

Part 4

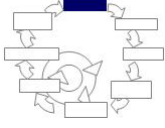
Tools & Resources



I. Tools List

Part 1, Introduction to Training		IV. Designing Process for PD	
1(intro).1.	Ways to Help Your Community Understand Staff Development	2(proc).1.	Joyce B & Showers B. (1995) <i>Student Achievement Through Staff Development</i> . White Plains, NY: Longman, pp. 110-113. Includes Discussion Guide
1(intro).2.	Example of a Public Declaration	2(proc).2.	Design of Professional Development
1(intro).3.	School Improvement Staff Development: Evaluating Current Plans	2(proc).3.	Alpha District Case Study
Part 2, Tour of the Model Components		2(proc).4.	Operating Principles for Designing PD Process
I. Collecting & Analyzing Data		V. Components of the Ongoing Cycle	
2(data).1.	Generate Questions to Study Student Needs: a. Sample Q's to Ask of Data b. QIC Decide Tool c. What We Need to Know about Our Student	2(cycle).1.	Implementation Plan Worksheets
2(data).2.	Where to Find Answers to our Questions	2(cycle).2.	Examples of Others' Implementation Plans & Logs
2(data).3.	How to Find Answers for the Sample Questions	2(cycle).3.	Examples of How Others Have Monitored Their Implementation
2(data).4.	Maine Public Schools: Comprehensive Student Assessment System	2(cycle).4.	How Will You Monitor Your Implementation - Worksheet (Implementation Protocol)
2(data).5.	Organize and Analyze Data	2(cycle).5.	A Guide for Collaborative Structures
2(data).6.	MEA Item Analysis Summary	2(cycle).6.	How Three Schools Designed Collaborative Teams
2(data).7.	Additional Measures	2(cycle).7.	Examples: Collaborative Team Minutes and Logs
2(data).8.	Analyze & Report Data – Response Sheet	2(cycle).8.	Pine Valley : How One District Studied Its Implementation
2(data).9.	Operating Principles for Collecting/ Analyzing Data	2(cycle).9.	Finding Time for Training and Collaboration
II. Goal Setting		2(cycle).10.	Examples of School PD Calendars
2(goal).1.	Trajectories - State of Maine & District	2(cycle).11.	Examples of One Project's Plan for Collecting Formative Data
2(goal).2.	District-Level Professional Development Targets, with Worksheets	2(cycle).12.	Formative Data Plan Worksheet
2(goal).3.	Operating Principles for Collecting/ Analyzing Data	2(cycle).13.	Combining Your Own Implementation and Formative Data
III. Selecting Content		2(cycle).14.	Operating Principles for the Ongoing Cycle
2(content).1.	Slavin's <i>A Reader's Guide to Scientifically Based Research</i> ; Discussion Guide	VI. Program Evaluation (Summative)	
2(content).2.	Scientifically Based Research Activity, with Sample of a Completed Documentation Form and a Discussion Guide	2(eval).1.	Goal Oriented Summative Program - Evaluation Questions
2(content).3.	Examples of Processes to Follow to Select Content b. Examples of Processes -Selecting Content Example 1: Winfield-Mount Union & AEA16 Example 2: Mid-Continent School District	2(eval).2.	Program Evaluation Standards
2(content).4.	Operating Principles for Selecting Content	2(eval).3.	Guskey's 5 Levels of Evaluation
		2(eval).4.	Program Evaluation - Reporting Our Data
		2(eval).5.	Operating Principles for Program Evaluation
		Part 3, Maine Standards for PD & Teaching	
		3(stan).1.	Drafting the District Professional Development Plan, with Constant Conversation Q's
		3(stan).2.	Four Samples of Individual Professional Development Planning Tools
		General	
		gen-1.	Common Assessment Terminology
		gen-2.	Acronyms and Abbreviations
		gen-3.	Four Operating Principles

Worksheet for Drafting the District Professional Development Plan

<p>Model Component</p>  <p>Collecting and Analyzing Student Data</p>	<p>MAINE Chapter 125, Section 8:08</p>	<p>CSIP Constant Conversation</p> <p>?</p> <p>How will we evaluate our programs and services to ensure improved student learning (implementation data)?</p>
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Chapter 125 - BASIC APPROVAL STANDARDS: PUBLIC SCHOOLS AND SCHOOL ADMINISTRATIVE UNITS

8.08 Personnel Training and Development

Part A

The System is based on continuous improvement of each individual, of the school, and of the school administrative unit;

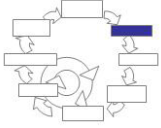
Worksheet Questions

- How will we evaluate our programs and services to ensure improved student learning? (Implementation data)

- Formative — List sources of data and write a brief statement describing the implementation data that will be collected to help you make decisions about needed implementation adjustments. Formative data includes what you collect to determine the frequency of how often teachers are implementing a strategy, how well the teachers are implementing and how students respond to instruction. (E.g. Collection of meeting minutes, lesson plans, teacher logs, observations, review of student data.)

- Summative — List sources of implementation and student achievement data you will use to decide whether you will continue the initiative as is, continue with changes, or consider the initiative complete and begin the decision-making process to select another professional development priority.

Tools **3(stan).1**. Drafting the District Career Development Plan (p. 2 of 4)

<p>Model Component</p>  <p>Goal Setting and Student Learning</p>	<p>MAINE Chapter 125, Section 8:08</p>	<p>Constant Conversation</p> <p>?</p> <p>What do/will we do to meet student learning needs?</p>
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Part B

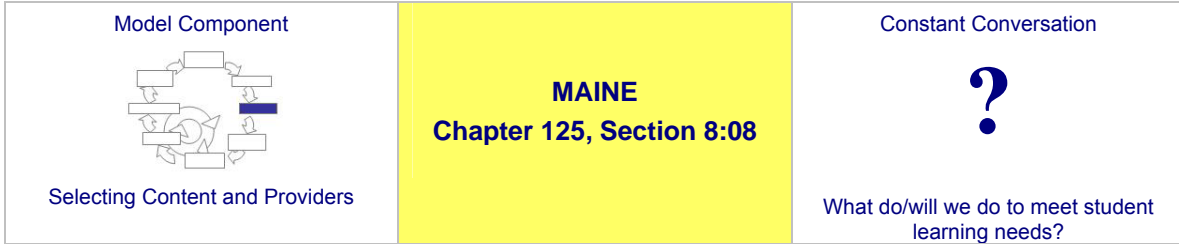
The System focuses on practices that raise the academic performance of students on the content standards of the system of Learning Results and enhance student development;

Worksheet Questions for Part B:

- Explain the process for determining that the strategies/program that has been selected has a research base. How do you know that this practice has been applied in another setting and has evidence of results -- increased student achievement? List the criteria applied.

- Identify the Maine Learning Results that are supported by the professional development teaching and learning opportunities.

Tools **3(stan).1**. Drafting the District Career Development Plan (p. 3 of 4)



Part C:

The System is aligned with other goals in the Comprehensive Education Plan and integrates individual development, building goals, and school administrative unit goals;

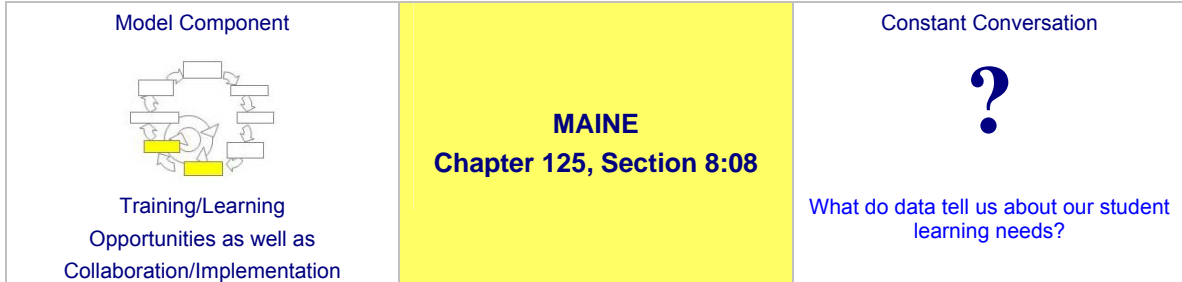
Worksheet Questions for Part C:

- What long-range goals have been established to support prioritized student needs?
Record your goals or refer to the document where they are already recorded.

- List the Annual Measurable Objective (AMO).

- Indicate your professional development target for each building.

Tools **3(stan).1**. Drafting the District Career Development Plan (p. 4 of 4)



Part D

The System is driven by information from local, state, and national resources for planning, implementation, and evaluation

Worksheet Questions for Part D

The following worksheet items are the sub-questions for Constant Conversation Question 1.

- What data do we collect?

- How do we collect and analyze data to determine prioritized student learning needs?

- What did we learn through this data analysis?

- From the data analysis, what are our prioritized student needs?

- How will we develop goals and actions based upon the prioritized needs?

Sample Individual Professional Development Plans

Tools 3(stan).2. Four Samples of Individual Professional Development Planning Tools (p. 1 of 7)

Sample Individual Professional Development Plans 1 through 4 follow on the last nine pages of this Part. The plans are color-coded for your convenience in moving from one to the other.

Note: This sample of an individual professional development plan is offered as guidance only. Components of any Individual Teacher Professional Development Plan are locally determined.

Sample I: Annual Individual Professional Development Plan

Name of teacher: _____

Name of evaluator: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal for Professional Growth: _____

Describe how this goal helps the teacher to meet the goal(s) of the district career development plan and the actions the building has identified to improve student achievement:

Identify the data used to identify the need and resulting goal(s):

Describe the professional development training and learning opportunities included to support the teacher in accomplishing established goals:

How does this goal and the training and learning opportunities align with the Maine Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?

List the indicators that will be used to document the accomplishment of this goal.

	Summary of Status on Goal #1	Additions	Date Reviewed; Teacher & Evaluator Initials
Year 1			
Year 2			
Year 3			

Goal 2: Identify an additional individual professional development goal, if needed, as a result of performance review dialogue or to address an individual professional development need.

If the teacher identifies additional goals as the plan progresses, describe the data sources used to determine the need for additional goals.

Describe how this goal helps the teacher to meet the goal(s) of the district career development plan and the actions the building has identified to improve student achievement:

Identify the data used to identify the need and resulting goals:

Describe the professional development training and learning opportunities included to support the teacher in accomplishing established goals:

How does this goal and the training and learning opportunities align with the Maine Teaching Standards and criteria? Which of the teaching standards and criteria will be the focus of this plan?

List the indicators that will be used to document the accomplishment of this goal.

	Summary of Status on Goal #1	Additions	Date Reviewed; Teacher & Evaluator Initials
Year 1			
Year 2			
Year 3			

Note: This sample of an individual professional development plan is offered as guidance only. Components of any Individual Teacher Professional Development Plan are locally determined.

Sample 2: Annual Individual Professional Development Plan

NAME OF TEACHER: _____

NAME OF EVALUATOR: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal for Professional Growth:

Rationale: Why did you choose to enhance your growth in this area? (Include the data sources used to determine the need for this goal.)

State the building/district goal:

Describe the actions you plan to take to accomplish this professional growth goal:

Describe how these training and learning opportunities will contribute to the district career development plan and the district/building goal:

List supports and resources that will be needed (time, access to training, peer coaching opportunities, etc.):

Identify the criteria for determining that this goal has been met (use measurable and observable terms):

Describe the educational benefits you expect to acquire as a result of you implementation of this professional development plan:

Note: This sample of an individual professional development plan is offered as guidance only. Components of any Individual Teacher Career Development Plan are locally determined.

Sample 3: Annual Individual Professional Development Plan

NAME OF TEACHER: _____

NAME OF EVALUATOR: _____

Date plan was developed: _____

Date of last performance review: _____

Teacher's Signature: _____ Date of Approval _____

Evaluator's Signature: _____ Date of Approval _____

Goal Statement(s):

Data used to establish need for the goal(s):

Alignment of goal(s) with building/district student learning goals:

Professional development training and learning opportunities needed to accomplish established goals:

Other resources teacher may access to accomplish goal(s):

Alignment with Maine Teaching Standards and criteria:

Documentation of progress (data sources and points):

Description of updates, major efforts, additional goals, modifications of current goals, etc.:

Year	Describe Status of Goal	Signatures*
Review Date: _____		Teacher: _____ Evaluator: _____
Review Date: _____		Teacher: _____ Evaluator: _____
Review Date: _____		Teacher: _____ Evaluator: _____

*Signature indicates the evaluator and teacher have discussed the progress on the individual career development plan.

This document is a portion of the Model Framework for Designing a Local Staff Evaluation developed by Dr. Tom McGreal. This is guidance only – the components of any Individual Teacher Professional Development Plan are locally determined.

Sample 4 – Part 1	
TIER II – Individual Teacher Professional Development Plan	
Teacher/Team	School
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Date: _____ Target Completion Date: _____	
General Focus of Plan _____	

Specific Goal(s) _____	

Connection to the needs of the teacher, the Maine teaching standards, and the student achievement goals of the attendance center and the school district.. _____	

This document is a portion of the Model Framework for Designing a Local Staff Evaluation System developed by Dr. Tom McGreal.. This is guidance only – the components of any Individual Teacher Professional Development Plan are locally determined.

Sample 4 – Part 2
TIER II – Form to Document Annual Conversation
Regarding Implementation of the
Individual Teacher Professional Development Plan

END OF YEAR ONE

END OF YEAR TWO

Teacher/Team

School

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1. At this point in the plan, re-articulate your professional growth plan.
(Does it now differ in any way from your original plan?)

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2. What progress have you made towards the plan's completion?

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3. What specific steps are necessary to continue with this plan?

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Sample 4 – Part 3
TIER II – End of Plan Summary
(To be included in the Teacher's
Performance Review)

One Year Plan ____ Two Year Plan ____ Three Year Plan ____

Teacher(s)	School	Grade/Dept/Team
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan State Date _____ Completion Date _____

Plan outcomes:

Indicators of progress:

Future considerations:

Maine Teaching Standards/Criteria:

Teacher's comments and reflections:

Administrator's comments and reflections:

Teacher(s) Signature and Date: _____

Administrator Signature and Date: _____