional Education. NH Code Admin. R. Ed. 610.0 (2004).

Summary of SAU #41 Professional Growth Model

Annual Contract Status– Year One

- Mentor assigned.
- Two formal observations – third optional by request of professional or administrator.
- Assigned a goal for year one – complete professional development activities to meet goal.
- Self-assessment and Goal Progress/Reflection completed by Summative Evaluation Meeting.
- Summative Evaluation Meeting by March 31st.
- Goal Review Meeting by May 31st – reflection on proposed *Educator Goal Statement* for following school year.

Annual Contract Status– Year Two

- Two formal observations - third optional at request of professional or administrator.
- Complete professional development activities to meet goal.
- Self-assessment and Goal Progress/Reflection completed by Summative Evaluation Meeting.
- Summative Evaluation Meeting by March 31st.
- Goal Review Meeting by May 31st – reflection on proposed *Educator Goal Statement* for following school year
- Professionals with portable tenure may move to Continuing Contract status

Annual Contract Status – Year Three

- Two formal observations - third optional at request of professional or administrator.
- Complete professional development activities to meet goal.
- Self-assessment and Goal Progress/Reflection completed by Summative Evaluation Meeting.
- Summative Evaluation Meeting by March 31st.
- Goal Review Meeting by May 31st – reflection on proposed *Educator Goal Statement* for following school year.
- Professional may move to Continuing Contract status.

Continuing Contract Status

- Goal Statements (at least two) completed by May 31st of previous year.
- Complete professional development activities to meet goals.
- Minimum of one formal observation in three year period (mandatory in year two). Ongoing observation is an option for professionals choosing NH State Recertification Option One – Development of Body of Evidence/Portfolio.
- Annual self-assessment is recommended to monitor progress.
- Summative Evaluation Meeting by March 31st in year three of evaluation/recertification cycle.

Continuing Contract – In Need of Assistance Status

- Professional moves to Assistance Phase – Administrator completes *Assistance Form* and meets with professional (and other representation if requested).
- Professional follows the time line and procedures outlined on the *Assistance Form*.
- If the concern is not resolved but sufficient progress has been made, the professional may remain in Assistance Phase.
- If the concern is not resolved and sufficient progress has not been made, the professional moves to Intensive Assistance Phase, and the administrator completes the *Intensive Assistance Form*.
- If the concern is resolved during the Intensive Assistance Phase, the professional is removed from “In Need of Assistance” Status.
- If the problem is not resolved during the Intensive Assistance Phase, the professional is referred to the Superintendent for resolution of the concerns.

Participants

The *SAU #41 Professional Growth Model* provides guidelines through which all certified and licensed personnel will meet their professional growth requirements. These educators will develop and fulfill individual professional development plans which support their current job assignment and/or are consistent with their certification(s):

Certified Professionals

Superintendent
Curriculum Director
Special Education Director
Business Administrator
Principals, Assistant Principals
Special Education Coordinators
Curriculum Coordinators/Supervisors
Guidance Counselors
School Therapists/Social Workers
School Psychologists
Teachers
Librarians and Media Specialists
Paraeducators

Licensed Professionals

School Nurses
Speech/Language Pathologists
Physical Therapists
Occupational Therapists
Certified Occupational Therapy Assistants

SAU #41 Professional Development Committee 2006-2007

Dr. Gail Paludi, Principal, Hollis Primary School,
Administrator Co-Chair
Dorothy Ball, Mathematics Department Chair, Hollis Brookline High School,
Teacher Co-Chair

Members

Carol A. Mace, Director of Curriculum and Instruction, Central Office Administrator
Dr. Tony Luzzetti, Principal, Richard Maghakian Memorial School, Building Administrator
Betsy Black, Reading Specialist, Brookline School District
Lisa Chase, Teacher Member, Richard Maghakian Memorial School
Pamela Shaw, Computer Teacher, Capt. Samuel Douglass Academy
Dennis Kane, Teacher Member, Hollis Primary School
Karen Kelley, Mathematics-Science Curriculum Supervisor, Hollis School District
Caryn Miller, Teacher Member, Hollis Upper Elementary School
Rosemary Mezzocchi, Teacher Member, Hollis Brookline Middle School
Karen Coulter, Paraeducator, Hollis Brookline High School
Beth Lukovits, School Board Representative
Doris Lindgren, Community Representative

SAU #41 Professional Staff Evaluation Committee 2007-2008

Carol A. Mace, Director of Curriculum and Instruction,
Central Office Administrator, Co-Chair
Deb Bowry, Specialist Member, Richard Maghakian Memorial School
Teacher Co-Chair

Members

Allison Annand, Teacher Member, Hollis Primary School
Dorothy Ball, Teacher Member, Hollis Brookline High School
Patricia Goyette, Principal, Hollis Brookline Middle School
Maggie Gruposso, Teacher Member, Hollis Brookline Middle School
Bonnie Gucwa, Teacher/BTA Representative, Richard Maghakian Memorial School
Cynthia Matte, Assistant Principal, Hollis Brookline High School
Dave Olszewski, Specialist/HEA Representative, Hollis Primary School
Gail Paludi, Principal, Hollis Primary School
Kevin Stone, Assistant Principal, Brookline School District
Renelle Stone, Teacher Member, Capt. Samuel Douglass Academy
Carol Thibaudeau, Principal, Hollis Upper Elementary School
Laurie Wenger, Principal, Capt. Samuel Douglass Academy

SAU #41

Professional Growth Committee

The Professional Development Committee and the Teacher Evaluation Committee will be replaced by one committee, The Professional Growth Committee. This committee will be co-chaired by an administrator and a teacher. Terms are three years in duration; however, members may serve multiple terms.

Composition of Professional Growth Committee

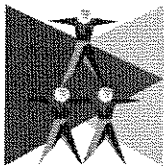
- (1) SAU Central Office Administrator.
- (6) Building Level Administrators (one from each building).
- (6) Teacher representatives (one from each building, appointed by the building administrator).
- (1) Paraeducator representative (SAU-wide).
- (2) Community representatives (one parent and one at-large representative).
- (1) SAU School Board representative.

Responsibilities of Committee

- To annually review the *Professional Growth Model*.
- To develop and revise, as necessary, the *Professional Growth Model*.
- To serve as a resource to professional staff.
- To publicize in-district professional development programs.
- To develop and implement procedures to determine the effectiveness of the *Professional Growth Model*.
- To serve as an Appeals Board for all appeals arising from the *Professional Growth Model*.

Role(s) of Committee Members

- The administrator chair will preside at monthly meetings, prepare the agenda and serve as spokesperson for the committee.
- The secretary will take notes, prepare minutes and communicate information to committee members as necessary.
- Members will attend monthly meetings.
- Members will be available to professional and support staff to receive input regarding professional development/evaluation needs.
- Members will act as a building resource for questions about the *Professional Growth Model*.
- Members will orient new professional staff to the *Professional Growth Model*.



Goal Setting

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Process for Developing Professional Development Plan

Step 1: Prepare to Write Plan

January-February prior to new cycle beginning July 1st

- Review student data/student work samples/survey/student feedback.
- Review Professional Standards and Guidelines.
- Review Danielson Model.
- Review District/Building Goals.
- Review following Reflection questions:
 - Why was the goal selected?
 - How long will the goal take?
 - How will the goal improve student learning/achievement?
 - What activities will be necessary to reach this goal? Why?
 - What kind of administrative support is required?
 - What body of evidence will be presented to show achievement of goal?

Step 2: Write Plan

February-April prior to new cycle beginning July 1st

Criteria for Goals

- Goals must be **SMART**.
 - **S** specific, significant, stretching.
 - **M** measurable, meaningful, motivational.
 - **A** attainable, agreed upon, achievable, action-oriented.
 - **R** realistic, relevant, reasonable, rewarding, results-oriented.
 - **T** time-based, timely, tangible.
- Goals should increase
 - Knowledge of all subject and content areas taught and fields of specialization for each recertification sought.
 - Knowledge of learners and learning.
 - Knowledge of effective, developmentally-appropriate teaching strategies as well as best practices for the subject and content area for which recertification is sought.
- Goals must be curriculum-related to improve student learning (classroom professional staff) or responsibility-related (other professional staff).
- Goals must relate to building/district goals.
- Specific objectives must be identified for each year of plan.
- Continuing Contract professionals must choose at least two goals.
- Goals may be modified, based on progress to date, upon mutual agreement between the professional staff member and the administrator.

Step 3: Meet with Supervisor for Goal Approval

April- May 31st prior to new cycle beginning July 1st

- Meet with supervisor and prepare to discuss, review, and finalize goal(s). (See *Certification/Goal Planning Log* – optional organizational tool).
- Formally identify each goal using the form, *Educator Goal Statement*.
- Identify yearly projected evidence.
- Select strategies for reaching the goal(s) from the twenty-five identified Professional Development Activities (p. 38-40).
- Obtain administrator's signature for each Goal Statement (to indicate approval).

Step 4: Implement Plan and Document Progress

July 1st – plan end date

- Complete Professional Development Activities as identified in *Educator Goal Statement*.
 - Prior to the activity, submit to the building professional development committee *Professional Development Activity, part 1 and part 2*.
 - After completion of the activity, submit to the building administrator *Professional Development Activity, part 3*. The professional will use this document to provide appropriate evidence as well as to reflect on the usefulness of the activity in reaching the indicated goal.
 - Use a sign-in sheet for documentation of all in-service workshop hours. The sign-in sheet will be submitted to the SAU office; SAU office personnel will record each professional's in-service hours.
- Complete progress/reflection section of the Goal Statement and review with supervisor during annual Goal Review Meeting (*by May 31st of each year*). A copy of the up-dated Goal Statement will be placed in the building personnel file.

Step 5: Prepare Reflections

Prior to March 31st for Annual Contract professionals

Prior to March 31st for Continuing Contract professionals in 3rd year of recertification cycle

Prior to May 31st for all other professionals

- Complete *Educator Goal Progress/Reflection* to be used during the Summative Evaluation Meeting for Annual Contract professionals and Continuing Contract professionals in the third year of their recertification cycle or the Annual Goal Review Meeting for all other professionals. A copy of this form will be placed in the building personnel file with the *Educator Goal Statement*.
- Complete *Self-assessment for Professional* to determine progress in one or more of Danielson's domains and/or components.

Step 6: Meet with Supervisor for Goal Review

Prior to March 31st for Annual Contract professionals

Prior to March 31st for Continuing Contract professionals in 3rd year of recertification cycle

Prior to May 31st for all other professionals

- During the Summative Evaluation Meeting, Annual Contract professionals and Continuing Contract professionals in 3rd year of the recertification cycle will discuss and reflect on the impact of the professional development activities on student learning and achievement.
- During the Goal Review Meeting, all other professionals will discuss and reflect on the impact of the professional development activities on student learning and achievement.
- Prior to June 1st of the recertification year, the SAU Office will provide the professional with a summary of the professional development activities completed during the prior three years with a recertification renewal form signed by the superintendent.
- If documentation is not approved, the professional may complete revisions as requested by the supervisor or follow the Appeals Process.

Notes:

- (1) *All professional development activities must be completed and submitted to the SAU Office by **March 31st** of the third year of the recertification cycle.*
- (2) *All activities completed between April 1st and June 30th of the recertification year will be Credited to the next recertification cycle beginning July 1st.*
- (3) *At the beginning of each school year, staff members will be notified of the previous year's Accumulated hours, recertification date, and hours still needed to meet recertification Requirements.*
- (4) ***It is the responsibility of each staff member to maintain his/her professional development record.***

New Hampshire State Recertification Documentation of Professional Learning

Professionals have three options for documenting their professional learning and fulfillment of their professional development goals. Each clock hours/CEU is equal to one hour of professional development. All documentation must be submitted by **March 31st** of the recertification year. Activities completed between April 1st and June 30th of the recertification year will be credited to year 1 of the next cycle.

***Option One – Development of Body of Evidence/Portfolio** **(Continuing Contract Professionals only)**

Completion of this option will satisfy SAU #41's 75 clock hours requirement

The first option allows teachers (individually or collaboratively) to develop, implement, and assess a specific innovative project to improve student learning and achievement. This option represents an equivalent alternative to the total number of clock hours/CEUs required in NH Ed 512.04. (Clock hours are not counted in this option.) The project should be of such depth and breadth that three years is needed to successfully complete it. (Plans may be developed requiring less time and may be changed as needed during the required time period.) Using the *Certification/Goal Planning Sheet* (optional) and the *Educator Goal Statement*, the professional outlines his/her project, and it is then approved by the administrator before the professional begins the project.

To document professional growth, the educator is required to develop a body of evidence/portfolio that documents the development and implementation of the various job-embedded activities and professional development activities needed to successfully complete the project. Assessment results should also be documented; assessments should include multiple data sources. Results of the plan are to be shared with other educators in the building/district.

Option Two – Accumulation of Clock Hours/CEUs

In this traditional option, the professional must accumulate 75 clock hours/CEUs within a three year period.

- 30 clock hours/CEUs in knowledge of subject or field of specialization for *each endorsement* in which recertification is sought.
- 45 clock hours/CEUs addressing district/building goals.
- Professionals with paraeducator certification must submit a plan which totals a minimum of 50 clock hours/CEUs.

***Option Three – Combination**

(Continuing Contract Professionals only)

The third option allows a combination of fewer than 75 clock hours/CEUs and the development of a body of evidence documenting the progress and results of the project as described in Option One. The number of clock hours/CEUs needed in addition to the project will be determined at the time the project is approved.

*Continuing Contract professionals choosing Option One or Option Three may choose an Alternative Observation schedule with prior administrative approval.

SAU #41 Certification/Goal Planning Sheet (Optional)

Educator: _____ Building: _____

Grade/Subject: _____ School Year: _____

Type of Goal (check one): District _____ Building _____ Personal _____

Certification Cycle (3 year): _____

Goal Statement 1: (SMART*):

Option(s) to be used to achieve goal:

	Anticipated Hours to Complete	Actual Hours
Traditional _____	_____	_____
Job Embedded _____	_____	_____
Action Research _____	_____	_____
Combination _____	_____	_____

Goal Statement 2: (SMART*):

Option(s) to be used to achieve goal:

	Anticipated Hours to Complete	Actual Hours
Traditional _____	_____	_____
Job Embedded _____	_____	_____
Action Research _____	_____	_____
Combination _____	_____	_____

Goal Statement 3: (SMART*):

Option(s) to be used to achieve goal:

	Anticipated Hours to Complete	Actual Hours
Traditional _____	_____	_____
Job Embedded _____	_____	_____
Action Research _____	_____	_____
Combination _____	_____	_____

Other approved Professional Development Activities: _____

*** SMART Explained:**

- S** specific, significant, stretching
- M** measurable, meaningful, motivational
- A** attainable, agreed upon, achievable, action-oriented
- R** realistic, relevant, reasonable, rewarding, results-oriented
- T** time-based, timely, tangible

SAU #41

Educator Goal Statement

Educator: _____			Building _____			Grade/Subject: _____		
Goal # _____ of _____ (Annual Contract professionals complete one goal per year. Continuing Contract professionals complete at least two three-year goals)								
Type of Goal (check one): District _____			Building _____			Personal _____		
Length of Goal (check one): Starting July 20____: One Year _____ Three Year _____ Other _____								
Goal addresses Danielson Framework: Domain # _____ Component # _____								
Documentation Option (check one): (#1) Portfolio _____ (#2) Clock Hours _____ (#3) Combination _____								
Alternative Observation Form (Continuing Contract professionals using option #1) Yes _____						No _____		
Attached Reflection (initial each year as reflection is added): Year 1 _____			Year 2 _____			Year 3 _____		

Identify the Goal – what is the area of improvement to be addressed: (Who? What? Where? When? What data supports the need for this improvement?)

Identify expected student results (What are the desired results to improve student achievement, how will these results be measured):

Identify expected professional growth: How will this goal improve professional’s understanding, knowledge, and skills? How will this growth be measured? Use Danielson’s Framework when possible.

Identify steps/strategies to be employed to achieve the goal: (examples: conferences, classroom observations, student assessments, collaboration with colleagues, research, book studies, etc.)

Identify a timeline for the steps/strategies:

Year 1:

Year 2:

Year 3:

Identify resources and support necessary to accomplish the goal:

Identify evidence that will be provided to indicate the goal has been attained:

This goal has been adequately identified and has been accepted:	
Educator’s Signature _____	Date: _____
Academic Coordinator’s Signature _____	Date: _____
Administrator’s Signature _____	Date: _____

SAU #41
Educator Goal Progress/Reflection

*A reflection is to be completed for each goal prior to the annual Goal Review Meeting
Or Summative Evaluation Meeting for Annual Contract professionals and
Continuing Contract professionals in recertification year.*

*Reflection on the progress of the goal will be discussed with an administrator
at Summative Evaluation Meeting or Goal Review Meeting and attached to the original Goal Statement.*

Educator _____	Date of Goal Review Meeting _____
Summary of Goal Statement _____ _____	
Goal # _____ of _____	Length of Goal: One Year _____ Three Year _____ Other _____
Reflection Year # _____	

Guiding Questions for Reflection

Describe the progress made during the past year including professional development activities.

What new skills and/or knowledge did you gain by the steps/strategies you initiated this year?

Did any of these steps/strategies cause you to change your beliefs about the issues being addressed? If so, describe those changes.

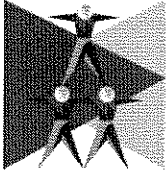
What evidence/data have you gathered to document progress towards achieving your goal?

Have you encountered any barriers? If so, describe the barriers.

Does your plan need to be refined? If so, why? How?

What are the steps do you need to take for next year?

Educator's Signature _____	Date: _____
Academic Coordinator's Signature _____	Date: _____
Administrator's Signature _____	Date: _____



Resources for Goal Setting

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Criteria for Approval of Goals

- **A Focus Question** – clearly stated and provides a specific focus for professional inquiry and professional development.
- **The Desired Results for Students** – clearly stated in measurable terms and are a priority of the district/building based on goals.
- **The Desired Results for the Professional** – clearly stated, logically connected to the desired results for students and are appropriate for the professional.
- **Reference to Danielson Framework** – identified domains and components being addressed by the goal.
- **Evidence of Student Results** – appropriate and sufficient to support valid and reliable inferences about the impact on student learning and achievement.
- **Evidence of Professional Results** – appropriate and sufficient to support valid and reliable inferences in the professional’s understanding, knowledge, and skills.
- **Evidence for Documenting Activities** – one of three options (see p. 13) for documenting professional learning.
- **An Action Plan** – designed to (1) increase the professional’s understanding, knowledge, and skills; (2) provide the professional with opportunities to apply his/her learning; and (3) provide the professional with opportunities to reflect and refine his/her practice.
- **A Time Line** – three year cycle with progress/reflection reports by May 31st of each year.

SMART Goals

SMART goals are used in strategic planning by businesses and government and are used in education to help improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. Research shows that goals are more likely to be successful if they are aligned with an educator's philosophy of education and personal values.

A SMART Goal is as follows:

Strategic and Specific. Think of something that needs to be improved. Make the objective *specific* by asking and answering the six "W" questions:

- Who – Identify who is involved.
- What – What is the desired outcome?
- Where – Identify the location.
- When – Specify the requirements and constraints.
- Why – List specific reasons why this will improve student learning.

Measurable. The success toward meeting the goals can be measured in student achievement. It answers the question - How?

- How will attainment of the goal be evidenced?
- How much?
- How often?
- How many?

Attainable. An attainable goal represents an objective toward which the professional is willing and able to work. It should push, but not break. These questions need to be asked:

- How will the goal be achieved?
- What are the possible barriers?
- Can the barriers be overcome? How?
- What resources and support are necessary to accomplish the goal?

Results Oriented / Relevant / Rigorous.

- What is the benefit of this goal? Why bother?
- Is this the right time to take on this goal?
- Is the goal related specifically to district/building goals?
- What must be achieved to move students from point A to point B?
- Does the goal represent *substantial* progress?
- Does the goal measure actual results?

Time Bound. Establish a time line for the goal. Make sure the time line is measurable and realistic.

Examples of SMART Goals

Not a SMART Goal

Students will improve their writing skills in English 9.

SMART Goal

The percentage of English 9 students scoring a 3 or better on the writing standards rubric will increase by the second term.

Not a SMART Goal

Communicate better with parents.

SMART Goal

By the end of the second quarter, produce a weekly newsletter to reach 90% of the parents.

Not a SMART Goal

Improve student scores in mathematics.

SMART Goal

By June 2010 to improve students' understanding of geometry as measured through unit tests of the Every Day Math Program and the NWEA assessment.

Not a SMART Goal

Improve student attendance.

SMART Goal

Through the use of the Choice Theory as a counseling approach during the 2008-2009 school year, to reduce absenteeism and improve the academic performance of ten chronically absent students as measured through attendance, course grades, and feedback of classroom teachers.

Example of a Plan Meeting SMART Goals

The following is an example of a professional development plan in which professional development strategies have been matched to goals.

English Language Arts – Goal:

By June 2010 to improve students' writing in the areas of Ideas, Organization, and Voice as measured through the use of the 6-Traits Writing Rubric.

Professional Development Activities:

Summer 2008	Attend week-long institute on 6-traits writing instruction.
September 2008	Conduct pre-assessment of students' writing and begin implementation of 6-traits writing instruction.
September 2008- June 2009	Meet with 6-traits study group once each month.
October 2008	Classroom observation and consultation from 6-traits instructor.
January 2009	Participate in Critical Friends group facilitated by the 6-traits instructor to present and discuss specific examples of student work.
June 2009	Post assessment of students' writing & review of student writing Portfolios.
August 2009	Attend follow-up training in 6-traits writing, and discuss examples of students' work.
September 2009- June 2010	Conduct pre-assessment of students' writing and begin implementation of 6-traits writing instruction.
May 2010	Share findings at May faculty meeting.

Sources of Evidence

Guiding Questions

- What evidence is acceptable, sufficient, and valid to document professional growth?
- What is acceptable, sufficient, and valid evidence of professional learning?
- What is acceptable, sufficient, and valid evidence of student learning and achievement?

Evidence of the Educator's Learning

- Written reflection.
- Oral reflection/explanation with a supervisor, colleague, mentor, or consultant.
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, formal observation by a supervisor, colleague, mentor, consultant, etc.
- Samples of students' work.
- Projects, papers, etc. from courses and seminars.

Evidence Used to Examine Impact on Students' Learning

- Results of standardized assessments.
- Results of classroom assessments.
- Examples of students' projects, papers, daily work.
- Student portfolios.
- Videotapes of students' presentations or activities.
- Skill inventories or checklists.
- Anecdotal notes.

Evidence Used to Examine Impact on Other Student Outcomes

- Discipline data.
- Attendance data.
- Health records/visits to the nurse.
- Behavior records.
- Extra curricular participation.
- Other.

Evidence of Activities

- Refer to the list of twenty-five Professional Development Activities. The evidence required for each activity is identified.

Data Gathering Sources

Sources for data-gathering *may* include the following:

- Review of student data to determine student learning needs.
- Review of Professional Standards and Guidelines.
- Feedback from administration and colleagues.
- Review of professional literature and research.
- Completion of Self-assessment.
- Review of previous goals (if developed) to determine growth.
- Review of school and district goals.
- Examples of student work.
- Interviews/surveys with teachers, administrators, students and/or parents.
- Review of teacher evaluation documents.

Data Collection, Interpretation and Use

SAU #41 uses the following Data Matrix to follow a planned, organized, systematic approach to collecting, analyzing, and utilizing data and information about student academic achievement.

The Data Matrix identifies the following:

- school where assessment is used.
- type of assessment given; standardized/non-standardized.
- subject area and grade level of assessment.
- the collection process: who collects it, how often, when.
- analysis of the assessment; who analyzes, what is the process.
- how the information is being used and for what purposes.

**DATA MATRIX – SAU #41
Local Assessments**

	DATA SOURCES Assessments	SUBJECT AREA GRADE LEVEL	COLLECTION PROCESS Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	DECISION MAKING What is the information being used for? How are results reported and to whom?
RMMS CSDA	Local Grade Level Pre- Post Testing Local Grade Level Assessments <i>Rigby Running Records</i> Weekly tests/application Writing Prompts (Fall, Winter, Spring)	Math (1-6) Reading (K-6) * Comprehension * Fluency Spelling (1-6) Writing (K-6)	Administered by classroom teacher throughout the year.	Classroom Teachers and Curriculum Coordinators Coordinators analyze data.	All data used to: (1) drive instruction (2) place students in small, flexible instructional groups (3) track students' progress over time
HPS HUES	Local Grade Level Pre- Post Testing Math Prompts <i>PALS</i> <i>Phonemic Awareness</i> <i>Developmental Reading</i> <i>Assessment (DRA)</i> <i>Rigby Running Records</i> Achievement Frequency Word Tests Writing Prompts	Math (1-6) Math (1-6) Pre-K Reading (K-6) *Comprehension *Fluency Spelling (1-6) Writing (K-6)	Administered by classroom teacher throughout the year.	Classroom teachers and Curriculum Administrators analyze data.	All data used to: (1) drive instruction (2) place students in small, flexible instructional groups (3) track students' progress over time
HUES CSDA	<i>Math Placement Test</i> <i>for Entrance to Grade 7</i>	Math (6)	Administered by classroom teacher in spring.	Middle school staff and administration	Middle school staff and administration analyze data for 7 th grade placement.
HBHS	<i>STET Assessment</i>	Grades 9-12	Assistant Principals	STET Committee	Assesses intervention needs for students both academic and emotional.
HBHS	<i>Attendance</i>	Grades 9-12	Reported by Attendance Secretary	Classroom Teachers Assistant principals analyze data for patterns that warrant further investigation.	Students do not receive a grade if absent more than 8 times per quarter. Parents are notified if student is absent without a note.
HBHS	<i>Common Assessments</i>	All Subjects *Mid-term *Finals	Administered by classroom teacher	Analyzed by classroom teacher	Assesses semester learning objectives

DATA MATRIX – SAU #41
Standard Assessments

	DATA SOURCES Identify the types Standardized Assessments	SUBJECT AREA GRADE LEVEL	COLLECTION PROCESS Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	DECISION MAKING What is the information being used for? How are results reported and to whom?
SAU-wide	<i>New England Common Assessment Program (NECAP)</i>	Math (3 – 8, 11) Reading (3 – 8, 11) Writing (5, 8) Science (4,8,11)	Administered by grade level teachers/special educators in October. Administered by grade level teachers/special educators in May.	Grade level teachers, administration and curriculum administrators/coordinators analyze data and report to school board in February/March. (following fall for science).	Reported to staff, SAU, School Boards and parents. Used for curriculum and instructional improvement. Used to track student progress over time.
HPS HUES RMMS CSDA	<i>Northwest Evaluation Association (NWEA)</i>	Math (2 – 6) Reading (2 – 6)	Administered by proctors, assisted by classroom teachers in computer lab up to four times a year as determined by administration.	Immediate feedback of data as provided by NWEA software. Grade level teachers, administration and curriculum administrators/coordinators analyze data.	Data used by classroom and special education teachers to differentiate individual instruction and set goals. Reported to staff, SAU, School Boards and parents.
RMMS	<i>Brigance Diagnostic Inventory of Basic Skills; Gesell Developmental Assessment</i>	Pre reading skills (kindergarten)	Administered by first grade teachers in spring.	Kindergarten and first grade teachers analyze	Information used to determine entrance to readiness or first grade
RMMS	<i>Metropolitan</i>	Beginning reading and math skills (grade 1)	Administered by first grade teachers in September	First grade teachers use data.	Data used as a baseline for continued instruction
HUES CSDA	<i>Gates MacGinitie Reading Test</i>	Reading: vocabulary and comprehension (grade 6)	Administered by grade 6 teachers in spring.	Scored and analyzed by Middle School staff and administration.	Data used to determine entrance to 7 th grade reading (Developmental or Remedial level) or foreign language placement
HBMS	<i>Orleans-Hanna (Algebra Prognostic Test)</i>	Math Grade 7 students	Administered by classroom teachers in spring.	Analyzed by classroom teachers.	Assessment determines Algebra readiness.
HBMS	<i>Gates MacGinitie Reading Test</i>	Reading: Vocabulary Comprehension (7-8)	Administered by reading teachers in spring.	Analyzed by reading teachers.	
HBHS	<i>PSAT</i> <i>SAT</i>	Math (7-12) Critical Reasoning (7-12) Writing (7-12)	Administered by staff, including guidance counselors in the fall.	Guidance counselors	Individual scores are reported and discussed with students and parents. Statistical summary presented to community, school board and administration.
HBHS	<i>AP Exams</i>	US History, Psychology, English Lit., Calculus A/B, Statistics, Art Portfolio, Chemistry,	Administered by classroom teachers and/or guidance counselors	Guidance counselors and classroom teachers	Determination of college credit by independent colleges.
HBHS	<i>Armed Services Vocational Assessment Battery</i>	Vocational assessment optional for students. (11)	Administered by guidance counselors in the fall.	Guidance counselors	Individual scores are reported and discussed with students and parents.

**DATA MATRIX – SAU #41
Assessment Reporting Tools**

	DATA SOURCES Identify the types	SUBJECT AREA GRADE LEVEL	COLLECTION PROCESS Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	DECISION MAKING What is the information being used for? How are results reported and to whom?
SAU-wide	ICT Portfolio	All Content Areas Grades K – 12	Students maintain electronic portfolio on school servers.	Evaluated at end of grade 8 and grade 12. Guidance counselors monitor completion	Assessing proficiency in 21 st Century Skills. Graduation Requirement
RMMS CSDA	Report Cards Progress Reports Parent Conferences	Grades K-6	Teachers prepare quarterly report cards and issue a progress report mid-quarter.	K -6 parents and teachers meet once a year to review student progress; parents may request additional conference.	Reported to students, parents and administration. Used to monitor student progress over time.
HPS HUES	Report Cards Portfolios Parent Conferences	Grades K-6	Teachers prepare trimester report cards. Spring portfolio.	K -6 parents and teachers meet twice a year to review student progress. Student portfolio presented to parents in spring.	Reported to students, parents and administration. Used to monitor student progress over time.
HPS	Progress Reports	Pre-K	Teachers prepare bi-annual progress reports.	Pre-K parents and teachers meet twice a year to review student progress.	Reported to students, parents and administration. Used to monitor student progress overtime.
HBMS	Report Cards Progress Reports	Grades 7-8	Teachers prepare quarterly report cards and issue a progress report mid-quarter.	Team-based conference offered to parents on an as-needed basis.	Reported to students, parents and administration. Used to monitor student progress over time.
HBMS HBHS	Monitoring Reoports	Grades 7-12	Teachers prepare reports for identified students documenting progress (approximately) 2 weeks following report card or progress report.	Teachers meet with parents as needed.	Reports are used to monitor progress.

New Hampshire Ed 610.02

Professional Education Requirements

(Alignment to Danielson Framework follows each requirement)

Ed 610 PROFESSIONAL EDUCATION

Ed 610.02 Professional Education Requirements. To promote all students' learning, each program of professional preparation shall require each graduate of a teacher preparatory program to demonstrate professional education and the ability to exercise professional judgment by showing achievement of the following knowledge, skills, and dispositions:

- (a) The teacher believes that each student can achieve at the highest level possible for that student, shows respect for students' varied talents and perspectives, and persists in helping all students achieve success; *(Planning and Preparation: demonstrating knowledge of students)*
- (b) The teacher understands and keeps abreast of the central concepts and tools of inquiry of the subject areas taught, appreciating the ever-changing nature of knowledge, including:
 - (1) Information and issues relating to the subject area; and
 - (2) Themes and generalizations pertaining to the subject area;*(Planning and Preparation: demonstrating content pedagogy)*
- (c) The teacher creates meaningful learning experiences based upon knowledge of and enthusiasm for the subject matter, the students, the community, local curricula, and state curriculum frameworks; *(Planning and Preparation: setting instructional outcomes, designing coherent instruction)*
- (d) The teacher understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development; *(Planning and Preparation: demonstrating content pedagogy)*
- (e) The teacher understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs; *(Planning and Preparation: demonstrating knowledge of student, setting instructional outcomes)*
- (f) The teacher values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking, learning, and skilled use of knowledge; *(Planning and Preparation: designing coherent instruction)*
- (g) The teacher creates a challenging, dynamic, and safe classroom and school community that:
 - (1) Is sensitive to the full range of student diversity;
 - (2) Encourages openness, tolerance, respect, caring, collaboration, and self-motivation;
 - (3) Emphasizes both individual and collective responsibility; and
 - (4) Fosters a concern for social justice;*(Classroom Environment: creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior)*

- (h) The teacher demonstrates proficient oral, written, and nonverbal communication and promotes the development of these skills in students; *(Instruction: communicating with students)*
- (i) The teacher understands and uses multiple formal and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents; *(Planning and Preparation: designing student assignments; Instruction: using assessment in instruction)*
- (j) The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on students, parents, and others in the school and community; *(Professional Responsibility: reflecting)*
- (k) The teacher uses a variety of resources to enhance his or her professional development as a scholar, teacher, and educational leader, including:
 - (1) Professional literature;
 - (2) Professional organizations;
 - (3) Colleagues; and
 - (4) Service opportunities, such as, but not limited to, volunteer work in the community;*(Professional Responsibility: participating in a professional community, growing and developing professionally)*
- (l) The teacher understands schools as complex organizations within a larger community and collaborates effectively with school staff, parents, and others to support students' learning and well-being; *(Professional Responsibility: participating in a professional community)*
- (m) The teacher evaluates and uses a variety of current technologies to enhance instruction and to advance students' technological literacy; *Planning and Preparation: designing coherent instruction; Instruction: engaging students in learning)*
- (n) The teacher's practice is based on a clear understanding of professional ethics and the legal rights and responsibilities of educators and students. *(Professional Responsibility: showing professionalism)*

Building/District Goals Hollis Elementary Schools

Mission Statement

Hollis Elementary School is dedicated to educating the whole student. It is our goal to nurture students and help them to become well-rounded, self-respecting, friendly and sensitive individuals. We seek to provide a challenging curriculum with flexibility to meet the needs of each student. We recognize and respect different learning and teaching styles. Our high expectations for academic achievement are balanced with giving students a broader sense of the world and the desire to perform service to others.

Overarching Goal

To utilize best practices to guide the teaching/learning process for maximizing the academic-social/emotional development of all students.

Objective One: To improve the teacher evaluation process for the enhancement of instruction.

2006-2007

- Research and identify teacher evaluation models
- Create Committee
- Share research/workshop findings
- Choose a model by June 30th

2007-2008

- Conduct training for administrators
- Conduct information sessions for teachers

2008-2009

- Pilot model with teacher volunteers
- Collect data and feedback

Objective Two: To create effective early intervening services (as mandated by IDEIA 06) for students in the areas of reading and mathematics.

2006-2007

- Re-structure current reading service delivery model to provide more intensive services for at-risk and identified students
- Research models for differentiation of remedial instruction in the area of mathematics and make recommendations

2007-2008

- Pilot remedial instruction in the area of mathematics

2008-2009

- Use data to evaluate the effectiveness of early intervening services in the area of reading and mathematics.

Objective Three: To more effectively utilize assessment data to drive instruction.

2006-2007

- Train teachers in March 2007
- Pilot NWEA grades 2 and 5 in spring 2007
- Research additional assessment tools for preK thru grade 1
- Provide more training and practice for classroom teachers to analyze assessment data
- Discuss data warehousing tools

2007-2008

- Expand NWEA to grades 2-6 with additional training for staff
- Utilize results from the new assessment tool to drive decisions regarding differentiated instruction
- Implement new assessment tools for preK thru grade 1
- Pilot implementation of data warehousing tool

2008-2009

- Continue NWEA training
- Evaluate assessment tools
- Utilize results from the new assessment tool to drive decisions regarding differentiated instruction

Objective Four: To refine the implementation of the balanced literacy approach.

2006-2007

- Train staff and implement the Reader's Workshop Model
- Continue implementation of Writer's Workshop

2007-2008

- Use data to evaluate the effectiveness of the balanced literacy approach

2008-2009

- Refine the implementation plan for the balanced literacy approach upon findings from the evaluation data

Building/District Goals Brookline School District Goals

GOAL 1: To develop and maintain curriculum, instruction and assessment to improve student achievement					
Objectives	Strategies/Actions	Measurement and Evidence	Person(s) Responsible	Time Line	Budget Impact
<p><u>Objective 1:</u> All students will experience a consistent, academically rigorous curriculum aligned with local, state, and national curriculum standards to meet individual needs.</p>	1. Review kindergarten curriculum to update and respond to students needs.	Student Data Benchmark Assessments Observations ~ Administration ~ Curriculum Coord.	Administration. Curriculum Coordinators. Kindergarten teachers. Paraeducators	September 2008-June 2008	TBD
	2. Study feasibility of integrated preschool and early intervention.	Report to Brookline School Board	Special Education Administration	June 2008	TBD
	3. Respond to assessments with appropriate instruction.	NWEA scores NECAP scores Local formal and informal assessments	Classroom teachers. Curriculum Coordinators. Administration	Ongoing	NWEA subscription
<p><u>Objective 2:</u> Improve standardized assessment results.</p>	1. Fully implement NWEA.	Assess: Grade 2-6 September-December Grade 2 -May Provide additional professional development for staff Analysis of report scores	Professional staff	May 2008	Funds for Professional Development
	2. Improve NECAP analysis with <i>Pathways</i> data tool	October/May analysis of trends with a report to the Brookline School Board	Assistant Principal. Curriculum Coordinators	TBD	Funds for Assessment Builder

GOAL 1: To develop and maintain curriculum, instruction and assessment to improve student achievement					
Objectives	Strategies/Actions	Measurement and Evidence	Person(s) Responsible	Timeline	Budget Impact
<p><u>Objective 3:</u> Improve professional growth.</p>	<p>1. Prepare staff for new evaluation plan in '07-'08 using Danielson Model.</p>	<p>Materials presented at staff meetings</p>	<p>Administration SAU Teacher Evaluation Committee Members</p>	<p>September 2007-June 2008</p>	<p>Program funding</p>
	<p>2. Present and implement new Professional Development Plan upon approval.</p>	<p>Document distribution</p>	<p>Administration Committee Members</p>	<p>September 2007-June 2008</p>	<p>Funds for Professional Development</p>
	<p>3. Present Professional Development opportunities for improvement of instruction.</p>	<p>Workshops Peer coaching Classroom visitations Faculty retreats</p>	<p>Professional Staff</p>	<p>September 2007-June 2008</p>	<p>Funds for Professional Development</p>
<p><u>Objective 4:</u> Research best practices, new ideas and educational trends.</p>	<p>1. Form committee when topics are identified as worthy of research.</p>	<p>Collected research and report to the School Board</p>	<p>Administration TBD</p>	<p>Ongoing</p>	<p>TBD</p>

GOAL 2: To partner with the community to improve student achievement					
Objectives	Strategies/Actions	Measurement and Evidence	Person(s) Responsible	Timeline	Budget Impact
Improve communication at all levels	<ol style="list-style-type: none"> 1. Develop parent survey. 2. Develop staff survey (*Survey to include information relative to curriculum, buildings and grounds, special education, etc.). 	Analysis of returned surveys	Brookline School Board Administration	June 2008	TBD
GOAL 3: To build and maintain a quality learning environment to improve student achievement					
Objectives	Strategies/Actions	Measurement and Evidence	Person(s) Responsible	Timeline	Budget Impact
All facilities will provide a clean, healthy, and safe learning environment.	<ol style="list-style-type: none"> 1. Develop a five-year maintenance plan. 2. Identify ways to conserve ALL resources. 3. Identify space needs and solutions. 	<p>Completed plan</p> <p>Cost savings, reduced waste</p> <p>Request architect plan</p>	<p>Brookline School Board Administration Business Administrator Building Custodians</p> <p>Administration Custodians All staff</p> <p>School Board Ed Spec. Committee</p>	<p>October 2007</p> <p>Ongoing</p> <p>October 2007 –December 2007</p>	<p>Funds to support maintenance plan</p> <p>NONE</p> <p>TBD</p>
GOAL 4: To develop and communicate goal-based budget to the community					
Objectives	Strategies/Actions	Measurement and Evidence	Person(s) Responsible	Timeline	Budget Impact
Develop budget process to streamline adoption	<ol style="list-style-type: none"> 1. Identify goals-based objectives with monetary impact. 	Data collection Anecdotal information	School Board Administration Brookline Finance Committee	July 2007 – October 2007	Appropriate budget funding

Building/District Goals

Hollis Brookline Middle School

Review Special Education Model

- Particular emphasis on IDEIA re-authorization.
- Differences and similarities of 504 plans and IEP's.
- Prepare for on-site evaluation.
- Examine true cooperative teaching model.

Curriculum

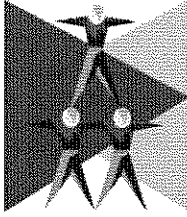
- Articulate three year plan for the implementation of curriculum mapping.
- Implement year one of curriculum mapping.
- Begin literacy focus with vocabulary – Word of the Week.
- Design lessons for advisory to prepare for DC visit – i.e., Memorials, Holocaust Museum, etc.
- Analyze NECAP results.
- Create support for ICT initiative.

Safety Plan

- Revise plan for our new facility.

Building/District Goals Hollis Brookline High School

- Continue to address the recommendations made by NEASC.
- Continue to develop professional development opportunities to help teachers learn and implement teaching strategies appropriate for the extended block.
- Further refine the class attendance policy.
- Continue to improve communication, collaboration, and consistency within departments and throughout the building.
- Develop a plan to meet the new state standard requiring all high schools to have in place by September 2008 “competency assessments for all courses offered throughout the high school”.
- Implement the plan to meet the Information and Communication Technology graduation requirement.
- Continue to increase the integration of technology throughout all curriculum areas.
- Develop a plan to offer more curricular options for non-college bound, as well as gifted and talented students.



Professional Development Activities

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*Professional
Development
Activities*

Professional Development Activities (PDA's)

As required by NH Ed 610, the SAU #41 Professional Growth Model provides professional development activities for professional and paraprofessional staff by offering twenty-five options for earning clock hours/CEUs. These activities include traditional (#1-14); job embedded (#15-24), and action research (#25); as well as in-house and outside presenters to create a wide range of professional development.

Traditional activities continue to be relevant and useful modes of learning for educators. Job embedded activities support the concept of educators as reflective practitioners who singly, or in groups, engage in deliberate reflection and the focused refinement of their professional practice. Action Research is a process of inquiry with outcomes related to student learning and best practices.

These activities offer experiences for all staff to gain knowledge of subject area, professional skills, learners and learning, school organization and operation, technology and exploratory/innovative programs. It is required that all professional development activities align with the professional's goals as stated on the *Educator's Goal Statement*. However, an administrator may approve professional development activities that do not meet a professional's stated goals if the activities serve the needs of the building and/or the district.

The following are twenty-five activities available to all staff to develop a growth plan to meet their unique goals, develop their skills to enhance student learning and meet competencies outlined in the Danielson Framework. Clock hours/CEUs are equivalent to the number of hours of participation in Professional Development Activities (PDA's). Sources of evidence will include but not be limited to written or oral reflection with a supervisor, colleague, mentor or consultant; any materials exhibiting lesson plans, instructional materials, video or audio tapes of the lesson, formal observations by a supervisor, colleague, mentor or consultant; and samples of students' work.

PROFESSIONAL DEVELOPMENT ACTIVITIES
Traditional Activities

PDA'S	Description	Requirements/Evidence	Maximum Clock Hours
1. Workshops, Conferences, Seminars	Such activities can provide educators opportunities to learn from others with expert knowledge.	Certificate of participation Group Approval Form/	Hours equal to time spent.
2. College Coursework Institutions Institutes	College courses of advanced degree that provide teachers with opportunities to connect with outside sources.	Passing grade Official transcript.	15 Clock Hours per college credit. 10 Clock Hours (2/3 college credit) per credit for audited courses.
3. Visitations	Visits to other schools or places of business to observe programs.	Log of activity	15 Clock Hours per year
4. Evaluation Team Member	Participation in professional evaluation of other schools through the New England Association of Secondary Schools/Special Education Approval Process, etc.		30 Clock Hours / 3 years
5. Travel	Travel affording experiences which can be used in the classroom.	Prior approval including objectives and lesson plans with materials such as slides/ PowerPoint presentations, etc.	30 Clock Hours/3 years
6. Community Service	Community service learning is as important for teachers as it is for students when learning about the values of the community in which they teach or live. Being a liaison to PTSA organizations and volunteering in groups relating to school or community fosters good public relations.	A log listing dates, location, time spent and activity.	15 Clock Hours / 3 years
7. Wellness/Personal Growth	Wellness and personal growth in the workplace fosters a productive and creative work force and increases motivation. This in turn harbors a healthy atmosphere among professionals and provides a visible view of health for students to model.	Active participation in a program to promote personal well-being such as Reiki, Tai Chi, Stress Management, Hospital or Wellness Team-sponsored workshops (funding not applicable) Certificate of participation	15 Clock Hours/3 years
8. Grant Writing	Must be related to individual, building or district goals and/or education in general.	Completed grant application.	30 Clock Hours/3 years
9. Student-Teacher Supervision	A teacher is assigned a student teacher from a local college to supervise and mentor.	Log of conferencing spent with student-teacher.	45 Clock Hours/ 3 years
10. Inservice Workshop Presenter	Facilitate an in-service workshop for staff members.	Outline of methods used. Lesson Plan	30 Clock Hours/3 years

PDA's	Description	Requirements/Evidence	Maximum Clock Hours
11. School District Committees	Active participation on school district/ administrative committees. Committee work may require long and short term commitments as well as full day off-site work sessions and summer involvement. This type of commitment promotes a harmony and contributes to a healthy learning environment	Attend 70% of all meetings	Chair: Max.15 Clock Hours per year Member: Max.10 Clock Hours per year (Maximums per committee)
12. Professional Networks	"Discourse Communities" that enable teachers to meet regularly (in person or electronically) to solve problems, consider new ideas, evaluate alternatives or reflect on specific issues in education and content area. Active membership in Professional Organizations such as NCTM, ASCD, MENC, NHASP, NEA, CHADD, etc.	Demonstrate active involvement by serving on boards, committees, or attending meetings regularly. Meeting notes can serve as the detailed log. Certificate of participation	10 Clock Hours per year
13. After School Tutoring	On a volunteer basis, teacher meets with students individually or in small grade level groups to improve student learning.	Lesson plan or Log of activity and time spent.	45 Clock Hours/3 years
14. Book Review	Participating in discussion(s) about a book or other professional publications	Log of activity and time spent	10 Clock Hours per year

PROFESSIONAL DEVELOPMENT ACTIVITIES
Job-Embedded Activities

PDA's	Description	Requirements/Evidence	Maximum Clock Hours
15. Curriculum Development	Curriculum writing or revision. Beyond implementation there exists the processes of enhancement, modification, adaptation and refinement. Using existing curriculum and modifying it	Log of activity and time spent	Number of Clock Hours is equal to number of hours logged
16. Use and Incorporation of Technology	Activities involving the use of various kinds of technology to learn content in subject areas to allow students to become proficient in the required Information Communication and Technology (ICT) standards.	Log of activity and time spent.	60 Clock Hours/3 years
17. Curriculum Development of Alternative Units	These units provide alternative experience with traditional topics or introduce new topics that are not part of the curriculum. This activity includes the development, implementation and adaptation of curriculum.	Log of activity and time spent Curriculum Map	30 Clock Hours/3 yr
18. Examining Student Thinking	Carefully examining student work to understand thinking and learning strategies when identifying learning needs for the purpose of Differentiated Instruction. Developing rubrics, examining national, state and district test results are examples.	Must align with professional goals. Log of activity and time spent.	30 Clock Hours/3 yrs
19. Mentoring	1. Working with another professional to assist them in improving instructional strategies. 2. Working with another professional who is new to the school/district. 3. Advisory Model – Teachers serve as students' mentors or advisors within a school program (eg., ROCK)	Log of activity Reflection Meetings between Mentor-Mentee.	15 Clock Hours/3 yrs
20. Creating a Product	Developing a new management technique or manuals which could be shared with colleagues.	Completed product Log of activity	30 Clock Hours/3 yrs
21. Classroom Observation	Participating in discussions about teaching and learning based upon one or more classroom observations.	Log of plan for an observation (data collection), and reflecting conference.	15 Clock Hours/3 yrs
22. Curriculum Implementation	Implementing a new curriculum, reporting on what happens, and reflecting with others on different ideas and activities.	Log of implementation and reflection process.	30 Clock Hours/3 yrs
23. Study Groups	Engage in regular collaborative groups between/among individual teachers discussing classroom strategies, techniques, resources, teaching and learning styles.	Summary presentation at staff or department meetings Log/meeting notes.	60 Clock Hours/3 yrs
24. Other	Not listed above, but approved by administrator as valuable for professional growth.	Documentation as required by nature of activity	Hours equal to time spent.
25. Action Research	As described on next pages (p. 41-42)		

Action Research

Action research is a job embedded activity by which a teacher or group of teachers can satisfy all or part of their recertification requirements under Options One or Three (see page 13) and the SAU's requirement for 75 clock hours. Action research is a process of inquiry and examination into the practices of a classroom, school and/or district with the outcomes related to student learning and best practices. Action research needs to be meaningful to the teacher(s) with the intention of solving a problem, improving a practice, resolving an issue or for making an informed decision.

Action Research involves identifying a focus and designing an action plan that includes collecting, analyzing and interpreting data followed by the communication of the outcomes and taking actions based on the results.

As stated earlier, Action Research can be designed for one or two years or for the complete three year recertification cycle. Each year of Action Research would be equal to no more than twenty-five hours. The teacher(s) would meet with an administrator prior to plan approval for the purpose of plan development, implementation, and expected time lines.

Steps and Procedures for Action Research

Step 1: Identify the problem, concern, idea or decision to be made and frame it as a research question. A good question:

- Focuses on student performance which is important to the professional.
- Relates to school/district priorities or goals.
- Is manageable and doable within the available time and resources.
- Is measurable through quantitative and/or qualitative data.

Example: Does a system of positive rewards improve students' behavior?

- What is the specific research problem to be investigated?
- What can be done about this problem?
- Why is this problem worthy of investigation?
- Have assumptions been made?
- What is the specific question to be pursued and answered?
- Can a hypothesis be formulated? If so, what is it?

Step 2: Review relevant literature.

- What have other educators and researchers found that relates to this problem, concern, issue or question?
- How can the work of others to be effectively used?

Step 3: Design the study.

- Who will be the subjects of the study?
- How will the participants for the study be chosen?
- What data will be collect?
- What instruments will be used to collect my data?
- What procedures will be followed? What? When? Where? How?
- How will the data be analyzed and interpreted?

Examples of qualitative data gathering techniques	Examples of quantitative data gathering techniques
<ul style="list-style-type: none"> • Interviews • Focus groups • Surveys (open ended questions) • Observations • Artifact review 	<ul style="list-style-type: none"> • Surveys (closed response questions) • Standardized assessments, inventories, etc. • Scores from quizzes, tests, writing prompts (rubric scored), etc. • Review of existing data (e.g., discipline, attendance, student grades, etc.)

Step 4: Conduct the study and gather the data.

- Follow the steps outlined in the plan.
- Collect and organize your data.

Step 5: Analyze and interpret data.

- Use techniques appropriate to the data collected.
- Quantitative (look for meaning in the numbers)/Qualitative look for patterns, themes, etc.

Step 6: Share the results with appropriate audiences.

- Share the data with others who can benefit from the findings.
- Share the data with those whose approval is needed to move forward with the solution/decision.

Step 7: Use what you have learned.

- Use what you have learned to address the problem or concern, to inform your decision, to guide future action research.

Resources:

Mills, Geoffrey E., *Action Research: A Guide for the Teacher Researcher*. Merrill Prentice Hall, NJ, 2003.
 Stringer, Ernie, *Action Research in Education*. Pearson Merrill Prentice Hall, NJ, 2004.

Procedure for Obtaining Professional Development Credit

1. The professional completes Part 1 (Employee Information) and Part 2 (PDA Information) of the *Professional Development Activity Form*. If the professional is seeking course or workshop reimbursement, a *Reimbursement Request Form* must also be completed.
2. The professional submits the *Professional Development Activity Form* (all copies) to the building professional development committee member who will sign it indicating receipt of the form, not approval of the activity. The *Reimbursement Request Form* is submitted to the building administrator.
3. The building committee member forwards the *Professional Development Activity Form* to the building administrator for approval. The *Reimbursement Request Form* is forwarded to the SAU for approval. If the proposed activity is not approved, the professional may use the Appeals Process (see p. 147).
4. The approved forms (all copies) are returned to the employee.
5. Upon completion of the activity, the professional completes the forms, clips together and submits them to the building administrator:
 - (a) *Professional Development Activity Form* with the following attachments:
 - (1) Reflection on the activity.
 - (2) Any necessary evidence (as specified on the list of PDAs on pages 38-40).
 - (b) *Reimbursement Request Form* with the following attachments:
 - (1) Documentation of payment.
 - (2) Documentation of attendance (for workshops).
 - (3) Grade report (for courses).
6. Administrators are to follow the same procedure. However, requests are sent directly to the Superintendent of Schools for approval.

SAU #41

Professional Development Activity

Part 1: Staff Member Information

Name: _____ Building: _____

Date Received: _____ by _____
(Building Committee Member)

Part 2: Proposed Professional Development Activity

Activity: _____ Activity Date: _____

Type of goal supported (check one): _____ District _____ Building _____ Personal

Which goal does this activity support: _____

What evidence will be provided: _____

PDA # _____ Activity will be recorded as: Clock Hours _____ Body of Evidence _____ Combination _____
(check one)

Professional Day Necessary: Yes _____ No _____ Number of Professional Days to date: _____

This activity was: APPROVED NOT APPROVED _____
(reason for not approved)

(Staff Member)

(Building Committee Member)

(Building Administrator)

Part 3: Verification/Reflection

This activity provided knowledge of which of the following component areas (check one)?

(1) Subject or Areas of Specialization _____ (2) Learners and Learning _____ (3) School's Role, Organization, Operation _____

PDA # _____ Activity to be recorded as: Body of Evidence _____ Clock Hours _____ Number of Clock Hours _____
(check one)

Area of Certification: _____

Sources of Evidence required for PDA. When appropriate, evidence should be attached to this form. _____

Reflection – reflection allows the professional to reassess assumptions and to create new meaning when assumptions are found to be invalid. Following completion of the activity, reflect on the experience and how it has changed or reinforced previously held assumptions. The following questions may serve to start the process. Please attach the reflection to this form before submitting it to the building administrator. .

1. From this activity, I learned . . .
2. How was student learning impacted by this activity?
3. How did this activity help me reach my goal?
4. What has been learned that can be used to improve teaching?
5. Which of Danielson's Components/Elements is most impacted by participation in this activity?

(Staff Member)

(Building Administrator)

White – Employee File (SAU Office) *If a college course, please attach grade report or transcript to white copy*

Yellow – Employee File (Building)

Pink – Employee Copy

SAU #41
Request for Professional Day

TO: Building Principal

DATE: _____

FROM: _____
In accordance with the negotiated Agreement, a Staff Member will be granted Professional Days by the Principal.

I am applying for a Professional Day on:

Check One:

_____ Full Day

(Weekday)

(Month)

(Date)

_____ ½ Day AM

_____ ½ Day PM

Number of professional days already taken during the current year: _____

Name of Activity: _____

Location: _____

Objective:

I (circle one) will will not need a substitute

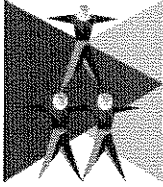
Please list the periods that will need coverage: _____

Staff Member's Signature _____

Your request for a Professional Day as listed above has been APPROVED / DISAPPROVED

(Administrator Signature)

(Date)



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Development of the Professional Staff Evaluation Plan

In the fall of 2006, SAU #41 embarked on a journey to revise the professional development plan. As a result of the new plan it became necessary to redesign the existing SAU Professional Staff Evaluation Plan to support the current research and best practices in the field.

During the 2006-2007 school year, the evaluation committee researched and assessed a variety of evaluation models. After a thorough review of the professional literature a decision was made to use Charlotte Danielson's *Enhancing Professional Practice, A Framework for Teaching, 2nd edition* as the evaluation model for SAU #41. This framework for teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning.

The framework takes into account the complex activity of teaching (and responsibilities of other education specialists) including the domains, components, and elements as outlined on the next pages.

Danielson Framework for Teaching

Domain 1 – Planning and Preparation

Component 1a – Demonstrating knowledge of content pedagogy

- Knowledge of content and structure of the discipline.
- Knowledge of prerequisite relationships.
- Knowledge of content-related pedagogy.

Component 1b – Demonstrating knowledge of students

- Knowledge of child and adolescent development.
- Knowledge of the learning process.
- Knowledge of students' skills, knowledge, and language proficiency.
- Knowledge of students' interests and cultural heritage.
- Knowledge of students' special needs.

Component 1c - Setting instructional outcomes

- Value, sequence, and alignment.
- Clarity.
- Balance.
- Suitability for diverse learners.

Component 1d – Demonstrating knowledge of resources

- Resources for classroom use.
- Resources to extend content knowledge and pedagogy.
- Resources for students.

Component 1e – Designing coherent instruction

- Learning activities.
- Instructional materials and resources.
- Instructional groups.
- Lesson and unit structure.

Component 1f – Designing student assessments

- Congruence with instructional outcomes.
- Criteria and standards.
- Design of formative assessment.
- Use for planning.

Danielson Framework for Teaching

Domain 2 – Classroom Environment

Component 2a – Creating an environment of respect and rapport

- Teacher interaction with students.
- Student interactions with other students.

Component 2b – Establishing a culture for learning

- Importance of the content.
- Expectations for learning and achievement.
- Student pride in work.

Component 2c – Managing classroom procedures

- Management of instructional groups.
- Management of transitions.
- Management of materials and supplies.
- Performance of noninstructional duties.
- Supervision of volunteers and paraeducators.

Component 2d – Managing student behavior

- Expectations.
- Monitoring of student behavior.
- Response to student misbehavior.

Component 2e – Organizing physical space

- Safety and accessibility.
- Arrangement of furniture and use of physical resources.

Danielson Framework for Teaching

Domain 3 – Instruction

Component 3a – Communicating with students

- Expectations for learning.
- Directions and procedures.
- Explanations of content.
- Use of oral and written language.

Component 3b - Using questioning and discussion techniques

- Quality of questions.
- Discussion techniques.
- Student participation.

Component 3c – Engaging students in learning

- Activities and assignments.
- Grouping of students.
- Instructional materials and resources.
- Structure and pacing.

Component 3d – Using assessment in instruction

- Assessment criteria.
- Monitoring of student learning.
- Feedback to students.
- Student self-assessment and monitoring of progress.

Component 3e - Demonstrating flexibility and responsiveness

- Lesson adjustment.
- Response to students.
- Persistence.

Danielson Framework for Teaching

Domain 4 – Professional Responsibility

Component 4a – Reflecting on teaching

- Accuracy.
- Use in future teaching.

Component 4b – Maintaining accurate records

- Student completion of assignments.
- Student progress in learning.
- Noninstructional records.

Component 4c – Communicating with families

- Information about the instructional program.
- Information about individual students.
- Engagement of families in the instructional program.

Component 4d – Participating in a professional community

- Relationships with colleagues.
- Involvement in a culture of professional inquiry.
- Service to the school.
- Participation in school and district projects.

Component 4e – Growing and developing professionally

- Enhancement of content knowledge and pedagogical skill.
- Receptivity to feedback from colleagues.
- Service to the profession.

Component 4f – Showing professionalism

- Integrity and ethical conduct.
- Service to students.
- Advocacy.
- Decision making.
- Compliance with school and district regulations.

Danielson Framework for Instructional Specialists

Domain 1 – Planning and Preparation

- Component 1a – Demonstrating knowledge of current trends in specialty area and professional development.
- Component 1b – Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program.
- Component 1c – Establishing goals for the instructional support program appropriate to the setting and the teachers served.
- Component 1d – Demonstrating knowledge of resources, both within and beyond the school and district.
- Component 1e – Planning the instructional support program that is integrated with the overall school program.
- Component 1f – Developing a plan to evaluate the instructional support program.

Domain 2 – The Environment

- Component 2a – Creating an environment of trust and respect.
- Component 2b – Establishing a culture for ongoing instructional improvement.
- Component 2c – Establishing clear procedures to gain access to instructional support.
- Component 2d – Establishing and maintaining norms of behavior for professional interactions.
- Component 2e – Organizing physical space for workshops or training.

Domain 3 – Delivery of Service

- Component 3a – Collaborating with teachers in the design of instructional units and lessons.
- Component 3b – Engaging teachers in new instructional skills.
- Component 3c – Sharing expertise with staff.
- Component 3d – Locating resources for teachers to support instructional improvement.
- Component 3e – Demonstrating flexibility and responsiveness.

Domain 4 – Professional Responsibilities

- Component 4a – Reflecting on practice.
- Component 4b – Preparing and submitting budgets and reports.
- Component 4c – Coordinating work with other instructional specialists.
- Component 4d – Participating in a professional community.
- Component 4e – Engaging in professional development.
- Component 4f – Showing professionalism, including integrity and confidentiality.

Danielson Framework for Library/Media Specialists

Domain 1 – Planning and Preparation

- Component 1a – Demonstrating knowledge of literature and current trends in library/media practice and information technology.
- Component 1b – Demonstrating knowledge of the school’s program and student information needs within that program.
- Component 1c – Establishing goals for the library/media program appropriate to the setting and the students served.
- Component 1d – Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.
- Component 1e – Planning the library/media program integrated with the overall school program.
- Component 1f – Developing a plan to evaluate the library/media program.

Domain 2 – The Environment

- Component 2a – Creating an environment of respect and rapport.
- Component 2b – Establishing a culture for investigation and love of literature.
- Component 2c – Establishing and maintaining library procedures.
- Component 2d – Managing student behavior.
- Component 2e – Organizing physical space to enable smooth flow.

Domain 3 – Delivery of Service

- Component 3a – Maintaining and extending the library collection in accordance with the school’s needs and within budget limitations.
- Component 3b – Collaborating with teachers in the design of instructional units and lessons.
- Component 3c – Engaging students in enjoying literature and in learning information skills.
- Component 3d – Assisting students and teachers in the use of technology in the library/media center.
- Component 3e – Demonstrating flexibility and responsiveness.

Domain 4 – Professional Responsibilities

- Component 4a – Reflecting on practice.
- Component 4b – Preparing and submitting reports and budgets.
- Component 4c – Communicating with the larger community.
- Component 4d – Participating in a professional community.
- Component 4e – Engaging in professional development.
- Component 4f – Showing professionalism.

Danielson Framework for School Counselors

Domain 1 – Planning and Preparation

- Component 1a – Demonstrating knowledge of counseling theory and techniques.
- Component 1b – Demonstrating knowledge of child and adolescent development.
- Component 1c – Establishing goals for the counseling program appropriate to the setting and the students served.
- Component 1d – Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.
- Component 1e – Planning the counseling program, integrated with the regular school program.
- Component 1f – Developing a plan to evaluate the counseling program.

Domain 2 – The Environment

- Component 2a – Creating an environment of respect and rapport.
- Component 2b – Establishing a culture for productive communication.
- Component 2c – Managing routines and procedures.
- Component 2d – Establishing standards of conduct and contributing to the culture for student behavior throughout the school.
- Component 2e – Organizing physical space.

Domain 3 – Delivery of Service

- Component 3a – Assessing student needs.
- Component 3b – Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.
- Component 3c – Using counseling techniques in individual and classroom programs.
- Component 3d – Brokering resources to meet needs.
- Component 3e – Demonstrating flexibility and responsiveness.

Domain 4 – Professional Responsibilities

- Component 4a – Reflecting on practice.
- Component 4b – Maintaining records and submitting them in a timely fashion.
- Component 4c – Communicating with families.
- Component 4d – Participating in a professional community.
- Component 4e – Engaging in professional development..
- Component 4f – Showing professionalism.

Danielson Framework for School Nurses

Domain 1 – Planning and Preparation

- Component 1a – Demonstrating medical knowledge and skill in nursing techniques.
- Component 1b – Demonstrating knowledge of child and adolescent development.
- Component 1c – Establishing goals for the nursing program appropriate to the setting and the students served.
- Component 1d – Demonstrating knowledge of government, community, and district regulations and resources.
- Component 1e – Planning the nursing program for both individuals and groups of students, integrated with the regular school program.
- Component 1f – Developing a plan to evaluate the nursing program.

Domain 2 – The Environment

- Component 2a – Creating an environment of respect and rapport.
- Component 2b – Establishing a culture for health and wellness.
- Component 2c – Following health protocols and procedures.
- Component 2d – Supervising health associates.
- Component 2e – Organizing physical space.

Domain 3 – Delivery of Service

- Component 3a – Assessing student needs.
- Component 3b – Administering medications to students.
- Component 3c – Promoting wellness through classes or classroom presentations.
- Component 3d – Managing emergency situations.
- Component 3e – Demonstrating flexibility and responsiveness.
- Component 3f – Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs.

Domain 4 – Professional Responsibilities

- Component 4a – Reflecting on practice.
- Component 4b – Maintaining health records in accordance with policy and submitting reports in a timely fashion.
- Component 4c – Communicating with families.
- Component 4d – Participating in a professional community.
- Component 4e – Engaging in professional development.
- Component 4f – Showing professionalism.

Danielson Framework for School Psychologists

Domain 1 – Planning and Preparation

- Component 1a – Demonstrating knowledge and skill using psychological instruments to evaluate students.
- Component 1b – Demonstrating knowledge of child and adolescent development and psychopathology.
- Component 1c – Establishing goals for the psychology program appropriate to the setting and the students served.
- Component 1d – Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.
- Component 1e – Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention.
- Component 1f – Developing a plan to evaluate the psychology program.

Domain 2 – The Environment

- Component 2a – Establishing rapport with students.
- Component 2b – Establishing a culture for positive mental health throughout the school.
- Component 2c – Establishing and maintaining clear procedures for referrals.
- Component 2d – Establishing standards of conduct in the testing center.
- Component 2e – Organizing physical space for testing of students and storage of materials.

Domain 3 – Delivery of Service

- Component 3a – Responding to referrals; consulting with teachers and administrators.
- Component 3b – Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.
- Component 3c – Chairing evaluation team.
- Component 3d – Planning interventions to maximize students' likelihood of success.
- Component 3e – Maintaining contact with physicians and community mental health service providers.
- Component 3f – Demonstrating flexibility and responsiveness.

Domain 4 – Professional Responsibilities

- Component 4a – Reflecting on practice.
- Component 4b – Communicating with families.
- Component 4c – Maintaining accurate records.
- Component 4d – Participating in a professional community.
- Component 4e – Engaging in professional development.
- Component 4f – Showing professionalism.

Danielson Framework for Therapeutic Specialists

Domain 1 – Planning and Preparation

- Component 1a – Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license.
- Component 1b – Establishing goals for the therapy program appropriate to the setting and the students served.
- Component 1c – Demonstrating knowledge of district, state, and federal regulations and guidelines.
- Component 1d – Demonstrating knowledge of resources, both within and beyond the school and district.
- Component 1e – Planning the therapy program, integrated with the regular school program, to meet the needs of individual students.
- Component 1f – Developing a plan to evaluate the therapy program.

Domain 2 – The Environment

- Component 2a – Establishing rapport with students.
- Component 2b – Organizing time effectively.
- Component 2c – Establishing and maintaining clear procedures for referrals.
- Component 2d – Establishing standards of conduct in the treatment center.
- Component 2e – Organizing physical space for testing of students and providing therapy.

Domain 3 – Delivery of Service

- Component 3a – Responding to referrals and evaluating student needs.
- Component 3b – Developing and implementing treatment plans to maximize students' success.
- Component 3c – Communicating with families.
- Component 3d – Collecting information; writing reports.
- Component 3e – Demonstrating flexibility and responsiveness.

Domain 4 – Professional Responsibilities

- Component 4a – Reflecting on practice.
- Component 4b – Collaborating with teachers and administrators.
- Component 4c – Maintaining an effective data-management system.
- Component 4d – Participating in a professional community.
- Component 4e – Engaging in professional development.
- Component 4f – Showing professionalism, including integrity, advocacy, and maintaining confidentiality.

Introduction of the Evaluation Plan

The goals of the SAU #41 Professional Growth Model include promoting and assessing high standards for the performance of educators leading to, and evidenced by, improved student learning. The best assessments are those that differentiate using multiple sources of data over a period of time emphasizing collaboration and interaction. Evaluation in SAU #41 reflects these critical elements.

The plan acknowledges that professionals with differing levels of experience will require different guidelines and time lines in the evaluation process. Three levels of experience are included in the plan:

1. **Annual Contract Professionals** –professionals employed by the district for 0-3 years. (0-2 years for those professionals with portable tenure).
2. **Continuing Contract Professionals** – professionals employed by the district for more than three years who have successfully completed the Annual Contract Cycle.
3. **Continuing Contract Professionals in Need of Assistance** – professionals in need of additional support.

Guidelines, time lines and procedures for these three classifications are outlined on the following pages.

Guidelines for Evaluation of Annual Contract Professionals

Who:

- Professionals with 0-3 years of experience.
- Professionals who have not previously taught in SAU #41.

Purpose:

- To provide professionals with the necessary supports to positively impact student learning.
- To provide accountability for decisions to move professional staff to Continuing Contract status.

Goal:

- To ensure that Danielson's *Framework for Teaching* is understood, accepted, and demonstrated.
- To develop and implement an individual professional development plan.

Administrator's Responsibilities:

- Assign a mentor.
- Conduct informal observations/walk-throughs.
- Conduct formal observations.
- To complete *Summative Evaluation* – prior to Summative Evaluation Meeting.
- Conduct Summative Evaluation Meeting prior to March 31st of each year. (Note: this meeting should include review of progress on goals).
- Conduct Goal Review Meeting prior to May 31st of each year to set goals for next school year and/or to review progress to date on current goals.

Professional's Responsibilities:

- Participate in professional development activities in support of goals identified in the *Educator Goal Statement*.
- Complete Self-assessment (utilizing *Framework for Teaching* rubric) - prior to the Summative Evaluation Meeting in March.
- Complete *Educator Goal Progress/Reflection* – prior to the Summative Evaluation Meeting in March.
- Complete new *Educator Goal Statement* to establish a goal for the next school year – prior to Goal Review Meeting in May.

Evaluation Time Line for Annual Contract Professionals

Annual Contract Professionals	
Throughout the year	Informal Observations/Visitations.
November	1st Formal Observation. Pre-Observation Conference. Post-Observation Conference.
February	2nd Formal Observation. Pre-Observation Conference. Post-Observation Conference.
February – June	<ul style="list-style-type: none"> • Professional: completes Self-assessment using Danielson’s <i>Framework for Teaching</i> rubric prior to Summative Evaluation Meeting. • Professional: completes <i>Educator Goal Progress/Reflection</i> prior to Summative Evaluation Meeting. • Administrator: completes <i>Summative Evaluation</i> and holds Summative Evaluation Meeting (prior to March 31st). • Administrator: reviews staff evaluation with school board at March meeting. • Administrator: sends recommendations to Superintendent by March 31st. • Administrator/Professional: 3rd Formal Observation may occur at the request of the professional or administrator. Pre-Observation Conference. Post-Observation Conference.
April	<ul style="list-style-type: none"> • Superintendent: nominates candidates for contract renewal to school board.
May	<ul style="list-style-type: none"> • Professionals are provided with new contract by the end of May. • Goal Review Meeting (prior to May 31st).

Procedures for Evaluation of Annual Contract Professionals

Formal Observation will include the following:

- Pre-Observation Conference: one to three days prior to the observation.
- Observation: at least thirty minutes in length.
- Professional's Post-Observation Reflection: completed prior to Post-Observation Conference.
- Post-Observation Conference: one to seven days following the observation.
- Administrator's written report (using Danielson's *Framework for Teaching – Domains 1, 2, 3*): within ten days of the Post-Observation Conference signed by both the administrator and professional staff member. This document becomes part of the professional staff member's personnel file. The signature does not necessarily indicate that the professional agrees with the evaluation but rather that s/he has seen and read it. A professional staff member has the right to attach his/her written comments to the classroom observation. The observation form must be returned within ten days.

Informal Observation will include the following:

- Unannounced observation.
- Drop-in.
- Walk-through.

Summative Evaluation will include the following:

- Goal progress/attainment.
- Planning and preparation.
- Classroom environment.
- Instruction.
- Professional responsibilities.

Guidelines for Evaluation of Continuing Contract Professionals

Who:

- Teachers who have successfully completed the Annual Contract cycle.

Purpose:

- To enhance professional growth.
- To improve student learning.
- To focus on building and/or district goals.

Goal:

- To develop and implement an individual professional development plan.
- To assess professional practices as defined by Danielson's *Framework for Teaching*.
- To collect evidence of professional practice.

Administrator's Responsibilities:

- Provide feedback regarding professional practices.
- Conduct informal observations/walk-throughs.
- Conduct formal observations. Ongoing observation is an option for professionals choosing NH State Recertification Option One – Development of Body of Evidence/Portfolio.
- Complete the *Summative Evaluation* prior to Summative Evaluation Meeting (every three years).
- Conduct Summative Evaluation Meeting prior to March 31st of year three of evaluation cycle/recertification year. (Note: this meeting should include a review of goal attainment/progress).
- Conduct Goal Review Meeting prior to May 31st of each year.

Professional's Responsibilities:

- Participate in professional development activities in support of the *Educator Goal Statement*.
- Complete Self-assessment Form (recommended every year – required every three years) using *Framework for Teaching* rubric - prior to Summative Evaluation Meeting
- Complete *Educator Goal Progress/Reflection* (yearly) and meet with an administrator to discuss progress - prior to Goal Review Meeting or Summative Evaluation (recertification year).
- Complete *Educator Goal Statement* every three years to establish goals for the next recertification cycle - prior to the Goal Review Meeting

Evaluation Time Line for Continuing Contract Professionals

Continuing Contract Professionals	
Throughout the three year cycle	Informal Observations/Visitations.
September - February during year two of three year cycle	<p>Formal Observation. Pre-Observation Conference. Post-Observation Conference.</p> <p>Ongoing observation is an option for professionals choosing NH State Recertification Option One – Development of Body of Evidence/Portfolio.</p>
February - March	Professional completes Self-assessment using Danielson <i>Framework for Teaching</i> .
March - April	<ul style="list-style-type: none"> • Professional: completes <i>Educator Goal Progress/Reflection</i> prior to Summative Evaluation Meeting (in year three of recertification/evaluation cycle only) • Administrator: completes the <i>Summative Evaluation</i> and holds a Summative Evaluation Meeting (in year three of recertification/evaluation cycle only). • Administrator: reviews staff evaluation with school board at March meeting. • Administrator: sends recommendations to Superintendent by March 31st.
April	<ul style="list-style-type: none"> • Superintendent nominates candidates for contract renewal to school board.
May	<ul style="list-style-type: none"> • Professionals are provided with new contract by end of May. • Goal Review Meeting (prior to May 31st)

Procedures for Evaluation of Continuing Contract Professionals

Formal Observation will include the following:

- Pre-Observation Conference: one to three days prior to the observation.
- Observation: at least thirty minutes in length.
- Professional's Post-Observation Reflection: completed prior to Post-Observation Conference.
- Post-Observation Conference: one to seven days following the observation.
- Administrator's written report (using Danielson's *Framework for Teaching – Domains 1, 2, 3*): within ten days of the Post-Observation Conference signed by both the administrator and professional staff member. This document becomes part of the professional staff member's personnel file. The signature does not necessarily indicate that the professional agrees with the evaluation but rather that s/he has seen and read it. A professional staff member has the right to attach his/her written comments to the classroom observation. The observation form must be returned within ten days.

Informal Observation will include the following:

- Unannounced observation.
- Drop-in.
- Walk-through.

Summative Evaluation will include the following:

- Goal progress/attainment.
- Planning and preparation.
- Classroom environment.
- Instruction.
- Professional responsibilities.

Guidelines for Evaluation of Continuing Contract Professionals In Need of Assistance

Who:

- Continuing Contract professionals in need of specific professional guidance in identified competencies of Danielson's *Framework for Teaching* at any time during the three year evaluation cycle.

Purpose:

- To provide organizational support and assistance to professionals who do not meet the district's standards.
- To provide due process for professional renewal/nonrenewal.

Goal:

- To improve teaching/learning.
 - Commitment to quality teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting the teaching standards.
 - Good-faith effort to provide administrative support for professionals.

Process: Administrator(s) will identify and document the area(s) of concern in writing, specific objective(s) for improvement and the procedure and/or resource available to achieve the objective(s) by completing the *Professional in Need of Assistance – Assistance Phase* form.

Assistance Phase:

- Professional and administrator(s) will confer to review *Professionals in Need of Assistance - Assistance Phase* form(s).
- Administrator(s) and/or professional may request other representation in all meetings regarding the *Professionals in Need of Assistance – Assistance Phase* form(s).
- As part of this phase a time line for resolution of the concern is determined based on future impact on student learning.
- The Assistance Phase concludes with one of the following options:
 1. The concern has been resolved and the professional is removed from “In Need of Assistance Phase”.
 2. Sufficient progress has been made allowing the professional to remain in the “In Need of Assistance Phase”.
 3. Insufficient progress has been made, and the professional moves to the “Intensive Assistance Phase”.

Intensive Assistance Phase:

- Administrator will review the recommendations from the “In Need of Assistance Phase” and develop, with the professional, a specific plan based on the identified area(s) of concern.
- The plan will include the following:
 - Growth promoting goals that are based on the **SMART** goal model.
S specific, significant, stretching.
M measurable, meaningful, motivational.
A attainable, agreed upon, achievable, action oriented.
R realistic, relevant, reasonable, rewarding, results oriented
T time based, timely, tangible.
 - Specific strategies/activities (*i.e. peer observations, conferences, workshops*) that will be used to help produce the desired results as identified on the plan of the *In Need of Assistance – Assistance Phase* form.
 - Specific interventions (*i.e. classroom visitation, informal/formal observations*) that will be used to help produce the desired results as identified on the plan of *In Need of Assistance – Assistance Phase* form.
 - Development of a time line which includes indicators of progress and review dates.
 - Resources and support needed.
- The Intensive Assistance Phase concludes with one of the following options:
 1. Concern has been resolved and the professional is removed from “In Need of Assistance Status”.
 2. The concern has not been adequately addressed in the “In Need of Intensive Assistance Phase”. The professional will be referred to the Superintendent of Schools for resolution of the concern(s).

Note: The “In Need of Assistance Phase” and “Intensive Assistance Phase” are not intended as a restriction on the districts’ right to take appropriate disciplinary action for professional misconduct without prior resort to either phase.

SAU #41
Formal Classroom Observation
Pre-Observation Conference

NAME: _____ SCHOOL: _____

GRADE/SUBJECT: _____ DATES OF CONFERENCE: _____

NAME OF OBSERVER _____

1. To which part of your curriculum does this lesson relate?

2. How does this learning “fit” in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intended?

8. Is there anything that you would like me to specifically observe during the lesson?

_____ Employee File (SAU Office)
_____ Employee File (Building)
_____ Employee Copy

SAU #41
Formal Classroom Observation
Post-Observation/Reflection Conference

NAME: _____ SCHOOL: _____

GRADE/SUBJECT: _____ DATES OF CONFERENCE: _____

NAME OF OBSERVER _____

-
1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

 2. If you were able to bring samples of student work, what would those samples reveal about those students' levels of engagement and understanding?

 3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

 4. Did you depart from your plan? If so, how, and why?

 5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources.) To what extent were they effective?

 6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

SAU #41
Formal Observation Summary

Teacher _____ School: _____

Grade/Subject/Lesson Observed _____ Date: _____

Evaluator/Administrator: _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				

<p><i>Ic: Setting instructional outcomes</i></p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>
<p><i>Evidence</i></p>				
<p><i>Id: Demonstrating knowledge of resources</i></p>	<p>Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</p>	<p>Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.</p>	<p>Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
<p><i>Evidence</i></p>				
<p><i>Ie: Designing coherent instruction</i></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>
<p><i>Evidence</i></p>				

<i>If: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
<i>Evidence</i>				

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>Evidence</i>				

<p><i>2c: Managing classroom procedures</i></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>	<p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p>	<p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p>
<p><i>Evidence</i></p>				
<p><i>2d: Managing student behavior</i></p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p><i>Evidence</i></p>				
<p><i>2e: Organizing physical space</i></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p><i>Evidence</i></p>				

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3a: <i>Communicating with students</i></p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.</p>
<p><i>Evidence</i></p>				
<p>3b: <i>Using questioning and discussion techniques</i></p>	<p>Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><i>Evidence</i></p>				
<p>3c: <i>Engaging students in learning</i></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>Evidence</i></p>				

<p><i>3d: Using Assessment in Instruction</i></p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><i>Evidence</i></p>				
<p><i>3e: Demonstrating flexibility and responsiveness</i></p>	<p>Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
<p><i>Evidence</i></p>				

SAU #41
Alternative to Formal Observation Process
(Continuing Contract Professionals Only)

Teacher: _____ School: _____

Grade/Subject/Lesson Observed: _____ Date: _____

Evaluator/Administrator: _____

Continuing Contract professionals using job-embedded or action research may find that a series of more focused observations provides more appropriate evidence of their professional growth than 1 formal observation. The administrator should use one form for each observation. Both the administrator and the professional must agree to the use of this form in the Three-Year Educator Goal Statement.

Summary of Evidence of Professional Practice: *What evidence is to be collected? What is the context of the teaching/learning setting (course, students, professional goals, challenges, strengths)?*

Evidence Artifact #1: *Supervisor evaluates evidence in light of teacher performance.*

Evidence Artifact #2: *Supervisor evaluates evidence in light of teacher performance.*

Evidence Artifact #3: *Supervisor evaluates evidence in light of teacher performance.*

Post Observation Discussion: *Supervisor summarizes discussion of evidence, including areas of relative strength and areas of improvement, commendations and recommendations.*

SAU #41 Summative Evaluation

Professional: _____ School: _____

Grade Level(s)/Subject(s) _____

Administrator: _____ Date: _____

Domain 1: Preparation and Planning

<i>Strengths:</i>	<i>Commendations:</i>
<i>Areas for Further Development:</i>	<i>Recommendations:</i>

Domain 2: Classroom Environment

<i>Strengths:</i>	<i>Commendations:</i>
<i>Areas for Further Development:</i>	<i>Recommendations:</i>

Domain 3: Instruction

<i>Strengths:</i>	<i>Commendations:</i>
<i>Areas for Further Development:</i>	<i>Recommendations:</i>

Domain 4: Professional Responsibilities

<i>Strengths:</i>	<i>Commendations:</i>
<i>Areas for Further Development:</i>	<i>Recommendations:</i>

(Professional's signature*)

(Administrator's signature)

**Professional's signature indicates that s/he has seen the document but does not necessarily agree with it. A staff member who disagrees with an evaluation report will be given the opportunity to submit a rebuttal, in writing, to be attached to this document.*

____ Employee's File (SAU)
____ Employee's File (Building)
____ Employee

**SAU #41
Professional in Need of Assistance
Assistance Phase**

NAME: _____

SCHOOL: _____

GRADE/SUBJECT: _____

DATES OF CYCLE: _____

Diagnosis/Problem:

Specific Objective for Improvement:

Procedures and/or Resources for Achieving Objectives:

Review Dates: _____, _____, _____

Target Date for Plan Completion _____

Professional's Signature

Date

Administrator's Signature, Title

Date

Outcomes (check one)

_____ Concern Resolved – professional removed from “In Need of Assistance Phase”

_____ Sufficient progress – professional remains in “In Need of Assistance Phase”

_____ Insufficient progress – professional moves to “In Need of Intensive Assistance Phase”

Professional's Signature*

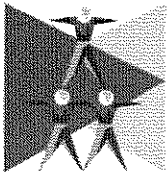
Date

Administrator's Signature, Title

Date

**Professional's signature indicates that he or she has seen the document but does not necessarily agree with it. A staff member who disagrees with an evaluation report will be given the opportunity to submit a rebuttal, in writing, to be attached to this document.*

____ Employee File (SAU Office)
____ Employee File (Building)
____ Employee Copy



Reflection/Self-Assessment

- *Reflection..... 81*
- *Form: SAU #41 Self-Assessment of Practice for Teachers 82*
- *Form: SAU #41 Self-Assessment of Practice for Instructional Specialists 90*
- *Form: SAU #41 Self-Assessment of Practice for Library/Media Specialists 98*
- *Form: SAU #41 Self-Assessment of Practice for School Counselors..... 106*
- *Form: SAU #41 Self-Assessment of Practice for School Nurses 114*
- *Form: SAU #41 Self-Assessment of Practice for School Psychologist..... 122*
- *Form: SAU #41 Self-Assessment of Practice for Therapeutic Specialists 130*
- *Form: SAU #41 Optional Guidelines for Self-assessment 138*

Reflection

Reflection is a process of thinking systematically and insightfully about professional issues. (*The Teacher's Portfolio*, Allan A. Glatthorn, pg. 29). The *Self-Assessment of Practice* as well as the *Educator Goal Progress/Reflection* are reference pieces that are used to initiate conversation. (*The self-assessment will not be included in the educator's permanent file.*) The conversation between the administrator and the professional becomes one of the multiple sources of data the administrator uses to complete the Summative Evaluation.

In addition to the *Framework for Teaching*, the following questions might also be considered include:

- Did I accomplish my goals?
- What were my successes?
- What were the obstacles?
- Were revisions necessary? Why?
- What are my next steps?

SAU #41 Self Assessment of Practice for Teachers

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Evidence</i>				
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Evidence</i>				
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>Evidence</i>				

SAU #41 Self Assessment of Practice for Teachers

<p><i>Ie: Designing coherent instruction</i></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.</p>	<p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>
<p><i>Evidence</i></p>				
<p><i>If: Designing student assessment</i></p>	<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p><i>Evidence</i></p>				
<p><u><i>Summary of Domain I</i></u></p>				

SAU #41 Self Assessment of Practice for Teachers

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: <i>Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>Evidence</i>				
2b: <i>Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>Evidence</i>				
2c: <i>Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>Evidence</i>				

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<p><i>2d: Managing student behavior</i></p>	<p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<p><i>Evidence</i></p>				
<p><i>2e: Organizing physical space</i></p>	<p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.</p>
<p><i>Evidence</i></p>				
<p><u><i>Summary of Domain 2</i></u></p>				

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Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3a: <i>Communicating with students</i></p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.</p>
<p><i>Evidence</i></p>				
<p>3b: <i>Using questioning and discussion techniques</i></p>	<p>Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><i>Evidence</i></p>				
<p>3c: <i>Engaging students in learning</i></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><i>Evidence</i></p>				