# Professional Development Plan

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# Professional Development Plan Appendix

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<td>District Training Team Memo</td>
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The mission of the Sanborn Regional School District is to work in partnership with the community to educate all learners in a safe environment. Together we are committed to providing these individuals with opportunities to develop the skills necessary to become responsible citizens who are capable of pursuing knowledge independently and making well-informed decisions.
The Sanborn Regional School District values professional development as fundamental to the success of the district. Professional development increases educators’ knowledge and enhances their professional skills, deepens educators’ understanding and appreciation for the varied needs of students, and enhances educators’ capacity to facilitate the learning success of all students.

This Professional Development Master Plan has been developed to provide the structure and means through which educators continuously enhance their professional competency, demonstrate the standards for supervision and evaluation, and simultaneously satisfy the NH recertification requirements enumerated in Education 512, Criteria for State Approval of Local Professional Development Master Plan. The primary aim of this master plan is the enhancement of learning for all students. As a means to that end, the procedures and tools of this plan are intended to facilitate individual and collective growth of all district educators. This plan recognizes that high quality professional development that improves the learning of all students is:

- Driven by the results of a regular and systematic analysis of a variety of data and information on student learning;
- Focused on the effective implementation of research based educational practices;
- Responsive to the unique learning needs and styles of each individual educator;
- Accomplished through the development of collaborative learning communities whose goals are aligned with the improvement priorities of the district.
The Sanborn Regional School District Professional Development Committee includes teachers, paraprofessionals, and administrators working together to provide quality professional development experiences to teachers at Sanborn.

**REPRESENTATION**

The Professional Development Committee is comprised of one teacher representative from each school who is elected by colleagues. These representatives are joined by a teacher trainer(s) from each school who meet with the Professional Development representative and the building administrator to plan professional development for the teachers at each building. In addition, the committee includes district-wide representatives from the allied arts/specialist discipline, para-educators, and administration, to form a committee dedicated to professional development.

**PROFESSIONAL DEVELOPMENT PLANNING**

The Professional Development Committee plays an integral role in planning the professional development for the year with our district’s administrators. Throughout the year the committee reviews the professional development surveys and reflections completed by staff members to elicit understanding about the needs of the teachers, para-professionals, and administrators in the district. The committee works with building administrators to prioritize professional development offerings and to align professional practice with the goals of the district.

**MY LEARNING PLAN**

Members of the Professional Development Committee also guide and assist teachers with the use of the My Learning Plan program to document professional development hours and professional reflections. Committee members provide information to staff at monthly staff meetings.
MEETING

The Professional Development Committee meets once a month for an hour and a half to review and monitor staff questions, professional development offerings, and the Professional Learning Community (PLC) initiative in the district. These meetings are balanced between district level discussions and school-level discussions.

DIFFERENTIATED PROFESSIONAL DEVELOPMENT

The Professional Development Committee is focused on providing teachers in the district opportunities to personalize their professional development needs. The district shifted the focus of professional development in the district from a top down model to a building level and teacher needs driven model. Professional Development representatives and Training Team Members monitor frequently the needs of the teachers in their buildings and plan multiple pathways for professional learning in the district.

ONGOING MONITORING

At the end of each academic year, the committee makes recommendations for the next year’s professional development calendar. This calendar and all professional development offerings are posted on the district’s website and highlighted in various district-wide publications including school newsletters and the SAU Curriculum Newsletter.
ROLE OF PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS

BUILDING LEVEL ROLES AND RESPONSIBILITY

- PDC members provide My Learning Plan Training for all new staff with year-round support.
- PDC members provide overview and – introduce District’s PD Plan; review professional development opportunities and expectations.
- PDC members and administrators inform staff of professional development expectations and opportunities through electronic communications, personal communication and by presentation at faculty meetings.
- During annual checkpoints, PDC members and administrators review certification timelines and obligations as outlined in the District’s Professional Development Plan.
- Staff members review and meet professional development/certification obligations as outlined in the District’s Professional Development Plan.

PROFESSIONAL DEVELOPMENT COMMITTEE ROLES AND RESPONSIBILITIES

- PDC members regularly report professional development information in staff meetings.
- Create, administer, and report results of surveys completed by staff and administration.
  - Using mid-year and end of year survey data; identify PD needs and interests to meet district and building level goals.
  - Respond to needs and interests of survey by coordinating PD opportunities that align with district goals and building goals.
  - Identify talent pool of staff members to provide in-house professional development.
  - Identify and coordinate PD opportunities to be provided by in-house staff members.
  - Gather feedback and report findings on District’s PD activities.
- As a collaborative effort among staff and administrators, coordinate PD opportunities.
- Seek funding sources for PD in response to staff/administrators’ survey results.
- Provide cross school report with monitor individual professional PD plans and in troubleshooting issues that arise.
The Sanborn Regional School District Training Team is made up of 2-4 teacher representatives per school who work closely with the principal and the PD Committee representative to support a personalized and differentiated professional development experience for teachers and para-professionals. Training team representatives apply to be trainers in their schools. Trainers are paid using grant funds.

Grounded in a coaching model, the training team:

- Meets with the principal and Professional Development Representative to identify teacher needs for training and support.
- Develops workshops and support hours to meet the needs of all professional learners.
- Works collaboratively with other trainers to cross-reference training and to maximize teacher time for coaching.
- Monitors staff progress.
- Works one on one with individual staff members in need of personalized coaching.

Professional Development Surveys:

- Teachers participating in professional development complete self-reflections about their own learning.
- Teachers complete evaluations on the training and the trainer.
My Learning Plan (MLP)\textsuperscript{1} is a comprehensive program designed to track and organize the professional development experiences of teachers and staff in a district. The program provides a portal for professionals to register for district professional development, to request professional time to attend workshops outside the district, write reflections about professional development experiences, and to manage their professional and personal leave.

Administrators use MLP to approve staff requests for all aspects of professional time. The system provides opportunities for administrators to address staff requests and to comment about the professional development. The district uses MLP to track all staff hours for professional development, to monitor the need for substitutes through AESOP\textsuperscript{2}, and to account for the costs of workshops.

MLP also allows professionals to document their goals and their targeted actions and activities to address the district, school, PLC, and their professional goals. Administrators review all goals created in MLP and monitor the connection between the professional development opportunities that teachers experience and their goals.

Teachers develop professional development goals in MLP at the beginning of each new school year as well as for the recertification cycle. Each professional is expected to provide a goal that outlines their planned contribution to improving the professional practice and student achievement in the district, school, Professional Learning Community (PLC)\textsuperscript{3} and their personal goals, as well as the components for recertification on the Individual Professional Development Plan form on MLP. This form can be revised at any time during a professional’s three-year cycle.

\textsuperscript{1} My Learning Plan © 2016 My Learning Plan Inc
\textsuperscript{2} AESOP © 2016 Frontline Technologies Group LLC.
\textsuperscript{3} Professional Learning Community (PLC) © 2016 Solution Tree, Inc.
## TIME-LINE FOR DOCUMENTATION OF PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>DESCRIPTION/REQUIREMENTS</th>
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<tbody>
<tr>
<td>APRIL 1</td>
<td>THREE-YEAR RECERTIFICATION CYCLE ENDS</td>
<td>• Superintendent reviews the professional’s MLP portfolio and recommends to the state renewal of certification. <strong>APRIL 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher contracts can only be offered to teachers who are eligible for recertification.</td>
</tr>
<tr>
<td>JUNE 30-JULY 30</td>
<td>RENEWAL OF CERTIFICATION</td>
<td>• MLP Email notifies professional to renew certification through the State of NH Licensure System</td>
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<tr>
<td></td>
<td></td>
<td>• Professional must renew certification on-line and pay for license</td>
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<tr>
<td>NEW CYCLE BEGINS</td>
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<tr>
<td>JULY 1-SEPT. 30 (YEAR 1)</td>
<td>PROFESSIONAL COMPLETES IN MLP: INDIVIDUAL PROFESSION DEVELOPMENT PLAN (IPDP)</td>
<td>• IPDP actions/activities must align with district, school, PLC and Professional Goals</td>
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<tr>
<td></td>
<td></td>
<td>• Administrator meets with professional</td>
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<td></td>
<td></td>
<td>• Administrator approves IPDP Year 1</td>
</tr>
<tr>
<td>JULY 1-JUNE 30 (3 YEAR CYCLE)</td>
<td>LOGGING IN PROFESSIONAL DEVELOPMENT HOURS THROUGH MLP</td>
<td>• Professional logs in professional development hours, monitoring their MLP Portfolio for a minimum of <strong>20 hours</strong> per year.</td>
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<td>• <strong>110</strong> hours required over a three-year cycle</td>
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<td>• Hours must align with district, school, PLC and personal professional goals.</td>
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<tr>
<td>JULY 1-SEPT. 30 (YEAR 2)</td>
<td>PROFESSIONAL REVISES/UPDATES IN MLP: INDIVIDUAL PROFESSION DEVELOPMENT PLAN (IPDP)</td>
<td>• IPDP actions/activities must align with district, school, PLC and Professional Goals</td>
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<tr>
<td></td>
<td></td>
<td>• Administrator meets with professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Administrator approves IPDP Year 2</td>
</tr>
<tr>
<td>JULY 1-SEPT. 30 (YEAR 3)</td>
<td>PROFESSIONAL REVISES/UPDATES IN MLP: INDIVIDUAL PROFESSION DEVELOPMENT PLAN (IPDP)</td>
<td>• IPDP actions/activities must align with district, school, PLC and Professional Goals</td>
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<tr>
<td></td>
<td></td>
<td>• Administrator meets with professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Administrator approves IPDP Year 3</td>
</tr>
<tr>
<td>JUNE 30</td>
<td>THREE-YEAR RECERTIFICATION CYCLE ENDS</td>
<td>Superintendent reviews the professional’s MLP portfolio and recommends to the state renewal of certification. <strong>APRIL 1</strong></td>
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*INDIVIDUAL PROFESSIONAL DEVELOPMENT (IDPD) PLAN FORM- APPENDIX C*
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>DESCRIPTION/REQUIREMENTS</th>
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</table>
| APRIL 1          | YEARLY RECERTIFICATION CYCLE ENDS           | • Superintendent reviews the professional’s MLP portfolio and recommends to the state renewal of certification. **APRIL 1**  
• Para-Educator contracts can only be offered to teachers who are eligible for recertification. |
| JUNE 30-JULY 30  | RENEWAL OF CERTIFICATION                     | • MLP Email notifies PARA-EDUCATOR to renew certification  
• PARA-EDUCATORS must complete the Certification Renewal Form for PARA-EDUCATORS |
| **NEW CYCLE BEGINS** |                                             |                                                                                          |
| JULY 1-SEPT. 30  | PARA-EDUCATOR COMPLETES IN MLP:               | • IPDP actions/activities must align with district, school, PLC and Professional Goals  
• Administrator meets with PARA-EDUCATOR  
• Administrator approves IPDP for the year |
| (YEAR 1)         | INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) for Para-Educators |                                                                                          |
| JULY 1-JUNE 30   | LOGGING IN PROFESSIONAL DEVELOPMENT HOURS THROUGH MLP | • Professional logs in professional development hours, monitoring their MLP Portfolio for a minimum of **15 hours** per year.  
• **60** hours required over a three-year cycle  
• Hours must align with district, school, PLC and personal professional goals. |
| (YEARLY CYCLE)   |                                             |                                                                                          |
| JULY 1-SEPT. 30  | PARA-EDUCATOR REVISES/UPDATES IN MLP:        | • IPDP actions/activities must align with district, school, PLC and Professional Goals  
• Administrator meets with teacher/Para-educator  
• Administrator approves IPDP for the year |
| (YEAR 2)         | INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) for Para-Educators |                                                                                          |
| JULY 1-SEPT. 30  | PARA-EDUCATOR REVISES/UPDATES IN MLP:        | • IPDP actions/activities must align with district, school, PLC and Professional Goals  
• Administrator meets with teacher/Para-educator  
• Administrator approves IPDP for the year |
| (YEAR 3)         | INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) for Para-Educators |                                                                                          |
| JUNE 30          | YEAR RECERTIFICATION CYCLE ENDS              | • Superintendent reviews the PARA-EDUCATOR’S MLP portfolio and recommends to the state renewal of certification. **APRIL 1** |

*INDIVIDUAL PROFESSIONAL DEVELOPMENT (IPDP) PLAN FORM-APPENDIX E*
TEACHERS

A minimum of 110 clock hours of approved professional development activities must be completed every three years with a minimum of 20 hours per year. Such activities are those which have been approved under the Professional Development Plan.

Professional Recertification Components based on state requirements:

**Component 1:**
- Knowledge of content areas taught and field(s) of specialization

**Component 2:**
- Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught.

**Component 3:**
- Knowledge of learners and learning

**Component 4:**
- Procedures for collecting and interpreting data and information which shall provide evidence of each educator's growth in knowledge: Subject or specializations/Learners and Learning

*(80 HOURS): Distributed among the four components of professional learning.*

**Component 5:**
- Professional Learning Community (PLC) as an approved professional development activity is a job-embedded activity and will be capped at (30 hours per certification cycle)
- Professional Learning Community (PLC) time will be scheduled automatically for professionals through the MLP district calendar for Wednesdays and professional workshop and early release days when appropriate.

*(30 HOURS): Distributed in the PLC category of professional learning.*

Professionals who have multiple certifications will be required to acquire 30 additional hours in professional development for each additional certification.
PARA-PROFESSIONALS

A minimum of 60 clock hours of approved professional development activities must be completed every three years with a minimum of 15 hours per year. Such activities are those which have been approved under the Professional Development Plan.

Each certified Para-educator shall develop an individual plan consistent with his/her certification to be implemented through the following goals:

**Goal for Component 1 (Area of Employment)** requiring 30 hours:
- Knowledge of learners and learning.
- Expertise in area of assignment.

**Goal for Component 2 (Professional Skills)** requiring 20 hours
- Knowledge of a safe, positive teaching and learning environment.
- Knowledge to assist in physical and intellectual development.
- Knowledge to support social, emotional, and behavioral development.
- Knowledge to support positive and productive relationships.
- Knowledge to integrate effectively technology to support student learning

**Goal for Component 3 (Collaborative Skills)** requiring 10 hours
- Knowledge and skills to work collaboratively with colleagues.
The Sanborn Regional School District Staff Development plan outlines the behaviors and expectations for all educators in the district. Each professional educator in the Sanborn Regional School District is responsible for their own and the district’s continued improvement.

Educators will have the opportunity to address this continuous improvement by:

1. Setting goals with their administrator and PLC Team.
2. Working to enhance and support the PLC model by following the PLC norms and by working collaboratively to review and analyze curriculum, instruction and assessment information.
3. Participating in professional development offered by the district through the MLP District Catalog.
4. Sharing their expertise and strengths with colleagues.

**REFLECTION**

Each educator reflects on past practices, data, and improvement of student performance to develop School Goals, PLC Goals, and their Individual Professional Development Plan for professional improvement. Educators will be asked to reflect on their Individual Professional Development Plan (IPDP), throughout the school year.

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)**

Each educator creates in My Learning Plan (MLP) a plan for professional development using the Individual Professional Development Plan form [FORMS]. Prior to developing the Individual Professional Development Plan, a professional will:

- Review student assessment results with their PLC and create a PLC Goal.
- Identify their individual goals for professional development that will positively impact the achievement of the PLC goal.
- Identify the areas to address for professional development that fulfill the requirements for recertification.
 Procedures for Appealing and Reconciling Differences in Goals, Activities, Plans, and/or Recertification Requirements

Level One: Informal discussion/Consultation

1. Educator and Administrator identify the issue and meet to discuss it.
2. Either party may formally consult with other educators, mentors, advisors and/or administrators.
3. Educator and Administrator meet. If issue is resolved, the parties record the agreement; if not resolved go to Level Two.

Level Two: In-building mediation

1. Educator and Administrator request to meet with administrator(s) assigned to the Professional Development Committee.
2. Educator and Administrator each present issue to the PD Administrator.
3. Administrative advisor provides written clarification to both parties.
4. Educator and Administrator meet to review the clarification.
5. Educator and Administrator meet. If issue is resolved, the parties record the agreement; if not resolved go to Level Three.

Level Three: Formal consultation/clarification

1. Educator and Administrator request a hearing before the full Professional Development Committee.
2. The request must be in writing within 30 days of the Administrator advisor’s decision.
3. Educator and Administrator each present the issue to the Professional Development Committee.
4. The Professional Development Committee provides written clarification to both parties.
5. Educator and Administrator meet to review clarification.
6. Educator and Administrator meet. If issue is resolved, the parties record the agreement; if not resolved go to Level Four.

Level Four: SAU Resolution

1. Educator, Administrator, or Professional Development Committee brings issue in writing within 30 days of the Professional Development Committee’s decision, to the Superintendent or designated SAU representative.
2. Superintendent (or designee) rules on the issue.
3. The Superintendent’s decision will be final.
Professional learning community (PLC)

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The Sanborn Regional School District has adopted the Professional Learning Community (PLC) as the professional framework for discussing student achievement and goals for instruction. The Sanborn Regional School District is committed to providing training, resources and time for the advancement of the Professional Learning Community. The district calendar schedules two (2) PLC Wednesdays a month.

Taking key steps from Richard Dufour’s work, Learning By Doing (2006), the leadership team has set aside two professional Wednesdays a month specifically for PLC work.

The ideas of the professional learning community also play a large role in the conversations at all grade levels regarding student work and progress. Dufour (2006) offers key questions in striving for continuous improvement and a results oriented organization. These questions are what Dufour refers to as the right questions:

1. **What is it we want our students to learn?**
2. **How will we know if each student has learned it?**
3. **How will we respond when students do not learn it?**
4. **How can we extend and enrich the learning for students who have demonstrated proficiency?**

These questions guide the work of the PLCs at each school. A PLC Rubric is used at each school level periodically as well as the regular collection of team notes submitted to principals after each PLC session.
The PLC group is organized to include roles and responsibilities for each member. It is suggested that the following expectations should be part of every PLC.

1. Every PLC will establish NORMS for meetings that they adhere to and review regularly.
2. The roles and responsibilities of the PLC should be shared by all PLC members; note-taker, reporter.
3. PLCs should create an agenda for each meeting and should distribute notes to building principal.
4. PLCs will address the district, school, grade level, class and individual student goals for learning by creating PLC goals focused on student achievement.
The Professional Development Committee and the administrators use several mechanisms for evaluating professional development at the Sanborn Regional School District to fulfill the requirements of the staff development plan:

Level 1 Participant Satisfaction
Professional Development Reflections and Surveys:

- Staff members complete reflections for each professional development experience they participate in through My Learning Plan.
- Staff members also complete periodic surveys about professional development offerings and the level of implementation of programs in the district through SURVEYMONKEY and other surveying tools which are reviewed by the Professional Development Committee.

Level 2 Professional Learning
Types of Reflection and Survey Questions:

- Staff professional development reflections include questions that evaluate understanding, knowledge and skills acquired through any professional development training; principals and other district administrators review all professional development reflections.
- Staff members are required to identify the next steps needed for advancing their use and understanding of training when completing a reflection.
- Staff, revisit the district's implementation rubric when appropriate as teams and as individuals to measure the level of implementation of programs and initiatives highlighted with training in the district; rubric review is led by the administrators as part of the PLC model in each school.

Level 3 Organizational Support
Evaluation of Professional Development Support:

- The Professional Development Committee members as well as individual staff members are surveyed each year and asked to identify their professional development, support and resource needs.
The Committee uses the survey results to prioritize the professional development offerings for the summer and the school year.

The survey results are also used to identify those areas of professional development that can be supported within the district through peer coaches, district experts, and administrators.

**Level 4 Use of New Knowledge and Skills**

*Measuring Participants Actual Use of Knowledge and Skills on Student Learning*

- Administrators provide feedback to individual teachers and teams about instructional practices and strategies supported by professional development through observational feedback.
- PLCs evaluate the professional practice and share their results with their administrator in monthly minutes and notes about PLC progress.

**Level 5 Impact on Student Learning:**

*Evaluation of Professional Development Initiatives on Student Achievement:*

- All district programs and initiatives supported by professional development activities and resources are closely monitored and evaluated using student achievement data and staff surveys.
- At each stage of progress for a program or initiative's implementation the administrative team analyzes results and shares that information with teachers in the PLCs.
## 5-Level Plan for Evaluating Professional Development

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<tr>
<th>Evaluation Level</th>
<th>Data Gathering Tools</th>
<th>Uses of Data</th>
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<tbody>
<tr>
<td><strong>Level 1: Participant Satisfaction</strong></td>
<td>• Workshop reflection open-ended responses</td>
<td>Data is shared with the Professional Development Committee, Leadership Team and individuals providing professional development in the district as a tool for directing training and opportunities for professional learning.</td>
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<td></td>
<td>• PLC discussion notes</td>
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<td>• Program implementation rubric</td>
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<td></td>
<td>• Professional development surveys</td>
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<td></td>
<td>• Summer Summit Reporting Sheets</td>
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<td></td>
<td>• End of year Professional Development Survey (rating)</td>
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<tr>
<td><strong>Level 2: Participant Learning</strong></td>
<td>• Written reflection</td>
<td>Administration uses the information to help teachers set goals for professional development and to provide opportunities for teachers to continue learning and developing understanding, knowledge, and skills in the areas supported by the district.</td>
</tr>
<tr>
<td></td>
<td>• Oral reflection/explanation with supervisor, colleague, mentor, or consultant</td>
<td>PLC teams use the information to plan their summer summit work and addition requests for support during the school year.</td>
</tr>
<tr>
<td></td>
<td>• Program implementation rubric</td>
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<td>• Application of new methods and/or materials exhibited through lesson plans,</td>
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<tr>
<td></td>
<td>instructional materials, video, or audio tapes of lessons, formal observation by</td>
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<td></td>
<td>a supervisor, colleague, mentor, or consultant</td>
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<tr>
<td></td>
<td>• Samples of student work</td>
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<td>• Projects, papers, etc. from courses and seminars</td>
<td></td>
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<tr>
<td><strong>Level 3: Organization Support</strong></td>
<td>• MLP reports and reflections</td>
<td>Data determines the training and trainers that are the most effective.</td>
</tr>
<tr>
<td></td>
<td>• Train the Trainer observational notes</td>
<td>Determines which training lends itself to a train the trainer model.</td>
</tr>
<tr>
<td></td>
<td>• Budget analysis and cost per staff member for core district training</td>
<td>Helps create a scope and sequence for future training.</td>
</tr>
<tr>
<td></td>
<td>• Analysis of training cost and level of staff proficiency</td>
<td></td>
</tr>
<tr>
<td><strong>Level 4: Participants Use of New Knowledge and Skills</strong></td>
<td>• Program implementation rubric</td>
<td>Data collection allows teachers to evaluate their effectiveness as instructors and to identify the areas of content, skills, and instruction they need to be more effective.</td>
</tr>
<tr>
<td></td>
<td>• Results of standardized assessments</td>
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<td></td>
<td>• Results of classroom assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skill inventories or checklists</td>
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<tr>
<td></td>
<td>• Pinnacle Standards/Objective reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Atlas Curriculum Mapping Software</td>
<td></td>
</tr>
<tr>
<td><strong>Level 5: Impact on Student Learning</strong></td>
<td>• Results of standardized assessments</td>
<td>Data in student achievement allows us to analyze program and instructional strengths and areas of improvement.</td>
</tr>
<tr>
<td></td>
<td>• Results of Competency measures; performance assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Results of classroom assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examples of students’ projects, papers, daily work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student portfolios</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Video tapes of students’ presentations or activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skill inventories or checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pinnacle Standards/Objective reports</td>
<td></td>
</tr>
</tbody>
</table>
Professional staff are expected to set goals for their professional growth and to monitor their own progress.

**All Professional Staff**

**MLP Collecting Hours:**
- All professionals are expected to submit all professional development hours (110) in the MLP system.
- All professional development hour requests will be approved by the building principal, other appropriate administrators, and the superintendent.
- All professional development hour requests should be aligned with the district, school and PLC goals.
- All professionals are responsible for finalizing their professional development requests within (30 days) of completing the professional development experience.

**PLC Expectations:**
- All professionals will be members of a Professional Learning Community (PLC) and will be responsible for positively impacting the success of the PLC’s goals for improved student achievement.
- All professionals will be evaluated based on their contributions to their PLC.

**Annual Contract Status - Year One**

**New teachers to the district:**

**Goals:**
- Professionals new to the district (year one) will be supported by their PLC/Team Leader.
- Professionals new to the district (year one) will work with their administrator to craft specific professional goals for each year (goals will be selected from the district’s teacher expectations chart.)
- Professionals new to the district (year one) will participate in the school-wide creation of school goals.
- Professionals new to the district (year one) will work with their PLC on the goals identified by the PLC.

**Annual Contract Status - Year Two**

**New teachers to the district year 2:**

**Goals:**
- Professionals new to the district (year two) will work with their administrator to craft specific professional goals for each year (goals will be selected from the district’s teacher expectations chart.)
- Professionals new to the district (year two) will participate in the school-wide creation of school goals.
- Professionals new to the district (year two) will work with their PLC on the goals identified by the PLC.

**Annual Contract Status - Year Three-Five**

**New teachers to the district years 3-5:**

**Goals:**
- Professionals new to the district (year three) will work with their administrator to craft specific professional goals for each year (goals will be selected from the district’s teacher expectations chart.)
- Professionals new to the district (year three) will participate in the school-wide creation of school goals.
- Professionals new to the district (year three) will work with their PLC on the goals identified by the PLC.

**Continuing Contract Status**

**Teachers identified as continuing contract:**

**Goals:**
- Professionals will work with their PLC on the goals identified by the PLC.
- Professionals may be assigned specific improvement goals by their administrator at any time.
Professional staff are expected to set goals for their professional growth and to monitor their own progress.

**☑ All Professional Staff**

**MLP Collecting Hours:**
- All Para-educators are expected to submit all professional development hours (60) in the MLP system.
- All professional development hour requests will be approved by the building principal, other appropriate administrators, and the superintendent.
- All professional development hour requests should be aligned with the district, school and PLC goals.
- All Para-educators are responsible for finalizing their professional development requests within (30 days) of completing the professional development experience.

**☑ Annual Contract Status (YEAR ONE)**

**Goals:**
- Para-educators new to the district (year one) will work with their administrator to craft specific professional goals for each year (goals will be selected from the district’s Para-educator expectations chart).
- Para-educators will enter goals into the IPDP form in MLP.
- Para-educators will be responsible for identifying actions to help the school meet its goals in the IPDP.

**☑ Annual Contract Status (YEAR TWO)**

**Goals:**
- Para-educators will work with their administrator to craft specific professional goals for each year.
- Para-educators will enter goals into the IPDP form in MLP.
DATA COLLECTION, INTERPRETATION, AND USE FLOW CHART

District

- State/District data analyzed at the SAU level
- District goals developed
- Data distributed to schools

School

- District/School data analyzed at the school level
- School goals developed
- Data distributed to PLCs

PLCs

- School/Grade Level data analyzed at the PLC level
- PLC goals developed
- Data distributed to teachers

Classroom

- Grade level/Classroom data analyzed by teacher
- Classroom goals developed
- Data distributed to students

Home

- Student goal setting and student led conferences
- Teacher/parent discussions student achievement parent conferences
- Standards-based Report Card communication

PACE, SBAC, NWEA, DIBELS, FOUNTAS & PINNELL

Writing Prompts, WATERFORD, ALEX, EDGENUITY, PSAT, SAT, AP, ASVAB,

Unit Assessments, EDM, Course Summative, performance assessment

Rubrics, Skill Checklists, Formative/Summative
The Sanborn Regional School district values the professional use of data to promote student learning.

The district has a *planned, ongoing, and systematic* approach to annually collecting, analyzing, and utilizing data and information about student achievement (and other related student outcomes) to inform district/school/individual improvement efforts. The data comes from a variety of sources-standardized and non-standardized.

Teachers in the Sanborn Regional School District will have access to the following data sources:

**ASSESSMENT SCHEDULE**

The district provides a District Assessment Chart that outlines the dates, the targeted group(s) and the purposes of all district-wide assessments. This *planned* assessment protocol provides a guideline of assessments based on the school year and illustrates what each assessment provides for information.

**TYPE OF ASSESSMENT**

The district provides a varied, *on-going* assessment protocol that provides timely student achievement and behavioral data to teachers and administrators. Those assessments are:

1. National Assessments
   a. Stanford Achievement Test (SAT)
   b. Advanced Placement (AP)
   c. PSAT

2. State of New Hampshire Assessment Results:
   a. Smarter Balance Assessment Grades 3 ELA, Grade 4 Math, Grade 8 ELA/MATH
   b. NHPACE (Performance for Competency Education) Tasks
   c. Stanford Achievement Test (SAT)
3. District-wide Assessment
   b. Sanborn Regional School District Performance Assessment Grades K-12
   c. Sanborn Regional School District Constructed Response

4. Classroom Assessment
   a. Grade Level Common Writing Assignments
   b. Grade Level Unit Assessments
   c. Competency Portfolios
   d. Course or Grade Level Culminating Projects/Challenges
   e. Running records
   f. Standards and Competency Based Assessments

5. Professional Development Assessment
   a. Action Research Reports
   b. Portfolio Models
   c. Surveys and Data Gathering Tools
   d. Annual Professional Development Program Rubric
   e. Professional Development surveys and reflections
   f. Professional Development workshops reflections in MLP
   g. District Curriculum and Instruction Program and Initiative Rubric
   h. Professional Learning Community Goals and Reflections
   i. Professional Goal Reflection

ACCESS TO ASSESSMENT RESULTS

1. Teachers in the Sanborn Regional School District will receive state level assessment data for their current students as well as results for previous students and cohorts when appropriate.

2. Teachers will have access to computerized assessments and a unique password will be assigned to each teacher.

3. District-wide longitudinal data will be distributed to teachers in a timely manner.

4. Teachers will participate in Professional Learning Communities (PLCs) where data analysis and setting goals for student achievement will be expected; teachers will share PLC notes, data analysis and PLC goals in the MLP program with administrators.
5. Individual teachers are encouraged to share professional Portfolio findings and Action Research projects in a collegial setting.

**EXPECTATIONS AND GUIDELINES FOR DATA ANALYSIS**

The district supports a *systematic* approach for the evaluation and analysis of student data, through the prioritizing of time for this work in the professional calendar, the selection of district assessments aligned to the standards and classroom practice, and the consistent administration of assessments which provide teachers with data in a timeframe that facilitates the teacher’s ability to have the data drive instruction. The expectations for analysis of data are:

1. Teachers in the Sanborn Regional School District will be expected to review and use assessment data to make instructional decisions for the grade level, their classroom, and for individual students.

2. Following the district-wide assessment calendar the district will plan and devote time for teachers and administrators to review data and to develop action plans and strategies to improve student learning. Professional Wednesdays as well as team meeting time will be used for this work.

3. Teachers are expected to implement agreed upon grade level strategies in their classrooms and to share the results with their administrator through meetings and through the reflections required in MLP.

4. Teachers will also use assessment results to develop individual instruction plans for students in need of remediation or enrichment; these goals will be created in collaboration with other professionals working with the student.

5. Teachers will work with students and parents to set goals for skill improvement throughout the year using the NWEA (MAP), the PINNACLE standards reports and other appropriate classroom assessments.
TOOLS, METHODS AND PRODUCTS FOR ANALYZING ASSESSMENT DATA

1. The Sanborn Regional School District will provide teachers with curriculum documents that clearly articulate state proficiency standards and grade level expectations.

2. The SAU will provide data analysis of district and grade level strengths and weaknesses identified in all district-wide assessment results including: curriculum strands, writing performance, types of questions, and student proficiency improvement.

3. Teachers will have available the NWEA Descartes Continuum; an instructional tool used to identify the skills students need to address at their instructional level as well as other instruction tools and information.

4. Teachers will be provided with forms, activity sheets, and rubrics for assessing data and for created goals and strategies to improve student learning; all forms will be shared with administration through MLP and team notes.

5. Expectations for using data will be clearly articulated by administration and PLCs throughout the school year.
DATA COLLECTION AND UTILIZATION

The following list of data sources reflects the variety of student data that is collected. These data sources involve not only groups but individual scores as well. They span the grade levels from preschool to grade 8 and gather information from all programs in the system.

To increase student performance, staff members analyze the results as they pertain to individual schools, grade-level curriculum and individual student results. The analysis includes examination of data collected to identify trends and patterns over time. With thoughtfully crafted questions, the data is used to assist faculties and staff in examining their school-wide practices, to guide curriculum development and instruction, to assists with goal setting and to inform the individual teacher’s professional growth planning and assessment.

In addition, both staff and administration analyze data for trends, patterns, strengths and weaknesses in student performance in order to identify student learning needs.

Data results are also used by educators and administrators to develop district and school goals which target identified students’ learning needs. Educators identify professional improvement goals which target the identified student learning needs as a measure of effectiveness of the Professional Development Master Plan in improving student progress.
### DISTRICT DATA COLLECTION, INTERPRETATION, AND USE

<table>
<thead>
<tr>
<th>DATA SOURCES</th>
<th>COLLECTION Who collects it? How often? When?</th>
<th>ANALYSIS Who analyzes it? What is the process?</th>
<th>DECISION MAKING What is the information being used for? How are results reported and to whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMARTER BALANCE Assessment (SBAC)</strong>&lt;br&gt;• Reading (3, 8, 11)&lt;br&gt;• Mathematics (4, 8, 11)</td>
<td>Administered to the whole class by grade level teachers, guidance counselors and special educators in Spring window.</td>
<td>Administrators, teachers, teams, PLCs, and curriculum committees analyze results, create reports of their findings and actions steps taken to address needs of students not meeting proficiency</td>
<td>Reported to staff, School Board and parents&lt;br&gt;Used for curriculum and instructional improvements</td>
</tr>
<tr>
<td><strong>NWEA Measures of Academic Progress (MAP) K-12</strong>&lt;br&gt;• Primary Reading K-2, Primary Mathematics K-2&lt;br&gt;• Reading, Language Arts, Mathematics</td>
<td>Administered to the whole class by classroom teachers</td>
<td>Administrators, teachers, teams, PLCs, and curriculum committees analyze results, create reports of their findings and actions steps taken to address needs of students not meeting proficiency</td>
<td>Reported to parents and staff&lt;br&gt;Used to track student progress over time&lt;br&gt;Used for placement in flexible instructional groups&lt;br&gt;Used for curriculum and instruction improvement&lt;br&gt;Used to track school progress over time</td>
</tr>
<tr>
<td><strong>Fountas &amp; Pinnell Benchmark Assessment K-5</strong>&lt;br&gt;• Determines independent and instructional reading levels</td>
<td>Administered individually by all classroom teachers in fall, winter and spring</td>
<td>All classroom teachers analyze results and develop steps to address the needs of students</td>
<td>Used to track student progress over time&lt;br&gt;Used for placement in flexible instructional groups&lt;br&gt;Used for curriculum and instruction improvement&lt;br&gt;Used to track school progress over time</td>
</tr>
<tr>
<td><strong>Waterford Early Reading Program K-2</strong>&lt;br&gt;• Targets areas of reading needing practice and reinforcement&lt;br&gt;• Progress reports daily to teachers</td>
<td>Ongoing classroom online instructional program for all students in Kindergarten and First Grade</td>
<td>All Kindergarten and First Grade teachers analyze results and make instructional changes to each individual students program</td>
<td>Used to track student progress over time&lt;br&gt;Used for placement in flexible instructional groups&lt;br&gt;Used for curriculum and instruction improvement&lt;br&gt;Used to track school progress over time</td>
</tr>
<tr>
<td><strong>Kindergarten Screening</strong>&lt;br&gt;• Developmental screening tools</td>
<td>Administered to all incoming kindergarten students by teachers and specialists</td>
<td>Guidance, kindergarten teachers, special educators, teachers, analyze the results and address the needs of students who appear to have difficulty with age appropriate tasks</td>
<td>Report to parents, administrators, and staff as appropriate&lt;br&gt;Used to create balanced classrooms&lt;br&gt;Used to identify at-risk learners</td>
</tr>
<tr>
<td>DATA SOURCES</td>
<td>COLLECTION</td>
<td>ANALYSIS</td>
<td>DECISION MAKING</td>
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<td>---------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Work Study Practices: CARES K-5, General Learning Outcomes 6-8 School-wide Academic, Civic, and Social Expectations for Learning 9-12</td>
<td>Social and Behavioral scores are entered in PINNACLE and are reviewed each trimester K-12</td>
<td>Teachers review data for progress reports and report cards</td>
<td>Reported to students, parents and administration</td>
</tr>
<tr>
<td>PINNACLE STANDARDS-BASED REPORT CARDS K-12</td>
<td>Standards objectives available throughout the school year by generating classroom and school reports</td>
<td>Teacher/PLC teams review results and make instructional adjustments</td>
<td>Student, class, and grade level proficiency levels on standards Objective reports outline what standards have been addressed</td>
</tr>
<tr>
<td>PINNACLE COMPETENCY-BASED REPORT CARD K-12</td>
<td>Competency objectives available throughout the school year by generating classroom and school reports</td>
<td>Teacher/PLC teams review results and make instructional adjustments</td>
<td>Student, class, and grade level proficiency levels on standards Objective reports outline what competencies have been addressed</td>
</tr>
<tr>
<td>ATLAS CURRICULUM MAPPING S District-Wide Curriculum MAPS K-12</td>
<td>Standards and Competencies mapped with units of study throughout the school year</td>
<td>Data outlines the proficiency level of students across grades and schools and identifies the standards being covered and areas to be addressed; analyzed by teachers and PLCs</td>
<td>Data determines are of focus district-wide, school level, classroom</td>
</tr>
<tr>
<td>SAT, PSAT</td>
<td>College Board</td>
<td>Teachers, students, parents evaluate performance and set goals for improvement</td>
<td>College Application Process</td>
</tr>
<tr>
<td>AP</td>
<td>College Board</td>
<td>Administration, AP Instructor evaluate course effectiveness and goals for improvement</td>
<td>College Application Process College Placement</td>
</tr>
<tr>
<td>Title I Screening</td>
<td>Title I staff collect the screening data</td>
<td>Title I staff and teachers</td>
<td>Title I staff uses this data to determine student eligibility for services Data is used to diagnose individual student strengths and weakness to inform Title I level of instruction Reported to teachers and parents</td>
</tr>
<tr>
<td>DATA SOURCES</td>
<td>COLLECTION</td>
<td>ANALYSIS</td>
<td>DECISION MAKING</td>
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<tr>
<td><strong>LEARNING STYLES INVENTORIES</strong></td>
<td>Classroom Teachers yearly</td>
<td>Classroom teachers use information to develop classroom lessons and activities</td>
<td>Classroom teachers use information to develop classroom lessons and activities</td>
</tr>
<tr>
<td><strong>TECHNOLOGY SKILLS RUBRIC K-12</strong></td>
<td>Technology Teachers</td>
<td>Classroom teachers and technology teachers use the data to determine levels of technology integration and expectations for learning.</td>
<td>Classroom teachers and technology teachers use the data to determine levels of technology integration and expectations for learning.</td>
</tr>
<tr>
<td><strong>Armed Services Vocational Aptitude Battery (ASVAB) 9-12</strong></td>
<td>High School Guidance/Armed Forces</td>
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<tr>
<td><strong>CAREER ASSESSMENT</strong></td>
<td>High/MS School Guidance Classroom teachers</td>
<td></td>
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</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td>Collected daily through PINNACLE</td>
<td>School staff reports students’ absence trends that may warrant further analysis to school administration</td>
<td>Reported to students and parents on report cards. Used to monitor individual student performance. Used to determine high school course credit. Tool for showing progress in this area over time.</td>
</tr>
<tr>
<td><strong>PARENT SURVEYS, STUDENT SURVEYS, TEACHER SURVEYS</strong></td>
<td>Administration, Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PARENT-TEACHER CONFERENCE</strong></td>
<td>Data is kept by classroom teacher or grade level teams. Information exchanged at meetings assists in planning for the student.</td>
<td>Classroom teachers (elementary school) and grade level teams (middle school, freshman team, Grade 9 mathematics team)</td>
<td>Number of conferences held are reported to administration. Used as a measure of parental involvement.</td>
</tr>
<tr>
<td><strong>Classroom-based Assessments</strong></td>
<td>Teachers will collect data throughout the year</td>
<td>Teachers will analyze the data from their classes</td>
<td>• Teachers will use the data to inform instruction and monitor student progress. • Data is reported to parents and students on progress reports and report cards.</td>
</tr>
<tr>
<td><strong>Writing Prompts</strong></td>
<td>Teachers collect data in January and May</td>
<td>Teachers, curriculum committees, and administrators will analyze data</td>
<td>• The data is used to monitor student progress, inform instruction, and provide information on student advancement for the next teacher(s). • Writing and math assessments are added to student’s portfolios so students are able to set learning goals and reflect upon achievement of these goals.</td>
</tr>
<tr>
<td>DATA SOURCES</td>
<td>COLLECTION</td>
<td>ANALYSIS</td>
<td>DECISION MAKING</td>
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</tr>
<tr>
<td>Identify the types</td>
<td>Who collects it? How often? When?</td>
<td>Who analyzes it? What is the process?</td>
<td>What is the information being used for? How are results reported and to whom?</td>
</tr>
<tr>
<td><strong>Special Education Evaluation</strong>&lt;br&gt;• Achievement&lt;br&gt;• Cognitive&lt;br&gt;• Social/Emotional&lt;br&gt;• Speech and language&lt;br&gt;• Motor skills/gross/fine&lt;br&gt;• Classroom observation&lt;br&gt;• Work samples&lt;br&gt;• As needed&lt;br&gt;  Vision/hearing&lt;br&gt;  Adaptive behavior&lt;br&gt;  Health&lt;br&gt;  Memory/learning attention</td>
<td>Upon referral, special educators collect</td>
<td>Evaluations/Individual Education Plan teams review results</td>
<td>• Reported to teachers, parents, administrators and staff as appropriate&lt;br&gt;  • IEP team uses for instructional modifications, improvement of instruction, and for developing IEPs</td>
</tr>
<tr>
<td>Assessment</td>
<td>Grade Levels</td>
<td>Testing Time</td>
<td>Calendar</td>
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<tr>
<td>PASS</td>
<td>Grades K</td>
<td>September</td>
<td>Screening Tool</td>
</tr>
<tr>
<td>Words Their Way</td>
<td>Grades K-5</td>
<td>District testing window/Fall-Winter-Spring Benchmark</td>
<td>Spring District Benchmark Kindergarten Spring District Benchmark Grade 1</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
<td>PreK-5</td>
<td>3 week district testing window</td>
<td>Progress Monitoring by Trimester Spring *BENCHMARK K-5</td>
</tr>
<tr>
<td>NWEA</td>
<td>Grades K-12</td>
<td>3 hours</td>
<td>FALL Sept/Oct (K- 10) *BENCHMARK</td>
</tr>
<tr>
<td>SMARTERBALANCE SAT’s</td>
<td>Reading G3, G8, G11 (SAT) Mathematics G4, G8, G11 (SAT)</td>
<td>3 hours</td>
<td>Spring (March-June)</td>
</tr>
<tr>
<td>PACE Performance Assessment for Competency Education</td>
<td>Reading G3, G8, G11 Mathematics G4, G8, G11 Science G4, G8, Physical, Biology, Earth</td>
<td>Determined by Task</td>
<td>Spring (March-June)</td>
</tr>
<tr>
<td>Performance Assessment</td>
<td>K-12</td>
<td>2-3 Assessments</td>
<td>Trimester K-8 Semester 9-12</td>
</tr>
<tr>
<td>Waterford Early Reading Program</td>
<td>PreK-2</td>
<td>Grade K 15min Grade 1-2 30 min</td>
<td>Daily/Weekly Time Trimester Reporting</td>
</tr>
<tr>
<td>PSAT’s SAT’s</td>
<td>G 9, 10 G 12 College Bound G 7-8 Johns Hopkins</td>
<td>5 hours</td>
<td>Fall-Winter-Spring</td>
</tr>
<tr>
<td>Real-time Assessment TRAILS</td>
<td>Grade 3-6-9-12</td>
<td>30 minutes</td>
<td>Fall-Spring</td>
</tr>
<tr>
<td>Classroom Assessments</td>
<td>Grade K-12</td>
<td>Varied</td>
<td>On-going September-June</td>
</tr>
</tbody>
</table>
## COMPETENCY
*Competencies measure by course and K-12*

**Description:** District competencies align to courses

## WORK STUDY HABITS
*Skills and Dispositions measured K-12*

**Description:** CARES, GLOs, 21ST Century Skills

## COMMON ASSESSMENT
*Assessments developed at grade-level/course level*

**Description:** Common “Competency” Assessment DOK 3 & 4

## DISTRICT PERFORMANCE-BASED ASSESSMENT/TASK

**LITERACY**

**MATHEMATICS**

**SCIENCE**

**SOCIAL STUDIES**

**ALLIED ARTS/TECHNOLOGY/WELLNESS**

## STUDENT EXHIBITION

**LITERACY**

**MATHEMATICS**

**SCIENCE**

**SOCIAL STUDIES**

**ALLIED ARTS/TECHNOLOGY/WELLNESS**

## DISTRICT BENCHMARK ASSESSMENTS
*District administered assessments benchmarked during the year*

**LITERACY**

**MATHEMATICS**

**SCIENCE/SOCIAL STUDIES**

**ALLIED ARTS/TECHNOLOGY/WELLNESS**

## NWEA MAP ASSESSMENT

**FALL Baseline assessment**

**FALL Growth measure**

## COLLEGE & CAREER READINESS: PSAT, SAT, ACT, ASVAB

**SMARTERBALANCED ASSESSMENT**

**SPRING State Assessment Reading/Mathematics**

**SAT**

**SPRING State Assessment Reading/Mathematics/Writing**

**NH PACE ELA**

**Performance Assessment ELA**

**NH PACE MATH**

**Performance Assessment MATH**

**NH PACE SCIENCE**

**Performance Assessment Science**
SAU 17 Suggested Timeline for (PLC) Meetings and Collaboration

This timeline should be used annually.

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
</tr>
</thead>
</table>
| August to September | 1. Gather and analyze student data.  
                        2. Review essential standards, trimester benchmarks and report card for expected learner outcomes. Unpack standards as necessary.  
                        3. Review projected curriculum maps for sequence of instructional delivery for the first trimester.  
                        4. Develop an assessment plan. Review performance expectations by content area using SRSD rubrics and develop culminating tasks or assessments to measure benchmark proficiency.  
                        5. Utilize the results of these assessments to communicate with students and parents at the end of the first grading period. |
| October to November  | 1. Review grade level rubrics and develop common culminating tasks that measure benchmark proficiency.  
                           2. Develop lessons for implementation at each grade level.  
                           3. Review student work together to determine what proficiency looks like for specific student work products.  
                           4. Generate PINNACLE Standards Reports to identify instruction gaps.  
                           5. Develop future instructional strategies based on examination results.  
                           6. Develop a system for calibrating and recording the outcomes addressed in the trimester.  
                           7. Discuss common information to include in the first parent teacher conference. |
| December     | 1. Develop and implement curriculum map for second trimester.  
                           2. Refine the understandings of what proficiency looks like for second trimester.  
                           3. Continue to develop common key tasks, rubrics, and lessons for implementation at grade level.  
                           4. Review student work together to determine what proficiency looks like for specific student work products.  
                           5. Develop future instructional strategies based on that examination of student work. |
| January to March | 1. Discuss and implement instructional options for re-teaching, refocusing students who are not meeting standards and enriching students who have already met the standards.  
                           2. Refine system for calibrating and recording student scores relative to student work in second trimester.  
                           3. Continue to develop common key tasks, rubrics and lessons for implementation at grade level.  
                           4. Generate PINNACLE Standards Reports to identify instruction gaps.  
                           5. Review student work together to determine what proficiency looks like for specific student work products.  
                           6. Discuss common information to include in second reporting period, including parent conferences, if appropriate.  
                           7. Develop curriculum map for third trimester. |
| April to June | 1. Target standards that need particular focus. Continue to develop common key tasks, rubrics and lessons for implementation at grade level.  
                           2. Review student work together to determine what proficiency looks like for specific student work products.  
                           3. Compile measures of long-term student growth collected and recorded across the year.  
                           4. Refine grade level understandings of what proficiency looks like for all report card outcomes for the marking periods.  
                           5. Set professional and instructional goals for the next year based on achievement data and lessons learned. |
Summary

The Supervision and Evaluation Model used in the Sanborn Regional School District is dedicated to improving student achievement by supporting, improving and enhancing the professional practice of all staff members:

All Administrators in the District will:

☑️ Use a rubric for coaching and guiding teachers to improve their professional practice. This rubric and other professional practice checklists will be used to frame walk-through (data-walks) and observational targets.
☑️ Conduct data-walks to collect data on instructional practice based on rubrics/skills checklists for classroom instruction and assessment, collaborative meetings, site technology expectations, and district and school initiatives.
☑️ Support the Professional Learning Community Model.
☑️ Set high standards for professional practice and collaboration.
☑️ Lead discussions about student achievement; providing appropriate data and information.
☑️ Provide a forum for discussion and the development of school-wide plans to improve student performance.
☑️ Work with educators to develop goals that directly correlate to the goals developed by the district, school and PLC Teams. [Appendix C, E, G]
☑️ Monitor district, school, PLC and individual teacher goals; providing ongoing support and evaluation of progress. [Appendix D, F]
☑️ Observe and provide feedback to teachers about their professional practice; through frequent classroom visits.
☑️ Meet regularly with PLC Teams to collaborate on team progress, observations, and support needs.
☑️ Provide the tools for analyzing and evaluating data.
☑️ Provide appropriate time to support goals.
☑️ Direct professionals to professional development that will enhance their instructional practice, skills and knowledge.
SUPERVISION AND EVALUATION COMPONENTS

SUPERVISION & EVALUATION INSTRUMENTS

DATA WALK
- Virtual Data Walk
- Rubric-Based Mini-Observation Data Walk
- Topic Data Walk
- Collaboration Data Walk
- Meeting/Feedback from Administrator

SELF-REFLECTION
- Self-Reflection
- Rubric-Based Performance Evaluation
- Job-Embedded Professional Development
- Progress-Monitoring of Goals
- Earn PD Hours
- Meeting/Feedback from Administrator

PEER CONSULTATION
- Peer Consultation
- Open or Directed Peer Consultation
- Job-Embedded Professional Development
- Earn PD Hours
- Meeting/Feedback from Administrator

FORMAL OBSERVATION
- Formal Observation
- Pre-Observation Conference
- Post-Observation Conference

COLLABORATIVE PRACTICE CRITIQUE
- Collaborative Practice Critique
- Professional Learning Community Observation Focused on PLC Pillars
- Team Assignments
- Committee Work

ALL TEACHERS PARTICIPATE
- On-going

SELECTED BY EDUCATOR AFTER CONSULTATION WITH ADMINISTRATOR
- New to District

ASSIGNED BY ADMINISTRATOR
- Assigned by Administrator

ALL TEACHERS PARTICIPATE
- On-going
Administrators meet with educators to discuss the different components of the supervision and evaluation program. The administrator and educator will discuss the educator’s Individual Professional Development Plan, the action steps generated by the teacher in the IPDP for addressing and contributing to meeting the district, school, PLC and the educator’s own professional goals to address recertification. At this conference, the educator and administrator will determine the appropriate supervision and evaluation components that are best suited in meeting the needs of each educator.

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) GOALS**
Each educator completes an IPDP form online in MLP. This form details the action steps that each educator will be taking to meet the district, school, PLC, and individual professional goals for the year. Throughout the school year, each educator will be expected to reflect on these goals and report on their ongoing progress to achieve them.

**SUPERVISION AND EVALUATION “POWER STANDARDS”**
Using both the Danielson Domains [Appendix N] and Marshall’s essential skill list [Appendix A], the district has developed a “power” standards list to focus the scope of the district’s supervision and evaluation components. Administrators will use this list as well as other performance indicators to help educators define and meet the district’s standards for professional practice.

**VIRTUAL DATA WALK**
A virtual (on-line lens) review of Grade book, focused on standards-based lesson planning, instruction, assessment, and grading.

**RUBRIC-BASED DATA WALK**
A mini-observation focused on collecting data from one or more areas on the Supervision and Evaluation Rubric.

**TOPICAL DATA WALK**
A mini-observation focused on collecting data of a specific nature that is not reflected in the Supervision and Evaluation Rubric (such as district initiatives)

**OPEN PEER CONSULTATION**
A Peer Consultation conducted by an experienced educator, where the teacher selects his or her consultation partner to mutually critique their professional practice.

**DIRECTED PEER CONSULTATION**
A Peer Consultation conducted by an experienced educator where the administrator selects a consultation partner for the educator; the selected educator acts as a mentor in training the teacher to critique their professional practice.

**PROFESSIONAL PRACTICE SELF-REFLECTION**
Educators are expected to regularly reflect on their professional practice.

**FORMAL OBSERVATION**
Evaluation conducted by meeting with an educator to pre-conference, observing a lesson in the classroom, and post-conferencing to debrief the data collected by the administrator.

**COLLABORATIVE PRACTICE**
Formal observation and data collection of a series of PLC meetings where the administrator seeks evidence that individuals and the PLC adhere to model PLC practices. PLC members rotate through a series of team roles/assignments.
SUPERVISION AND EVALUATION “COMPETENCIES”

A PLANNING AND PREPARATION FOR LEARNING

- Knows the subject matter well and has a good grasp of child development and how students learn.
- Plans the year so students will meet state standards and be ready for external assessments.
- Designs lessons focused on measurable outcomes aligned with unit goals and state standards.
- Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- Organizes classroom furniture, materials, and displays to support unit and lesson goals.

B CLASSROOM MANAGEMENT

- Clearly communicates and consistently enforces high standards for student behavior.
- Is fair and respectful toward students and builds positive relationships.
- Fosters positive interactions among students and teaches useful social skills.
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.

C DELIVERY OF INSTRUCTION

- Gives students a clear sense of purpose by posting the unit’s essential questions and the lesson’s goals.
- Activates students’ prior knowledge and hooks their interest in each unit and lesson.
- Uses clear explanations, appropriate language, and good examples to present material.
- Orchestrates effective strategies, materials, and classroom groupings to foster student learning.
- Encourages students to actively think about, discuss, and use the ideas and skills being taught.
- Differentiates and scaffolds instruction to accommodate most students’ learning needs.
- Engages students through each phase of the lesson; appropriate transitions executed to keep students engaged.
- Has students sum up what they have learned and apply it in a different context.

D MONITORING, ASSESSMENT, AND FOLLOW-UP

- Posts clear criteria for proficiency, including rubrics and exemplars of student work.
- Diagnoses students’ knowledge and skills up front and makes small adjustments based on the data.
- Frequently checks for understanding and gives students helpful information if they seem confused.
- Has students set goals, self-assess, and know where they stand academically at all times.
- Regularly posts students’ work to make visible and celebrate their progress with respect to standards.
- Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.
- Takes responsibility for students who are not succeeding and gives them extra help.
- Reflects on the effectiveness of lessons and units and continuously works to improve them.

E FAMILY AND COMMUNITY OUTREACH

- Communicates respectfully with parents and is sensitive to different families’ culture and values.
- Gives parents clear, succinct expectations for student learning and behavior for the year.
- Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- Updates parents on the unfolding curriculum and suggests ways to support learning at home.
- Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- Responds promptly to parent concerns and makes parents feel welcome in the classroom.
- Uses conferences and report cards to give parents feedback on their children’s progress.

F PROFESSIONAL RESPONSIBILITIES

- Has very good attendance.
- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
- Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees.
- Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.
- Keeps the administration informed about concerns and asks for help when it’s needed.
- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- Seeks out effective teaching ideas from colleagues, supervisors, workshops, reading, and the Internet.
Each professional staff member is required to develop professional goals. These goals should be developed on multiple levels to achieve quality goals, each working in unison. District goals are supported by school goals, which are supported by PLC goals. Quality goals then are related, connected, and streamlined. Individual teacher goals should reflect an action plan of how teachers will meet the school and district goals.

**What Defines a Quality Goal?**

1. Quality *teacher* goals support school goals and district goals.
2. Quality *teacher* goals should be focused on teaching and learning.
3. Quality *teacher* goals can be collaborative and shared by colleagues working towards similar outcomes for student achievement.
4. Quality *teacher* goals should be supported by the work of the teacher’s PLC.
5. Quality *teacher* goals are written using the PLC and SMART GOAL format.
6. Quality *teacher* goals are relevant.
7. Quality *teacher* goals include adequate time to accomplish; a goal’s time-line can vary based on the expectations and demands of the goal.
8. Evaluation of a teacher is reflective of the teacher’s professional goals and his/her contribution to the school and district goals.
9. New teachers to the district and to the professional will meet with their principal to create their professional goals.
10. Teachers may be given specific goals by their administrator.
11. Teachers create and submit goals to administration through MLP.
12. Teachers reflect on their goals and submit these reflections in MLP.
## STEPS TO CREATING THE S.M.A.R.T. GOAL

The goals you select must be *Specific, Measurable, Attainable, Reasonable, and Time bound*, in other words **SMART**!

Each professional educator will work with their PLC Team to define **SMART** Goals. These goals should align with the school's goals.

**Questions for developing **SMART** Goals:**

| **S** | What is it you want to know, do, or accomplish as a result of this goal?  
|       | What will be the benefit of working on this goal? |
| **M** | What evidence from student achievement data are you using to frame the goal?  
|       | What end product or result will demonstrate that the goal has been accomplished?  
|       | Can you assign a numerical measure to the goal?  
|       | What will you use to measure the goal?  
|       | How will you evaluate the team's success? |
| **A** | When will the goal be evaluated throughout the process?  
|       | What will you look for as positive performance indicator(s)? |
| **R** | How does the goal align with the school's goal?  
|       | How is it a valuable goal? Will it address the school's and district's goals?  
|       | Who/what do you need to accomplish this goal? |
| **T** | What is the start date, end date? |
Professional Development Activities are defined as those activities that educators undertake in fulfillment of their goals. These activities may include both “traditional” and “job-embedded” activities. Activities must be focused on improving student performance and addressing the needs identified in the individual’s growth plan.

**INDIVIDUAL STAFF MEMBER RECORDING OF ACTIVITIES:**

Professional Development Activities are recorded by each educator through My Learning Plan (MLP). This program provides teachers with access to their professional activities in a portfolio of information that includes the type of activity, hours, and a reflection of how the activity will impact the educator’s goals, instruction in the classroom, and increased student achievement. Activities can be selected from the district’s available Professional Development Catalog or can be entered by the educator as an activity offered outside of the district. All activities are approved by the administrators identified as part of the approval process. Each activity must align with the educator’s individual goals and the district goals. **Activities must be finalized in MLP thirty (30) days after the activity is completed.**

**AUTOMATIC CREDIT ACTIVITIES:**

District and school-wide professional development activities will be entered for all staff using the preregistration feature in MLP. Teachers attending scheduled district, school-wide, and other special activities will be automatically credited with the time assigned to the activities they participated in. The activity descriptions in the MLP district catalog will specifically identify the type of activity and the areas of focus for professional development. Teachers will be responsible for completing the workshop form and specifically identifying their goal for the activity and for completing a reflection about the professional development experience. Administrators will review each automatic credit workshop and will review all reflections.
EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT ACTIVITIES:

When considering a particular job-embedded professional development activity, the following questions serve as criteria for determining the potential effectiveness of the experience. While all professional development activities may not meet each of these criteria, the potential for success increases with each positive response.

Does the professional development activity:

1. Reinforce personal, school and/or district improvement.
2. Potentially increase student achievement.
3. Potentially increase knowledge of all subject and content areas taught and field(s) of specialization for each recertification sought.
4. Potentially increase knowledge of learners and learning.

Potentially increase knowledge of effective, developmentally appropriate teaching strategies and best practices for the content areas taught and for which recertification is sought.
All educators are expected to participate in at least 7 different activities from the Approved Professional Development Activities List during their 3 year recertification cycle. Professionals may appeal to the Professional Development Committee to increase the acceptable hours for any listed activity.

The acceptable Professional Development Activities are listed as follows:

1. PROFESSIONAL LEARNING, COMMUNITY (PLC)
2. ATTENDANCE AT WORKSHOPS, CONFERENCES, SEMINARS, WEBINARS, & SYMPOSIA
3. PROFESSIONAL SUMMER SUMMITS
4. PRESENTATIONS AT WORKSHOPS
5. COLLEGE COURSES
6. ONLINE COURSES FOR COLLEGE CREDIT
7. ACTION RESEARCH PROJECT
8. ACTION RESEARCH/CLASS INQUIRY
9. PROFESSIONAL READING
10. WRITING PROFESSIONAL ARTICLES
11. TRAVEL, EXTERNSHIPS
12. VISITATIONS/OBSERVATION
13. COMMITTEE WORK
14. COMMITTEE CHAIR PERSON
15. STUDY GROUPS
16. EDUCATIONAL PEER COACHING
17. MENTORING
18. JOB EMBEDDED PROJECTS
19. COMMUNITY EDUCATION
20. CONTENT EMERSION
21. COOPERATING TEACHER FOR STUDENT INTERNS
22. CURRICULUM DEVELOPMENT/ADOPTION
23. CURRICULUM IMPLEMENTATION
24. EXAMINING STUDENT WORK/THINKING OR SCORING ASSESSMENT
25. INQUIRY BASED INDEPENDENT STUDY
26. JOB SPECIFIC TRAINING
27. TECHNOLOGY FOR PROFESSIONAL LEARNING
28. AD-HOC COMMITTEE
29. PERSONALIZED PROFESSIONAL DEVELOPMENT DESIGN
30. ONLINE LEARNING MODULES FOR PROFESSIONAL LEARNING
**APPROVED PROFESSIONAL DEVELOPMENT ACTIVITIES DEFINED**

**Requirements FOR All activities:**

a. Activity must align with individual, school and/or district goals.
b. Complete an activity form in MLP.
c. Complete activity reflection in MLP

1. **PROFESSIONAL LEARNING, COMMUNITY (PLC)**

   ☒: PLC (30 hours per certification cycle) will be given as *automatic credit* to all PLC participants each year.

   **Funding:** N/A

   **Requirements:**
   
   a. Confirmed attendance
   
   b. Submit documentation of all PLC notes and data analysis in MLP
   
   c. Additional professional development held during a PLC time (such as Early Release/Teacher Workshop) should be submitted as an activity addressing another type of professional development.

2. **ATTENDANCE AT WORKSHOPS, CONFERENCES, WEBINARS, SEMINARS, & SYMPOSIA**

   ☒: One hour per hour of training.

   **Funding:** Workshop reimbursement approved in MLP will be awarded based on the current SREA agreement

   **Requirements:**
   
   a. Submit dates, hours, description, workshop fees, substitute needs and leave time into MLP for administrative approval. (automatic credit workshops will be submitted at the SAU level)
   
   b. Verify participation by completing workshop form submitted in MLP and reviewed by administrator.
   
   c. Submit all documentation of participation and reimbursement details in MLP

3. **PROFESSIONAL SUMMER SUMMITS**

   **Description:** Professional Summer Summits are projects identified by grade level teams and disciplines that require collaborative work to complete.

   ☒: One hour per hour of training.

   **Funding:** Approved summit stipends will be reimbursed awarded based on the current SREA agreement

   **Requirements:**
   
   a. Submit application for summit in MLP for administrator and SAU approval
   
   b. Verify participation by completing workshop form submitted in MLP and reviewed by administrator.
   
   c. Submit all documentation of participation and summit notes in MLP by uploading documents.

4. **PRESENTATIONS AT WORKSHOPS**

   **Description:** First time presentations only, receive two hours of credit for each hour of presentation.

   ☒: Two hours per hour of training.

   **Funding:** N/A

   **Requirements:**
   
   a. Submit dates, hours, description, workshop fees, and leave needs into MLP for administrative approval.
   
   b. All in-district presentations need to be included in the MLP District catalog (instructor setting).
   
   c. Verify participation by completing ACTIVITY form submitted in MLP and reviewed by administrator.
   
   d. Submit all documentation of participation and reimbursement details in MLP
5. **COLLEGE COURSES**

A) **Description:** Course work consists of structured study in an accredited institution of higher learning focused on specific topics relevant to the educator’s certification or instructional assignment as approved by the building principal and superintendent.

**: Ten hours per credit.**

**Funding:** Tuition for course work will be reimbursed according to the current SREA agreement

**Requirements:**

- a. Submit application for course approval in MLP for administrator and SAU approval
- b. Verify participation by completing reflection form submitted in MLP and reviewed by administrator.
- c. Submit all documentation (transcript and bill) of participation in MLP
- d. If you are auditing a course, you will need written verification from the instructor on college letterhead as to topic(s) and clock hours spent in class. A reflection submitted to administrator is also required.

6. **ONLINE COURSES**

**Description:** Course work consists of online structured study in an accredited institution of higher learning focused on

**: Ten hours per credit**

**Funding:** Tuition for course work will be reimbursed according to the current SREA agreement

**Requirements:**

- a. Submit application for course approval in MLP for administrator and SAU approval
- b. Verify participation by completing reflection form submitted in MLP and reviewed by administrator.
- c. Submit all documentation (transcript and bill) of participation in MLP
[If you are auditing a course, you will need written verification from the instructor on college letterhead as to topic(s) and clock hours spent in class. A reflection submitted to administrator is also required]

7. **ACTION RESEARCH PROJECT**

**Description:** Action research has evolved into an ongoing process of systematic study in which teachers examine their own teaching and students’ learning through descriptive reporting, purposeful conversation, collegial sharing, and reflection for the purpose of improving classroom practice. The form of the action research can vary. Sometimes educators work together in inquiry teams or with other researchers, often from universities. Other times, individual educators pursue their own research studies, with opportunities to discuss findings with fellow educators or researchers. Still other variations have educators examining relevant research which is then used as a basis for collecting and analyzing data from their own classrooms.

**: 10 hours**

**Funding:** N/A

**Requirements:**

- a. Submit application for Action Research in MLP for administrator and SAU approval
- b. Verify participation by completing workshop form submitted in MLP and reviewed by administrator.
- c. Submit all documentation of participation and summit notes in MLP
8. **ACTION RESEARCH/CLASS INQUIRY**

*Description:* This is the process of examining an educator’s own teaching and student learning by engaging in a research project in the classroom. This research involves descriptive reporting, collegial sharing and critical reflection for the purpose of improving classroom practice.

*Completion:* 10 hours.

*Funding:* N/A

*Requirements:*
- a. Submit application for Action Research in MLP for administrator and SAU approval
- b. Verify participation by completing workshop form submitted in MLP and reviewed by administrator.
- c. Submit all documentation of participation and summit notes in MLP

9. **PROFESSIONAL READING**

*Description:* This activity involves reading professional print material, online technology threads, viewing videos, or listening to audio recordings to enrich knowledge and enhance methodologies.

*Completion:* 10 hours

*Funding:* N/A

*Requirements:*
- a. Submit in MLP a bibliography with a description of the knowledge gained through this reading and how this knowledge will be useful to you in a classroom as well as a reflection about the experience will be required.
- b. District, School, or PLC assigned reading is submitted for automatic credit and is in addition to personal professional reading.

10. **WRITING PROFESSIONAL ARTICLES OR BLOGS**

*Description:* This activity is designed to provide the educator the opportunity to research or study a topic related to his/her field of certification, and publish an article based on that research or study. This includes examining classroom experiences, assessing the impact of various teaching techniques, and improved teaching practices.

*Completion:* 10 hours

*Funding:* N/A

*Requirements:*
- a. Submit a copy of the published article, or draft submitted for publication in MLP
- b. Distribute published article to colleagues.
11. TRAVEL, EXTERNSHIPS

Description: This category provides opportunities for an educator to engage in authentic experiences outside the classroom, which may change or affirm the educator’s perception on the nature of learning and teaching. These experiences allow the educator to gain a deeper understanding of subject matter in the broader context of society and non-educational environments. Educators may choose to work collaboratively with business, industry, community agencies, universities, or research settings and bring experience back to the school.

_requirements:
15 hours

Funding: N/A

Requirements:

a. Submit in MLP a written description of the trip, relevance to curriculum and copies of classroom activities resulting from your travel/externship.

12. VISITATIONS/OBSERVATION

Description: Professional growth and learning occurs as an educator observes others engaged in daily work environments. For example, educators may elect to observe particular teaching techniques, a specialized program, curriculum implementation techniques, or the way a school structures time for learning.

_requirements:
One hour per hour of observation.

Funding: N/A

Requirements:

a. Submit in MLP a log of actual hours spent observing activities germane to your certification. Observation time must be verified by staff member(s) observed. The log should be accompanied by an explanation of what was learned and how it will be used as well as a reflection about the experience.

13. COMMITTEE WORK

Description: Committee work is defined as participation in various building and district wide committees. This work may require long and/or short-term commitments as well as full day, off-site work sessions and summer involvement. This activity also applies to educators who serve as advisors to student groups such as the National Honor Society, class advisors, or in other similar roles. These committees are a collaborative effort, focused on the district’s mission. If a committee’s tasks are related to a different PD activity (such as curriculum development), the educator will have the option of assigning his/her hours to the other activity.

_requirements:
10 hours per committee per year.

Funding: Stipends for committee work will be paid according to the current SREA agreement

Requirements:

a. Committee work must support the individual, school and/or district’s goals
b. PDC approved district or school-based committees should complete a reflection about this professional experience and must submit this reflection in MLP to receive credit.
14. COMMITTEE CHAIR PERSON

*Description:* Serving as a committee chair in the district involves responsibility for leading colleagues in pursuit of the goals of the committee. Leadership and professional skills are enhanced through serving as a chairman on a committee.

**: 5 hours per committee.**

*Funding:* Stipends for committee chairman duties will be paid according to the current [SREA agreement](#).

*Requirements:*

- a. Committee work must support the individual, school and/or district’s goals
- b. PDC approved district or school-based committees should complete a reflection about this professional experience and must submit this reflection in MLP to receive credit.

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15. STUDY GROUPS

*Description:* A study group consists of collaborative work or discussion among a small group of educators for the purpose of professional learning. Example: teachers learn new strategies or program content through staff development activities and form study groups to support implementation of the strategy or program.

Types of Study groups:

- Japanese Lesson Study
- Critical Friends Groups

**: 10 hours**

*Funding:* N/A

*Requirements:*

- a. Submit a log of the actual hours spent in collaborative work or discussion as well as a reflection in MLP.

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16. EDUCATIONAL PEER COACHING

*Description:* Educational peer coaching involves those cooperative activities between educators that result in increased learning for both parties. Example: teachers coach one another implementing instructional practices learned during a Professional Development Day. Submit a log of the cooperative activities between educators that resulted in increased learning for both parties as well as a reflection about the experience should be submitted to building administrator. Cap: 10 hours during a three-year cycle.

**: 10 hours**

*Funding:* N/A

*Requirements:*

- a. Submit a log of the actual hours spent in collaborative work or discussion as well as a reflection in MLP.
17. MENTORING
Description: Mentoring (assigned by administrator) includes those activities in which an experienced educator works with a beginning educator to enhance the beginner’s job-related skill and knowledge. These activities may include:
- Analyzing classroom activities (instruction)
- Analyzing skills and proficiencies
- Identifying strengths and weaknesses
- Providing support
- Providing guidance and feedback
- Providing problem-solving guidance
- Sharing resources insights, practices and materials

odef: One hour for each hour of mentoring.
Funding: N/A
Requirements:
  a. Submit a log of activities and hours in which you mentored a beginning educator as well as a reflection.

18. JOB EMBEDDED PROJECTS
Description: Job embedded professional development is the learning that occurs as teachers and administrators engage in new activities that result in increased skill and knowledge needed to assist students to reach high standards. It is the documented professional learning that occurs in the course of the educator’s work. It often includes educators sharing what they have learned, reflecting on specific work experiences to uncover new understandings, and listening to colleagues share best practices while trying out new programs (piloted) or planning or implementing a project.
Cap: 10 hours per certification cycle
Funding: N/A
Requirements:
  a. Submit a documented account of activities and hours spent during the course of the job that resulted in increased skill and knowledge needed to assist students to reach high standards as well as a reflection about the experience.

19. COMMUNITY EDUCATION
Description: Community education creates a bridge between the school and the community it serves. Individual educators conduct community related activities that include but are not limited to:
- Assessing additional supports for students.
- Explaining new curriculum policies and programs.
- Conducting educational programs.
- Obtaining information that has an impact on learning.
- This is an interchange of ideas and information between the school and the community.
odef: 20 hours
Funding: N/A
Requirements:
  a. Requirements: Submit a documented account of activities and hours spent during the course of the job that resulted in increased skill and knowledge needed to assist students to reach high standards as well as a reflection about the experience.
20. CONTENT IMMERSION

Description: Participating in an intensive experience in the day-to-day work of practitioners, such as scientists, mathematicians, artists, linguists, or musicians often in a laboratory, industry, or museum, with full engagement in research activities. Partnerships for professional development are based on the assumption that the quality of teaching and learning is the responsibility of the entire community, not just the schools. Partnerships, to be effective, must truly be two-way exchanges. Practitioners and educators have equal but different roles to play. Their joint efforts are based on a mutual belief that each can make important contributions to the effort. [This activity is best suited for summer work/activities where educators can become part of a team in a business or research setting and bring the experience back to the classroom.]

\[ \text{\#} \]: 30 hours.

Funding: N/A

Requirements:

a. A detailed journal must be submitted in MLP before hours will be awarded.

21. COOPERATING TEACHER FOR STUDENT INTERNS

Description: Working within the district approved Student Intern Program. Cooperating Educators assist in improving instructional strategies on student teachers. This requires multiple classroom observations and conferences. The concept of coaching has broadened to include other activities such as co-planning instruction, developing materials, and discussing the impact of teacher behavior on students.

\[ \text{\#} \]: 10 hours

Funding: N/A

Requirements:

a. Working within the district approved Student Intern Program

22. CURRICULUM DEVELOPMENT/ADOPTION

Description: The process of developing or adapting curriculum that leads to a new product and learning. Curriculum adaptation refers to the process of taking existing curriculum materials or content matrices and modifying them to more fully meet the needs of everyone involved. The outcome is a new or modified curriculum or unit to meet the learning needs of students.

\[ \text{\#} \]: 10 hours

Funding: N/A

Requirements:

a. Working within the district approved curriculum process
b. A written description of the planned development of existing curriculum or the planned adaptations must be submitted in MLP and a final product must be produced. These documents are to be submitted to the District Curriculum Director prior to submitting your form. This work must be done as a collaborative activity with a team of educators (two minimum) unless that individual is the only educator in that particular curriculum in the district.
23. CURRICULUM IMPLEMENTATION
Description: Curriculum implementation pertains to learning and using new curriculum for the first time. Putting new curricula into practice in the classroom can serve as a powerful professional development opportunity for educators. Through using a particular curriculum with their students, reporting on the outcome, and reflecting with others on different ideas and activities, educators learn about their own teaching and their students’ learning. Curriculum implementation focuses educators on learning about the new curriculum and how to implement it, NOT on researching, designing, testing, or revising established curriculum.

Emoji: 30 hours
Funding: N/A
Requirements:
   a. Working within the district approved curriculum process
   b. Must be done with a team of educators not as an individual working alone unless that individual is the only educator in that particular curriculum in the district. A detailed log outlining implementation activities and conference times with other teachers must be submitted to receive credit.

24. EXAMINING STUDENT WORK/THINKING OR SCORING ASSESSMENT
Description: The educator will carefully examine student work to understand thinking and learning strategies. The educator will seek to identify learning needs and the appropriate teaching strategies to meet those needs. An example of this strategy would be rubric development, analyzing district, state, or national test results, examining student work collectively as a team, scoring grade-level writing, math, or science assessments. Examining student work focuses educators' attention on the consequences of their teaching and demonstrates discrepancies between what educators believed they were teaching and what students appear to have learned.

Emoji: 10 hours
Funding: N/A
Requirements: This activity requires PD Advisory Committee approval.
   a. The work must be done in a team, not by individuals working alone.

25. INQUIRY BASED INDEPENDENT STUDY
Description: The educator engages in the kinds of learning that professionals are expected to practice with their students such as inquiry-based investigations. In this activity the educator would research some topic related to his/her area of content certification to expand knowledge in that area.

Emoji: 10 hours per new curriculum.
Funding: N/A
Requirements: A curriculum project must be completed and submitted in order to receive credit.

26. JOB SPECIFIC TRAINING
Description: as working with another professional to acquire NEW skills needed to better meet job expectations. For Para-educators submitting hours for case discussions, hours can be submitted for case discussions regarding a new student, a new diagnosis on a student, or a new behavior plan for a student. Hours for discussions/weekly meetings on a how a particular student is progressing, assisting therapists, or discussions on plans for a student are not considered to be professional development.

Emoji: 30 hours
Funding: N/A
Requirements: A detailed explanation of skills acquired including information on how these skills may improve student interactions/instruction.
27. TECHNOLOGY FOR PROFESSIONAL LEARNING

*Description:* Technology for professional development is defined here as an electronic means of either supporting the in-person professional developer or of providing professional development opportunities without a face-to-face facilitator. This section focuses on technologies that have emerged in the last 20 years, rather than more traditional ones such as overhead and slide projectors. The use of educationally based technology should impact teaching practices and student learning. Technology can include forms of communication (e.g. distance learning e-mail), research (e.g. World Wide Web, CD-ROM database), and presentation (e.g. PowerPoint, spreadsheets).

اهر: 20 hours  
**Funding:** N/A  
**Requirements:**

28. AD-HOC COMMITTEE

*Description:* Committee formed to address and solve a specific issue in the district.

اهر: 10 hours  
**Funding:** N/A  
**Requirements:** Attendance is required at all meetings.

29. PERSONALIZED PROFESSIONAL DEVELOPMENT DESIGN

*Description:* Teachers may submit for approval to the Professional Development Committee any proposal they may have for their own professional development.

اهر: Hours based on proposal  
**Requirements:** Determined based on the proposed expectations for teacher development.

30. ONLINE LEARNING MODULES FOR PROFESSIONAL DEVELOPMENT

اهر: One hour per hour of training.  
**Requirements:**

- Submit dates, hours, description, workshop fees, substitute needs and leave time into MLP for administrative approval. (automatic credit workshops will be submitted at the SAU level)
- Verify participation by completing workshop form submitted in MLP and reviewed by administrator.
The Sanborn Regional School District supports other types of professional development opportunities that provide additional opportunities for teachers to be involved as individuals, as teams, and as contributors at the district level. The Additional Compensation Plan (ACP) provides teachers with four avenues to earn additional salary for contributing to the school community and addressing the goals of their professional development plan.

**Teacher Initiative Project**

The teacher initiative project compensates teachers for creating classroom, school, or district-wide projects that are innovative, new, and creative. Teachers must submit a proposal to a review board for acceptance and funding.

**Summer Summits**

The Summer Summit program was created to assist teachers in attaining professional goals as outlined in their professional development plan through collaboration with colleagues. Accordingly, summits may address the needs of grade level teams or disciplines and district-wide initiatives. Proposals for summits will include an agenda and clearly defined outcomes or products. All proposals will be submitted to administration for review.

**Summer Renewal Programs**

Summer renewal programs allow teachers an opportunity to renew and improve their instructional effectiveness. Workshops are held during non-school time and will be three to five days in duration. Workshops offered during the summer are directly related to school district goals and needs.

**Committee Service**

Teachers are compensated to serve on district-wide committees as determined by Superintendent of Schools. New committees may be formed as a result of teacher initiative.

**Conferences and Workshops**

Teachers may be reimbursed for the cost of a conference or workshop up to $150 per teacher per year according to contractual agreement.
DEFINTION OF MENTORING

Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving.

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

John C. Crosby

DISTRICT-WIDE EXPECTATIONS FOR TEACHERS

DISTRICT

 ESTABLISHES EXPECTATIONS FOR MENTORING FOR PLC LEAD TEACHERS WITH LEADERSHIP TEAM.

SCHOOL PRINCIPAL:

 SUPERVISE PLC LEADERS AT EACH SCHOOL PROVIDING GUIDANCE AND SUPPORT, COMMUNICATING DISTRICT EXPECTATIONS.

 MEET REGULARLY WITH PLC LEADERS TO IDENTIFY NEW TEACHER NEEDS.

 MEET REGULARLY WITH NEW TEACHERS TO ESTABLISH GOALS, REVIEW GOALS, AND TO IDENTIFY AREAS OF ACCOMPLISHMENT AND NEED.

PLC LEAD:

 WORK WITH NEW TEACHER TO REVIEW GOALS

 MEET WEEKLY WITH NEW TEACHER TO PROVIDE SUPPORT.

 MEET REGULARLY WITH PRINCIPAL.

NEW TEACHER:

 MEET WEEKLY WITH PLC LEADERS TO REVIEW EXPECTATIONS AND DISCUSS PROGRESS.

 MEET WITH PRINCIPAL EACH MONTH TO MONITOR PROGRESS TOWARD THE GOALS.

 REFLECT ON PROFESSIONAL PRACTICE IN MLP
Sanborn Regional School District Induction and Mentoring Program

“Mentors help new teachers bring forth their own best practices and unique qualities”

Mission Statement
The Sanborn Regional School District Mentoring Program is designed to provide those newly hired employees with a systematic structure of support. The intent of this support helps these new staff members become familiar with our schools and district, refine their practice and better understand their professional responsibilities. This is aligned with the District’s Strategic Plan (2010) goal for staffing: “We will provide students with a world class staff trained and supported through high quality professional development and supervision” and one of its action steps – “Develop and implement a comprehensive mentoring system that meets the needs of all staff.”

The mission of the mentoring program is to encourage best practices and a clear understanding of the district’s curriculum and culture, while assisting new hires with adjustment to the culture and climate of our schools. In a supportive environment, through collegial sharing with veteran staff, teachers new to the district share professional experiences, strategies and successes to build each other’s level of professional skill and effectiveness.

Goals

• To attract and retain high quality teachers
• To integrate new hires (both new to teacher and new to the district) into the culture of our schools, the district, and our community through a peer mentoring experience
• To promote personal and professional growth through a reflective process
• To model, support, and encourage best practices in a collegial atmosphere
• To expand and develop the highest level of instructional competence through continuous personal and professional development
• To develop highly skilled mentors who are knowledgeable about effective instructional practices and techniques for assisting newly hired personnel

Purpose of the Mentoring Program

• To supports new teachers in a non-evaluative, confidential manner so that risk-taking is encouraged, learning is enhanced, and the “anxiety of evaluation” does not impede growth.
• To support teachers within their work embedded environment (within their team)
• To provide educators serving as mentors have no supervisory or evaluative role.
• To provide mentors who support new teachers, helping them develop their instructional practices to best meet the needs of their students.
• To provide mentor support in a climate of trust
• To provide one to one learning opportunities for educators focused on improving teaching practices
Evidence of Achievement of Goals

In support of student learning and success, our new staff (through the guidance of their mentors) will have implemented best practices and gained a clear understanding of the district’s curriculum, assessment and instructional practices as well as the culture of the district.

- Achievement of our goals may be monitored through any or all of the following outcome measures:
  - Results of annual surveys of staff, including mentors and mentees
  - Staff retention rates
  - Review of mentor and mentee reflection forms and logs
  - Analysis of student learning outcomes
  - Successful completion of the professional staff evaluation process

Roles and Responsibilities

Roles and responsibilities of the mentor (PLC LEADER), mentee and administration are outlined below. While the list is not meant to be exhaustive, they do provide a basic outline of responsibilities.

Role of Mentor (PLC LEADER)

- Maintain a confidential relationship which encourages open discussion of problems to be addressed in a timely and informed manner.
- Establish a collegial and supportive relationship in which communication can be open and honest and constructive feedback is provided.
- Guide the new hire through the orientation/induction process to ensure a successful start to the school year (i.e. gather teaching and curriculum materials, and familiarize with routines and schedules and paperwork, etc.)
- Inform new hires of school policies and procedures and be a resource for information on evaluation and professional development.
- Provide instructional support that can be tailored to include, but not limited to, regular observations and conferencing, support in teaching and learning curriculum standards, refining teaching strategies through modeling and discussion, addressing issues such as classroom management and communication effectively with parents, addressing multiple learning styles and professional development, accessing technology resources and other teaching resources within the building and district.
- Meet regularly with his/her mentee to discuss issues of curriculum, instruction, and assessment.
- Provide personal support. Introduce them to other members of the school community. Help put challenges in perspective with support and encouragement.
- Communicate with fellow mentors and/or administration if a problem arises in the mentoring relationship and work collaboratively to best meet the needs of the new hire.
- Participate in the evaluation of the mentor program.
Role of Mentee

- Meet regularly with his/her **PLC LEADER** to discuss issues of curriculum, instruction, and assessment.
- Participate in new staff orientation to familiarize oneself with the policies and practices of the school district.
- Participate in peer observations and reflection to improve instructional practices.
- Communicate openly with his/her mentor and be open to constructive feedback.
- Share ideas and strategies with his/her mentor to encourage two-way communication.
- Communicate with administration if a problem arises in the mentoring relationship and work collaboratively to resolve the issue.
- Participate in the evaluation of the mentor program.

Role of Building Administrators

- Establish a school culture that is built on collegiality and supports professional collaboration among new and veteran staff.
- Oversee the selection of **PLC LEADERS**.
- Place new hires on the appropriate mentoring track (year one, two, or three).
- Facilitate the relationships between mentors and mentees, as needed.
- Conduct an orientation program for new staff and training.

Mentoring Program Calendar

- **August**: **PLC LEADERS** training for all new **PLC LEADERS**
- **August**: New staff orientation
- **Weekly**: Meetings between **PLC LEADERS** and mentee to discuss curriculum, instruction and assessment as well as address mentee’s comfort level
- **Ongoing**: Peer observations
- **Monthly**: Mentees’ group meetings with building administration for targeted professional development
- **Ongoing**: Mentors’ bi-weekly group meetings for collaborative discussion and support
- **Ongoing**: Complete monthly log and reflections
- **May/June**: Complete mentor program survey
Maintaining the Confidential Nature of the Mentor/Mentee Relationship

In order for new staff members to feel safe to take risks and communicate honestly with their mentors, it is critical that confidentiality be maintained. However, it is also a reality that at times in the mentoring experience issues may arise where a mentor needs to talk with other professionals about his/her work. This is best handled within the cohort of trained mentors. Building administrators will be responsible for facilitation opportunities for collaboration amongst mentors on a regular basis. If a problem cannot be resolved at this level, it would then be appropriate for the mentor to share his/her concern with a building administrator in a professional manner. This system will be monitored and reevaluated annually.
ADDITIONAL COMPENSATION PLAN (ACP): A options for teachers in the district to earn a stipend for different types of professional work and growth, including developing projects to enhance curriculum and instruction (ACP Initiative), committee work, summer renewal workshops, and Summer Summits (team ACP Initiatives)

ADMINISTRATOR: Building principal, assistant principal, director of student services, curriculum director, and superintendent.

CLOCK HOURS: Clock hours are the unit of measurement used to report professional development time. Clock hours are listed for most acceptable activities.

COLLABORATIVE PRACTICE: Formal observation and data collection of a series of PLC meetings where the administrator seeks evidence that individuals and the PLC adhere to model PLC practices. PLC members rotate through a series of team roles/assignments.

CONTINUING CONTRACT PROFESSIONAL: Professionals who have successfully completed the annual contract cycle and has been granted this status in the district.

DATA (PROFESSIONAL): Observations, work samples, and input from evaluators.

DIRECTED PEER CONSULTATION: A peer consultation, conducted by an experienced educator where an administrator selects a consultation partner and the selected educator acts as a mentor to the teacher, and guides the teacher’s efforts to critique their professional practice.

FORMAL OBSERVATIONS: Announced visits of at least thirty minutes in length that include pre-conference, observation, reflection by professional, post-conference to debrief the data collected by the administrator, and a written summary by the observer.

INFORMAL OBSERVATIONS: Unannounced observations (classroom or non-classroom settings), walk-through(s), and drop-ins used to validate and support effective performance.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP): The IPDP is the form that teachers use to record their goals for professional development in MLP. This form reflects district, school, PLC and recertification goals for teachers and is reviewed and adjusted in each year of a three-year cycle.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) GOALS: Each educator completes an IPDP form online in MLP. This form details the action steps that each educator will be taking to meet the district, school, PLC, and individual professional goals for the year. Throughout the school year, each educator will be expected to reflect on these goals and report on their ongoing progress to achieve them.
**JOB-EMBEDDED PROFESSIONAL DEVELOPMENT:**

Job-embedded professional development is the professional growth that occurs as educators engage in their daily work activities. It can be both formal and informal and includes, but is not limited to discussions with others, peer coaching, mentoring, study groups, and action research.

**MY LEARNING PLAN (MLP):**

Software the district uses to record all professional development hours, personal leave, and reimbursement for courses and workshops.

**MLP PORTFOLIO:**

The MLP portfolio is the tool that the program uses to store all activity recorded in MLP and to notify staff member’s activities or requests they have entered into the system. The MLP Portfolio also includes any documents or files that a staff member has uploaded into the system.

**OPEN PEER CONSULTATION:**

A peer consultation conducted by an experienced educator, where the teacher selects his or her consultation partner to mutually critique their professional practice.

**PROFESSIONAL LEARNING COMMUNITY (PLC):**

The Professional Learning Community is a professional meeting structure that provides time to review student work, analyze student achievement date, evaluate instruction practices, and to redirect classroom practice to respond to the findings. An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**PROFESSIONAL PRACTICE**

Educators are expected to regularly reflect on their professional practice.

**SELF-REFLECTION:**

**RECERTIFICATION GOALS:**

The goals created to address the components for recertification identified in the Professional Development Plan.

**REFLECTION:**

Self-evaluation through a critical analysis of teaching decisions and their outcomes to determine effectiveness.
RUBRIC-BASED DATA WALK: A mini-observation focused on collecting data from one or more areas on the Supervision and Evaluation Rubric.

SUMMATIVE EVALUATION: An evaluation made by an administrator at the end of an evaluation cycle using multiple sources of data to record and report progress of the educator's professional growth.

SUMMER SUMMIT: A plan submitted by a group of teaches that involves collaborative work with teams or PLCs to develop curriculum, align instruction, develop assessments, etc.

SUPERVISION AND EVALUATION “COMPETENCIES”: Using both the Danielson Domains and Marshall’s essential skill list, the district has developed a “COMPETENCY” standards list to focus the scope of the district’s supervision and evaluation components. Administrators will use this list as well as other performance indicators to help educators define and meet the district’s standards for professional practice.

TOPICAL DATA WALK: A mini-observation focused on collecting data of a specific nature that is not reflected in the Supervision and Evaluation Rubric (such as district initiatives).

VIRTUAL DATA WALK: A virtual (on-line lens) review of PINNACLE Grade book and PINNACLE Instruction, focused on standards-based lesson planning, instruction, assessment, and grading.
A PLANNING AND PREPARATION FOR LEARNING

- Knows the subject matter well and has a good grasp of child development and how students learn.
- Plans the year so students will meet state standards and be ready for external assessments.
- Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.
- Plans on-the-spot and unit assessments to measure student learning.
- Anticipates misconceptions and confusions that students might have.
- Designs lessons focused on measurable outcomes aligned with unit goals and state standards.
- Designs lessons that are relevant, motivating, and likely to engage students in active learning.
- Designs lessons that use an effective, multicultural mix of materials.
- Designs lessons that target diverse learning needs, styles, and interests.
- Organizes classroom furniture, materials, and displays to support unit and lesson goals.

B CLASSROOM MANAGEMENT

- Clearly communicates and consistently enforces high standards for student behavior.
- Is fair and respectful toward students and builds positive relationships.
- Commands respect and refuses to tolerate disruption.
- Fosters positive interactions among students and teaches useful social skills.
- Teaches routines and has students maintain them all year.
- Develops students' self-discipline and teaches them to take responsibility for their own actions.
- Has a repertoire of discipline moves and can capture and maintain students' attention.
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.
- Is a confident, dynamic presence and nips most discipline problems in the bud.
- Uses incentives wisely to encourage and reinforce student cooperation.

C DELIVERY OF INSTRUCTION

- Conveys to students, “This is important, you can do it, and I’m not going to give up on you.”
- Tells students that it’s okay to make mistakes; effective effort, not innate ability, is the key.
- Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.
- Activates students' prior knowledge and hooks their interest in each unit and lesson.
- Uses clear explanations, appropriate language, and good examples to present material.
- Orchestrates effective strategies, materials, and classroom groupings to foster student learning.
- Encourages students to actively think about, discuss, and use the ideas and skills being taught.
- Engages students through each phase of the lesson; appropriate transitions executed to keep students engaged.
- Differentiates and scaffolds instruction to accommodate most students' learning needs.
- Is flexible about modifying lessons to take advantage of teachable moments.
- Has students sum up what they have learned and apply it in a different context.
## D MONITORING, ASSESSMENT, AND FOLLOW-UP

- Posts clear criteria for proficiency, including rubrics and exemplars of student work.
- Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.
- Frequently checks for understanding and gives students helpful information if they seem confused.
- Has students set goals, self-assess, and know where they stand academically at all times.
- Regularly posts students' work to make visible and celebrate their progress with respect to standards.
- Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.
- Takes responsibility for students who are not succeeding and gives them extra help.
- When necessary, refers students for specialized diagnosis and extra help.
- Analyzes data from assessments, draws conclusions, and shares them appropriately.
- Reflects on the effectiveness of lessons and units and continuously works to improve them.

## E FAMILY AND COMMUNITY OUTREACH

- Communicates respectfully with parents and is sensitive to different families' culture and values.
- Shows parents, a genuine interest and belief in each child's ability to reach standards.
- Gives parents clear, succinct expectations for student learning and behavior for the year.
- Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- Updates parents on the unfolding curriculum and suggests ways to support learning at home.
- Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.
- Responds promptly to parent concerns and makes parents feel welcome in the classroom.
- Uses conferences and report cards to give parents feedback on their children's progress.
- Tries to contact all parents and is tenacious in contacting hard-to-reach parents.

## F PROFESSIONAL RESPONSIBILITIES

- Has very good attendance.
- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
- Demonstrates professional demeanor and maintains appropriate boundaries.
- Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.
- Shares responsibility for grade-level and school-wide activities and volunteers to serve on committees.
- Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.
- Keeps the administration informed about concerns and asks for help when it's needed.
- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- Seeks out effective teaching ideas from colleagues, supervisors, workshops, reading, and the Internet.
### I. Support a safe, positive teaching and learning environment.

- Para-educators are often the first adults to greet students as they leave the bus and enter the school building. They supervise students in a variety of settings with varying amounts of structure and often accompany students as they move around the building and in the community.
- Para-educators are positive role models. They may prompt students to use previously learned strategies to solve problems and gather information.
- Para-educators, under the guidance of licensed staff members, help organize and maintain the physical space, keep records for reports, and monitor behavior and learning.
- Para-educators facilitate the integration of students with individual needs in typical classrooms and settings. Although some students require one-to-one support, the integration of students is ideally provided by more than one Para-educator.
- Para-educators follow guidelines established by the school district to protect the safety and well-being of learners and staff.

### II. Assist in physical and intellectual development.

- Para-educators support the teaching and learning of all students. Teachers or other licensed professionals provide initial instruction. Para-educators then review lessons and provide drill and independent practice opportunities with individual students or groups of students. Under teacher direction, they may modify or create learning materials.
- The role of Para-educators in assessment may include, under the direction of teachers, reading tests, scribing, and adapting tests. They may observe students, record and summarize data, maintain records, and share information with teachers and other professionals.
- Para-educators foster the learning of students from diverse cultures, language backgrounds, learning styles, and abilities.

### III. Support social, emotional, and behavioral development.

- Para-educators carry out behavior management plans developed by teachers and other professionals. They support and assist students in meeting class and school expectations for appropriate behavior. Para-educators help students interact successfully by modeling and prompting appropriate behavior. They may work with small groups of students to reinforce social skill learning.
- Para-educators often support integration of students with specialized needs by providing close supervision and reinforcing generalization of positive behavior. They may accompany students, gather behavioral data, provide immediate prompts, and implement previously planned intervention. Interventions may include positive verbal and physical reinforcement strategies, point sheets, time out procedures, or token economies.

### IV. Establish positive and productive relationships.

- Para-educators work with a variety of staff including other Para-educators, teachers, administrators and support staff. They may also have contact with the extended families of the students. They respect the legal and human rights of students and their families and school staff.
- Para-educators must communicate effectively as members of the instructional team. They are open, respectful, and cooperative. They respect the individual role distinctions of various team members. Para-educators communicate information to appropriate personnel in a timely manner.
## V Integrate effectively technology to support student learning.

- Para-educators use high and low tech methods and equipment to facilitate learning for all students. Para-educators may use special equipment in their work or support students as they learn to use special equipment. Examples of specialized equipment include computers, mechanical aids for movement and exercises, assistive augmentative communicators, pencil grips, closed circuit television, or colored papers or tapes.
- Para-educators in some cases work with students who need specialized equipment for health or mobility. These Para-educators receive training from professionals in order to modify or implement strategies and materials. The devices utilized by students include oxygen, feeding tubes, positioning equipment, and wheel chairs.
- Para-educators may use technology to record grades, points, or observations. They enlarge, modify, and duplicate materials.

## VI Practice ethical and professional standards of conduct.

- Para-educators practice the standards of ethical conduct approved by their school district. They often represent the school in a positive manner to the community and take concerns through the appropriate channels. They maintain the confidentiality of all information regarding students, respecting the dignity of every student and family.
- Para-educators work in complex situations and perform a variety of tasks. When confronting unfamiliar procedures or situations, they ask for directions, instructions or guidance. They model life-long learning by participating in professional, college, or in-service opportunities.
- Para-educators maintain a level of confidentiality at all times, respecting privacy of students and their families; as it applies to the school setting and community at large.
# Individual Professional Development Plan (IPDP)

Each certified educator shall develop an individual plan consistent with the educator’s certification that:

1. Focuses on increased student performance.
2. Satisfies the requirements for certification.
3. Provides a direct link the Professional Development Plan and goals of the school and district.
4. Reflects the content of the District’s curriculum, standards, as related to the individual’s expertise.
5. Addresses teacher competencies.
6. Includes activities for both personal and school program improvement.
7. Includes an evaluation component.

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<thead>
<tr>
<th>Name</th>
<th>Teaching Assignment</th>
<th>Degree Information</th>
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Certification Dates for which the IPDP applies:

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<tr>
<th>Effective Date</th>
<th>Expiration Date</th>
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Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

**DISTRICT GOAL**

*Top 10% School District*

**SCHOOL GOAL(S)**

1. **ACTIONS:**
   - My proposed activities to address this area.

2. **ACTIONS:**
   - My proposed activities to address this area.

3. **ACTIONS:**
   - My proposed activities to address this area.

**PLC GOAL(S)**

1. **ACTIONS:**
   - My proposed activities to address this area.

2. **ACTIONS:**
   - My proposed activities to address this area.

3. **ACTIONS:**
   - My proposed activities to address this area.
## PROFESSIONAL GOAL - RECERTIFICATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Component 1</th>
<th>LEARN/ENHANCE: Knowledge content areas taught and field(s) of specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS:</td>
<td>My proposed activities to address this area.</td>
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<table>
<thead>
<tr>
<th>Component 2</th>
<th>LEARN/ENHANCE: Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught.</th>
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<tbody>
<tr>
<td>ACTIONS:</td>
<td>My proposed activities to address this area.</td>
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<thead>
<tr>
<th>Component 3</th>
<th>LEARN/ APPLY: Knowledge of learners and learning</th>
</tr>
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<tbody>
<tr>
<td>ACTIONS:</td>
<td>My proposed activities to address this area.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Component 4</th>
<th>LEARN/USE: Procedures for collecting and interpreting data and information which shall provide evidence of each educator’s growth in knowledge: Subject or specializations/Learners and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS:</td>
<td>My proposed activities to address this area.</td>
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<tr>
<th>Component 5</th>
<th>DEVELOP SKILLS TO ENHANCE: Professional Learning Community (PLC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS:</td>
<td>My proposed activities to address this area.</td>
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</table>

## PROFESSIONAL GOALS ASSIGNED BY MY ADMINISTRATOR

1. ACTIONS: My proposed activities to address this area.

2. ACTIONS: My proposed activities to address this area.

3. ACTIONS: My proposed activities to address this area.

## EVALUATION: PROFESSIONAL IPDP REFLECTION AND SURVEY COMPLETED TWICE A YEAR.
# Individual Professional Development Plan (IPDP) Mid-Year, End of Year Evaluation and Reflection

Respond to the following reflective questions as they relate to your work to achieve the district, school, PLC, and personal goals during the first half of this school year.

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Degree Information</td>
<td></td>
</tr>
</tbody>
</table>

Certification Dates for which the IPDP applies:

<table>
<thead>
<tr>
<th>Effective Date</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

## DISTRICT GOAL
*Top 10% School District*

## SCHOOL GOAL(S)

1.  
2.  
3.  

Identify the results of the school goals at the mid-year mark. What have you learned as a result of working to achieve these goals?

What specific improvements can you identify in student learning school-wide connected to the school goals?

## PLC GOAL(S)

1.  
2.  
3.  

Identify the results of the PLC goals at this point in the year. What has your team learned that will become common practice?

What specific improvements can you identify in student learning in your class connected to the PLC goals?

## PROFESSIONAL GOAL –RECERTIFICATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Component 1</th>
<th>LEARN/ENHANCE: Knowledge of students and content areas taught and field(s) of specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 2</td>
<td>LEARN/ENHANCE: Knowledge of effective, developmentally-appropriate teaching strategies and best practices for the subject and content areas taught.</td>
</tr>
<tr>
<td>Component 3</td>
<td>LEARN/APPLY: Knowledge of learners and learning</td>
</tr>
<tr>
<td>Component 4</td>
<td>LEARN/USE: Procedures for collecting and interpreting data and information which shall provide evidence of each educator’s growth in knowledge: Subject or specializations/Learners and Learning</td>
</tr>
<tr>
<td>Component 5</td>
<td>DEVELOP SKILLS TO ENHANCE: Professional Learning Community (PLC)</td>
</tr>
</tbody>
</table>

Identify how you have improved and grown as a professional as you have addressed these attributes of teaching at this mid-year point.
Individual Professional Development Plan (IPDP) Para-Educator

Each certified Para-educator shall develop an individual plan consistent with the Para-educator’s certification that:

1. Focuses on increased student performance.
2. Satisfies the requirements for certification.
3. Provides a direct link the Professional Development Plan and goals of the school and district.
4. Reflects the content of the District’s curriculum, standards, as related to the individual’s expertise.
5. Addresses teacher competencies.
6. Includes activities for both personal and school program improvement.
7. Includes an evaluation component.

| Name |  
| Teaching Assignment |  
| Degree Information |  

Certification Dates for which the IPDP applies:

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>YEAR</th>
</tr>
</thead>
</table>

Effective Date

Expiration Date

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

**DISTRICT GOAL**

*Top 10% School District*

**SCHOOL GOAL(S)**

1. **ACTIONS:**
   My proposed activities to address this area.

2. **ACTIONS:**
   My proposed activities to address this area.

3. **ACTIONS:**
   My proposed activities to address this area.
## PROFESSIONAL GOAL – RECERTIFICATION REQUIREMENTS

### Goal for Component 1 (Area of Employment): Develop and strengthen the knowledge and skills in the area assigned.

**ACTIONS:**
- My proposed activities to address this area.

### Goal for Component 2 (Professional Skills): Develop and enhance professional skills.

**ACTIONS:**
- My proposed activities to address this area.

### Goal for Component 3 (Collaborative Skills): Develop and enhance collaborative practice.

**ACTIONS:**
- My proposed activities to address this area.

## PROFESSIONAL GOALS ASSIGNED BY MY ADMINISTRATOR

1. **ACTIONS:**
   - My proposed activities to address this area.

2. **ACTIONS:**
   - My proposed activities to address this area.

3. **ACTIONS:**
   - My proposed activities to address this area.

### EVALUATION:

**PARA-EDUCATOR IPDP REFLECTION AND SURVEY COMPLETED YEARLY.**
Para-Educator Individual Professional Development Plan (IPDP)
Evaluation and Reflection *Mid-year, End of Year*

Respond to the following reflective questions as they relate to your work to achieve the district, school, PLC, and personal goals.

| Name |  |
| Teaching Assignment |  |
| Degree Information |  |

Certification Dates for which the IPDP applies:

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expiration Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

**DISTRICT GOAL**
*Top 10% School District*

**SCHOOL GOAL(S)**
1.  
2.  
3.  

Identify the results of the school goals. What have you learned as a result of working to achieve these goals?

What specific improvements can you identify in student learning school-wide connected to the school goals?

**PROFESSIONAL GOAL – RECERTIFICATION REQUIREMENTS**

| Component 1: | Area of Employment |
| Component 2: | Professional Skills |
| Component 3: | Collaborative Skills |

Identify how you have improved and grown as a professional as you have addressed these attributes of teaching.
## PROFESSIONAL LEARNING COMMUNITY (PLC) SMART GOAL WORKSHEET

<table>
<thead>
<tr>
<th>SCHOOL:</th>
<th>TEAM:</th>
<th>TEAM LEADER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAM MEMBERS:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DISTRICT GOAL(S):**

**SCHOOL GOAL(S):**

**Team SMART Goal:**

<table>
<thead>
<tr>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

## INDIVIDUAL TEACHER SMART GOAL WORKSHEET

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th>PLC TEAM GOALS:</th>
</tr>
</thead>
</table>

**MY ACTION PLAN TO SUPPORT THE PLC**

<table>
<thead>
<tr>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
### Sanborn Regional School District Professional Learning Community Rubric

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Developing</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community and diversity</strong></td>
<td>Learning communities regularly engage all participants in discussions about teaching and learning.</td>
<td>Learning communities regularly engage all participants in discussions about teaching and learning. School participants engage in some peer observation and mentoring.</td>
<td>All participants have an opportunity to share ideas and experiences within the learning community. Participants give and receive feedback within the learning community setting.</td>
<td>All participants share ideas and experiences within the district learning community network. Participants engage in peer observation both to give and receive feedback.</td>
</tr>
<tr>
<td><strong>Trying, testing, verifying, and replicating of effective teaching practices</strong></td>
<td>SAU 17 K-12 educators share classroom practices and teaching materials. Some follow up on effectiveness of classroom experimentations is done.</td>
<td>Research based practices are shared, studied and discussed within the learning community setting. Educators engage in professional development which is research based.</td>
<td>SAU 17 K-12 educators within and across district learning communities share research based practices that they've tried and verified in their own classrooms. Educators at all levels collaborate, replicate these practices, and verify positive student impact.</td>
<td>SAU 17 K-12 educators within and across district learning communities implement research based practices and verify positive student impact. Effective practices are made an integral part of professional development.</td>
</tr>
<tr>
<td><strong>Shared vision</strong></td>
<td>Educators discuss appropriate levels of student achievement relative to specific courses. Learning community dialogue focuses on successful implementations of effective practices, particularly participant experiences.</td>
<td>Educators discuss the vertical alignment of student achievement, expectations and standards. Methods of integrating effective practices such as guided inquiry and collaborative leaning throughout the K-12 curriculum are explored.</td>
<td>Educators explore which teaching practices work best with various disciplinary topics. Some consensus is reached as to acceptable levels of student achievement and classroom expectations.</td>
<td>Agreement is reached across district learning communities as to effective practices to be employed when teaching particular topics to specific populations.</td>
</tr>
<tr>
<td><strong>Shared Leadership</strong></td>
<td>Learning communities are guided mainly by teacher leaders and SAU 17 K-12 administration or Higher education faculty participation varies according to professional development needs.</td>
<td>Most learning communities are co-facilitated by SAU 17 K-12 faculty. Principals may regularly instigate and manipulate the agenda according to existing school programs.</td>
<td>All learning communities are co-facilitated by SAU 17 K-12 faculty. The needs and strengths of all educators guide the learning community. Goals are established and facilitated collaboratively by LC participants and administration. LC activities are supported by SAU 17 K-12 administration.</td>
<td>All learning communities are co-facilitated by higher education and SAU 17 K-12 faculty. The learning community agendas are dependent upon the needs of all K-12 educators and institutions in the district. Learning community results affect district administrative decisions.</td>
</tr>
<tr>
<td><strong>Results oriented work</strong></td>
<td>The purpose of dialogue and inquiry is solely the sharing of ideas and materials to improve individual teacher’s practice.</td>
<td>The purpose of collaborative dialogue is primarily the sharing of ideas and materials to improve the individual teacher’s practice. Methods for evaluating improved student achievement are emerging.</td>
<td>The purpose of collaborative dialogue is to improve learning for students in selected areas of the curriculum. Improved student achievement is evaluated.</td>
<td>The purpose of dialogue and inquiry is to result in practices that lead to improved learning for students and teachers at all levels.</td>
</tr>
<tr>
<td><strong>Collaborative Inquiry</strong></td>
<td>Some educators have professional development opportunities to engage in inquiry around classroom practice.</td>
<td>Educators have professional development opportunities to engage in inquiry around classroom practice. Some teachers engage in action research cycles, beginning to make changes in their classrooms.</td>
<td>Groups of educators examine practice and engage in inquiry about areas of mutual interest. Educators at various career levels are contributing to the design and implementation of collaborative inquiry cycles. Educators are making some changes in classroom and school-wide practices as a result of collective inquiry.</td>
<td>All educators have ongoing opportunities to engage in collaborative cycles of inquiry, reflection, analysis and action. Those who develop, present and facilitate PD experiences are integrated within the learning community and participate in cycles of inquiry related to the work they do. Data, evidence and reflection are systematically used to promote changes at the classroom and institutional levels.</td>
</tr>
</tbody>
</table>
# Elements of an Effective Mentor Program

<table>
<thead>
<tr>
<th>Elements of Success</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Sustainable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involvement of Key shareholders</strong></td>
<td>Mentor program is designed and planned by a few individual teachers and administrators. Could be “top down” or “bottom up”</td>
<td>Teachers, professionally licensed staff, and administrators work together to design the mentor program.</td>
<td>Teachers and administrators representing all grade levels are involved in designing and planning the mentor program.</td>
<td>Teachers and administrators representing all grade levels, school board members, and possibly parents and students are involved in designing and planning the mentor program.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The mentor program planning team is involved in the ongoing assessment of the mentor program, identifies what’s working and not working, and makes changes along the way.</td>
</tr>
<tr>
<td><strong>Supportive policies and procedures</strong></td>
<td>There are no policies in place to support the mentor program, but the district has decided to implement a mentor program of some sort.</td>
<td>General guidelines are developed for the design and implementation of the mentor program. Incentives are provided for mentor teachers. Mentors and new teacher have to find time to meet on their own.</td>
<td>Specific guidelines are developed for the design and implementation of the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classrooms. Mentors are identified within each school to coordinate logistics between administrators, mentors, and new teachers.</td>
<td>Specific guidelines are developed for the design and implementation of the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classrooms. The school schedule provides regular professional development time during the school day for all teachers, allowing new teachers to connect with and learn from other colleagues. Mentors are identified within each building to serve as liaisons between administrators, mentors, and new teachers; coordinate logistics; and, over a three-year period, are trained and coached to serve as mentor trainers.</td>
</tr>
<tr>
<td>Elements of Success</td>
<td>Emerging</td>
<td>Developing</td>
<td>Proficient</td>
<td>Sustainable</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td><strong>Explicit criteria for selecting mentors and matching them with new teachers</strong></td>
<td>No criteria exist. Building principals “handpick” mentor teachers. Mentors and new teachers are matched without consideration of grade level, content area, or geographic location. The teacher-mentor ratio is arbitrarily decided upon and exists without necessary supports.</td>
<td>Mentors volunteer and are selected by a mentor program committee. No criteria exist. Mentors and new teachers are matched (to the degree possible) according to grade level and content area. The new teacher-mentor ratio is carefully considered and does not exceed a one-to-one match when mentors also have a full teaching load.</td>
<td>Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal and based upon the identified criteria. Mentors and new teachers are matched (to the degree possible) according to grade level, content area, and proximity. The new teacher-mentor ratio is carefully considered, and if it exceeds a one-to-one ratio, mentors are provided additional time to effectively support the new teachers to whom they are assigned.</td>
<td>Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal and based upon the identified criteria. Mentors and new teachers are matched (to the degree possible) according to grade level, content area, and proximity. A variety of structure are provided for effectively supporting various new teacher-mentor ratios (e.g. one-to-one models, team mentoring models, grade level or content area models). A procedure exists such that, in the event matches do not work, both parties are “held harmless” and a new match is made.</td>
</tr>
<tr>
<td><strong>Professional development and specific training for mentors</strong></td>
<td>Training consists of disseminating and “walking through” the new teacher handbook.</td>
<td>An orientation session is held for mentors to outline roles and responsibilities. One or two days of mentor training are provided to all mentor teachers prior to the start of the school year. Training includes qualities of effective mentors, needs of new teachers, communication and questioning skills, and a demonstration of collaborative coaching. Follow-up mentor training sessions are not provided throughout the school year.</td>
<td>An orientation session is held for mentors and new teachers to outline roles and responsibilities. Three to five days of mentor training are provided to all mentor teachers prior to the start of the school year. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, collaborative coaching and data gathering techniques. Follow-up training sessions are provided throughout the school year for mentors and new teachers.</td>
<td>An orientation session is held for mentors and new teachers to outline roles and responsibilities. Five days of mentor training are provided to all mentor teachers prior to the start of the school year. All building administrators attend the first day of mentor training and new teachers attend the day-five training. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, collaborative coaching and data gathering techniques. Follow-up training sessions are provided throughout the school year for mentors and new teachers. Mentors and new teacher pairs are provided with on-site coaching and support throughout the year, including video-based reflection on their coaching work.</td>
</tr>
<tr>
<td>Elements of Success</td>
<td>Emerging</td>
<td>Developing</td>
<td>Proficient</td>
<td>Sustainable</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Administrator support and commitment</td>
<td>Little or no administrator support exists beyond providing a new teacher orientation session that may or may not include mentors</td>
<td>Administrators provide new teacher orientation and ensure that mentors are included, but they do not participate in other mentor program activities. Administrators do not ensure that time is provided for mentors and new teachers to meet or observe each other.</td>
<td>Administrators actively support and promote the mentor program, attend mentor training sessions and administrator orientation sessions, provide mentors and new teachers with time to observe each other, and ensure that confidentiality is maintained.</td>
<td>Administrators actively support and promote the mentor program, attend mentor training sessions and administrator orientation sessions, provide mentors and new teachers with time to observe each other, and ensure that confidentiality is maintained, and are willing to allocate funds to sustain the mentor program (e.g., mentor stipends, release time, professional development resources and activities, mentor program evaluation activities).</td>
</tr>
<tr>
<td>Mentor program evaluation</td>
<td>There is no evaluation of the mentor program.</td>
<td>Evaluation of the mentor program focuses only on participant satisfaction of mentor and new teacher satisfaction with the training sessions for mentors and new teachers. A survey of new teachers’ needs is conducted and used to evaluate how well the mentor program serves those needs.</td>
<td>Evaluation of the mentor program focuses only on participant satisfaction of mentor and new teacher satisfaction with the training sessions and assesses changes in teacher of new teachers and mentors. The impact of mentor training on supporting mentors to successfully fulfill their roles is assessed. A survey of new teachers’ needs is conducted and used to evaluate how well the mentor program serves those needs. Mentor teachers self-assess their performance as mentor teachers and coaches. A rubric identifying criteria for the success of a mentor program is sued to assess the efficacy of the mentor program. All of the data are analyzed and used to continually revise and improve the program.</td>
<td>Evaluation of the mentor program focuses only on participant satisfaction of mentor and new teacher satisfaction with the training sessions and assesses changes in teacher of new teachers and mentors. The impact of mentor training on supporting mentors to successfully fulfill their role is assessed. A survey of new teachers’ needs is conducted and used to evaluate how well the mentor program serves those needs. Mentor teachers self-assess their performance as mentor teachers and coaches. A rubric identifying criteria for the success of a mentor program is used to assess the efficacy of the mentor program. New teachers self-assess their teaching against clearly defined teaching competencies. The mentor program committee engages in an ongoing mentor program evaluation process that provides for opportunities to identify key program evaluation questions, data sources, baseline data requirements, and relevant evaluation strategies and tools. All of the data are analyzed and used to continually revise and improve the program. Data gathering and analysis include ways to assess how the program has changed teaching in ways that are likely to improve student learning and achievement.</td>
</tr>
</tbody>
</table>

Dunne and Villani, 2007
Workshop Reporting Sheet

Name __________________________________________________  Grade Level _____________

Workshop Title: ____________________________

Presenter: _________________________________

What was the most important information you learned through this workshop?

What strategies learned today will you be able to implement in your classroom immediately?

What additional training do you feel you need to implement the ideas presented in the workshop?

[All reflection sheets can be included in your professional portfolio as an artifact for data gathering using reflection]
PROFESSIONAL DEVELOPMENT PROPOSALS:

The Professional Development Summer Summit Proposal should be developed to address the needs of the grade level team or discipline and district-wide initiatives. The proposal should outline the agenda for the summit and should clearly define what will be produced during the professional experience. The scope of the proposal may be one school or district-wide. The proposal may include any professional work that encompasses the following criteria:

- To promote teacher professionalism, collaboration, and collegiality
- To improve teacher performance
- To improve curriculum coordination
- To improve the use of assessment data
- To improve student learning
- To serve school district goals
- To promote effective education
- To encourage excellent teachers to stay in the profession

Complete this application in full and submit one copy to the superintendent’s office and one copy to your building principal by:

Grade Level Team or Discipline

School:

1. What is the purpose of this summit?
2. What specific outcomes will you achieve?
3. What activities will you do to accomplish these outcomes?
4. What school community population will be affected by your summit?
5. How will the summit impact student learning or enhance student achievement?
6. Identify and describe the district initiatives this summit addresses.
7. What is the projected timetable for this summit?
8. Describe how you will evaluate this project (evaluation design).
9. Salary Compensation requested: $_______ Total for the Summit (Based on the rate of $100 per day)
10. Please submit names of individuals. List each individual's name, school and the amount of money requested by each professional for this project.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Requested Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
<td>______</td>
<td>$________________</td>
</tr>
</tbody>
</table>

To receive payment, you must complete the summit and submit the Summit Participant Report in MLP.

APPROVED _______ NOT APPROVED _______
# Summer Summit Working Plan

Directions: The Summer Summit should answer the following questions.

<table>
<thead>
<tr>
<th>ABSTRACT</th>
<th>CHALLENGE/ISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIEFLY: What were the topics discussed on the summit agenda? What decisions were made during the summit?</td>
<td>What were the problems/needs identified by the group that needed to be worked on throughout the summit?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDING QUESTION</th>
<th>METHODS AND PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was your team focus for the summit? What guided the work you needed to accomplish?</td>
<td>How did the group work to solve issues or create products?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATA COLLECTION</th>
<th>ACTION PLANNING IMPLICATIONS &amp; SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What data was collected and how? Did the data answer your question?</td>
<td>What have you learned and what will you do as a result?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPORTING RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you share what you have learned?</td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT PROPOSALS:
The Professional Development ACP Teacher Initiative Proposal should be developed to address the needs of the grade level team or discipline and district-wide initiatives. The proposal should outline the agenda for the project and should clearly define what will be produced during the professional experience. The scope of the proposal may be one school or district-wide. The proposal may be include any professional work that encompasses the following criteria:

- To promote teacher professionalism, collaboration, and collegiality
- To improve teacher performance
- To improve curriculum coordination
- To improve the use of assessment data
- To improve student learning
- To serve school district goals
- To promote effective education
- To encourage excellent teachers to stay in the profession

Complete this application in full and submit five (5) copies to the superintendent’s office and one copy to your building principal by
Grade Level Team or Discipline ____________________________________________
School: __________________________

1. What is the purpose of this proposal?

2. What specific outcomes will you achieve?

3. What activities will you do to accomplish these outcomes?

4. What school community population will be affected by your summit?

5. How will the proposal impact student learning or enhance student achievement?

6. Identify and describe the district initiatives this proposal addresses.

7. What is the projected timetable for this proposal?
   
   Date   / _____/ _____   Group Task __________________________________________

   Date   / _____/ _____   Group Task __________________________________________

   Date   / _____/ _____   Group Task __________________________________________

8. Describe how you will evaluate this project (evaluation design). Specifically identify the data that will be collected to evaluate the program.

9. Salary Compensation requested: $__________ Total for the Summit (Based on the rate of $100 per day)

10. Please submit names of individuals. List each individual’s name, school and the amount of money requested by each professional for this project.

   Name         School              Requested Funds
   ____________________     _________        $________________

To receive payment, you must complete the summit and submit the attached Professional Evaluation Form and any other appropriate data to the superintendent’s office.

APPROVED __________        NOT APPROVED ________

DATE ______________________  SIGNATURE OF CHAIRPERSON PROFESSIONAL DEVELOPMENT COMMITTEE
Summer Renewal Participant Report

Directions: The Summer Participant Report should answer the following questions and be submitted in MLP. Teacher compensation for summer renewal experiences will be based on attendance and the completion of this report.

1. BRIEFLY: What were the topics discussed during the workshop or educational summit?
2. What decisions were made during the summit or what were the key points you learned during the workshop?
3. What have you learned and what will you do as a result of this experience?
4. How will you share what you have learned?
5. How would you rate the effectiveness of the Summer Summit?

<table>
<thead>
<tr>
<th>Always</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. The workshop topics and information directly impacted my instruction in the classroom.
   Comment: 5 4 3 2 1

2. The workshop provided important information that will improve student achievement.
   Comment: 5 4 3 2 1

3. The workshop offered opportunities for collaboration with other teachers.
   Comment: 5 4 3 2 1

4. The workshop experience improved my understanding of the district’s goals.
   Comment: 5 4 3 2 1

5. After participating in the workshop I feel when asked I could communicate the purpose and objectives of the workshop.
   Comment: 5 4 3 2 1
COMPONENT 1A: DEMONSTRATING KNOWLEDGE OF CONTENT PEDAGOGY

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

COMPONENT 1B: DEMONSTRATING KNOWLEDGE OF STUDENTS

- Knowledge of child and adolescent development.
- Knowledge of 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

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

COMPONENT 1D: DEMONSTRATING KNOWLEDGE OF RESOURCES

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

COMPONENT 1E: DESIGNING COHERENT INSTRUCTION

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

COMPONENT 1F: DESIGNING STUDENT ASSESSMENTS

- Congruence with instructional outcomes.
- Criteria and standards.
- Design of formative assessment.
- Use for planning.
COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT
- Teacher interaction with students.
- Student interaction with students.

COMPONENT 2B: ESTABLISH 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 non-instructional duties.
- Supervision of volunteers and Para-educators.

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.
COMPONENT 3A: COMMUNICATING WITH STUDENTS

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

COMPONENT 3B: USING QUESTIONS 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

- Knowledge of content and structure of discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy
COMPONENT 4A: REFLECTING ON TEACHING
- Accuracy.
- Use in future teaching.

COMPONENT 4B: MAINTAINING ACCURATE RECORDS
- Student completion of assignments.
- Student progress in learning.
- Non-instructional records.

COMPONENT 4C: COMMUNICATING WITH FAMILIES
- Information about instructional program.
- Information about individual students.
- Engagement of families in the instructional program.

COMPONENT 4D: PRACTICING 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.
### Domain 1: Preparation and Planning

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

**Teacher Standards**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, students, and the community and curriculum goals.

**Level of Performance**

<table>
<thead>
<tr>
<th>Knowledge of Content</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher makes content errors or does not correct content errors students make</td>
<td>Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines</td>
<td>Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</td>
<td>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

| Knowledge of Prerequisite Relationships | Teacher displays little understanding of prerequisite knowledge important for student learning of the content | Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate. | Teacher plans and practices reflect understanding of prerequisite relationships among topics and concepts. | Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. |

| Knowledge of Content-Related Pedagogy | Teacher displays little understanding of pedagogical issues involved in student learning of the content. | Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions. | Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions. | Teacher displays continuing search for best practice and anticipates student misconceptions. |

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Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
**Domain 1: Preparation and Planning**

**Component 1b: Demonstrating Knowledge of Students**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
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<th>Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Characteristics of Age Group</strong></td>
<td>Teacher displays minimal knowledge of developmental characteristics of age group.</td>
<td>Teacher displays generally accurate knowledge of developmental characteristics of age group as well as exceptions to general patterns.</td>
<td>Teacher displays thorough understanding of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows the patterns.</td>
<td>Teacher displays knowledge of typical Developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows the patterns.</td>
</tr>
<tr>
<td><strong>Knowledge of Students=Varied Approaches to Learning</strong></td>
<td>Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different intelligences.</td>
<td>Teacher displays general understanding of the different approaches to learning that students exhibit.</td>
<td>Teacher displays solid understanding of the different approaches to learning that different students exhibit.</td>
<td>Teacher uses, where appropriate, knowledge of students= varied approaches to learning in instructional planning.</td>
</tr>
<tr>
<td><strong>Knowledge of Students=Skills and Knowledge</strong></td>
<td>Teacher displays little knowledge of students= skills and knowledge and does not indicate that such knowledge is valuable.</td>
<td>Teacher recognizes the value of understanding students= skills and knowledge but displays this knowledge for the class only as a whole.</td>
<td>Teacher displays knowledge of students= skills and knowledge for groups of students and recognizes the value of this knowledge.</td>
<td>Teacher displays knowledge of students= skills and knowledge for each students, including those with special needs.</td>
</tr>
<tr>
<td><strong>Knowledge of Students=Interests and Cultural Heritage</strong></td>
<td>Teacher displays little knowledge of students= interests or cultural heritage and does not indicate that such knowledge is valuable.</td>
<td>Teacher recognizes the value of understanding students= interests or cultural heritage but displays this knowledge for the class only as a whole</td>
<td>Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</td>
<td>Teacher displays knowledge of the interests or cultural heritage of each student.</td>
</tr>
</tbody>
</table>

## Domain 1: Preparation and Planning

### Component 1c: Selecting Instructional Goals

**Teacher Standards**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
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<th>Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals-Value</strong></td>
<td>Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.</td>
<td>Goals are moderately valuable in either their expectations or Conceptual understanding for students and in importance of learning.</td>
<td>Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.</td>
<td>Not only are the goals valuable but teacher can also clearly articulate how goals establish high expectations and relate curriculum frameworks and standards.</td>
</tr>
<tr>
<td><strong>Goals-Clarity</strong></td>
<td>Goals are either not clear or are not stated as student activities. Goals do not permit viable methods of assessment</td>
<td>Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.</td>
<td>Most goals are clear but may include a few activities. Most permit viable methods of assessment.</td>
<td>All the goals are clear, written in the form of student learning, and permit viable methods of assessment.</td>
</tr>
<tr>
<td><strong>Suitability for Diverse Students</strong></td>
<td>Goals are not suitable for the class.</td>
<td>Most of the goals are suitable for most students in the class.</td>
<td>All the goals are suitable for most students in the class.</td>
<td>Goals take into account the varying learning needs of individual students or groups.</td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td>Goals reflect only one type of learning and one discipline or strand.</td>
<td>Goals reflect several types of learning but no effort at coordination or integration.</td>
<td>Goals reflect several different types of learning and opportunities for integration</td>
<td>Goals reflect student initiative in establishing important learning.</td>
</tr>
</tbody>
</table>

*Danielson, Charlotte*, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
<table>
<thead>
<tr>
<th>Domain 1: Preparation and Planning</th>
<th>Component 1d: Demonstrating Knowledge of Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Standards</strong></td>
<td>The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professional in the learning community and other and who actively seeks out opportunities to grow professionally. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness, and in an ethical manner.</td>
</tr>
<tr>
<td><strong>Level of Performance</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td><strong>Resources for Teaching</strong></td>
<td>Teacher is unaware of resources available through the school or district.</td>
</tr>
<tr>
<td><strong>Resources for Students</strong></td>
<td>Teacher is unaware of resources available to assist students who need them.</td>
</tr>
</tbody>
</table>

**Danielson, Charlotte**, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
### Teacher Standards
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professional in the learning community and other and who actively seeks out opportunities to grow professionally.

### Level of Performance

<table>
<thead>
<tr>
<th>Level of Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Activities</strong></td>
<td>Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.</td>
<td>Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.</td>
<td>Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.</td>
<td>Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.</td>
</tr>
<tr>
<td><strong>Instructional Materials and Resources</strong></td>
<td>Materials and resources do not support the instructional goals or engage students in meaningful learning.</td>
<td>Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.</td>
<td>All materials and resources support the instructional goals, and most engage students in meaningful learning.</td>
<td>All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selection or adapting materials.</td>
</tr>
<tr>
<td><strong>Instructional Groups</strong></td>
<td>Instructional groups do not support the instructional goals and offer not variety.</td>
<td>Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</td>
<td>Instructional groups are varied, as appropriate to the different instructional goals.</td>
<td>Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.</td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.</td>
<td>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.</td>
<td>The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.</td>
<td>The lesson=s or Unit=s structure is clear and allows for different pathways according to student needs</td>
</tr>
</tbody>
</table>

_Danielson, Charlotte_, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
### Domain 1: Preparation and Planning

#### Component 1f: Assessing Student Learning

**Teacher Standards**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.

<table>
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<tr>
<th>Level of Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Congruence with Instructional Goals</strong></td>
<td>Content and methods of assessment lack congruence with instructional goals</td>
<td>Some of the instructional goals are assessed through the proposed approach, but many are not</td>
<td>All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.</td>
<td>The proposed approach to assessment is completely congruent with the instructional goals both in content and process.</td>
</tr>
<tr>
<td><strong>Criteria and Standards</strong></td>
<td>The proposed approach contains no clear criteria or standards.</td>
<td>Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.</td>
<td>Assessment criteria and standards are clear and have been clearly communicated to students.</td>
<td>Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.</td>
</tr>
<tr>
<td><strong>Use for Planning</strong></td>
<td>The assessment results affect planning for these students only minimally</td>
<td>Teacher uses assessment results to plan for the class as a whole.</td>
<td>Teacher uses assessment results to plan for individuals and groups of students.</td>
<td>Students are aware of how they are meeting the established standards and participate in planning the next steps.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2. The Classroom Environment</th>
<th>Component 2a: Creating an Environment of Respect and Rapport</th>
</tr>
</thead>
</table>

**Teacher Standards**

Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
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<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Interaction with Students</td>
<td>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teachers</td>
<td>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher</td>
<td>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms.</td>
<td>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. Students exhibit respect for teacher.</td>
</tr>
</tbody>
</table>

**Student Interactions**

Student interactions are characterized by conflict, sarcasm, or put-downs.

Students do not demonstrate negative behavior toward one another.

Student interactions are generally polite and respectful.

Students demonstrate genuine caring for one another as individuals and as students.

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## Domain 2. The Classroom Environment

### Component 2b: Establishing a Culture for Learning

#### Teacher Standards
Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
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<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguished Importance of the Content</strong></td>
<td>Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.</td>
<td>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
<td>Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.</td>
<td>Students demonstrate through their active participation, curiosity, and attention to detail that they value the content=s importance.</td>
</tr>
<tr>
<td><strong>Student Pride in Work</strong></td>
<td>Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.</td>
<td>Students minimally accept the responsibility to do good work but invest little of their energy in the quality of the work.</td>
<td>Students accept teacher insistence on work of high quality and demonstrate pride in that work.</td>
<td>Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.</td>
</tr>
<tr>
<td><strong>Expectations for Learning and Achievement</strong></td>
<td>Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</td>
<td>Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.</td>
<td>Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students</td>
</tr>
</tbody>
</table>

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## Teacher Standards

Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

### Level of Performance

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Instructional Groups</td>
<td>Students not working with the teacher are not productively engaged in learning</td>
<td>Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.</td>
<td>Tasks for group work are organized, and groups are managed so most students are engaged at all times.</td>
<td>Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.</td>
</tr>
<tr>
<td>Management of Transitions</td>
<td>Much time is lost during transitions.</td>
<td>Transitions are sporadically efficient, resulting in some loss of instructional time.</td>
<td>Transitions occur smoothly, with little loss of instructional time.</td>
<td>Transitions are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>Management of Materials and Supplies</td>
<td>Materials are handled inefficiently, resulting in loss of instructional time</td>
<td>Routines for handling materials and supplies function moderately well</td>
<td>Routines for handling materials and supplies occur smoothly, with little loss of instructional time.</td>
<td>Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.</td>
</tr>
<tr>
<td>Performance of Non-instructional Duties</td>
<td>Considerable instructional time is lost in performing non-instructional duties.</td>
<td>Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.</td>
<td>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</td>
<td>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</td>
</tr>
<tr>
<td>Supervision of Volunteers and Paraprofessionals</td>
<td>Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.</td>
<td>Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.</td>
<td>Volunteers and para-professionals are productively and independently engaged during the entire class.</td>
<td>Volunteers and para-professionals make substantive contribution to the classroom environment.</td>
</tr>
</tbody>
</table>

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### Domain 2. The Classroom Environment

#### Component 2d: Managing Student Behavior

**Teacher Standards**

Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>No standards of conduct appear to have been established, or students are confused as to what the standards are.</td>
<td>Standards of conduct appear to have been established for most situations, and most students seem to understand them.</td>
<td>Standards of conduct are clear to all students.</td>
<td>Standards of conduct are clear to all students and appear to have been developed with student participation.</td>
</tr>
<tr>
<td><strong>Monitoring of student behavior</strong></td>
<td>Student behavior is not monitored, and teacher is unaware of what students are doing.</td>
<td>Teacher is generally aware of student behavior but may miss the activities of some students.</td>
<td>Teacher is alert to student behavior at all times.</td>
<td>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers behavior, correcting one another respectfully.</td>
</tr>
<tr>
<td><strong>Response to student misbehavior</strong></td>
<td>Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student’s dignity.</td>
<td>Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.</td>
<td>Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.</td>
<td>Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.</td>
</tr>
</tbody>
</table>

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## Domain 2. The Classroom Environment

### Component 2e: Organizing Physical Space

**Teacher Standards**

The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally.

### Level of Performance

<table>
<thead>
<tr>
<th>Safety and arrangement of furniture</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and arrangement of furniture</td>
<td>The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.</td>
<td>The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness</td>
<td>The classroom is safe, and the furniture arrangement is a resource for learning activities.</td>
<td>The classroom is safe, and students adjust the furniture to advance their own purposes in learning.</td>
</tr>
</tbody>
</table>

| Accessibility to learning and use of physical resources | Teacher uses physical resources poorly, or learning is not accessible to some students. | Teacher uses physical resources adequately, and at least essential learning is accessible to all students. | Teacher uses physical resources skillfully, and all learning is equally accessible to all students. | Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students. |

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Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Component 3a: Communicating Clearly and Accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Standards</strong></td>
<td>The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices &amp; actions on pupils, parents, professionals in the learning community and others &amp; who actively seeks out</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level of Performance</strong></th>
<th><strong>Unsatisfactory</strong></th>
<th><strong>Needs Improvement</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Distinguished</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directions and procedures</strong></td>
<td>Teacher directions and procedures are confusing to students.</td>
<td>Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.</td>
<td>Teacher directions and procedures are clear to students and contain an appropriate level of detail.</td>
<td>Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.</td>
</tr>
<tr>
<td><strong>Oral and written language</strong></td>
<td>Teacher’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>Teacher’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds.</td>
<td>Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests</td>
<td>Teacher’s spoken and written language is correct and expressive, with well- chosen vocabulary that enriches the lesson.</td>
</tr>
</tbody>
</table>

Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Component 3b: Using Questioning and Discussion Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Standards</strong></td>
<td>The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills.</td>
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<tbody>
<tr>
<td><strong>Quality of Questions</strong></td>
<td>Teacher’s questions are virtually all of poor quality.</td>
<td>Teacher’s questions are a combination of low and high quality. Only some invite response</td>
<td>Most of teacher’s questions are of high quality. Adequate time is available for students to respond.</td>
<td>Teacher’s questions are of uniformly high quality with adequate time for students to respond. Student formulate many questions.</td>
</tr>
<tr>
<td><strong>Discussion Techniques</strong></td>
<td>Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.</td>
<td>Teacher makes some attempt to engage students in a true discussion, with uneven results</td>
<td>Classroom interaction represents true discussions, with teacher stepping when appropriate to the side.</td>
<td>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</td>
</tr>
<tr>
<td><strong>Student Participation</strong></td>
<td>Only a few students participate in the discussion.</td>
<td>Teacher attempts to engage all students in the discussion, but with only limited success.</td>
<td>Teacher successfully engages all students in the discussion.</td>
<td>Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>

### Domain 3: Instruction  
**Component 3c: Engaging Students in Learning**

#### Teacher Standards
- The teacher understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.
- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

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<tbody>
<tr>
<td><strong>Representation of Content</strong></td>
<td>Representation of content is inappropriate and unclear or uses poor examples and analogies</td>
<td>Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.</td>
<td>Representation of content is appropriate and links well with students’ knowledge and experience.</td>
<td>Representation of content is appropriate and links well with students’ knowledge and experience. Students contribute to representation of content.</td>
</tr>
<tr>
<td><strong>Activities and Assignments</strong></td>
<td>Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally</td>
<td>Some activities and assignments are appropriate to students and engage them mentally, but others do not.</td>
<td>Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.</td>
<td>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.</td>
</tr>
<tr>
<td><strong>Grouping of students</strong></td>
<td>Instructional groups are inappropriate to students or to the instructional goals.</td>
<td>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goal of a lesson.</td>
<td>Instructional groups are productive and fully appropriate to students or to the instructional goals of a lesson.</td>
<td>Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.</td>
</tr>
<tr>
<td><strong>Instructional Materials and Resources</strong></td>
<td>Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally</td>
<td>Instructional materials and resources are partially suitable to the instructional goals, or students’ level of mental engagement is moderate.</td>
<td>Instructional materials and resources are suitable to the instructional goals and engage students mentally</td>
<td>Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptations, or creation of materials to enhance their own purposes.</td>
</tr>
<tr>
<td><strong>Structure and Pacing</strong></td>
<td>The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.</td>
<td>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</td>
<td>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.</td>
<td>The lesson’s structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.</td>
</tr>
</tbody>
</table>

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**Danielson, Charlotte**, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
<table>
<thead>
<tr>
<th><strong>Domain 3: Instruction</strong></th>
<th><strong>Component 3d: Providing Feedback to Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Standards</td>
<td>The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.</td>
</tr>
<tr>
<td>Level of Performance</td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>Quality: accurate, substantive, constructive and specific</td>
<td>Feedback is either not provided or is of uniformly poor quality.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Feedback is not provided in a timely manner.</td>
</tr>
</tbody>
</table>

Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
### Domain 3: Instruction

#### Component 3e: Demonstrating Flexibility and Responsiveness

**Teacher Standards**
Teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving and performance skills. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.

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<tbody>
<tr>
<td><strong>Lesson adjustment</strong></td>
<td>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</td>
<td>Teacher attempts to adjust a lesson, with mixed results</td>
<td>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</td>
<td>Teacher successfully makes a major adjustment to a lesson.</td>
</tr>
<tr>
<td><strong>Response to students</strong></td>
<td>Teacher ignores or brushes aside students’ questions or interests.</td>
<td>Teacher attempts to accommodate students’ questions or interests. The effects on the coherence of a lesson are uneven.</td>
<td>Teacher successfully accommodates students’ questions or interests.</td>
<td>Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td>When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student’s lack of success.</td>
<td>Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.</td>
<td>Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.</td>
<td>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Component 4a: Reflecting on Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Standards</td>
<td>Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices &amp; actions on pupils, parents, professionals in the learning community and others &amp; who actively seeks out opportunities to grow professionally.</td>
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<tr>
<td><strong>Accuracy</strong></td>
<td>Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.</td>
<td>Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met.</td>
<td>Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.</td>
</tr>
<tr>
<td><strong>Use in future teaching</strong></td>
<td>Teacher has no suggestions for how a lesson may be improved another time</td>
<td>Teacher makes general suggestions about how a lesson may be improved</td>
<td>Teacher makes a few specific suggestions of what he may try another time.</td>
<td>Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Component 4b: Maintaining Accurate Records</th>
</tr>
</thead>
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<tr>
<td><strong>Teacher Standards</strong></td>
<td>Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices &amp; actions on pupils, parents, professionals in the learning community and others &amp; who actively seeks out opportunities to grow professionally. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.</td>
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<tbody>
<tr>
<td><strong>Completion of Assignments</strong></td>
<td>Teacher’s system for maintaining information on student completion of assignments is in disarray</td>
<td>Teacher’s system for maintaining information on student completion of assignments is rudimentary and only partially effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective.</td>
<td>Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.</td>
</tr>
<tr>
<td><strong>Student Progress in Learning</strong></td>
<td>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</td>
<td>Teacher’s system for maintaining information on student progress in learning is rudimentary and partially effective</td>
<td>Teacher’s system for maintaining information on student progress in learning is effective.</td>
<td>Teacher’s system for maintaining information on student progress in learning is fully effective.Students contribute information and interpretation</td>
</tr>
<tr>
<td><strong>Non-instructional Records</strong></td>
<td>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid error</td>
<td>Teacher’s system for maintaining information on non-instructional activities is fully effective.</td>
<td>Teacher’s system for maintaining information on non-instructional activities, and students contribute to its maintenance.</td>
</tr>
</tbody>
</table>

Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
### Domain 4: Professional Responsibilities

#### Component 4c: Communicating with Families

**Teacher Standards**

- Teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, social, and physical development of the pupil.
- The teacher fosters relationships with school colleagues, parents and agencies in the large community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Information about the instructional program</strong></td>
<td>Teacher participates in the school’s activities for parent communication but offers little additional information.</td>
<td>Teacher provides frequent information to parents, as appropriate, about the instructional program.</td>
<td>Teacher provides frequent information provides little information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.</td>
<td></td>
</tr>
<tr>
<td><strong>Information about Individual Students</strong></td>
<td>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</td>
<td>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.</td>
</tr>
<tr>
<td><strong>Engagement of Families in the Instructional program</strong></td>
<td>Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.</td>
<td>Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.</td>
</tr>
</tbody>
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### Domain 4: Professional Responsibilities
#### Component 4d: Contributing to the School and District

**Teacher Standards**
Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

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<tbody>
<tr>
<td><strong>Relationships with colleagues</strong></td>
<td>Teacher’s relationships with colleagues are negative or self-serving.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.</td>
<td>Support and cooperation characterize relationships with colleagues</td>
<td>Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.</td>
</tr>
<tr>
<td><strong>Service to the school</strong></td>
<td>Teacher avoids becoming involved in school events.</td>
<td>Teacher participates in school events when specifically asked.</td>
<td>Teacher volunteers to participate in school events, making a substantial contribution,</td>
<td>Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.</td>
</tr>
<tr>
<td><strong>Participation in school and district projects</strong></td>
<td>Teacher avoids becoming involved in school and district projects.</td>
<td>Teacher participates in school and district projects when specifically asked.</td>
<td>Teacher volunteers to participate in school and district projects, making a substantial contribution.</td>
<td>Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Component 4e: Growing and Developing Professionally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Standards</strong></td>
<td>The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. Teacher is a reflective practitioner who continually evaluates the effects of his/her choices &amp; actions on pupils, parents, professionals in the learning community and others &amp; who actively seeks out opportunities to grow professionally. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.</td>
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<tbody>
<tr>
<td><strong>Enhancement of content knowledge and pedagogical skill</strong></td>
<td>Teacher engages in no professional development activities to enhance knowledge or skill</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.</td>
</tr>
<tr>
<td><strong>Service to the profession</strong></td>
<td>Teacher makes no effort to share knowledge with others or to assume professional responsibilities</td>
<td>Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher participates actively in assisting other educators.</td>
<td>Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.</td>
</tr>
</tbody>
</table>

Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
### Domain 4: Professional Responsibilities  
#### Component 4f: Showing Professionalism

| Teacher Standards | The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. 
Teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on pupils, parents, professionals in the learning community and others & who actively seeks out opportunities to grow professionally. 
The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner. |
| Level of Performance | Unsatisfactory | Needs Improvement | Proficient | Distinguished |
| Service to Students | Teacher is not alert to Students’ needs | Teacher’s attempts to service students are inconsistent. | Teacher is moderately active in serving students. | Teacher is highly proactive in serving students, seeking out resources when necessary |
| Advocacy | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. | Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. |
| Decision Making | Teacher makes decisions based on self-serving interests. | Teacher’s decisions are based on limited though genuinely professional considerations | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards |

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**Danielson, Charlotte.** Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996
Welcome to the Sanborn Regional School District Teacher Training Team

As members of this team you will be working with your principal to coordinate professional development opportunities for teachers in your school. Here are the details.

What will you need to do?
- All Sanborn Training Team Members will meet with their administrators and the professional development representative for your school to identify the needs of teachers in your school. Administration will arrange the meetings as needed.
- Working with the principal you will create a calendar for trainings that occur on Mondays, Tuesdays, Thursdays, or Fridays during the school year. In some cases trainers may be asked by their administrator to provide workshops on PD Wednesdays or during the school day.
- Each trainer should plan to provide a minimum of 15 hours of training for staff members.
- Training can be delivered to groups, pairs, or one on one; based on the needs of the teachers.
- Trainers will also receive professional development hours for the development of the training. These hours should be entered by the trainer in MLP.

Who will you work with?
- Teachers at your school will be your primary audience but you may be asked to work with teachers at other schools.
- Follow-up is very important after initial training. Plan to check in with participants at least once or twice after their initial training day.

When and how much will you be paid?
- Each Sanborn Training Team Member will be paid a $500 stipend at the end of the year. The stipends are being funded by grants. Some trainers will be splitting a stipend. Please check with your principal about your stipend.

How will trainings be documented in MLP?
- Teachers will enter their training as activities in MLP or be able to sign-up for trainings listed in the district catalog based on the size of the group.

Thank you for being a part of the training team and for helping to move our district forward.
Sanborn Regional School District Professional Learning Community (PLC) Rubric

Instructions: To evaluate the effectiveness of your PLC implementation, highlight the statements that reflect current practice; (Fall/Spring).
At regular intervals, repeat the process to gauge progress towards improved implementation.

<table>
<thead>
<tr>
<th>Elements of a PLC</th>
<th>Acquiring information and beginning to use ideas</th>
<th>Experimenting with strategies &amp; building on initial commitment</th>
<th>Well on the way, having achieved a degree of mastery and feeling the benefits</th>
<th>Introducing new developments and re-evaluating quality—sustaining the PLC as a way of life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Learning • Improvement in studying together to learn! • where our students are academically • effectiveness of teaching practices</td>
<td>We work in isolation to try to discover the answers to the following: What do we want the students to learn? How will we know if they have learned it? What will we do if they haven’t? What will we do if they have?</td>
<td>Each of us is clear on the knowledge &amp; skills that students will acquire as a result of this grade/course/unit. We determine the criteria to judge the quality of student work (proficiency levels). We design more practice opportunities for students, using a variety of instruction &amp; learning strategies. We provide enrichment learning.</td>
<td>All of the criteria in “Nearing Proficient” along with the following: We have agreed how to sequence the course &amp; established a pacing guide to help students achieve the intended learning outcomes. We administer commonly collected assessments &amp; use results to identify: learner concerns (students who require additional support &amp; time) strengths &amp; weaknesses of the teaching.</td>
<td>All of the criteria in “Proficient” along with the following: Together we all routinely delve into our own &amp; each other’s teaching practices to discover: the effect on student outcomes and the effectiveness of our teaching. We all have designed a plan for ongoing sustainability of improvement in those practices.</td>
</tr>
<tr>
<td>Focus on Collaboration • Improvement in working together</td>
<td>We work in isolation. No systematic plan to provide us with time to collaborate. We have little awareness of strategies, methods or materials other teachers use.</td>
<td>We are encouraged, not required, to collaborate. Some structures have been put in place for those who wish to collaborate. We have some exchange of ideas &amp; instructional materials, teaching strategies &amp;/or methods of assessment.</td>
<td>Time is provided during the work week to collaborate with others on a regular basis. Guidelines &amp; protocols have been provided to assist our work. We do this work on an ad hoc basis. We have analyzed student achievement data &amp; established goals to improve this. We work interdependently (joint action) &amp; learn by working together.</td>
<td>Our PLC is a self-directed team that strives for continuous improvement. Our PLC is a powerful form of PD that is job-embedded, a part of the way we work. We all consistently focus on improving student achievement, set specific measurable goals to monitor improvement &amp; hold each other accountable to become more effective.</td>
</tr>
<tr>
<td>Focus on Action • Improved instructional practices</td>
<td>We work in isolation with a focus on teacher inputs &amp; planning, not student learning outcomes. (Teacher-centered, more than student-centered.)</td>
<td>We occasionally question and assess practice. Some strategies/resources are implemented.</td>
<td>We consistently question &amp; assess current practice. Some mutually agreed-upon, research-based strategies/resources are implemented.</td>
<td>We all continuously question &amp; assess current practice &amp; seek areas of improvement. On an ongoing basis, a variety of research-based strategies/resources are utilized &amp; implemented.</td>
</tr>
<tr>
<td>Focus on Results • Improved student achievement</td>
<td>On a limited basis we collect &amp; use data to inform &amp; develop our learning &amp; teaching practice. We see this data as an end in itself, not connected to instruction.</td>
<td>Our collection &amp; use of data to inform &amp; develop learning &amp; teaching are inconsistent across the school/sites. Our work is focused on projects or tasks to be completed rather than on student achievement.</td>
<td>With increasing consistency, we use a variety of methods to investigate learning &amp; teaching across the school/sites. We collect, analyze, and/or use limited sources of data, as evidenced by increased student achievement.</td>
<td>We all consistently use a wide range of methods to investigate learning &amp; teaching, using findings to inform &amp; develop our practice. We all collect, analyze, and use multiple sources of data to support this process, as evidenced by increased student achievement.</td>
</tr>
</tbody>
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The Educator Competencies for Personalized, Learner-Centered Teaching

The Educator Competencies for Personalized, Learner-Centered Teaching build on and push beyond the best existing teaching competencies and standards to capture what educators need in order to create and thrive in personalized, learner-centered systems.

The Competencies are organized into four domains:
Cognitive Domain / need to know: the academic content and knowledge of brain and human development that personalized, learner-centered educators need to know in order to foster students’ cognitive and metacognitive development.

Example: A mathematics teacher knows how to solve quadratic equations and received training on how to teach them. She also learns how to identify student misconceptions and redirect their learning around particularly “sticky” areas of quadratics. To augment her knowledge, she layers on a basic understanding of child development to identify ways to engage reluctant learners and keep them moving forward.

Intrapersonal Domain / need to process: the set of “internal” skills and habits of mind that personalized, learner-centered educators need to process, such as a growth mindset, high expectations for students, and inquiry-based approaches to the teaching profession.

Example: An educator tries a new lesson technique, but soon realizes that only a few students seemed engaged, while several others appeared to tune out. Afterwards, he shares with the class what he was trying to accomplish. He then solicits feedback on what worked well for some of the students and how he could improve for others. With the students’ input and his new understanding, he prepares to try the technique again another day, incorporating additional background reading and a study hour for self-selected students who needed better content grounding.

Interpersonal Domain / need to relate: the social, personal, and leadership skills educators need to relate with students, colleagues, and the greater community, particularly in multicultural, inclusive, and linguistically diverse classrooms.

Example: In one high school, teachers team up to offer “unique courses and experiences” in cross-curricular topics such as “Society, Literature, Truth, and Public Affairs.” Throughout each course, teachers work with students to connect the exploration of academic content standards to the modern-day issues that matter most to each individual student. To help make the learning experience relevant and meaningful, teachers work with building and community leaders to design a final project in which students lead roundtable discussions with school administrators, School Board members, and other community stakeholders to justify why the course is worthwhile and should be continued for future generations.

Instructional Domain / need to do: the pedagogical techniques that educators use—what they need to do—in order to sustain a personalized, learner-centered environment for all students.

Example: A team of teachers develops a technology-enabled system to help track and respond to elementary students’ progress in reading throughout the year. By integrating systems for recording audio, live-blogging, and cataloguing feedback, students can now record themselves reading and receive real-time feedback from teachers and their peers. Teachers use this information when conferencing with individual students throughout the week, and also analyze patterns to determine what skills certain groups of students can work on together. Students can review their past performances as they work with teachers to set their next goals in reading.
Cognitive Domain / NEED TO KNOW

The COGNITIVE DOMAIN consists of what teachers **need to know** in order to create personalized, learner-centered environments. These include both the knowledge of key subject matter content, and human and brain development that is needed in order to foster students' content learning and metacognitive development (e.g., critical thinking, information literacy, reasoning, argumentation, innovation, self-regulation, and learning habits).

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**A NOTE ABOUT KEY TERMS:**

For the purposes of these Competencies, we decided to use the term **mastery** over closely related terms such as **performance-based competency** and **proficiency**. We recognize that each of these terms has its own history and theoretical implications. We sought a more neutral term to denote learning, rather than one associated with a specific academic intervention or approach (i.e., competency-based education). As noted in the glossary, our use of the term refers to: *The targeted level of achievement relative to a standard or learning goal.* “Demonstrating mastery” is synonymous with “demonstrating proficiency” or “meeting the standard.”

**COGNITIVE COMPETENCIES**

Successful educators in a personalized, learner-centered setting will:

1. **Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery.**

**INDICATORS:**

a. Communicate the central concepts, tools of inquiry, and structures of the content area(s) (e.g., algebra teachers need to know the math; which algebraic concepts are most important, which are foundational, and which are more complex; and how to explain the math in multiple ways).

b. Use knowledge of learning progressions and the cumulative nature of content matter in order to build students’ solid understanding of the subject area; identify misconceptions as they arise; and intervene to overcome them with individualized scaffolds, richer analysis or explanations, and/or more targeted forms of practice.

c. Create, use, or adapt rubrics that clearly define what “mastery” looks like for key content-based concepts.
d. Create learning experiences that make the content-based concepts accessible and meaningful (e.g., to understand the “why,” as well as the “how”).

e. Present content-based concepts (both within and across disciplines) through a variety of perspectives in order to engage learners in critical thinking, creativity, transfer, and collaborative problem solving related to authentic local and global issues.

2 Have knowledge of the sub-skills involved in effective communication and apply it to instructional strategies that develop learners into effective communicators.

INDICATORS:

a. Break down the skills of communication in deliberate and supported opportunities for students to practice both through content and skill area(s):
   i. Offer demonstration opportunities publicly with peers and adults, and through written, oral, listening, and other means reflective of 21st century communication.
   ii. Ensure students can perform the standards of discourse, academic language, and argumentation in specific content area(s).
   III. Whenever possible, ensure standards and assessments connect to real-world experiences and performances span diverse media (e.g., not simply reading a book report out loud).

b. Apply feedback techniques
   i. Provide constructive feedback on communication skills.
   ii. Teach students how to give and receive feedback on performance, draft work products, and learning strategies used.

3 Understand and employ techniques for developing students’ skills of metacognition, self-regulation, and perseverance.

INDICATORS:

a. Use modeling, rehearsal, and feedback techniques that highlight the processes of thinking rather than focusing exclusively on the products of thinking.

b. Differentiate between behavior and learning outcomes related to self-regulation (ability to control and take responsibility for one’s own focus and effort), rather than perceived ability (belief in one’s capabilities and limits) and adjust interventions accordingly.

c. Demonstrate familiarity with the concepts of intrinsic versus extrinsic motivation to learn, using a variety of tools that support students’ ability to maintain high expectations for goals over extended periods of time.

d. Know how to help students determine priorities and develop skills on how to choose between competing interests.
Intrapersonal Domain / NEED TO PROCESS

The INTRAPERSONAL DOMAIN contains the generalized “capacity to manage one’s behavior and emotions to achieve one’s goals”\textsuperscript{vi} or what internal capacity personalized, learner-centered educators need to process. It comprises the habits of mind, expectations for students, and assumptions about the teaching profession that educators should have.

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\textbf{NOTE:}
Many of these competencies and indicators have analogous characteristics in the interpersonal domain. The areas listed here emphasize the means to capture educators’ internal processes, whereas the interpersonal merge these thought processes with the relationships and behaviors to enact them.
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INTRAPERSONAL COMPETENCIES
Successful educators in a personalized, learner-centered setting will:

1. Convey a dedication to all learners—especially those historically marginalized and/or least served by public higher education—reaching college, career, and civic readiness.

INDICATORS:
\begin{enumerate}
\item Recognize, make transparent, discuss, and adapt as necessary to the cultural biases and inequitable distribution of resources that may challenge learners from attaining postsecondary credentials and career advancement while remaining culturally sensitive and aware of celebrating students’ diversity.
\item Create structured opportunities in professional development and instruction to reflect on equity, civic participation, and their intersections.
\item Demonstrate ability to reflect on personal social location and privilege, and awareness of systemic and interpersonal forms of oppression.
\end{enumerate}
d. Demonstrate awareness of and remedies for unintentional biases, such as lowered expectations of productivity.

e. Be aware of and adept at referring students to services—both inside and out of school—to reduce barriers to learning.

f. Use of restorative practices in classes to drive student learning of social responsibilities, foster respected learning communities, and promote inclusion.

2 Demonstrate an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning.

INDICATORS:

a. Exhibit a willingness to use and continuously improve practices that reshape and expand the role of the educator such as:

i. Engaging in flexible facilitation of learning.

ii. Fostering student independence (i.e., building student confidence and knowing when to step back).

iii. Providing frequent and timely feedback to students.

iv. Using student products and performance to drive shifts in practice, without lowering achievement standards and expectations in the classroom for all students.

v. Building relationships with students that foster their learning success.

vi. Practicing and seeking to improve the skills described in the Instructional Competencies domain.

3 Engage in deliberate practices of adapting and modeling persistence and a growth mindset.

INDICATORS:

a. Demonstrate how competence and confidence are gained through effort, assistance, and time.

b. Demonstrate ability to strive toward ambitious, long-term educational and professional goals.

c. Use mistakes, failures, and struggle as opportunities for growth.

d. When necessary, prioritize progress and delay gratification to sustain effort even amid challenges and setbacks and helps students understand how to do so.
4. Facilitate and prioritize shifting to and maintaining a learner-centered culture.

**INDICATORS:**

a. Model willingness to share reflections on and transparency around successes, failures, and challenges.

b. Demonstrate cultural sensitivity, awareness, and responsiveness.

c. Establish a classroom culture where risk-taking is safe.

d. Establish a classroom culture where help seeking is safe.

e. Model flexibility to easily shift focus and resources to meet ever changing priorities and respond to problems and multiple demands as challenges rather than obstacles.

5. Demonstrate an orientation toward and commitment to lifelong professional learning.

**INDICATORS:**

a. Seek opportunities to learn new skills, deepen practices, and collaborate with others.

b. Explicitly use modeling behavior to foster autonomy and lifelong learning skills in students.

c. Maintain an explicit orientation toward change and improvement though behaviors such as:
   i. Seeking out high-quality research to inform reflective practice.
   ii. Seeking out contradictory evidence to inform beliefs.
   iii. Welcoming and responding constructively to observation, feedback, and critique.

d. Take advantage of new tools and resources to enhance teaching, especially technological resources such as online professional communities and “anytime/anywhere” coursework.

6. Analyze evidence to improve personal practices.

**INDICATORS:**

a. Use **design thinking** or other **continuous improvement** approaches for short-cycle reflection or evaluation to examine personal practice, identify student needs, set goals, develop improvement plans, track next steps, share learning with peers, and communicate choices to learners, families, other professionals, and the community.

b. Remain reflective and focused on improvement and innovation.

c. Involve students in reflecting on teaching practices and the learning environment.

d. Use research-based best practices, as well as professional judgment, to select and scaffold materials.
Interpersonal Domain / NEED TO RELATE

The INTERPERSONAL DOMAIN comprises the generalized ability to “express ideas and interpret and respond to messages from others.” Encapsulating personalized, learner-centered educators’ need to relate, this domain includes the social, personal, and leadership skills to foster beneficial relationships with students, peers, and the greater community.

NOTE:
Many of these competencies and indicators have analogous characteristics in the intrapersonal domain. The areas listed here pertain more to capturing educators’ external communication and relationships, whereas the intrapersonal ones place greater emphasis on the educators’ internal thought processes.

INTERPERSONAL COMPETENCIES
Successful educators in a personalized, learner-centered setting will:

1. Design, strengthen, and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning.

INDICATORS:

a. Contribute to professional learning environments that embrace a culture of inquiry and innovation, cross- or interdisciplinary teaching, shared accountability for student learning, student reflection and self-assessment, and constructive peer assessment.

b. Contribute to student learning environments that are physically and emotionally safe, welcoming, and affirming.

c. Contribute to learning environments that build students’ ability to engage in self-directed learning and emphasize opportunities for student voice and choice, such as their ability to co-design their own learning paths, self-assess and reflect, and provide constructive peer feedback.

d. Deliberately build students’ ability to learn from peers, especially those of different backgrounds or academic/career trajectories, through modeling and feedback techniques.
e. Demonstrate proper conflict management.

f. Model respectful communication with supervisors, peers, students, parents, and the broader education community in written, electronic, and face-to-face exchanges.

g. Create and/or fulfill assigned roles on a team or group to contribute to staying focused, participatory, and on track to meeting group goals.

2. **Build strong relationships that contribute to individual and collective success.**

**INDICATORS:**

a. Develop individual relationships with students that support their social and emotional growth, while setting and maintaining appropriate boundaries.

b. Create collaborative in-school partnerships with peer educators, administrators, content experts, and others within the school building that support communities of practice to enhance individual and group student learning.

c. Build relationships with families, community members, businesses, and others outside of the school to support communities of practice that enhance individual and group student learning, including:
   i. Open communication channels, online and in person.
   ii. Collaborative partnerships in which each member has a clear role, purpose, and value.

d. Be explicit with students about the value of networks or communities and help them understand how to construct networks and communities pursuing their academic and career goals.

3. **Contribute to college and career access and success for all learners, particularly those historically marginalized and/or least served by public higher education due to differences in background, demographics, learning style, or culture.**

**INDICATORS:**

a. Work with students to ensure all students have the access and supports to master the skills and credits necessary to succeed in postsecondary education and employment.

b. Provide age-appropriate and individualized career exploration, planning, and connections to graduation counseling.

c. With peers, build and contribute to structures and strategies that foster cultural competency, commitment to equity, and are supportive of all learners.
Seek appropriate individual or shared leadership roles to continue professional growth, advancement, and increasing responsibility for student learning and advancement.

INDICATORS:

a. Seek or create opportunities to serve as a teacher-leader, mentor, coach, or content expert within the school, district, or state.

b. Share successes and struggles with other educators and actively participate in professional renewal opportunities.

c. Develop and employ a range of influence strategies to more effectively build and sustain support across peers for learner-centered approaches.

d. Build relationships for the purpose of motivating other team members’ performance.
Instructional Domain / NEED TO DO

Skills in the INSTRUCTIONAL DOMAIN describe what personalized, learner-centered educators need to do to bring distinctly learner-centered pedagogical techniques into the classroom. These include creating engaging and relevant curriculum, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery.

INSTRUCTIONAL COMPETENCIES

Successful educators in a personalized, learner-centered setting will:

1. Use a mastery approach to learning.

INDICATORS:
   a. Build curriculum units from essential questions, recognized standards, school-wide, and/or subject-specific competencies, and/or real-world problems to be solved.
   b. Determine students’ progress, advancement, and pace via various methods of demonstrated understanding of the content, skills, and application of learning goal.
   c. Customize and scaffold instruction, supports, and pacing so that all learners can master the content and fill gaps in understanding.
   d. Maintain a focus on high expectations for achievement while providing feedback and opportunities for practice, revision, and improvement.

2. Use assessment and data as tools for learning.

INDICATORS:
   a. Apply the use of data (quantitative and qualitative) systematically to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to design and modify personalized learning paths toward meeting school, district, and state standards.
   b. Use multiple, frequent, and formative assessments—such as self-assessment, exit tickets, and student surveys—in a timely manner to engage learners in their own growth, to monitor learner progress, to guide educators’ and learners’ decision making, and to communicate with families.
c. Facilitate students’ creation of a portfolio, exhibition, or other public showcase tool to serve as a culminating event at appropriate educational junctures.

d. Develop, use, and involve the students in the creation of assessment tools that are flexible and that clearly articulate standards and criteria for meeting those standards.

3 Customize the learning experience.

INDICATORS:

a. Recognize and integrate knowledge of individual learners, diverse cultures, and the community context in developing materials and pedagogy to ensure inclusive learning environments that enable each learner to meet rigorous standards.

b. Co-construct and offer choice among multiple means for students to demonstrate mastery.

c. Scaffold, customize whenever possible, and provide adequate supports and interventions to appropriately stretch each learner, informed by teacher expertise.

d. Document and track learning trajectories that meet each learner’s readiness, strengths, needs, and interests.
   i. Update and refine pre-existing individual learning plans or co-design an individual learning plan with each student and family as necessary.
   ii. Use the plan to build effective individual and collective learning experiences.

e. Use technology to lessen the burden of tracking student progress, finding materials, engaging learners in different ways, and offer academic supports.

4 Promote student agency and ownership with regard to learning.

INDICATORS:

a. Encourage student voice and choice via strategies such as:
   i. Providing access for students to monitor their progress and set goals.
   ii. Enabling curricular choice and co-design.
   iii. Providing students with multiple options for demonstrating mastery of a standard or competency.
   iv. Providing opportunities for students to contribute to classroom or school-based decision-making processes, including participatory action research, place-based education, restorative circles, and class meetings.

b. Develop students’ abilities to self-reflect and self-regulate via strategies such as goal setting, self-assessment, and self-pacing.
c. Develop students’ abilities to collaborate with peers via strategies such as peer assessment and project-based learning.

d. Cultivate students’ growth mindsets.

e. Help students manage their own behavior to optimize the learning environment for all.

f. Engage in and positively influence students’ perceptions of their efficacy, interest, and purpose.

5. Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards.

INDICATORS:

a. As described in the interpersonal competencies, build relationships with families, community members, businesses, and others outside of the school to support communities of practice that enhance individual and group student learning.

b. Align out-of-school experiences to the relevant academic competencies or standards, so that students may demonstrate mastery and receive in-school credit based on these out-of-school experiences.

c. Demonstrate fluency with the curricular and personal aspects of providing a successful blended learning experience.

d. Develop diverse physical and digital environments that maximize learning within, across, and beyond classrooms.

6. Develop and facilitate project-based learning experiences.

INDICATORS:

a. Engage learners and other faculty in co-designing projects that stretch and deepen the learning experience.

b. Use collaborative, cross-curricular projects to develop learners’ deep understanding of content areas, connections to applications beyond school, and skills to apply knowledge in meaningful ways.

c. Emphasize regular student reflection about specific questions that draw out the learning within the project.
Use **collaborative group work.**

**INDICATORS:**

a. Develop, scaffold, facilitate, and where appropriate co-design collaborative group work.

b. Analyze collaborative group work to ensure that it engages and stretches each learner and builds toward **mastery** of specific skills, standards, or student competencies.

c. Foster students’ ability to identify specific teamwork skills necessary for collaborative group work that are similar to the skills and dispositions necessary for college, career, and civic success.

d. Ensure students have developed the knowledge and skills needed for successful collaborative group work:
   i. clearly defined roles, purpose of collaborative groupwork, and understanding of assessments
   ii. establishing structures for and practicing how to share ideas and benefit from ideas and skills of others
   iii. practice in tools and techniques such as Socratic questioning and constructive feedback.

Use **technology in service of learning.**

**INDICATORS:**

a. Adopt, adapt, and create high-quality digital resources for curriculum.

b. Enhance ability to provide real-time assessment and learning tracking with new digital tools.

c. Employ the principles of universal design for learning.

d. Provide opportunities for all students to learn in a digital setting (synchronous and asynchronous).

e. Promote the development of “digital fluency” in students to enhance their ability to interact in our digital world.

f. Discern when technology use in instruction improves engagement, collaboration, and learning, and when it does not.

g. Promote collaborative and real-world project-based learning opportunities enhanced with digital tools and content.