

Staff Development & assessment Plan

Staff Professional Development and Assessment Plan

Purpose:

EdVisions Schools was created for the purpose of developing a new arrangement in public education. Embedded in that purpose was to create an arrangement that would allow for staff members to control their own destiny. The mission of EdVisions included developing individual responsibility, accountability and ownership in the educational process. In order to accomplish that mission each individual is asked to: complete a professional development plan; accept roles of responsibility in the school and/or association; work with others to acquire and provide feedback about quality of work and areas of improvement; and develop a habit of personal study and reflection for self-improvement.

The charter schools affiliated with EdVisions by law are in all aspects controlled by the teacher/facilitators. Therefore, it becomes necessary for the members to have a clear idea how to improve themselves as teacher/facilitators and how to improve their school so students are successful. In that light, EdVisions offers this Staff Development and Peer Evaluation instrument.

Principles of Professional Development Include:

- A focus on teachers as central to student learning, while including all other members of the school community;
- A focus on individual, collegial and organizational improvement;
- Respect and nurturing of the intellectual and leadership capacity of teachers and others in the school community;
- Reflection of best available research practice in teaching, learning and leadership; and
- Enabling teachers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards.

Exemplary professional development plans must show evidence of improved student learning and increased teacher effectiveness. The teacher must adhere to the mission of professional development to prepare and support fellow educators to help all students achieve high standards of learning and development.

This professional development concept links together staff development and staff assessment in one complete whole. The assessment of teacher behavior recognizes that no single unit of organization can function autonomously, encourages systems thinking and recognizes that all activities are interdependent.

Overview:

The method of staff observation and assessment is non-punitive, supportive and formative. The object is a growth yielding procedure. It consists of peer evaluation and support coupled with individual staff performance objectives and self-evaluation, including year-end conferences.

Each school will have a site team for the purpose of staff assessment. EdVisions will supply an observer to be utilized by the school staff for the purpose of obtaining teacher-behavior data, if so desired. Surveys of parents and students will be undertaken and student work and test data will be utilized. Peers will also offer observations from the workplace and may use the same observation data, or some other criteria created by the site team. Teachers may work in pairs or in small groups to stimulate conversation and reflection.

Parent and student surveys of teacher/facilitator behavior will be undertaken and may reflect site-determined criteria. Some possible questions may pertain to:

- Preparation for teaching (background knowledge, ideas for projects, etc.);
- Instruction/activities suggested and provided;
- Student interests being served;
- Student achievement;
- Teacher rapport/management/leadership.

From the observations and surveys will come possible strengths and weaknesses upon which the teacher/facilitator will need to reflect.

Feedback upon teacher effectiveness will be gained by looking at student achievement. It is expected that standardized tests and performance assessments, mandated by the school's contract with the chartering body, will assess each advisee/student of each of the teacher/facilitators. Each of these assessments will be individually utilized to create Personalized Learning Plans (PLPs) for each student's growth and to assess teacher/facilitator effectiveness working with that child.

In conclusion, the EdVisions staff development model and staff assessment model utilizes a wide-range of assessment products:

- Peer observations using staff developed criteria;
- Parent surveys;
- Student surveys;
- Student Achievement; and
- Self-Reflection and analysis by the staff member.

Self-Reflection and Analysis:

ultimate goal of each staff member is to provide for student achievement, hence school success. The teacher/facilitators must ask themselves two questions:

1. How can I better influence my students' achievement in their Personalized Learning Plans? For example:
 - a) understanding better how students learn (recent brain/learning research);
 - b) better use of teacher/student time;
 - c) how to get good results from projects (complex reasoning skills);
 - d) how projects support basic skills (and vice versa);
 - e) understanding better the Profiles of Learning and how integrated projects support them.
2. How can I make our school program better meet the needs of students and parents? For example:
 - a) program/calendar/decision making;
 - b) community involvement activities, service learning;
 - c) financial planning/board and committee work.

Reflection requires that all staff members look at ways they can affect changes in behavior; first their own behavior, and secondly, of the people they deal with. A reflective methodology suggested for each staff member would be to follow these four steps:

- What is the problem to be addressed? What are the needs shown by the results of the last series of behaviors? Be clear about what is the problem to be addressed.
- Using what you know, think about what needs to be done in regard to the problem; what time, resources, etc., would be necessary to carry out the plan of action; then design an action (make is part of your Professional Development Plan).
- Act upon the plan; have students do the activities, carry out the new behavior you thought would work, organize your space and time differently, or whatever;
- Watch carefully for results of the actions; do you see changes in student behavior? If so, what? Gather as much data as possible. Reflect upon what worked and what did not; return to point one.

By continually reflecting and acting, teacher/facilitators or other staff members carry out their own research. The action research mentality is the goal of professional development. Each staff person who has an affect on student learning ought to be continually doing action research by reflecting upon and analyzing the daily routines and interactions with students.

The Professional Development Plan:

It is expected that all staff members will adopt a plan of action to make improvements in their actions, in order to accomplish the goal of better student learning. EdVisions staff members will be available to help facilitate observations and help analyze student assessments for the purpose of creating a staff plan of action. EdVisions expects that each school site will create a team (made up of teacher/facilitators and other support personnel) for the purposes of overseeing the professional development activity of the site. It is expected that peers are involved in the professional development of members, that each site will establish means by which teams of teachers oversee each other's Professional Development Plans. This team can consist of two teachers and one administrator or outside person (EdVisions personnel or community personnel). Or, the site may create its own version of a Professional Development Team.

All teacher/facilitators, and support staff persons, will create Action Plans for improvement of student learning in their Professional Development Plans. The Action Plans will include:

- What is to be accomplished;
- How is it to be accomplished;
- When is the goal to be completed?
- How will the goal be measured?

The Professional Development Plan shall have a checklist. The checklist could include the following items?

- 1) Choose a Professional Development Team of school site personnel and, if so desired, EdVisions personnel;
 - 2) Complete a peer evaluation process utilizing the observations and data collected from assessments, surveys, etc.
 - 3) Write the Action Plan (see above);
 - 4) Attend state or national conferences, if appropriate to the Action Plan goals;
 - 5) Attend university classes or workshops, if appropriate to the goals;
 - 6) Do professional reading and reflections (approved by committee);
 - 7) Complete re-licensure/certification as required for each individual;
 - 8) Arrange a year-end interview with Professional Development Team;
 - 9) Collect student data and conduct appropriate feedback surveys;
 - 10) Develop two new student experiences/projects activities; and,
 - 11) Serve on the school board, cooperative office, or lead committee.
- An optional category may also be added:
- 12) Complete a personal health and wellness plan

EdVisions created the following rubric to assess the development of staff skills in their network schools.

Staff Skills Rubric
EdVisions Schools

Work With students	Excellent	Good	Fair	Not Yet
Relationships	Establishes excellent rapport, shows great caring and interest in students	Establishes good rapport, shows caring and interest in what students do	Gets along with students, some care and interest shown	Has some difficulty identifying with students
Management & Discipline	Establishes and maintains consistent standards for behavior, making environment safe and conducive for learning	Establishes consistent standards and creates an environment that does not prohibit learning	Standards established but not consistently enforced, some students have difficulty learning	No consistent standards, students do not have a place conducive to learning
Motivation and Inspiration	Challenges students to do their best, encourages students to extend their thinking, gives excellent feedback	Challenges students, asks them to do their best, gives good feedback	Causes students to work, but does not challenge them to do their best, feedback not complete	Students not challenged to do their best, student projects not as complete as could be
Resources	Has knowledge of how to create and select exemplary instructional materials for students, understands the content standards necessary	Has knowledge of what resources students could use, understands what content is important	Has some knowledge of resources to use in projects, lacks understanding of where to find resources for some content	Lacks knowledge of where and how to find some resources for student projects
Organization	Organizes self and student activities extremely well, uses instructional time in excellent fashion, keeps excellent records of student activity	Has good organizational skills in use of time, creating student activities, and keeping records	Has adequate organizational skills in creating student activities and keeping records	Does not adequately organize student activities or records
Curriculum	Understands connections between content standards, creates and selects excellent assessment strategies, makes learning goals very clear	Understands connections between content standards, selects appropriate assessments, helps students understand learner goals	Helps students integrate projects, adequately assesses projects, helps learners develop adequate goals	Has difficulty helping students integrate content and assess projects due to lack of content knowledge, so does not help set realistic goals

Work with Parents	Excellent	Good	Fair	Not Yet
Relationships	Establishes and maintains an excellent relationship, listens to and acts upon concerns of parents	Has a good relationship with parents, listens to and reacts to their concerns	Adequately interacts with and reacts to parents concerns	Does not adequately maintain parent relationships and is slow to react to concerns
Communication	Informs parents of student needs, teacher concerns, keeps good records and has excellent conferences	Informs parents of student and teacher concerns, has good records for conferences	Sometimes keeps parents informed of concerns, holds adequate conferences	Does not inform parents in good timely fashion of concerns, holds inadequate conferences
Accessibility	Is always accessible for parents calls, takes time to meet when needed	Is accessible most of the time to talk with and meet with parents	Is adequately accessible when necessary to talk with and meet with parents	Is not adequately accessible
Work with Staff	Excellent	Good	Fair	Not Yet
Support & Relationships	Builds professional relationships with staff, shares teaching insights, coordinates learning activities for students	Has a professional relationship with staff, sometimes shares teaching insights and learning activities for students	Building a relationship with staff, listens to and acts on other's insights, sometimes shares ideas	Seems reluctant to build relationships with staff, not willing to share ideas, not willing to listen to other's ideas
Use of Time	Willing to give extra time and duties to the support of students, staff and to the school in general; rarely takes time off, and when doing so, makes leave accommodations	Often gives extra time to students, staff and school support; reluctantly takes time off and makes leave accommodations to support the staff	Sometimes gives extra time to students, staff and school support; sometimes takes time off and sometimes makes leave accommodations to support the staff	Is not willing to give extra time to students, staff and school support; often takes time off and does not make leave accommodations to support the staff
Leadership, Ownership & Commitment	Willing to take on extra duties and roles, such as board positions; uses extra time to engage with the public pertaining to promoting this school and charter schools in general	Is willing to share in duties and roles of boards, does some public promotion	Sometimes willing to take on board positions, reluctant to commit to outside promotion	Unwilling to serve on boards or work toward promotion of the school or charters in general

Personal Growth as an Educational Reformer	Excellent	Good	Fair	Not Yet
Personal Study	Willing to do professional reading, attend conferences, etc., to enhance knowledge of progressive education	Often does professional reading and attends conferences to learn effective strategies	Sometimes engages in professional reading, occasionally attends conferences	Rarely engages in professional reading or attends conferences
Innovation	Is willing to try what has been learned at professional gatherings or from readings; often engages in discussion of new ideas	Often tries new ideas that have been learned from professional study or from other staff members	Listens to and tries a few new ideas learned from other professionals	Is reluctant to try learning new strategies or innovations
Presentation at Conferences	Repeatedly spends extra time preparing and presenting material at state and national conferences	Is willing to use time to prepare and present at state and national conferences and has occasionally done so	Is willing to participate in conferences, but not as a presenter	Reluctant to spend the time to prepare to share at state or national conferences
Researcher	Has often developed action research plans around personal growth plan, student achievement and new ideas	Has done some action research pertaining to student achievement as part of a personal growth plan	Is willing to set up an action research plan but has not done so as of yet; needs help setting up research around student achievement and new ideas	Reluctant to use time to set up an action research plan around student achievement and their personal growth plan
Community Relations	Excellent	Good	Fair	Not Yet
Public Relations	Participates in community relationships, marketing, promotion of the school, both within the smaller community and the larger community	Sometimes participates in active promotion of the school in the community and maintains some community relations	Has worked with promotion and public relations on a few opportunities, has not maintained community relations	Rarely, if ever, is involved in promotion of the school or community relationships
Community Contacts	Repeatedly establishes community contacts to help in student projects	Occasionally engages students in community projects	Rarely involves students in community projects	Shows reluctance to involve students in community projects