

LONDONDERRY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT MASTER PLAN



2011-2016

“Giving Wings to Children’s Dreams”

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Teachers are neither made nor born. Rather, as in other forms of human artistry, the best of the breed are a fortuitous combination of natural talent, commitment and a knack for continuous maturation.

Louis Rubin

Statement of Purpose and Introduction

The Londonderry School District seeks to build a learning community within its organization, comprised of learners of all ages, and this professional development plan will serve as the centerpiece of its District Educational Improvement Plan. The purpose of Londonderry's professional development plan is to improve the quality of teaching and learning by ensuring that educators participate in meaningful, continuous growth in order to:

- remain current with their subject and/or specialty area;
- inform and improve their teaching practice and, most importantly,
- meet the learning needs of their students.

The key components of the plan are to assist in the implementation of the curriculum, and provide knowledge of various assessment strategies and instructional practices. To that end, it is expected that teachers will design professional development goals addressing one or more of these areas. This will assist them in providing appropriate instruction to their students which will impact student achievement and address grade level, department, school, and district strategic plan goals.

Administrators are actively engaged in ensuring that each individual professional development plan is aligned with and relates to these goals. They will participate in the development and approval of individual goals focusing effort and assisting in the provision/selection of activities.

It is the purpose of this Master Plan document to serve as a basic guideline for the operation of the Professional Development Program for the Londonderry School District for the five-year period of July 1, 2011 to June 30, 2016.

Professional Development Committee

The Superintendent has established a local professional development committee to develop and monitor the Master Plan in accordance with school board policy, state statutes and rules. The committee is comprised of educators, school specialists, administrators, parents, and others.

Londonderry School District has a clearly defined system for identifying its professional development needs including the district strategic plan, focus groups, numerous assessment data, and various other output indicators ([see Appendix A](#) - under "School Board" click on *Accent on Achievement*). For example, district priorities identified within the strategic plan drive professional development needs, which are then addressed by specific training. For participants, the training experience leads to a change in instructional practice, the effectiveness of which can

be measured by assessment of student performance. Analysis of this performance data leads to a reevaluation of instructional practices, which then can result in identification of additional professional development needs. After the analysis of student performance data, teachers self-evaluate their professional development with administrative or supervisory assistance. Supervisors and teachers then set goals based on individual needs, school and district needs, and state frameworks.

The professional development committee develops and monitors the master plan. The committee will:

- Review the plan using the NH Department of Education rubric
- Solicit input from constituencies
- Incorporate input/feedback into a draft revision
- Circulate the draft to constituencies for review
- Prepare final draft and report to the School Board for input/adoption
- Submit final plan to the NH Department of Education for approval
- Publish and distribute plan to all certified staff.

A graphic representation of this process follows:



Effective two-way communication with all constituents is a major focus for the committee in carrying out its charge.

A detailed description of the roles, responsibilities, and organizational structure of the professional development committee members can be found in Appendix B.

Goals and Standards

With learning community input, data, and evidence collected at the local level, the School Board sets district goals and graduation standards. The Curriculum Coordinating Council (C3), comprised of community members, administrators and teachers, developed the district's graduation standards and grade level benchmarks (see Appendix C) over a period of three years. C3 serves as an oversight committee for the School Board.

The graduation standards are:

Students will use the English Language with competence and confidence.

Students will understand, explain and apply mathematical concepts and disciplines and recognize the connections to other curriculum areas, the workplace and everyday settings.

Students will understand explain and apply scientific concepts and use the scientific processes of inquiry to make decisions and to explore solutions to ever changing problems.

Students will understand the principles and apply their knowledge of history, civics and government, economics and geography.

Students will be effective and ethical users of ideas, information, and related computer technologies across disciplines.

Students will communicate in at least one of the four arts disciplines (dance, music, theater, visual arts) and will explain various types of arts knowledge and skills.

Students will use health skills to develop a safe and healthy lifestyle.

School district personnel are continuously engaged in the development of student assessment measures, which evaluate student achievement of the grade level benchmarks. In addition, goals at the building level are developed in alignment with district goals and focused on data and evidence particular to that school and the group of learners it serves.

Based on review of building and district goals, as well as an assessment of their own particular strengths and weaknesses, teachers develop an individualized professional development plan. We have developed tools (based on Danielson’s model – see Appendix D) to assist individual teachers in analyzing their skills and competencies and how they do or do not align with district, school and learner goals.

Data Collection, Interpretation and Use

The district considers multiple indicators in order to assess the learning needs of students and professional development needs of teachers in order to address these needs. However, it is student learning/assessment data (NECAP, DIBELS, The Iowa Tests, SAT’s, other standardized tests, portfolio, local benchmark assessments, etc. – see [Appendix A](#) - under “School Board” click on *Accent on Achievement*) in particular, which best assist in identifying local learning needs and in driving instructional improvement and related professional development. Through the office of the Assistant Superintendent, assessment data is collected, analyzed, and disseminated to all those responsible for student learning (see “District and Building Level Assessment Schedule” in Appendix E). We further analyze the results of our assessments by examining and layering them with the following additional data:

- demographics
- perceptions data
- school process data
- personnel, facilities and finance data.

Thus, critical professional development needs are identified through this process. Current district professional development and job embedded* activities targeted toward addressing identified needs are:

- Early Release/Teacher Workshop Day programs
- Staff Development Workshop Day
- Teachers’ Academy (Technology Training)
- Teachers’ Academy To Go
- “Targeted” Conference Attendance (i.e. McAuliffe Technology Conference Cohorts)
- PDS (Professional Development Site – with Rivier College)
- Project-Based Learning Training (School to Career)
- District Induction Training Program (Mentoring)
- Connected Math Training – LMS
- District Literacy Initiative (Grades 4-HS)
- Summer Curriculum Development Opportunities
- Six-Traits of Writing Workshops
- Differentiated Instruction Training
- Action Research
- Research Process Study Groups (1-12)
- SFAW Math Training for New Teachers (K-5)

- Cross Grade Level Meetings
- SPED Trainings for K-12 Teachers
- Core Reading Trainings (K-5)
- Evaluation Model Training (K-12)
- Online Text Trainings for new text purchases (K-12)
- On-site Master’s Program with Rivier College
- Professional Learning Communities
- Co-Teaching Workshops

*see **Glossary of Terms** on page **15**

Professional development opportunities available outside the district include:

- College or graduate level course work
- Conferences
- Seminars
- Institutes
- Workshops
- Corporate programs
- Professional Associations – Conferences
- Online/Virtual or Distance Learning

Information about these opportunities is publicized and distributed in a variety of formats:

- Faculty meetings
- Department and grade level meeting
- Targeted notification by administration
- Professional discussion groups
- Building-based staff development committees
- Email
- Flyers
- Web site
- Main Committee announcements
- Local educational access channel bulletin board
- Building-based bulletin board postings
- Mailings from professional groups/organizations
- Inter committee communication
- *Wings* (staff newsletter)

Use of Data

The district and building level assessments for measuring student progress (see [Appendix A](#) - under “School Board” click on *Accent on Achievement*), are disaggregated and used to determine appropriate services for all students, to ensure they meet the requirements of the Londonderry School District Graduation Standards, Grade-Level Benchmarks, NH Standards/Grade-Level Expectations, as well as the federal No Child Left Behind mandates.

Resources and Support

The Londonderry School District has committed significant funds necessary to promote professional development. In addition to contractual commitments to provide course reimbursement and stipends for teachers to attend district based training opportunities and/or curriculum development, the district also provides money in the general fund on an annual basis for targeted areas of improvement such as literacy, content specific curriculum, technology, and assessment. Using a peer-to-peer training model for many of these in-service opportunities, the district compensates teacher trainers and attendees as well as provides appropriate materials (books, software, etc.) and follow up. Funds are also available to support an active early release day program, conference attendance and the like as well as to provide substitute coverage so that teachers may be released.

The district also leverages federal funds available through the Title IIA program to enhance its efforts which brings additional funds to bear for the improvement of the professional staff.

Accountability

The data that is currently collected is compiled and shared with the public annually through the publication “Accent on Achievement” (see [Appendix A](#) - under “School Board” click on *Accent on Achievement*). This is the district’s “report card” to the community and includes such information as:

- Enrollment and attendance data
- Standardized test and assessment results
- Financial data
- Faculty demographics
- Student demographics
- Student achievement and recognition
- Resources per capita

Process and Context

All of our Professional Development goals and objectives are aligned to improve student performance in meeting local benchmarks and these in turn are aligned with the state curriculum frameworks. In order for our teachers to be successful in helping our students to improve performance, the district must also assure that our professional development plan will address teacher competencies as defined in ED 610 which follows:

Competency Requirements.

To promote all students’ learning, each graduate of the teacher preparatory program shall demonstrate professional judgment based upon the following knowledge, skills, and dispositions:

1. The teacher believes that all students can achieve at high levels, shows respect for their varied talents and perspectives, and persists in helping all students achieve success.

2. The teacher understands and keeps abreast of the central concepts (e.g., information, ideas, issues, themes, and generalizations) and tools of inquiry of the subject area(s) taught, appreciating the ever-changing nature of knowledge.
3. The teacher creates meaningful learning experiences based upon knowledge of and enthusiasm for the subject matter, the students, the community, local curricula, and state curriculum frameworks.
4. The teacher understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development.
5. The teacher understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs.
6. The teacher values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking, learning, and skilled use of knowledge.
7. The teacher creates a challenging, dynamic, safe classroom and school community that:
 - a. is sensitive to the full range of student diversity;
 - b. encourages openness, tolerance, respect, caring, collaboration, and self-motivation;
 - c. emphasizes both individual and collective responsibility; and
 - d. fosters a concern for social justice.
8. The teacher demonstrates proficient oral, written, and nonverbal communication and promotes the development of these skills in students.
9. The teacher understands and uses multiple formal and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents.
10. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students, parents, and others in the school and community.
11. The teacher uses a variety of resources (e.g., professional literature and organizations, colleagues, service opportunities) to enhance his/her professional development as a scholar, teacher, and educational leader.
12. The teacher understands schools as complex organizations within a larger community and collaborates effectively with school staff, parents, and others to support students' learning and well-being.
13. The teacher uses current and emerging technologies to enhance instruction and to advance students' technological literacy.
14. The teacher's practice is based on a clear understanding of professional ethics and the legal rights and responsibilities of educators and students.

These competencies are predicated on Charlotte Danielson's work *Enhancing Professional Practice: A Framework for Teaching* (see Appendix D), which the Londonderry School District has embraced and which helps to focus the district's professional development efforts in order to assure that they are institutionalized and become part of our district culture.

Using these competencies, our district has created a profile of the successful practitioner. We have developed a Professional Development Evaluation Plan which includes rubrics to identify standards for effective teaching (see Appendix F for Continuing Contract Teachers Workbook. Other workbooks have been developed for new teachers and specialty areas). The district has created assured experiences (i.e. District Induction Institute for New Teachers, Early Release Day Activities, and Teacher Workshop Days) and professional opportunities (i.e. Teachers' Academy and Literacy Initiatives) for teachers to reach these competencies and then exceed them.

It is important for the district to assess teachers' instructional and content growth so that it can provide appropriate opportunities for improvement. To measure growth in these areas and to identify trends and patterns of teacher knowledge, the district employs the following strategies:

- Reflective surveys
- Discussion groups
- Evaluation of professional development experiences
- Supervisory conferences

Process and Requirements for Developing, Implementing, and Documenting Completion of 3-Year Individual Professional Development Plans

A. Certificated personnel:

1. All certificated paraeducators, professional staff and administrators will participate in the Professional Development program.
2. The superintendent will participate in the program as prescribed by the State Department of Education.
3. As a condition of employment, all personnel paid on the Londonderry Education Association salary schedule, regardless of certification, will be subject to Professional Development guidelines.
4. Educational assistants, paraprofessionals and substitutes are encouraged to participate.
5. Individuals who are participating in any alternative certification program at the State level may also be required to participate in Londonderry Professional Development program.

B. New Londonderry Certificated Staff Members:

1. Those professionals new to Londonderry who have accumulated approved professional development units while employed by another New Hampshire district will automatically have their prior units accepted and incorporated into their Londonderry PDIP plan (See Appendix I).
2. New professional members must receive prior approval for activities for at least one three-year cycle in Londonderry.

C. Eligible Non-Personnel

Residents of Londonderry who hold a current educational certificate, but are presently not employed by any school district, may participate in the Londonderry Professional Development Plan as well as teachers on leave of absence or who have retired.

D. PDIP (Professional Development Individual Plan) Requirements

1. Beginning July 1, 2011, all participants in the Londonderry Master Plan will satisfactorily complete a minimum number of 75 units of approved educational activities in each three-year period. The minimum number of units will be dictated by the number of endorsement area(s) held by the educator.
2. The maximum number of units given for any single activity is 30.
3. Single endorsement requirements:
 - a minimum of 30 units in endorsement area
 - a minimum of 45 units of the total units required shall be devoted to approved professional development activities.
4. Multiple endorsement requirements:
 - 30 units per endorsement area
 - a minimum of 45 units of the total units required shall be devoted to approved professional development activities.
5. In those cases requiring more than 135 units every three years of approved professional development activity, the superintendent of schools may submit an amended professional development plan to the supervisor of the Office of Teacher Education and Professional Standards to extend the period up to six years (or two certification periods) for that portion of the individual's professional development plan that exceeds 135 units.

The district promotes a continuous cycle of professional assessment and evaluation within the four domains of teaching responsibility as presented by Charlotte Danielson. Based on this model, the Londonderry School District developed a self-assessment tool which assists professional staff in developing, implementing, and evaluating professional goals (see Appendix F). Professional educators benefit from a wide variety of opportunities in achieving self-improvement. While developing a PDIP, the educator in the role of the learner must develop goals that reflect individual, local/district, and state needs and support current job assignment. Every PDIP must address the following:

1. Knowledge of Subject or Field of Specialization

This component relates to command of knowledge and shall include an understanding of the theory and content related to the individual's primary teaching or special service assignment.

2. Knowledge of Learners and Learning

This component relates to the individual's understanding of the nature and development of different types of learners and learning as well as the various processes by which learning occurs and also including but not limited to assessment and data analysis, brain-based learning, learning theories, developmental theory of children and adults, for example: use of a variety of assessment data in adjusting instruction, characteristics of the

preadolescent, nature of leaning disabilities, problems in coping with divorce, concept formation and right-left hemisphere dominance.

Additional goals may be included in a PDIP plan from the list below:

3. Knowledge of Effective, Developmentally Appropriate Teaching Strategies and Best Practices

This component relates to skills in carrying out the individual's professional assignments. Examples include: methods of teaching, diagnosis of learning problems, design of instruction, evaluation of student work, questioning techniques, student-parent conference techniques, ethical use, information literacy and technology integration.

4. Knowledge of School's Role, Organization and Operation

This component relates to the individual's understanding of the school's role in the local community as well as in the broad society, understanding of the organizational charts, chains of command and regulations of local district, state, and national education systems; and understanding of the political and social processes at work within those systems. For example: the study of school law, school finance, budget procedures, committee procedures, change process, important local ethnic groups and job skills required by area industries.

5. Exploratory or Innovative Activities

This component relates to a group or individual activity not related to components 1, 2, 3, or 4 above. For example: writing a professional article, facilitating an enrichment cluster, conducting action research, assisting in a summer alternative school, making an original set of oral history tapes, creating a new learning experience to stress the learning of fine motor skills.

E. Recertification Process

1. Timeline

- a. All personnel identified in section A shall submit three-year Professional Development Plan goals on their PDIP form (see Appendix I) to their review committees for approval by October 15th in the first year of their plan. Amendments to goals also require review committee approval.
- b. Between September 15th and December 15th, in the third year of their cycle, an individual's PDIP must be submitted to a review committee for final approval.
- c. An individual who turns in a completed PDIP by December 15th in the year of their cycle may begin a new plan immediately, following the approval of his or her goals.
- d. Upon completion of each three-year Professional Development Plan, new goals must be submitted to a review committee for approval by October 15th of the next school year.

- e. By January 15th, PDIPs must be submitted by a review committee to the Professional Development Main Committee for committee approval. PDIPs not submitted by January 15th must be directly submitted to the Superintendent.
- f. An approved PDIP must be submitted by the Professional Development Committee to the Superintendent by March.
- g. By May 1st, the Superintendent shall notify individuals of recommendations for recertification.
- h. Individuals shall send applications to the New Hampshire Office of Teacher Education and Professional Standards.
- i. Upon receipt of certification, a copy shall be placed on file with the Superintendent.

2. Prior Approval

- a. All participants in professional development must have prior approval for all out-of-district activities until they have successfully completed one (1) three-year cycle in Londonderry.
- b. An exception to (a) above would be participants involved in innovative or exploratory activities. Individuals are strongly urged to obtain prior approval in order to assure professional development credit for the activity.
- c. Any participant who does not submit a completed PDIP by December 15th of the third year of their cycle will be required to have prior approval for all activities for the next three-year cycle.
- d. Prior approvals for activities in excess of minimum requirements are not necessary.
- e. When prior approvals are no longer necessary, the PDIP must be submitted to the review committee annually, before June, for final approval. Failure to follow this procedure will result in the reinstatement of the prior approval requirement for that individual through the next full three-year cycle.
- f. In the absence of main committee members, the superintendent, assistant superintendent, program directors, and principals are authorized to give prior approval for professional development activities.

3. Activity Verification

- a. Upon completion of an activity, the participant is responsible for obtaining verification of attendance and providing documentation of professional learning gained by writing a brief reflection (see Appendix G).
- b. Where verification of attendance is not appropriate (i.e. teacher portfolios documenting deliverables, Action Research, and publication) alternative verification procedures will be developed with a review committee.

- c. Credit will be given for job-embedded activities which are aligned with district goals and with PDIP.

4. Three-year Plan – Alternative to Units

Individuals may pursue a comprehensive three-year plan which is an alternative to unit accumulation. The comprehensive plan may fall within one or a combination of the 5 major professional development components which are listed in section D (PDIP recertification requirements procedure) but the comprehensive individual plan is not limited to those components.

Professionals who are interested in this alternative to units must develop a comprehensive plan which consists of integrated activities and which results in a product or the completion of a project which aligns with school district and/or school building goals. Examples of appropriate alternative plans would be the development of an action research project, thematic interdisciplinary units, the development of authentic assessment or performance tasks to assess achievement of grade level benchmarks or the study of and implementation of an instructional innovation. Professionals who select this alternative approach are encouraged to be innovative and creative in their planning. Additionally individuals may pursue a comprehensive plan which is a combination of less than seventy five continuing education units and evidence that together document job embedded and/or formal professional development activities. Please consult appendix H.

Professionals will submit their Alternative Plans to review committees for approval according to the steps in E. 1.

F. Appeal Procedure

1. In the event that the review committee does not approve any part of the PDIP, the individual may appeal the decision to the Professional Development Main Committee.
2. Appeals will be responded to within 8 school days after the next scheduled meeting of the Main Committee.
3. To appeal the decision of the Professional Development Main Committee, the individual must submit a written request to the superintendent within 10 school days.
4. The superintendent's decision is final and binding.

Glossary of Terms

From: “Powerful Designs: New Approaches to Professional Learning.” *Journal of Staff Development*, Summer 1999, adapted with permission of the National Staff Development Council, 2001.

Action Research

Action research is a form of disciplined inquiry that involves educators in a process of selecting a focus, collecting data, analyzing and interpreting the data, and taking action.

Alternative Plan

A PDIP incorporating some alternative to logging clock-hours of professional development activities to determine the plan’s success and to signal achievement of appropriate professional development to permit re-certification and issuance of renewed professional credentials.

Benchmark

A benchmark is a designated indicator that will serve as a mark of progress toward a specified goal. Benchmarks are identified to allow meaningful interim monitoring to occur.

Cohort

Small groups that coalesce around specific issues, research options and recommended courses of action.

Collaboration

In collaborative settings, teachers (educators) engage in mutual decision making to resolve problems of practice.

Collegiality

Mutual learning and discussion of classroom practices and student performance characterize collegial relationships.

Competencies

The set of knowledge, skills, abilities, and the attitudes required to accomplish a given job.

Curriculum Development

When teachers are empowered to become curriculum designers, they have the opportunity to know the entire curriculum of the school, to develop curriculum maps and a curriculum web to show the connections among the disciplines. Having a deeper understanding of the bigger curriculum picture contributes to a teacher’s greater knowledge of how to teach the curriculum.

Educators

All certified personnel

Evaluation, Formative

Assessment occurring during the process of a performance.

Evaluation, Summative

Assessment occurring at the end of a process.

Examining Student Work

The practice of collectively analyzing sample of student work for the purpose of studying the impact of your teaching (instructional practice) on student achievement.

Job Embedded Professional Development

Learning that occurs as teachers and administrators engage in their daily work activities and that results 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 understanding, and listening to colleagues share best practices while trying out programs or planning or implementing a project.

Local Education Improvement Plan (LEIP)

The LEIP is a document, which identifies the improvement goals, the data that support the need for those goals; the action designed to meet goals and the criteria for success.

Mentoring

Activities in which an experienced educator works with a beginning educator to enhance the beginner's job related skill and knowledge. Mentoring may include:

- Analyzing classroom activities (instruction)
- Analyzing skills/proficiencies
- Identifying strengths and weaknesses
- Providing support
- Providing guidance and feedback

Observation

The process of watching, monitoring for, and collecting data regarding the teaching behaviors and student learning as discussed in the planning conference and requested by the teacher.

Peer Coaching

A non-judgmental process between peers built around a planning conference and intended to convey a valued colleague from where he/she is to where he/she wants to be.

Portfolios

"A portfolio that is constructed and used thoughtfully can become the basis for rich conversations, reflections, inquiry and observations about work in schools." Types of portfolios commonly used by educators include:

Employment – a collection that represents an individual's accomplishment, learning, strengths, and expertise

Assessment – a collection of assignments, artifacts, and evidence gathered to demonstrate attainment of prescribed competencies, standards, or outcomes.

Learning – An “envelope of the mind” that provides a framework and process for adult learners to collect artifacts and evidence, discuss them with colleagues, and describe learning outcomes.

Professional Development

The learning that occurs for adults in schools so that they may create environments in which all students can achieve high standards. Professional development is primarily focused on specific curriculum content, effective instructional practice, and methods and strategies to assess student learning. The terms professional development and staff development may be used interchangeably.

Professional Development Individual Plan (PDIP)

The PDIP is the design for improvement developed by each educator to document continued learning by the educator to improve his or her knowledge and skills.

Professional Development Master Plan (PDMP)

The School Administrative Unit document that describes the process through which professional development will be accomplished. The document covers a five-year period and is required by the New Hampshire Department of Education. The SAU Master Plan outlines the process for identifying the goals and selecting professional development activities for achieving the goals at the school, district or SAU levels.

Professional Learning Community (PLC)

An intentional effort by educators to work in collaboration to focus on learning rather than teaching and to hold one another accountable for results. Professional Learning Communities are guided by three crucial questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

(Based on the work of Richard DuFour)

Recertification Cycle

The three year process by which educators retain and renew their certification(s)

Reflection

The process of consideration of some subject matter, idea, or purpose for the development of a newly formed thought, idea, or opinion.

Self-Assessment

Using various methods (i.e. rubrics, benchmarks, etc.) to obtain information about one’s own learning and performance

Self-Evaluation

The process of interpretation and use of information to make decisions about future actions.

Appendices

- A. Accent on Achievement**
- B. Professional Development Committee**
- C. Grade Level Benchmarks**
- D. Danielson Framework**
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Appendix A

Accent on Achievement

<http://www.londonderry.org/documents.cfm>

Under “School Board” Heading, click on *Accent on Achievement*

Appendix B

Professional Development Committee

Londonderry School District Professional Development Committee

1. OPERATION PROCEDURES FOR MAIN COMMITTEE

A. COMMITTEE MEMBERS

1. Representation: The Professional Development Committee **may** be composed of:
 - At least 2 teachers from each school
 - 1 building administrator
 - 1 district administrator
 - 1 parent
 - 1 specialist
 - 1 school board member
 - 1 professional support staff member
2. Selection
 - a. Where appropriate, the committee members shall be elected by their respective constituents:
 - Teachers
 - Administrative Council
 - b. The committee shall seek volunteers for all other positions.
3. Term of Office

Members of the Professional Development Committee will be chosen annually.
4. Resignation and Replacement
 - a. A letter of resignation shall be written and submitted to the professional development chairperson.
 - b. Where applicable, the resigning member's constituency shall be notified of the vacancy and it will be filled by selection procedures. Otherwise, volunteers will be sought.
 - c. Any member who misses 3 consecutive meetings without justification will cease to be a member of the committee and will be so notified.

B. Officers

1. The officers of the Professional Development Committee shall consist of chairperson, assistant chairperson and a secretary.
2. All officers will be elected by the October meeting date to a one-year term.
3. No individual may serve more than five (5) consecutive terms in one office.

4. A vacancy in any office will be filled by a majority vote of members present.

C. Duties of Officers

1. Chairperson

- a. Preside at all regularly scheduled meetings
- b. Prepare agendas
- c. Call and preside at all special meetings
- d. Serve as an ex-officio member of all sub-committees
- e. Appoint Professional Development Committee members to ad hoc committees. Such appointments are subject to approval by the whole committee
- f. Represent the Professional Development Committee at all appropriate functions or appoint a member to represent the Committee
- g. Process all resignations
- h. Prepare a report of the committee's activities for inclusion in the Annual School District Report
- i. Establish yearly committees and timelines for activities and functions
- j. Be responsible for timely processing of all PDIP forms
- k. Carry out duties as described or assigned by the superintendent of schools
- l. Be a voting member of the committee
- m. Perform any other duties assigned to the chairperson by the committee

2. Assistant Chairperson

- a. Preside in the absence of the chairperson
- b. Assume the duties of the secretary when absent
- c. Assist the chairperson or secretary with duties as requested
- d. Learn the duties of the chairperson with serious consideration toward holding that office in the future
- e. Perform any other duties assigned by the chairperson

3. Secretary

- a. Record minutes of all meeting including all votes taken
- b. Maintain a record of attendance
- c. Mail the minutes of the previous meeting and the agenda for the next meeting to all members one week prior to the meeting
- d. Handle correspondence with direction from the chairperson
- e. Perform any other duties assigned by the chairperson

D. Committee Responsibilities

1. To provide assistance to professional members in completing PDIP

2. To provide orientation for review committee members and new professional members
3. To actively work on establishing local needs and offering suggestions, activities and programs
4. To share among the professional, individual and group in-service program and activities
5. To recommend recertification of all persons involved based upon the criteria established in this Master Plan
6. To develop and present a budget to the superintendent and school board on a yearly basis
7. To review and revise the Master Plan
8. To submit all reports and recommendations to the superintendent of schools
9. Prepare for and react to State on-site visitations
10. Stay informed and interpret State professional development regulations
11. Post minutes of Main Committee meetings
12. Carry out any other duties necessary to comply with the Master Plan

E. Sub-Committee(s)

1. The main committee may establish special sub-committees to study and report upon any appropriate subject
2. The sub-committee will report to the main committee and make appropriate recommendations
3. Upon completion of its assigned duties, the sub-committee shall be considered dissolved

F. Meetings

1. The yearly calendar will be established in September
2. At least 6 meetings will be held from September through June
3. Special meetings may be called by the chairperson by notifying the membership one week in advance
4. For the purpose of conducting business, a quorum shall consist of 7 members

G. Amending Procedure

1. Amendments to the Master Plan may be adopted by a two-thirds majority of members present, providing these amendments have been introduced in writing at the preceding meeting
2. Approved amendments shall be submitted to the Superintendent, School Board and State Department of Education
3. If disapproved at any level, it shall be sent back to the Professional Development Committee
4. The Londonderry Master Plan shall be consistent with State certification regulations and with federal, state and local laws and regulations. Changes in the aforementioned laws or regulations shall immediately be reflected in the Londonderry Master Plan

II. REVIEW COMMITTEE PROCEDURES

A. Committee Membership

1. There shall be at least **one** review committees in each school
2. The chairperson of the review committee will be a member of the main committee
3. The review committee chairperson is directed by the main committee to appoint least two additional members

B. Responsibilities

1. Each school will establish a schedule of meetings and a method for informing the professional
2. The committee will provide orientation to the professional by October 1st
3. The review committee will:
 - a. assist the individual in writing his/her three year Professional Growth Plan
 - b. approve the PDIP according to established criteria
 - c. provide an annual review
4. Only main committee members are authorized to prior approve out-of-district professional development activities

Appendix C

Grade Level Benchmarks

K-5

http://schools.londonderry.org/assets/documents/common/bench_k_5.pdf

6-8

http://schools.londonderry.org/assets/documents/curriculum/bench_6to8.pdf

9-12

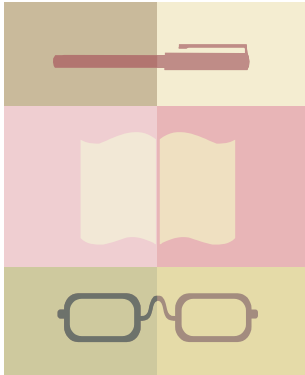
http://schools.londonderry.org/assets/documents/curriculum/bench_9to12.pdf

Appendix D

Danielson Framework

DANIELSON FRAMEWORK

Domain 1: Planning and Preparation



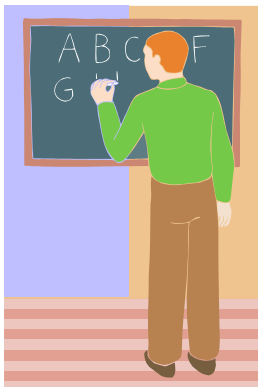
- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessments

Domain 2: Classroom Environment



- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 3: Instruction



- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities



- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Showing professionalism

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DANIELSON FRAMEWORK

The Four Domains of Teaching Responsibility

1. Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy

- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

1b: Demonstrating knowledge of students

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

1c: Setting instructional outcomes

- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

1d: Demonstrating knowledge of resources

- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

1e: Designing coherent instruction

- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

1f: Designing student assessments

- *Congruence with Instructional Outcomes*
- *Criteria and Standards*
- *Design of Formative Assessments*

2. Classroom Environment

2a: Creating an environment of respect and rapport

- *Teacher Interaction with Students*
- *Student Interactions with One Another*

2b: Establishing a culture for learning

- *Importance of the Content*
- *Expectations for Learning and Achievement*
- *Student Pride in Work*

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 Paraprofessionals*

2d: Managing student behavior

- *Expectations*
- *Monitoring of Student Behavior*
- *Response to Student Misbehavior*

2e: Organizing physical space

- *Safety and Accessibility*
- *Arrangement of Furniture and Use of Physical Resources.*

3. Instruction

3a: Communicating with students

- Expectations for Learning
- Directions and Procedures
- Explanations of Content
- Use of Oral and Written Language

3b: Using questioning and discussion techniques

- Quality of Questions
- Discussion Techniques
- Student Participation

3c: Engaging students in learning

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

3d: Using assessment in instruction

- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress
-

3e: Demonstrating flexibility and responsiveness

- Lesson Adjustment
- Response to Students
- Persistence

4. Professional Responsibilities

4a: Reflecting on teaching

- *Accuracy*
- *Use in Future Teaching*

4b: Maintaining accurate records

- *Student Completion of Assignments*
- *Student Progress in Learning*
- *Non-instructional Records*

4c: Communicating with families

- *Information About the Instructional Program*
- *Information About Individual Students*
- *Engagement of Families in the Instructional Program*

4d: Participating in a professional community

- *Relationships with Colleagues*
- *Involvement in a Culture of Professional Inquiry*
- *Service to the School*
- *Participation in School and District Projects*

4e: Growing and developing professionally

- *Enhancement of Content Knowledge and Pedagogical Skill*
- *Receptivity to Feedback from Colleagues*
- *Service to the Profession*

4f: Showing professionalism

- *Integrity And Ethical Conduct*
- *Service To Students*
- *Advocacy*
- *Decision Making*

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Appendix E

Assessment Schedule

http://www.londonderry.org/assets/documents/common/assess_timeline.pdf

Appendix F

Working Toward Excellence

WORKING TOWARD EXCELLENCE

*GIVING WINGS TO CHILDREN'S DREAMS
THROUGH PROFESSIONAL DEVELOPMENT*



Londonderry School District #12
Londonderry, New Hampshire

Non-continuing Contract Teacher Workbook

Professional Development Evaluation Plan (District)

Purpose

The purpose of the **Professional Development Evaluation Plan** is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the district's mission and enhance student learning. This plan will provide a continuous cycle of assessment to ensure that all staff continues to meet the district's standards for effective teaching.

The Professional Development Plan provides for an evaluation process that requires the examination of:

- What students need to know and be able to do,
- What the teacher has been doing to effect this learning,
- The degree of student success in achieving those objectives, and
- The implications for continuing employment and future professional growth

The Londonderry School District Professional Development Evaluation Plan toward teacher excellence is based on achieving growth in four domains. These educational domains and their components were devised by Charlotte Danielson, now used as a model for professional growth and teacher evaluation throughout the country. The four domains include: **Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibility.**

Each domain has specific measurable components to evaluate teacher performance. It is expected that a teacher's professional development goals reflect the elements of these evaluative criteria.

Beliefs and Principles:

- Each teacher should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students should drive the selection and implementation of appropriate strategies.
- Student performance; effectiveness of teaching behavior must be assessed in light of student, school, and district needs and organizational structures; and long-term as well as short-term effectiveness.
- Multiple sources of data are essential for the development of a complete picture of teaching performance.
- The Professional Development Evaluation Plan must accommodate the needs of novice educators as well as the differing needs of experienced educators.
- All teachers and evaluators must understand the Professional Development Plan.
- There must be a direct link between evaluation results and planned professional growth.

Professional Development Individual Plan (State Recertification)

Statement of Purpose – Londonderry School District – Professional Development Master Plan

The purpose of Londonderry’s professional development plan is to improve the quality of teaching and learning by ensuring that educators participate in meaningful, continuous growth in order to:

- remain current with their subject and/or specialty area;
- inform and improve their teaching practice and, most importantly,
- meet the learning needs of their students.

The key components of the plan are to assist in the implementation of the curriculum, and provide knowledge of various assessment strategies and instructional practices. To that end, it is expected that teachers will design professional development goals addressing one or more of these areas. This will assist them in providing appropriate instruction to their students which will impact student achievement and address grade level, department, school, and district strategic plan goals.

* Non-continuing contract teachers should get prior approvals before any activities.

Professional Development Evaluation Plans

In recognizing the differing needs of students, teachers, schools, and district, the Professional Development Plan is comprised of three distinct plans:

- | | |
|---------------|--|
| Plan 1 | Initial Professional Development Plan
Used for all new teachers during years 1, 2, 3 (non-continuing contract)
Used for experienced teachers who did not achieve continuing contract status in their previous district.
Used for teachers who have achieved continuing contract in a previous district |
| Plan 2 | Professional Growth Plan
Experienced teachers (continuing contract) |
| Plan 3 | Teacher Assistance Plan
Experienced continuing contract teachers who are considered marginal or are having difficulty meeting one or more of the districts standards for effective teaching |

Professional Development Evaluation Plan 1
Non-Continuing Contract Teacher
1st Year

Teacher's Name _____

Dates Covered by 3 Year Cycle _____

By October 15

_____ **Professional Goal Setting Conference** *(Based on the Domains)*

_____ **Written Goal Statement(s) Submitted to Administrator**

_____ **Submit Professional Development Individual Plan Long-range Goals to Building Representative** – *(State recertification – see Appendix)*

By January 1

_____ **Pre-Observation Conference(s)** *(announced observation – Domains covered to be agreed upon by teacher and administrator)*

_____ **Formal Observation** *(announced/unannounced)*

_____ **Written Formal Observation Report(s)** - *should be received within two weeks after the formal observation*

_____ **Post-Observation Conference(s)** – *should occur within two days following the receipt of the report*

By February 15

_____ **Pre-Observation Conference(s)** *(Domains covered to be agreed upon by teacher and administrator)*

_____ **Formal Observation(s)**

_____ **Written Formal Observation Report(s)** - *should be received within two weeks after the formal observation*

_____ **Post-Observation Conference(s)**–*should occur within two days following the receipt of the report*

_____ **Summative Evaluation/Conference**

By April 15

_____ **End of Year 1 Self Evaluation** *(Submitted to administrator)*

Goal Setting Process

Goal setting applies to all Continuing Contract and Non-Continuing Contract-status personnel, and Part-Time Teachers.

Goal setting is a process shared by the teacher and the evaluator and occurs during a goal-setting conference with the evaluator after a self-assessment by the teacher and a review of the teacher's competencies by the administrator.

At the goal-setting conference, both parties are expected to share their expectations for the teacher's professional growth and development and develop a plan of action to achieve these expectations. The plan includes developing **goals** for professional growth.

Goals must be based on District, building, and/or department goals. Either the teacher or the administrator may modify goals as the cycle progresses. The administrator may set additional goals for a teacher, but should clearly communicate to the individual the professional development to be gained from the goals.

Goal-setting activities include a self-assessment, a goal-setting conference, written goals, and progress reports.

Self-Assessment

A process that includes a determination of where teachers are and where they want to be in three years. Self-assessment should occur prior to the goal-setting conference.

Goal-Setting Conference

A meeting between the teacher and evaluator at which time they develop professional goals to be achieved by the teacher during the evaluation cycle. The teacher will have completed a self-assessment by this time.

Written Goal Statement

After the goal-setting conference, the teacher's goals are copied on the professional development page. The teacher should sign this completed form and a photocopy returned to the evaluator within ten (10) school days of the goal-setting conference.

Progress Report of Goals

A written report, **submitted by the teacher**, which reflects the progress the teacher has made on his/her professional goals during year 1; year 2. Goals may be modified based on progress to date. Conference meeting as determined by administrator or teacher.

Goal Attainment

Documentation of the degree to which the teacher has attained his/her professional development goals.

DOMAIN SUMMARY

(Detailed explanations of each domain included in Appendix)

DOMAIN 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content & Pedagogy

Elements:

Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students

Elements:

Knowledge of characteristics (intellectual, social, and emotional) of age group Knowledge of students' varied approaches to learning Knowledge of students' skills and knowledge Knowledge of students' interests and cultural heritage

Component 1c: Selecting Instructional Goals

Elements:

Goals represent high expectations for students: and reflect important learning and conceptual understanding, curriculum standards, and frameworks. Goals are clearly stated as student learning and permit sound assessment. Goals represent opportunities for different types of learning—for example, thinking, as well as knowledge—and coordination or integration within or across disciplines.

Component 1d: Designing Instruction

Elements:

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

Component 1e: Assessing Student Learning

Elements:

Congruence with instructional goals Criteria and standards Use for planning

DOMAIN 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Elements:

Teacher interaction with students Student interaction

Component 2b: Establishing a Culture for Learning

Elements:

Importance of the content Expectations for learning and achievement

Component 2c: Managing Classroom Procedures

Elements:

Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
Elements:
Expectations Monitoring of student behavior Response to student misbehavior

Component 2e: Organizing Learning Environment
Elements:
Safety and arrangement of furniture Accessibility to learning and use of physical resources

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately
Elements:
Directions and procedures Oral and written language

Component 3b: Using Questioning and Discussion Techniques
Elements:
Quality of questions Discussion techniques Student participation

Component 3c: Engaging Students in Learning
Elements:
Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing

Component 3d: Providing Feedback to Students
Elements:
Quality: accuracy, substantive, constructive, and specific Timeliness

Component 3e: Demonstrating Flexibility and Responsiveness
Elements:
Lesson adjustment Response to students Persistence

DOMAIN 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
Elements:
Accuracy Use in future teaching

Component 4b: Maintaining Accurate Records
Elements:
Student completion of assignments Student progress in learning Non-instructional records

Component 4c: Communication
Elements:
Information about the instructional program Information about individual students Engagement of families in the instructional program

Component 4d: Contributing to the School and District

Elements:

Relationships with colleagues Service to the school/district Participation in school and district programs

Component 4e: Growing and Developing Professionally

Elements:

Enhancement of content knowledge and pedagogical skill Service to the profession

Component 4f: Showing Professionalism

Elements:

Service to students Advocacy Decision making

Londonderry School District
Professional Development Plan 1
Non-continuing Contract Teacher Goal Statement
1st Year
(Make copies for additional goals)

Goal: #_____

Domain/component:

Steps Toward Achieving Goal:

Evidence:

Anticipated Completion Date:

--

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Pre-Observation Conference Worksheet – January 1
Non-continuing Contract Teacher Year 1

Objectives of the lesson

On which component(s) of the Danielson model should the observer focus?

How does this lesson support/align with district goals and/or benchmarks?

How might you assess/analyze the results of this lesson/unit activity? (How will you know that your goals have been met?)

What teaching strategies will be observed?

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT

Professional Development Process

Observation Report

January 1

Non-continuing Contract Teacher – Year 1

Name: _____

School: _____

Assignment: _____

Date of Pre-Observation Conference: _____

Date of Observation: _____

Time: _____

Year of Cycle: _____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. *Designing instruction	
1e. *Assessing student learning	

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

Professional Development Observation Report – January 1
Non-continuing Contract Teacher – Year 1
Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions: _____

Teacher's Signature _____

Date _____

Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

Pre-Observation Conference Worksheet – February 15
Non-continuing Contract Teacher - Year 1

Objectives of the lesson

On which component(s) of the Danielson model should the observer focus?

How does this lesson support/align with district goals and/or benchmarks?

How might you assess/analyze the results of this lesson/unit activity? *(How will you know that your goals have been met?)*

What teaching strategies will be observed?

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT
Professional Development Process
Observation Report
Non-continuing Contract Teacher – Year 1
 February 15

Name: _____ School: _____

Assignment: _____ Date of Pre-Observation Conference:

Date of Observation: _____ Time: _____ Year of Cycle:

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. *Designing instruction	
1e. *Assessing student learning	

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions: _____

Teacher's Signature _____ **Date** _____
Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

LONDONDERRY SCHOOL DISTRICT
Professional Development Evaluation Plan 1
 End of Year 1 - Self Evaluation
 (Non-continuing Contract Teacher) by April 15

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. Demonstrating knowledge of students				
1c. Selecting Instructional Goals				
1d. Designing instruction				
1e. Assessing student learning				

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing learning environment				

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communication				
4d. Contributing to School and District				
4e. Growing and developing professionally				
4f. Showing professionalism				

LONDONDERRY SCHOOL DISTRICT
Professional Development Process
Summative Evaluation Report
Non-continuing Contract Teacher – Year 1

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. * Designing instruction	
1e. *Assessing student learning	

Comments and Suggestions: _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions _____

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. *Maintaining accurate records				
4c. +Communication				
4d. Contributing to School and District				
4e. +Growing and developing professionally				
4f. *Showing professionalism				

Comments and Suggestions: _____

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

*Minimum expectancy for 1st year teacher. +Added expectancy for 2nd year teacher. All areas expected of 3rd year and continuing contract teachers.

Londonderry School District
Summative Evaluation
Non-continuing Contract Teacher - Year 1

Name _____ School _____
Assignment _____ Date of Evaluation _____
Period of Evaluation _____ to _____
Progress Toward Professional Goals _____

Commendations _____

Recommendations _____

Signatures of Evaluators

Name	Position	Date
_____	_____	_____
_____	_____	_____

I have read this evaluation:
Teacher's Signature _____

The signature of the teacher does not imply agreement with the evaluation, but simply indicates that the teacher has seen the evaluation.

Professional Development Evaluation Plan 1
Non-continuing Contract Teacher
2nd year

Teacher's Name

Period Covered by 3 Year Cycle

By October 15

- _____ **Professional Goal Setting Conference**
- _____ **Professional Goals Written** (Based on District, School, Personal and/or Professional Development Individual Plan-State Recertification) – information included in summer packet
- _____ **Professional Goal Statement(s) Submitted to Administrator** – (Progress Report on Previous Year's Goals will be included)

By January 1

- _____ **Pre-Observation Conference(s)** (announced observation – Domains covered to be determined by teacher and administrator)
- _____ **Formal Observation(s)**
- _____ **Written Formal Observation(s)** (should be received within 2 weeks of formal observation)
- _____ **Post Observation Conference(s)** (should occur within 2 days following receipt of written report)

By February 15

- _____ **Pre-Observation Conference(s)** (announced observation – Domains covered to be determined by teacher and administrator)
- _____ **Formal Observation(s)**
- _____ **Written Formal Observation(s)** (should be received within 2 weeks of formal observation)
- _____ **Post Observation Conference(s)** (should occur within 2 days following receipt of written report)
- _____ **Summative Evaluation Conference**

By April 15

- _____ **End of Year 2 Self-Evaluation** (submitted to administrator)

Londonderry School District
Professional Development Plan 1
Non-continuing Contract Teacher Goal Statement
2nd Year
(Make copies for additional goals)

Goal: #_____

Domain/component:

Steps Toward Achieving Goal:

Evidence:

Anticipated Completion Date:

--

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Professional Development Evaluation Plan 1
Progress Report on Year 1 Annual (or On-going) Goals
Non-continuing Contract Teacher
(to be included in summer staff mailing – due by October 15th)

Teacher's Name

Period Covered by 3 Year Cycle

Goal# _____

Date _____

Progress:

Goal# _____

Date _____

Progress:

Goal# _____

Date _____

Progress:

Pre-Observation Conference Worksheet – January 1
Non-continuing Contract Teacher - Year 2

Objectives of the lesson

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

On which component(s) of the Danielson model should the observer focus?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

How does this lesson support/align with district goals and/or benchmarks?

<hr/> <hr/> <hr/> <hr/> <hr/>

How might you assess/analyze the results of this lesson/unit activity? *(How will you know that your goals have been met?)*

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

What teaching strategies will be observed?

<hr/> <hr/> <hr/> <hr/> <hr/>

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT

Professional Development Process

Observation Report

January 1

Non-continuing Contract Teacher – Year 2

Name: _____

School: _____

Assignment: _____

Date of Pre-Observation Conference: _____

Date of Observation: _____ Time: _____

Year of Cycle: _____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. *Designing instruction	
1e. *Assessing student learning	

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

Professional Development Observation Report – January 1
Non-continuing Contract Teacher – Year 2
Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions: _____

Teacher's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

Pre-Observation Conference Worksheet – February 15
Non-continuing Contract Teacher - Year 2

Objectives of the lesson

On which component(s) of the Danielson model should the observer focus?

How does this lesson support/align with district goals and/or benchmarks?

How might you assess/analyze the results of this lesson/unit activity? *(How will you know that your goals have been met?)*

What teaching strategies will be observed?

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT
Professional Development Process
Observation Report
February 15
Non-continuing Contract Teacher – Year 2

Name: _____

School: _____

Assignment: _____

Date of Pre-Observation Conference:

Date of Observation: _____ **Time:** _____

Year of Cycle: _____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. *Designing instruction	
1e. *Assessing student learning	

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions: _____

Teacher's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

LONDONDERRY SCHOOL DISTRICT

Professional Development Evaluation Plan 1

End of Year 2 - Self Evaluation

(Non-continuing Contract Teacher) by April 15

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. Demonstrating knowledge of students				
1c. Selecting Instructional Goals				
1d. Designing instruction				
1e. Assessing student learning				

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing learning environment				

Comments/Suggestions _____

**Professional Development Process
Non-continuing Contract Teacher – Year 2**

Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions _____

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communication				
4d. Contributing to School and District				
4e. Growing and developing professionally				
4f. Showing professionalism				

Comments/Suggestions _____

LONDONDERRY SCHOOL DISTRICT
Professional Development Process
Summative Evaluation Report
Non-continuing Contract Teacher – Year 2

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. +Demonstrating knowledge of students				
1c. *Selecting Instructional Goals				
1d. * Designing instruction				
1e. *Assessing student learning				

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. *Creating an environment of respect and rapport				
2b. +Establishing a culture for learning				
2c. +Managing classroom procedures				
2d. *Managing student behavior				
2e. +Organizing learning environment				

Comments/Suggestions _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions _____

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. *Maintaining accurate records				
4c. +Communication				
4d. Contributing to School and District				
4e. +Growing and developing professionally				
4f. *Showing professionalism				

Comments and Suggestions: _____

Teacher's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

*Minimum expectancy for 1st year teacher. +Added expectancy for 2nd year teacher. All areas expected of 3rd year and continuing contract teachers.

Londonderry School District
Summative Evaluation
Non-continuing Contract Teacher - Year 2

Name _____

School _____

Assignment _____

Date of Evaluation _____

Period of Evaluation _____ to _____

Progress Toward Professional Goals _____

Commendations _____

Recommendations _____

Signatures of Evaluators

Name	Position	Date
------	----------	------

--	--	--

I have read this evaluation:

Teacher's Signature _____

The signature of the teacher does not imply agreement with the evaluation, but simply indicates that the teacher has seen the evaluation.

Professional Development Evaluation Plan 1
Non-continuing Contract Teacher
3rd year

Teacher's Name

Period Covered by 3 Year Cycle

By October 15

- _____ **Professional Goal Setting Conference**
- _____ **Professional Goals Written** (Based on District, School, Personal and/or Professional Development Individual Plan-State Recertification) – information included in summer packet
- _____ **Professional Goal Statement(s) Submitted to Administrator** – (Progress Report on Previous Year's Goals will be included)

By January 1

- _____ **Pre-Observation Conference(s)** (announced observation – Domains covered to be determined by teacher and administrator)
- _____ **Formal Observation(s)**
- _____ **Written Formal Observation(s)** (should be received within 2 weeks of formal observation)
- _____ **Post Observation Conference(s)** (should occur within 2 days following receipt of written report)

By February 15

- _____ **Pre-Observation Conference(s)** (announced observation – Domains covered to be determined by teacher and administrator)
- _____ **Formal Observation(s)**
- _____ **Written Formal Observation(s)** (should be received within 2 weeks of formal observation)
- _____ **Post Observation Conference(s)** (should occur within 2 days following receipt of written report)
- _____ **Summative Evaluation Conference**

By April 15

- _____ **End of Year 3 Self-Evaluation** (submitted to administrator)

Londonderry School District
Professional Development Plan 1
Non-continuing Contract Teacher Goal Statement
3rd Year
(Make copies for additional goals)

Goal: #_____

Domain/component:

Steps Toward Achieving Goal:

Evidence:

Anticipated Completion Date:

--

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Professional Development Evaluation Plan 1
Progress Report on Year 2 Annual (or On-going) Goals
Non-continuing Contract Teacher
(to be included in summer staff mailing – due by October 15th)

Teacher's Name

Period Covered by 3 Year Cycle

Goal# _____

Date _____

Progress:

Goal# _____

Date _____

Progress:

Goal# _____

Date _____

Progress:

Pre-Observation Conference Worksheet – January 1
Non-continuing Contract Teacher - Year 3

Objectives of the lesson

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

On which component(s) of the Danielson model should the observer focus?

<hr/> <hr/> <hr/> <hr/> <hr/>

How does this lesson support/align with district goals and/or benchmarks?

<hr/> <hr/> <hr/> <hr/>

How might you assess/analyze the results of this lesson/unit activity? *(How will you know that your goals have been met?)*

<hr/> <hr/> <hr/> <hr/> <hr/>

What teaching strategies will be observed?

<hr/> <hr/> <hr/> <hr/>

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT

Professional Development Process

Observation Report

January 1

Non-continuing Contract Teacher – Year 3

Name: _____

School: _____

Assignment: _____

Date of Pre-Observation Conference:

Date of Observation: _____ Time: _____

Year of Cycle: _____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. *Designing instruction	
1e. *Assessing student learning	

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

**Professional Development Observation Report – January 1
Non-continuing Contract Teacher – Year 3**

Name _____

Domain 3: Instruction	Distinguished Proficient Basic Unsatisfactory
3a. *Communicating clearly and accurately	
3b. Using questioning and discussion techniques	
3c. *Engaging students in learning	
3d. * Providing feedback to students	
3e. Demonstrating flexibility and responsiveness	

Comments/Suggestions: _____

Teacher's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

Pre-Observation Conference Worksheet – February 15
Non-continuing Contract Teacher - Year 3

Objectives of the lesson

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

On which component(s) of the Danielson model should the observer focus?

<hr/> <hr/> <hr/> <hr/>

How does this lesson support/align with district goals and/or benchmarks?

<hr/> <hr/> <hr/> <hr/>

How might you assess/analyze the results of this lesson/unit activity? *(How will you know that your goals have been met?)*

<hr/> <hr/> <hr/> <hr/>

What teaching strategies will be observed?

<hr/> <hr/> <hr/> <hr/>

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT
Professional Development Process
Observation Report
February 15
Non-continuing Contract Teacher – Year 3

Name: _____

School: _____

Assignment: _____

Date of Pre-Observation Conference:

Date of Observation: _____

Time: _____

Year of Cycle: _____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished Proficient Basic Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy	
1b. +Demonstrating knowledge of students	
1c. *Selecting Instructional Goals	
1d. *Designing instruction	
1e. *Assessing student learning	

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished Proficient Basic Unsatisfactory
2a. *Creating an environment of respect and rapport	
2b. +Establishing a culture for learning	
2c. +Managing classroom procedures	
2d. *Managing student behavior	
2e. +Organizing learning environment	

Comments/Suggestions _____

Name _____

Domain 3: Instruction	Distinguished Proficient Basic Unsatisfactory
3a. *Communicating clearly and accurately	
3b. Using questioning and discussion techniques	
3c. *Engaging students in learning	
3d. * Providing feedback to students	
3e. Demonstrating flexibility and responsiveness	

Comments/Suggestions: _____

Teacher's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

LONDONDERRY SCHOOL DISTRICT

Professional Development Evaluation Plan 1

End of Year 3 - Self Evaluation

(Non-continuing Contract Teacher) by April 15

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. Demonstrating knowledge of students				
1c. Selecting Instructional Goals				
1d. Designing instruction				
1e. Assessing student learning				

Comments/Suggestions: _____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing learning environment				

Comments/Suggestions: _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions: _____

Domain 4: Professional Responsibilities	Distinguished	Proficient
Basic		
Unsatisfactory		
4a. Reflecting on teaching		
4b. Maintaining accurate records		
4c. Communication		
4d. Contributing to School and District		
4e. Growing and developing professionally		
4f. Showing professionalism		

Comments/Suggestions: _____

LONDONDERRY SCHOOL DISTRICT
Professional Development Process
Summative Evaluation Report
Non-continuing Contract Teacher – Year 3

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. +Demonstrating knowledge of students				
1c. *Selecting Instructional Goals				
1d. * Designing instruction				
1e. *Assessing student learning				

Comments/Suggestions: _____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. *Creating an environment of respect and rapport				
2b. +Establishing a culture for learning				
2c. +Managing classroom procedures				
2d. *Managing student behavior				
2e. +Organizing learning environment				

Comments/Suggestions: _____

Professional Development Process
Non-continuing Teacher – Year 3
Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments and Suggestions: _____

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. *Maintaining accurate records				
4c. +Communication				
4d. Contributing to School and District				
4e. +Growing and developing professionally				
4f. *Showing professionalism				

Comments/Suggestions _____

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

*Minimum expectancy for 1st year teacher. +Added expectancy for 2nd year teacher. All areas expected of 3rd year and continuing contract teachers.

Londonderry School District

Summative Evaluation
Non-continuing Contract Teacher - Year 3

Name _____

School _____

Assignment _____

Date of Evaluation _____

Period of Evaluation _____ to _____

Progress Toward Professional Goals _____

Commendations _____

Recommendations _____

Signatures of Evaluators

Name	Position	Date
------	----------	------

Name	Position	Date
------	----------	------

I have read this evaluation:

Teacher's Signature _____

The signature of the teacher does not imply agreement with the evaluation, but simply indicates that the teacher has seen the evaluation.

WORKING TOWARD EXCELLENCE

*GIVING WINGS TO CHILDREN'S DREAMS
THROUGH PROFESSIONAL DEVELOPMENT*



Londonderry School District #12
Londonderry, New Hampshire

Continuing Contract Teacher Workbook

Professional Development Evaluation Plan (District)

Purpose

The purpose of the **Professional Development Evaluation Plan** is to provide a structured, supportive, and collaborative environment to promote professional learning that will further the district's mission and enhance student learning. This plan will provide a continuous cycle of assessment to ensure that all staff continues to meet the district's standards for effective teaching.

The Professional Development Plan provides for an evaluation process that requires the examination of:

- What students need to know and be able to do,
- What the teacher has been doing to effect this learning,
- The degree of student success in achieving those objectives, and
- The implications for continuing employment and future professional growth

The Londonderry School District Professional Development Evaluation Plan toward teacher excellence is based on achieving growth in four domains. These educational domains and their components were devised by Charlotte Danielson, now used as a model for professional growth and teacher evaluation throughout the country. The four domains include: **Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibility.**

Each domain has specific measurable components to evaluate teacher performance. It is expected that a teacher's professional development goals reflect the elements of these evaluative criteria.

Beliefs and Principles:

- Each teacher should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students should drive the selection and implementation of appropriate strategies.
- Student performance; effectiveness of teaching behavior must be assessed in light of student, school, and district needs and organizational structures; and long-term as well as short-term effectiveness.
- Multiple sources of data are essential for the development of a complete picture of teaching performance.
- The Professional Development Evaluation Plan must accommodate the needs of novice educators as well as the differing needs of experienced educators.
- All teachers and evaluators must understand the Professional Development Plan.
- There must be a direct link between evaluation results and planned professional growth.

Professional Development Individual Plan (State Recertification)

Statement of Purpose – Londonderry School District – Professional Development Master Plan

The purpose of Londonderry’s professional development plan is to improve the quality of teaching and learning by ensuring that educators participate in meaningful, continuous growth in order to:

- remain current with their subject and/or specialty area;
- inform and improve their teaching practice and, most importantly,
- meet the learning needs of their students.

The key components of the plan are to assist in the implementation of the curriculum, and provide knowledge of various assessment strategies and instructional practices. To that end, it is expected that teachers will design professional development goals addressing one or more of these areas. This will assist them in providing appropriate instruction to their students which will impact student achievement and address grade level, department, school, and district strategic plan goals.

Professional Development Plan components

In recognizing the differing needs of students, teachers, schools, and district, the Professional Development Plan is comprised of three distinct plans:

- | | |
|---------------|--|
| Plan 1 | Initial Professional Development Plan
Used for all new teachers during years 1, 2, 3 (non-continuing contract)
Used for experienced teachers who did not achieve continuing contract status in their previous district.
Used for teachers who have achieved continuing contract in a previous district |
| Plan 2 | Professional Growth Plan
Experienced teachers (continuing contract) |
| Plan 3 | Teacher Assistance Plan
Experienced continuing contract teachers who are considered marginal or are having difficulty meeting one or more of the districts standards for effective teaching |

Professional Development Evaluation Plan 2
Continuing Contract Teacher

Teacher's Name

Dates Covered by 3 Year Cycle

Year One By October 15

_____ **Professional Goals Written** (Based on District, School, Personal and/or Professional Development Individual Plan-State Recertification) – information included in summer packet

_____ **Professional Goal Setting Conference**

(If deemed necessary by administrator)

_____ **Professional Goal Statement(s) Submitted to**

Administrator – (Progress Report on Previous Year's Goals will be included)

Year One By May 15

_____ **Formal/ Informal Observation(s)** (as determined by administrator)

Year Two By October 15

_____ **Professional Goals Written** (Based on District, School, Personal and/or Professional Development Individual Plan-State Recertification) – information included in summer packet

_____ **Professional Goal Setting Conference**

(If deemed necessary by administrator)

_____ **Professional Goal Statement(s) Submitted to**

Administrator – (Progress Report on Previous Year's Goals will be included)

Year Two By May 15

_____ **Formal/ Informal Observation(s)** (as determined by administrator)

Year Three By October 15

_____ **Professional Goals Written** (Based on District, School, Personal and/or Professional Development Individual Plan-State Recertification) – information included in summer packet

_____ **Professional Goal Setting Conference**

(If deemed necessary by administrator)

_____ **Professional Goal Statement(s) Submitted to**

Administrator – (Progress Report on Previous Year's Goals will be included)

**Year Three September-
February**

_____ **Formal Observation(s)**

(Domains covered to be determined by teacher and administrator)

_____ **Self-Evaluation**

By January 30

_____ **Written Formal Observation Report(s)**

_____ **Summative Evaluation**

Goal Setting Process

Goal setting applies to all Continuing Contract and Non-Continuing Contract-status personnel, and Part-Time Teachers.

Goal setting is a process shared by the teacher and the evaluator and occurs during a goal-setting conference with the evaluator after a self-assessment by the teacher and a review of the teacher's competencies by the administrator.

At the goal-setting conference, both parties are expected to share their expectations for the teacher's professional growth and development and develop a plan of action to achieve these expectations. The plan includes developing **goals** for professional growth.

Goals must be based on District, building, and/or department goals. Either the teacher or the administrator may modify goals as the cycle progresses. The administrator may set additional goals for a teacher, but should clearly communicate to the individual the professional development to be gained from the goals.

Goal-setting activities include a self-assessment, a goal-setting conference, written goals, and progress reports.

Self-Assessment

A process that includes a determination of where teachers are and where they want to be in three years. Self-assessment should occur prior to the goal-setting conference.

Goal-Setting Conference

A meeting between the teacher and evaluator at which time they develop professional goals to be achieved by the teacher during the evaluation cycle. The teacher will have completed a self-assessment by this time.

Written Goal Statement

After the goal-setting conference, the teacher's goals are copied on the professional development page. The teacher should sign this completed form and a photocopy returned to the evaluator within ten (10) school days of the goal-setting conference.

Progress Report of Goals

A written report, **submitted by the teacher**, which reflects the progress the teacher has made on his/her professional goals during the previous year. Goals may be modified based on progress to date. Conference meeting on goals as determined by administrator or teacher.

Goal Attainment

Documentation of the degree to which the teacher has attained his/her professional development goals.

DOMAIN SUMMARY

(Detailed explanations of each domain included in Appendix)

DOMAIN 1: Planning and Preparation

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

Elements:

Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy

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

Elements:

Knowledge of characteristics (intellectual, social, and emotional) of age group Knowledge of students' varied approaches to learning Knowledge of students' skills and knowledge Knowledge of students' interests and cultural heritage

Component 1c: **Selecting Instructional Goals**

Elements:

Goals represent high expectations for students: and reflect important learning and conceptual understanding, curriculum standards, and frameworks. Goals are clearly stated as student learning and permit sound assessment. Goals represent opportunities for different types of learning—for example, thinking, as well as knowledge—and coordination or integration within or across disciplines.

Component 1d: **Designing Instruction**

Elements:

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

Component 1e: **Assessing Student Learning**

Elements:

Congruence with instructional goals Criteria and standards Use for planning

DOMAIN 2: The Classroom Environment

Component 2a: **Creating an Environment of Respect and Rapport**

Elements:

Teacher interaction with students Student interaction

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

Elements:

Importance of the content Expectations for learning and achievement

Component 2c: **Managing Classroom Procedures**

Elements:

Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals

Component 2d: Managing Student Behavior
Elements:
Expectations Monitoring of student behavior Response to student misbehavior

Component 2e: Organizing Learning Environment
Elements:
Safety and arrangement of furniture Accessibility to learning and use of physical resources

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately
Elements:
Directions and procedures Oral and written language

Component 3b: Using Questioning and Discussion Techniques
Elements:
Quality of questions Discussion techniques Student participation

Component 3c: Engaging Students in Learning
Elements:
Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing

Component 3d: Providing Feedback to Students
Elements:
Quality: accuracy, substantive, constructive, and specific Timeliness

Component 3e: Demonstrating Flexibility and Responsiveness
Elements:
Lesson adjustment Response to students Persistence

DOMAIN 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
Elements:
Accuracy Use in future teaching

Component 4b: Maintaining Accurate Records
Elements:
Student completion of assignments Student progress in learning Non-instructional records

Component 4c: Communication
Elements:
Information about the instructional program Information about individual students Engagement of families in the instructional program

Component 4d: Contributing to the School and District

Elements:

Relationships with colleagues Service to the school/district Participation in school and district programs

Component 4e: Growing and Developing Professionally

Elements:

Enhancement of content knowledge and pedagogical skill Service to the profession

Component 4f: Showing Professionalism

Elements:

Service to students Advocacy Decision making

Londonderry School District
Professional Development Plan
Goal Statement
(Make copies for additional goals)

Goal: # _____

Domain/component:

Steps Toward Achieving Goal:

Evidence:

Anticipated Completion Date:

--

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Professional Development Evaluation Plan 2
Progress Report on Previous Year's Annual (or On-going) Goals
Continuing Contract Teacher
(to be included in summer staff mailing – due by October 15th)

Teacher's Name

Period Covered by 3 Year Cycle

Goal# _____

Date _____

Progress:

Goal# _____

Date _____

Progress:

Goal# _____

Date _____

Progress:

Pre-Observation Conference Worksheet

Continuing Contract Teacher

Objectives of the lesson

On which component(s) of the Danielson model should the observer focus?

How does this lesson support/align with district goals and/or benchmarks?

How might you assess/analyze the results of this lesson/unit activity? *(How will you know that your goals have been met?)*

What teaching strategies will be observed?

What student behaviors will be observed?

Are there any groups or individual characteristics or circumstances of which the observer should be aware?

Other:

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

LONDONDERRY SCHOOL DISTRICT
Professional Development Evaluation Plan 2
 Self Evaluation of Formal Observation(s) (Continuing Contract Teacher)
 Based upon the Pre-observation Conference Workshop

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. Demonstrating knowledge of students				
1c. Selecting Instructional Goals				
1d. Designing instruction				
1e. Assessing student learning				

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing learning environment				

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communication				
4d. Contributing to School and District				
4e. Growing and developing professionally				
4f. Showing professionalism				

LONDONDERRY SCHOOL DISTRICT

Professional Development Process

Observation Report

Name: _____

School: _____

Assignment: _____

Date of Pre-Observation Conference:

Date of Observation: _____ Time: _____

Year of Cycle: _____

Items checked require a written comment. It is anticipated that not all components would be part of any one observation.

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. +Demonstrating knowledge of students				
1c. *Selecting Instructional Goals				
1d. *Designing instruction				
1e. *Assessing student learning				

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. *Creating an environment of respect and rapport				
2b. +Establishing a culture for learning				
2c. +Managing classroom procedures				
2d. *Managing student behavior				
2e. +Organizing learning environment				

Comments/Suggestions _____

Name _____

Domain 3: Instruction Unsatisfactory	Distinguished Proficient Basic
3a. *Communicating clearly and accurately	
3b. Using questioning and discussion techniques	
3c. *Engaging students in learning	
3d. * Providing feedback to students	
3e. Demonstrating flexibility and responsiveness	

Comments/Suggestions: _____

Teacher's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

- *Minimum expectancy for 1st year teacher. + Minimum expectancy of 2nd year teacher.
- All items expected of 3rd year and continuing contract teachers.

LONDONDERRY SCHOOL DISTRICT

Professional Development Process
Summative Evaluation Report

Name: _____

School: _____

Assignment: _____

Date: _____

Domain 1: Planning and Preparation	Distinguished	Proficient	Basic	Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy				
1b. +Demonstrating knowledge of students				
1c. *Selecting Instructional Goals				
1d. * Designing instruction				
1e. *Assessing student learning				

Comments/Suggestions _____

Domain 2: The Classroom Environment	Distinguished	Proficient	Basic	Unsatisfactory
2a. *Creating an environment of respect and rapport				
2b. +Establishing a culture for learning				
2c. +Managing classroom procedures				
2d. *Managing student behavior				
2e. +Organizing learning environment				

Comments/Suggestions _____

Name _____

Domain 3: Instruction	Distinguished	Proficient	Basic	Unsatisfactory
3a. *Communicating clearly and accurately				
3b. Using questioning and discussion techniques				
3c. *Engaging students in learning				
3d. * Providing feedback to students				
3e. Demonstrating flexibility and responsiveness				

Comments/Suggestions _____

Domain 4: Professional Responsibilities	Distinguished	Proficient	Basic	Unsatisfactory
4a. Reflecting on teaching				
4b. *Maintaining accurate records				
4c. +Communication				
4d. Contributing to School and District				
4e. +Growing and developing professionally				
4f. *Showing professionalism				

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

*Minimum expectancy for 1st year teacher. +Added expectancy for 2nd year teacher. All areas expected of 3rd year and continuing contract teachers.

Londonderry School District
Summative Evaluation

Name _____

School _____

Assignment _____

Date of Evaluation _____

Period of Evaluation _____ to _____

Progress Toward Professional Goals _____

Commendations _____

Recommendations _____

Signatures of Evaluators

Name

Position

Date

Name

Position

Date

I have read this evaluation:

Teacher's Signature _____

The signature of the teacher does not imply agreement with the evaluation, but simply indicates that the teacher has seen the evaluation.

TEACHER EVALUATION CRITERIA

DOMAIN 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content & Pedagogy

Elements:

Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy

Distinguished	Teacher's knowledge of the content and pedagogy are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on prior knowledge and makes connections with other disciplines. The teacher anticipates misconceptions.
Proficient	Exhibits behaviors found in both "distinguished and basic."
Basic	Teacher's content and pedagogical knowledge represents a growing understanding. The teacher is working to establish connections with other disciplines and is working to recognize and address student misconceptions.
Unsatisfactory	Teacher displays little understanding of the subject or structure of the discipline, or of content-relating pedagogy.

Component 1b: Demonstrating Knowledge of Students

Elements:

Knowledge of characteristics (intellectual, social, and emotional) of age group Knowledge of students' varied approaches to learning Knowledge of students' skills and knowledge Knowledge of students' interests and cultural heritage

Distinguished	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.
Proficient	Exhibits behaviors found in both "distinguished and basic."
Basic	Teacher demonstrates improving knowledge of students' backgrounds, skills, and interests, and is beginning to use this knowledge in planning.
Unsatisfactory	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.

Component 1c: Selecting Instructional Goals

Elements:

Goals represent high expectations for students: and reflect important learning and conceptual understanding, curriculum standards, and frameworks. Goals are clearly stated as student learning and permit sound assessment. Goals represent opportunities for different types of learning—for example, thinking, as well as knowledge—and coordination or integration within or across disciplines.

Distinguished	Teacher goals reflect learning related to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	Teacher’s goals are beginning to reflect value and suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.
Unsatisfactory	Teacher’s goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment; little or no relationship to curriculum frameworks or standards.

Component 1d: Designing Instruction

Elements:

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

Distinguished	The elements of the instructional design reflect the stated goals. These elements engage students in meaningful learning.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	Some of the elements of the instructional design reflect the stated goals. Though the teacher’s lesson does have a recognizable structure, not all the elements engage students in meaningful learning.
Unsatisfactory	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.

Component 1e: Assessing Student Learning

Elements:

Congruence with instructional goals Criteria and Standards Used for Planning

Distinguished	The teacher’s plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are understood by the students. The teachers and students monitor progress in achieving the goals. The teacher uses the assessment to plan for groups of students and individuals.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	The teacher’s plan for student assessment is aligned with some of the instructional goals. There are criteria and standards that are not clearly understood by all students. The teacher uses the assessment to plan for future instruction for the class as a whole.
Unsatisfactory	The teacher’s approach to assessing student learning contains no clear criteria or standards, and is not aligned with instructional goals. Teacher does not use assessment results in designing future instruction.

DOMAIN 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Elements:

Teacher interaction with students Student interaction

Distinguished	The teacher demonstrates genuine caring and respect for individual students and students exhibit a mutual respect for the teacher.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	Student interactions are generally polite and respectful. The teacher-student interactions are generally appropriate and but may reflect inconsistencies. Proper respect towards the teacher is not always evident.
Unsatisfactory	Some teacher interactions with some students are negative, demeaning, or sarcastic. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict, sarcasm, or put-downs.

Component 2b: Establishing a Culture for Learning

Elements:

Importance of the content Expectations for learning and achievement

Distinguished	The classroom environment represents a genuine culture for learning, with a commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	The classroom reflects an environment for learning which may foster inconsistent expectations for student achievements. Student pride in learning is not always evident. Teacher’s role as facilitator/instructor may convey a higher motivation to achieve.
Unsatisfactory	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.

Component 2c: Managing Classroom Procedures

Elements:

Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals

Distinguished	Classroom routines and procedures have been established and function smoothly, with little or no loss of instructional time.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	Classroom routines and procedures have been established but function inconsistently, with some loss of instructional time.
Unsatisfactory	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.

Component 2d: Managing Student Behavior

Elements:

Expectations Monitoring of student behavior Response to student misbehavior

Distinguished	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	Standards of conduct appear to have been established for most situations and most students seem to understand. The teacher is generally aware of student behavior but may miss the activities of some students.
Unsatisfactory	The teacher sets few or no clear expectations of conduct, minimal monitoring of student behavior, and responds inappropriately to student misbehavior.

Component 2e: Organizing Learning Environment

Elements:

Safety and arrangement of furniture Accessibility to learning and use of physical resources

Distinguished	Teacher’s classroom is safe, and learning is accessible to all students. The teacher uses physical resources skillfully.
Proficient	Exhibits behaviors found in both “distinguished and basic.”
Basic	Teacher’s classroom is safe, and essential learning is accessible to all students. The teacher’s use of physical resources is adequate to support the learning activities, but may not provide the environment necessary for all students’ highest achievement.
Unsatisfactory	The teacher’s classroom is unsafe and makes poor use of physical resources.

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately

Elements:

Directions and procedures Oral and written language

Distinguished	Teacher communicates clearly and accurately to students, both orally and in writing.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.
Unsatisfactory	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students.

Component 3b: Using Questioning and Discussion Techniques

Elements:

Quality of questions Discussion techniques Student participation

Distinguished	Teacher’s use of questioning and discussion techniques promote full participation of students allowing for adequate “wait” time in order for children to respond.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	Teacher’s questions are a combination of low and high quality with limited engagement of students.
Unsatisfactory	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation and little true discussion.

Component 3c: Engaging Students in Learning

Elements:

Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing

Distinguished	Teacher conveys high expectations for student achievement with appropriate content and materials that link well with student knowledge and experience. Students are cognitively engaged. Instructional groups are productive and appropriate to the students or the goals of the lesson.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	Most students are engaged throughout the lesson, with appropriate activities and materials, and suitable structure and pacing of the lesson.
Unsatisfactory	As a result of inappropriate activities or materials, poor representations of content, lack of lesson structure or pacing, students are only partially engaged in significant learning.

Component 3d: Providing Feedback to Students

Elements:

Quality: accuracy, substantive, constructive, and specific Timeliness

Distinguished	Teacher feedback to students is timely and of consistently high-quality. Provisions are made for students to use the feedback in their learning.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	Teacher’s feedback to students is <i>inconsistent</i> in its timeliness and quality. Opportunities for students to use the feedback in their learning are also inconsistent.
Unsatisfactory	Teacher’s feedback to students is of poor quality and is not given in a timely manner. Therefore, little or no opportunity is provided for students to use the feedback in their learning.

Component 3e: Demonstrating Flexibility and Responsiveness

Elements:

Lesson adjustment Response to students Persistence

Distinguished	Teacher persists in employing alternative instructional strategies in seeking ways to ensure successful learning for all students. Adjustments are made to instructional plans as needed in order to respond to students' interests and questions.
Proficient	Exhibits behaviors found in both "distinguished" and "basic."
Basic	Teacher attempts to accommodate students' questions or interests, but limits the use of alternative instructional strategies.
Unsatisfactory	Teacher adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. Teacher makes minimal adjustments to the instructional plans.

DOMAIN 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Elements:

Accuracy Use in future teaching

Distinguished	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
Proficient	Exhibits behaviors found in both "distinguished" and "basic."
Basic	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.
Unsatisfactory	Teacher does not know if a lesson was effective or if it achieved the stated goals. The success of the lesson is greatly misjudged by the teacher.

Component 4b: Maintaining Accurate Records

Elements:

Student completion of assignments Student progress in learning Non-instructional records

Distinguished	Teacher's system for maintaining accurate records of student information (instructional and non-instructional) is efficient and effective.
Proficient	Exhibits behaviors found in both "distinguished" and "basic."
Basic	Teacher's system for maintaining accurate records of student information (instructional and non-instructional) is inconsistently effective.
Unsatisfactory	Teacher's system for maintaining accurate records (instructional and non-instructional) results in errors and confusion.

Component 4c: Communication

Elements:

Information about the instructional program *Information about individual Students* *Engagement of families in the instructional program*

Distinguished	Teacher communicates frequently with families in order to inform and engage them in the instructional program, to inform them of individual student progress, and to keep them informed of class and/or school events.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	Teacher provides minimal information or communication in an effort to engage families in the instructional program.
Unsatisfactory	Teacher adheres to the school’s required procedures but provides little or no additional information to families.

Component 4d: Contributing to the School and District

Elements:

Relationships with colleagues *Service to the school/district* *Participation in school and district programs*

Distinguished	Teacher makes a substantial contribution to school and district events and projects.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	Teacher usually maintains a positive, collaborative relationship with colleagues. Teacher participates in school and district events and projects when specifically requested.
Unsatisfactory	Teacher’s relationships with colleagues are frequently negative or self-serving, and teacher avoids or refuses to be involved in school and district projects.

Component 4e: Growing and Developing Professionally

Elements:

Enhancement of content knowledge and pedagogical skill
Service to the profession

Distinguished	The teacher makes substantial contributions to the profession by going above and beyond by actively pursuing professional development relevant to the school/district.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	The teacher participates in professional development activities and there is evidence in the classroom.
Unsatisfactory	The teacher’s participation in professional development activities is limited to those that are convenient and not evident in the classroom.

Component 4f: Showing Professionalism

Elements:

Service to students *Advocacy* *Decision making*

Distinguished	The teacher consistently responds in a timely manner to administrative expectations by meeting established deadlines, being on time for duties, school meetings, or teaching assignments.
Proficient	Exhibits behaviors found in both “distinguished” and “basic.”
Basic	The teacher is inconsistent in responding to administrative expectations in meeting established deadlines, in being on time for duties, school meetings, or teaching assignments.
Unsatisfactory	The teacher fails to respond to administrative expectations by consistently not meeting established deadlines, consistently being late for duties, school meetings, or teaching assignments.

Appendix G.

Professional Development

Reflection Forms

Londonderry Professional Development Reflection Form

(This form should be filled out for any activity not sponsored by the School District, and kept in your Professional Development file to show your building committee.)

Name _____

Activity _____

Date (s) of activity _____

Presenter (if applicable) _____

Was this a valuable professional experience? _____

Explain: _____

Would you recommend this activity to other professionals? _____

If yes, which grade level or content area might benefit:

K-3, 4-5, 6-8, 9-12, content area _____

How will you incorporate this experience into your practice?

**Londonderry Professional Development
Reflection Form**

(This form should be filled out for any activity in which you engage, and kept in your Professional Development file to show your building committee.)

Name _____

Activity _____

Date (s) of activity _____

Presenter (if applicable) _____

Was this a valuable professional experience? _____

Explain: _____

Would you recommend this activity to other professionals? _____

If yes, which grade level or content area might benefit:

K-3, 4-5, 6-8, 9-12, content area _____

How will you incorporate this experience into your practice?

Appendix H

Sample Alternative Plan

Sample Alternative Professional Development – Action Research

Evidence-based practice is accomplished through action research whereby the teacher collects data during the course of instruction for the purpose of improving instruction. These data may be culled from interviews with students, questionnaires, observation and field notes, case studies and several other standard qualitative research methods. Distinct from the quantitative style of research, although numerical data may be collected and analyzed in qualitative studies, qualitative research probes why something happens, rather than documenting the frequency of occurrence, and involves smaller samples of participants for the purpose of gaining insight and depth of understanding. Rather than reporting results statistically, qualitative research is anecdotal, and therefore well-suited to studying the relationships among student achievement and teaching practice. Action research helps the practitioner bridge the gap between theory and practice, and it provides feedback that is essential for revision of instructional practice.

Action research incorporates many of the qualities of an ‘ideal’ staff development program. It is individualized and can be used by a teacher at any developmental level. It assumes teachers are knowledgeable and gives them power to make decisions. It can be carried out collaboratively. It is an on-going process and for that reason can be more effective than a typical one day in-service presentation. One of the more significant qualities of action research is that it puts the teacher in the position of accepting more responsibility for her (his) own professional growth. (Wood, 1988, pp. 16-17)

Action research is a self-reflective process that helps to elevate the academic climate of a school as students see their teachers join them in doing research. Students see their teachers as learners who are willing to model the research process.

The Londonderry School District has developed a model of Action Research that requires submission of a proposal and working with an identified colleague who has already utilized the process and who serves as a mentor.

The process requires the following steps:

1. Choosing a instruction unit
2. Collaborating with one or more teachers to set a research question specific to the chosen unit of instruction.
3. Selecting data collection methods such as questionnaires or surveys, interviews, observation and documentation, and case studies.
4. Writing a proposal outline describing steps 1-3.
5. Data collection.
6. Data analysis.
7. Statement of findings and implications of those findings for improving practice.
8. Presentation and publication.



Londonderry School District Action Research Proposal

Submitted by:	Date:
Research Question:	
Instructional Unit - Grade Level:	Academic Subject
a. Topic:	
b. Timelines: Start: Finish:	
b. Description of project or unit. Please include details that would help someone replicate your unit such as: Curriculum objectives (what do you want the students to know and be able to do): Student product: Assessments (formative and summative): List of lessons to be taught: Support materials for students: Data Collection:	

Appendix I

PDIP Form

**LONDONDERRY, NH SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT INDIVIDUAL PLAN**

Page 1 of _____

Name _____

Endorsements (30 units per endorsement) Knowledge of Subject /Field of Specialization

Endorsement Code	Expiration Date	Endorsement Code	Expiration Date
A) _____	_____	D) _____	_____
B) _____	_____	E) _____	_____
C) _____	_____	F) _____	_____

Individual Three-year Goals Statement (you may attach a supplemental statement):

Individual Signature _____ **Admin. Initials** _____

Goal Approval by Review Committee members:

_____ Date _____

STATE AREAS: 45 units required in one or more of the following:

1. Knowledge of subject or field of specialization
2. Knowledge of learners and learning
3. Knowledge of effective, developmentally appropriate teaching strategies and best practices
4. Knowledge of the school's role, organization, and operation
5. Exploratory or innovative activities
6. Other _____

Final Review Committee Approval: _____

Date _____

Main Committee Approval and Date _____

Superintendent Approval and Date _____

Plan to be used for step advancement if checked

Review Committee Summary	
Endorsement	Units
A	_____
B	_____
C	_____
D	_____
E	_____
F	_____
State Area Units: _____	

