Appendices

A - U
ORCSD Standards of Best Practice

In the Oyster River School District, we believe that teachers are central to achieving our stated goal of "Working together to engage every learner". The following standards were adapted from "Rethinking Teacher Supervision and Evaluation", by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards are to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Knows the subject well and has a good grasp of child development and how students learn
- Plans so students will meet high standards and be ready for external assessments
- Plans most units with big ideas, essential questions, and higher order thinking skills (Bloom's levels)
- Plans formative and summative assessments to monitor measure student learning
- Anticipates misconceptions that students might have and plans to address them
- Designs lessons focused on measurable outcomes aligned with unit goals
- Designs lessons that are relevant, motivating, and likely to engage most students
- Designs lessons that use an appropriate multicultural mix of materials and technology
- Designs lessons that target several learning needs, styles, and interests
- Uses room arrangement, materials, and displays to maximize student learning

B. Classroom Management

- Clearly communicates and consistently enforces high standards for student behavior
- Is fair and respectful towards students and builds positive relationships and a healthy classroom environment
- Fosters positive interactions among students and teaches useful social skills.
- Teaches routines and has students maintain them all year
- Develops students' self-discipline and teaches them to take responsibility for their own actions
- Has a repertoire of discipline strategies, and captures and maintains students' attention
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions
- Has a confident, dynamic presence and effectively addresses most discipline problems
- Encourages and reinforces student cooperation

C. Delivery of Instruction

- Exudes high expectations and determination and convinces students that they will master the material
- Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels
• Shows students exactly what’s expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work
• Engages students’ interest and makes connections to prior knowledge, experience, and reading
• Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language
• Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.
• Has students actively think about, discuss, and use ideas and skills being taught
• Differentiates and scaffolds instruction to accommodate students' learning needs
• Is flexible about modifying lessons to incorporate teachable moments
• Has students summarize and internalize what they have learned and apply it to real-life situations
• Implements lessons focused on measurable outcomes aligned with unit goals
• Implements lessons that are relevant, motivating, and likely to engage most students
• Implements lessons that use an appropriate multicultural mix of materials and technology
• Implements lessons that target several learning needs, styles, and interests

D. Monitoring, Assessment, and Follow-Up

• Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate
• Assesses students' knowledge and skills, and makes adjustments as needed
• Frequently checks for understanding and gives students helpful information if they are confused
• Has students set goals, self-assess, and understand where they stand academically as appropriate
• Takes responsibility for students who are not succeeding, and gives them extra help
• When necessary, refers students for specialized diagnosis and extra help
• Analyzes data from assessments, draws conclusions, and shares them appropriately with colleagues, parents, and students
• Reflects on the effectiveness of lessons and units and continuously works to improve them

E. Family and Community Outreach

• Communicates respect fully with parents and is sensitive to different families’ culture and values
• Shows parents a genuine interest and belief in each child’s ability to reach standards
• Gives parents clear expectations for learning and behavior for the year.
• Promptly informs parents of behavior and learning problems, and also updates parents on good news
• Updates parents on the curriculum and suggests ways to support learning at home
• Gives appropriate assignments, holds students accountable for turning it in, and gives feedback
• Responds promptly to parent concerns and makes parents feel welcome in the school
• Uses conferences and report cards to give parents feedback on student progress
• Works to contact and collaborate with all parents, including those who are hard to reach
• Reaches out to families and community agencies to bring in volunteers and additional resources to enrich the curriculum

F. Professional Responsibilities

• Strong attendance positively impacts professional performance and student learning
• Uses correct grammar, syntax, usage, and spelling in professional contexts
• Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records
• Demonstrates professional demeanor and maintains appropriate boundaries
• Is ethical and forthright, uses good judgment, and maintains confidentiality with student information
• Shares responsibility for grade-level and school-wide activities and takes part in extra activities
• Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school
• Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
• Collaborates with colleagues to plan units, share teaching ideas, and look at student work
• Seeks out teaching ideas from colleagues, workshops, and other sources and implements them well
Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals are to provide focus to professional development over the course of a staff member’s 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the "ORCSD Standards of Best Practice" to provide appropriate focus to the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.  

*Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.*

- STAR assessment
- Smarter Balanced Assessment
- NECAP data
- NHELS
- SAT, ACT or AP scores
- Attendance
- YRBS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?

Goal #1 (district level)
Goal #2 (building level)
Goal #3 (individual professional growth)

Goal #1 (Should be related to a district level initiative.)

[Blank space for goal 1]

Goal #2: (Should be related to a building level initiative.)

[Blank space for goal 2]

Goal #3: (Should be related to an Individual professional growth focus.)

[Blank space for goal 3]
ORCSD Mini Observation Data Walk

Date of Mini Observation: 

The Walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

A. Curriculum Planning and Design
1. Knows the subject well and has a good grasp of child development and how students learn
2. Plans so students will meet high standards and be ready for external assessments
3. Plans most units with big ideas, essential questions, and higher order thinking skills (Bloom's levels)
4. Plans forative and summative assessments to monitor measure student learning
5. Anticipates misconceptions that students might have and plans to address them
6. Designs lessons focused on measurable outcomes aligned with unit goals
7. Designs lessons that are relevant, motivating, and likely to engage most students
8. Designs lessons that use an appropriate multicultural mix of materials and technology
9. Designs lessons that target several learning needs, styles, and interests
10. Uses room arrangement, materials, and displays to maximize student learning

Curriculum Planning and Design Comments:

B. Classroom Management
1. Clearly communicates and consistently enforces high standards for student behavior
2. Is fair and respectful towards students and builds positive relationships and a healthy classroom environment
3. Fosters positive interactions among students and teaches useful social skills
4. Teaches routines and has students maintain them all year
5. Develops students' self-discipline and teaches them to take responsibility for their own actions
6. Has a repertoire of discipline strategies, and captures and maintains students' attention
7. Maximizes academic learning time through coherence lesson momentum, and smooth transitions
8. Has a confident, dynamic presence and effectively addresses most discipline problems
9. Encourages and reinforces student cooperation

Classroom Management Comments:

C. Delivery of Instruction
1. Exudes high expectations and determination and convinces students that they will master the material
2. Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels
3. Shows students exactly what's expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work
4. Engages students' interest and makes connections to prior knowledge, experience, and reading
5. Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language
6. Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning
7. Has students actively think about, discuss, and use ideas and skills being taught
8. Differentiates and scaffolds instruction to accommodate students' learning needs
9. Is flexible about modifying lessons to incorporate teachable moments
10. Has students summarize and internalize what they have learned and apply it to real-life situations
11. Implements lessons focused on measurable outcomes aligned with unit goals
12. Implements lessons that are relevant, motivating, and likely to engage most students
13. Implements lessons that use an appropriate multicultural mix of materials and technology
14. Implements lessons that target several learning needs, styles, and interests

Delivery of Instruction Comments:
D. Monitoring, Assessment and Follow-Up

1. Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate
2. Assesses students' knowledge and skills, and makes adjustments as needed
3. Frequently checks for understanding and gives students helpful information if they are confused
4. Has students set goals, self-assess, and understand where they stand academically as appropriate
5. Takes responsibility for students who are not succeeding, and gives them extra help
6. When necessary, refers students for specialized diagnosis and extra help
7. Analyzes data from assessments, draws conclusions, and shares them appropriately with colleagues, parents, and students
8. Reflects on the effectiveness of lessons and units and continuously works to improve them

Monitoring, Assessment and Follow-up Comments:

Feedback on the lesson:

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

A. Curriculum Planning and Design
1. Knows the subject well and has a good grasp of child development and how students learn
2. Plans so students will meet high standards and be ready for external assessments
3. Plans meaningful units with big ideas, essential questions, and higher order thinking skills (Bloom’s levels)
4. Plans formative and summative assessments to monitor and measure student learning
5. Anticipates misconceptions that students might have and plans to address them
6. Designs lessons focused on measurable outcomes aligned with unit goals
7. Designs lessons that are relevant, motivating, and likely to engage most students
8. Designs lessons that use an appropriate multicultural mix of materials and technology
9. Designs lessons that target several learning needs, styles, and interests
10. Uses room arrangement, materials, and displays to maximize student learning

Curriculum Planning and Design Comments:

B. Classroom Management
1. Clearly communicates and consistently enforces high standards for student behavior
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Classroom Management Comments:

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1. Exudes high expectations and determination and convinces students that they will master the material
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8. Differentiates and scaffolds instruction to accommodate students’ learning needs
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12. Implements lessons that are relevant, motivating, and likely to engage most students
13. Implements lessons that use an appropriate multicultural mix of materials and technology
14. Implements lessons that target several learning needs, styles, and interests

Delivery of Instruction Comments:
D. Monitoring, Assessment and Follow-Up
1. Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate
2. Assesses students' knowledge and skills, and makes adjustments as needed
3. Frequently checks for understanding and gives students helpful information if they are confused
4. Has students set goals, self-assess, and understand where they stand academically as appropriate
5. Takes responsibility for students who are not succeeding, and gives them extra help
6. When necessary, refers students for specialized diagnosis and extra help
7. Analyzes data from assessments, draws conclusions, and shares them appropriately with colleagues, parents, and students
8. Reflects on the effectiveness of lessons and units and continuously works to improve them

Monitoring, Assessment and Follow-Up Comments:

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E. Family and Community Outreach
1. Communicates respectfully with parents and is sensitive to different families' culture and values
2. Shows parents a genuine interest and belief in each child's ability to reach standards
3. Gives parents clear expectations for learning and behavior for the year
4. Promptly informs parents of behavior and learning problems, and also updates parents on good news
5. Updates parents on the curriculum and suggests ways to support learning at home
6. Gives appropriate assignments, holds students accountable for turning it in, and gives feedback
7. Responds promptly to parent concerns and makes parents feel welcome in the school
8. Uses conferences and report cards to give parents feedback on student progress
9. Works to contact and collaborate with all parents, including those who are hard to reach
10. Reaches out to families and community agencies to bring in volunteers and additional resources to enrich the curriculum

Family and Community Outreach Comments:

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F. Professional Responsibilities
1. Strong attendance positively impacts professional performance and student learning
2. Uses correct grammar, syntax, usage, and spelling in professional contexts
3. Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records
4. Demonstrates professional demeanor and maintains appropriate boundaries
5. Is ethical and forthright, uses good judgment, and maintains confidentiality with student information
6. Shares responsibility for grade-level and school-wide activities and takes part in extra activities
7. Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school
8. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism
9. Collaborates with colleagues to plan units, share teaching ideas, and look at student work
10. Seeks out teaching ideas from colleagues, workshops, and other sources and implements them well

Professional Responsibilities Comments:

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Feedback on the lesson:

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A3
ORCSD Formal Observation Form

Date of Formal Observation: [__] [__]  [__]

This form should be used to provide a brief summary of your goal reflections. Please concisely highlight areas of strength. Bullet points are encouraged.

GOAL #1 SUMMARY: [NONE]

Goal #1 Reflection:

GOAL #2 SUMMARY: [NONE]

Goal #2 Reflection:

GOAL #3 SUMMARY: [NONE]

Goal #3 Reflection:

The following is a self-evaluation of my skills and capabilities and areas of growth relative to the performance expectations set forth in the ORCSD professional growth plan and Standards of Best Practice.

A. Curriculum Planning and Preparation for Learning

B. Classroom Management

C. Delivery of Instruction

D. Monitoring, Assessment and Follow-up

E. Family and Community Outreach

F. Professional Responsibilities

Please upload any supporting evidence as necessary:
ORCSD Standards of Best Practice

In the Oyster River School District, we believe that counselors are central to achieving our stated goal of "Working together to engage every learner". The following standards were adapted from "Rethinking Teacher Supervision and Evaluation", by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards are to provide focus to the counselor's development and evaluation processes.

A. Curriculum Planning and Preparation for Learning
   - Demonstrates understanding of counseling theory and techniques.
   - Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.
   - Establishes goals and objectives based on a high level of knowledge of student's ability, interests and developmental need.
   - Encourages students to set and accomplish appropriate goals through effort.
   - Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.
   - Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
   - Design lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology

B. Delivery of Instruction/Programming and Evaluation
   - Deliver lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology
   - Builds positive relationships and a healthy and respectful class environment; communicating standards for student behavior.
   - Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs.
   - Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
   - Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.
   - Has effective routines for the counseling office and the classroom.

C. Counseling
   - Has positive and respectful interactions with students to cultivate comfort and trust in the student-counsel or relationship. Promotes positive student interactions among students.
   - Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.
   - Conducts adequate assessments of student needs and knows the range of the student needs.
   - Helps students formulate academic and career plans.
   - Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.
   - Responds successfully to student concerns and makes students feel welcome.
   - Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.
• Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings.
• Collaborates with other programs within the school or district to meet individual student needs. Provides faculty and staff with information regarding student progress.
• Collaborates with faculty to advocate for students if needed.
• Shows a deep understanding of crisis management models and current best practices, and works well with crisis team

D. Family and Community Outreach

• Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.
• Shows parents a genuine interest and belief in each student’s ability to reach each standard.
• Provides accurate information to families about the counseling program as a whole and about individual students.
• Updates parents on the transition planning process as it unfolds.
• Responds successfully to parent concerns and makes parents feel welcome.
• Uses progress reports and report cards as opportunities to give parents feedback on student progress.
• Persistently tries to contact all parents, including those who are hard to reach.

E. Professional Responsibilities

• Uses sick-time responsibly. Adheres to the contractual hours of the school day.
• Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.
• Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries.
• Is ethical and transparent, uses good judgment and maintains confidentiality with students.
• Contributes ideas and expertise to meetings and committees to support the school and district's mission.
• Within and beyond the counseling office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.
• Keeps the administration informed about concerns and asks for help when it is needed.
• Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
• Collaborates with colleagues to plan, share and assess counseling curriculum and programming.
• Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how counseling might be improved.
• Seeks out opportunities for professional development based on assessment of individual needs.
ORCSD Counselor Three Year Professional Growth Plan

Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals are to provide focus to professional development over the course of a staff member’s 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the "ORCSD Counselor Standards of Best Practice" to provide appropriate focus to the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.

Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.

- STAR Assessment
- Smarter Balanced Assessment
- NECAP data
- DIBELS
- SAT, ACT or AP scores
- Attendance
- YRS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?
Goal #1 (district level)
Goal #2 (building level)
Goal #3 (individual professional growth)

Click Here for District Goals

Goal #1: (Should be related to a district level initiative.)

Click Here for Building Goals

Goal #2: (Should be related to a building level initiative.)

Goal #3: (Should be related to an individual professional growth focus.)
ORCSD Counselor Mini Observation Data Walk

Date of Mini Observation: 

The Walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

A. Curriculum Planning and Design
1. Demonstrates understanding of counseling theory and techniques
2. Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns
3. Established goals and objectives based on a high level of knowledge of student’s ability, interests and developmental need.
4. Encourage students to set and accomplish appropriate goals through effort.
5. Displays awareness of regulations and of resources for student and district, with some familiarity with resources external to the school.
6. Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
7. Designs lessons that are relevant, motivating, and likely to engage most students, utilize appropriate mix of multicultural materials and technology.

Curriculum Planning and Design Comments:

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B. Delivery of Instruction/Programming and Evaluation
1. Deliver lessons that are relevant, motivating, and likely to engage most students, utilize appropriate mix of multicultural materials and technology.
2. Builds positive relationships and a healthy and respectful class environment, communicating standards for student behavior.
3. Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs.
4. Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
5. Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.
6. Has effective routines for the counseling office and the classroom.

Delivery of Instruction/Programming and Evaluation Comments:

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C. Counseling
1. Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.
2. Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.
3. Conducts adequate assessments of student needs and knows the range of the student needs.
4. Helps students formulate academic and career plans.
5. Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.
6. Responds successfully to student concerns and makes students feel welcome.
7. Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.
8. Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings.
9. Collaborates with other programs within the school or district to meet individual student needs. Provides faculty and staff with information regarding student progress.
10. Collaborates with faculty to advocate for students if needed.
11. Shows a deep understanding of crisis management models and current best practices and works well with crisis team.

Counseling Comments:

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D. Family and Community Outreach
1. Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.
2. Shows parents a genuine interest and belief in each student’s ability to reach standards.
3. Provides accurate information to families about the counseling program as a whole and about individual students.
4. Updates parents on the transition planning process as it unfolds.
5. Responds successfully to parent concerns and makes parents feel welcome.
6. Uses progress reports and report cards as opportunities to give parents feedback on student progress.
7. Persistently tries to contact all parents, including those who are hard to reach.

Family and Community Outreach Comments:

__________________________________________

Feedback on the lesson:

__________________________________________

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
ORCSD Counselor Formal Observation Form

Date of Formal Observation

The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

A. Curriculum Planning and Design
1. Demonstrates understanding of counseling theory and techniques.
2. Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.
3. Established goals and objectives based on a high level of knowledge of student's ability, interests and developmental need.
4. Encourage students to set and accomplish appropriate goals through effort.
5. Displays awareness of regulations and of resources for student and district, with some familiarity with resources external to the school.
6. Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
7. Designs lessons that are relevant, motivating, and likely to engage most students, utilize appropriate mix of multicultural materials and Technology.

Curriculum Planning and Design Comments:

B. Delivery of Instruction/Programming and Evaluation
1. Deliver lessons that are relevant, motivating, and likely to engage most students, utilize appropriate mix of multicultural materials and Technology.
2. Builds positive relationships and a healthy and respectful class environment, communicating standards for student behavior.
3. Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs.
4. Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
5. Individually and with colleagues, draws appropriate conclusions about students, programs, plans and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.
6. Has effective routines for the counseling office and the classroom.

Delivery of Instruction/Programming and Evaluation Comments:

C. Counseling
1. Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.
2. Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.
3. Conducts adequate assessments of student needs and knows the range of the student needs.
4. Helps students formulate academic and career plans.
5. Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.
6. Responds successfully to student concerns and makes students feel welcome.
7. Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.
8. Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings.
9. Collaborates with other programs within the school or district to meet individual student needs. Provides faculty and staff with information regarding student progress.
10. Collaborates with faculty to advocate for students if needed.
11. Shows a deep understanding of crisis management models and current best practices and works well with crisis team.

Counseling Comments:
D. Family and Community Outreach
1. Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.
2. Shows parents a genuine interest and belief in each student’s ability to reach standards.
3. Provides accurate information to families about the counseling program as a whole and about individual students.
4. Updates parents on the transition planning process as it unfolds.
5. Responds successfully to parent concerns and makes parents feel welcome.
6. Uses progress reports and report cards as opportunities to give parents feedback on student progress.
7. Persistently tries to contact all parents, including those who are hard to reach.

Family and Community Outreach Comments:

E. Professional Responsibilities
1. Uses sick time responsibly. Adheres to the contractual hours of the school day.
2. Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.
3. Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries.
4. Is ethical and transparent, uses good judgement and maintains confidentiality with students.
5. Contributes ideas and expertise to meetings and committees to support the school and district’s mission.
6. Within and beyond the counseling office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their by sharing responsibility for meeting their needs.
7. Keeps the administration informed about concerns and asks for help when it is needed.
8. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
9. Collaborates with colleagues to plan, share and assess counseling curriculum and programming.
10. Provide accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how counseling might be improved.
11. Seeks out opportunities for professional development based on assessment of individual needs.

Professional Responsibilities Comments:

Feedback on the lesson:
ORCSD End of Year Self Evaluation Report

Date of Conference: 

This form should be used to provide a brief summary of your goal reflections. Please concisely highlight areas of strength. Bullet points are encouraged.

GOAL #1 SUMMARY: 

None

Goal #1 Reflection:

GOAL #2 SUMMARY: 

None

Goal #2 Reflection:

GOAL #3 SUMMARY: 

None

Goal #3 Reflection

The following is a self-evaluation of my skills and capabilities and areas of growth relative to the performance expectations set forth in the ORCSD professional growth plan and Standards of Best Practice.

A. Curriculum Planning and Preparation for Learning

B. Delivery of Instruction/Programming and Evaluation

C. Counseling

D. Family and Community Outreach

E. Professional Responsibilities

Please upload any supporting evidence as necessary:
APPENDIX – C
ORCSD Standards of Best Practice

In the Oyster River School District, we believe that school psychologists are central to achieving our stated goal of "Working together to engage every learner". The following standards were adapted from "Rethinking Teacher Supervision and Evaluation", by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards are to provide focus to the school psychologists development and evaluation processes.

A. Curriculum Planning and Preparation for Learning
- Demonstrates understanding of counseling theory and techniques, learning differences and special educational populations and interventions
- Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.
- Establishes goals and objectives based on a high level of knowledge of student’s ability, interests and developmental need.
- Encourages students to set and accomplish appropriate goals through effort.
- Displays awareness of regulations and of resources for students available through the school and district, with some familiarity with resources external to the school.
- Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
- Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
- Design lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology

B. Delivery of Instruction/Programming and Evaluation
- Deliver lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology
- Builds positive relationships and a healthy and respectful class environment; communicating standards for student behavior
- Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs
- Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
- Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
- Has effective routines for the school psych office and the classroom

C. Assessment
- Has positive and respectful interactions with students to cultivate comfort and trust in the assessment environment.
- Participates in pre-assessment meeting, observations and data collections to assist in providing information in regard to student need for formalized assessment.
- Maintains up to date knowledge of research trends in the selection of assessment instruments and procedures.
- Uses valid and reliable assessment methods pertinent to all areas of concern and follows published guidelines for use, analysis and interpretation of results.
- Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving students' learning concerns.
- Summarizes and integrates (in person and written report) findings and recommendations in an accurate and understandable manner and meets all timelines.
D. Counseling

- Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.
- Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.
- Conducts adequate assessments of student needs and knows the range of the student needs.
- Helps students formulate academic and career plans.
- Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.
- Responds successfully to student concerns and makes students feel welcome.
- Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.
- Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings.
- Collaborates with other programs within the school or district to meet individual student needs.
- Provides faculty and staff with information regarding student progress.
- Collaborates with faculty to advocate for students if needed.
- Shows a deep understanding of crisis management models and current best practices, and works well with crisis team.

E. Family and Community Outreach

- Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.
- Shows parents a genuine interest and belief in each student's ability to reach standards.
- Provides accurate information to families about the counseling program as a whole and about individual students.
- Updates parents on the transition planning process as it unfolds.
- Responds successfully to parent concerns and makes parents feel welcome.
- Uses progress reports and report cards as opportunities to give parents feedback on student progress.
- Persistently tries to contact all parents, including those who are hard to reach.

F. Professional Responsibilities

- Uses sick-time responsibly. Adheres to the contractual hours of the school day.
- Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.
- Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries.
- Is ethical and transparent, uses good judgment and maintains confidentiality with students.
- Contributes ideas and expertise to meetings and committees to support the school and district's mission.
- Within and beyond the counseling office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.
- Keeps the administration informed about concerns and asks for help when it is needed.
- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
- Collaborates with colleagues to plan, share and assess counseling curriculum and programming.
- Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how counseling might be improved.
- Seeks out opportunities for professional development based on assessment of individual needs.
Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals are to provide focus to professional development over the course of a staff member's 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the "ORCSD Standards of Best Practice" to provide appropriate focus to the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.

Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.

- STAR Assessment
- Smarter Balanced Assessment
- RECAP data
- DIBELS
- SAT, ACT or AP scores
- Attendance
- YRIS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?

Goal #1 (district level)
Goal #2 (building level)
Goal #3 (individual professional growth)

Click Here for District Goals

Goal #1 (should be related to a district level initiative.)

Click Here for Building Goals

Goal #2: (Should be related to a building level initiative.)

Goal #3: (Should be related to an individual professional growth focus.)
ORCSD Psychologist Mini Observation Data Walk

Date of Mini Observation: [___]

The Walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

A. Curriculum Planning and Preparation for Learning
1. Demonstrates understanding of counseling theory and techniques, learning differences and special education populations and interventions.
2. Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.
3. Establishes goals and objectives based on a high level of knowledge of student’s ability, interests and developmental need.
4. Encourages students to set and accomplish appropriate goals through effort.
5. Displays awareness of regulations and of resources for student available through the school and district, with some familiarity with resources external to the school.
6. Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
7. Designs lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology.

Curriculum Planning and Design Comments:

B. Delivery of Instruction/Programming and Evaluation
1. Deliver lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology.
2. Builds positive relationships and a healthy and respectful class environment, communicating standards for student behavior.
3. Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs.
4. Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
5. Has effective routines for the psychologist office and the classroom.

Delivery of Instruction/Programming and Evaluation Comments:

C. Assessment
1. Has positive and respectful interactions with students to cultivate comfort and trust in the assessment environment.
2. Participates in pre-assessment meetings, observations and data collection to assist in providing information in regard to student need for formalized assessment.
3. Maintains up to date knowledge of research trends in the selection of assessment instruments and procedures.
4. Use valid and reliable assessment methods pertinent to all areas of concern and follows published guidelines for use, analysis and interpretation of results.
5. Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving students’ learning concerns.
6. Summarizes and integrates (in person and written report) findings and recommendations in an accurate and understandable manner and meets all timelines.

Assessment Comments:
B. Counseling

1. Fosters positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.
2. Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.
3. Conducts adequate assessments of student needs and knows the range of the student needs.
4. Helps students formulate academic and career plans.
5. Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.
6. Responds successfully to student concerns and makes students feel welcome.
7. Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.
8. Provides age-appropriate activities and services that foster positive self-image both in individual and group settings.
9. Collaborates with other programs within the school or district to meet individual student needs. Provides faculty and staff with information regarding student progress.
10. Collaborates with faculty to advocate for students if needed.
11. Shows a deep understanding of crisis management models and current best practices, and works well with crisis team.

Counseling Comments:

Feedback on the lesson:

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

A. Curriculum Planning and Preparation for Learning
1. Demonstrates understanding of counseling theory and techniques; learning differences and special education populations and interventions.
2. Demonstrates accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.
3. Establishes goals and objectives based on a high level of knowledge of student's ability, interests and developmental needs.
4. Encourages students to set and accomplish appropriate goals through effort.
5. Displays awareness of regulations and of resources for student available through the school and district, with some familiarity with resources external to the school.
6. Provides input in planning the counseling program that includes the important aspects of counseling in the setting.
7. Design lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology.

Curriculum Planning and Preparation for Learning Comments:

B. Delivery of Instruction/Programming and Evaluation
1. Deliver lessons that are relevant, motivating, likely to engage most students, utilize appropriate mix of multicultural materials and technology.
2. Builds positive relationships and a healthy and respectful class environment, communicating standards for student behavior.
3. Provide well designed programs with attention to transition and school/grade/classroom wide themes based on identified needs.
4. Provides clear, organized input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.
5. Has effective routines for the psychologic office and the classroom.

Delivery of Instruction/Programming and Evaluation Comments:

C. Assessment
1. Has positive and respectful interactions with students to cultivate comfort and trust in the assessment environment.
2. Participates in pre-assessment meetings, observations and data collections to assist in providing information in regard to student need for formalized assessment.
3. Maintains up-to-date knowledge of research trends in the selection of assessment instruments and procedures.
4. Use valid and reliable assessment methods pertinent to all areas of concern and follows published guidelines for use, analysis and interpretation of results.
5. Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving students' learning concerns.
6. Summarizes and integrates (in person and written report) findings and recommendations in an accurate and understandable manner and meets all timelines.

Assessment Comments:
D. Counseling
1. Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Promotes positive student interactions among students.
2. Establishes an environment enabling students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths and challenges.
3. Conducts adequate assessments of student needs and knows the range of the student needs.
4. Helps students formulate academic and career plans.
5. Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.
6. Responds successfully to student concerns and makes students feel welcome.
7. Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.
8. Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings.
9. Collaborates with other programs within the school or district to meet individual student needs. Provides faculty and staff with information regarding student progress.
10. Collaborates with faculty to advocate for students if needed.
11. Shows a deep understanding of crisis management models and current best practices, and works well with crisis teams.

Counseling Comments:

E. Family and Community Outreach
1. Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.
2. Shows parents a genuine interest and belief in each student's ability to reach standards.
3. Provides accurate information to families about the counseling program as a whole and about individual students.
4. Updates parents on the transition planning process as it unfolds.
5. Responds successfully to parent concerns and makes parents feel welcome.
6. Uses progress reports and report cards as opportunities to give parents feedback on student progress.
7. Persistently tries to contact all parents, including those who are hard to reach.

Family and Community Outreach Comments:

F. Professional Responsibilities
1. Uses sick time responsibly. Adheres to the contractual hours of the school day.
2. Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.
3. Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries.
4. Is ethical and transparent, uses good judgment and maintains confidentiality with students.
5. Contributes ideas and expertise to meetings and committees to support the school and district's mission.
6. Within and beyond the counseling office, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.
7. Keeps the administration informed about concerns and asks for help when it is needed.
8. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
9. Collaborates with colleagues to plan, share and assess counseling curriculum and programming.
10. Provides accurate and objective feedback on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how counseling might be improved.
11. Seeks out opportunities for professional development based on assessment of individual needs.

Professional Responsibilities Comments:

Feedback on the lesson:
ORCSD Psychologist End of Year Self Evaluation Report

Date of Conference: ____________

This form should be used to provide a brief summary of your goal reflections. Please concisely highlight areas of strength. Bullet points are encouraged.

GOAL #1 SUMMARY:  

Goal #1 Reflection:

GOAL #2 SUMMARY:  

Goal #2 Reflection:

GOAL #3 SUMMARY:  

Goal #3 Reflection

The following is a self-evaluation of my skills and capabilities and areas of growth relative to the performance expectations set forth in the ORCSD professional growth plan and Standards of Best Practice.

A. Curriculum Planning and Preparation for Learning

B. Delivery of Instruction/Programming and Evaluation

C. Assessment

D. Counseling

E. Family and Community Outreach

F. Professional Responsibilities

Please upload any supporting evidence as necessary:
In the Oyster River School District, we believe that teachers are central to achieving our stated goal of "Working together to engage every learner". The following standards were adapted from "Rethinking Teacher Supervision and Evaluation", by Kim Marshall. These criteria define what the ORCSD believes are the standards of best practice for its educators. The purpose of these standards are to provide focus to the teacher development and evaluation processes.

A. Curriculum Planning and Preparation for Learning

- Knows the subject well and has a good grasp of child development and how students learn.
- Plans so students will meet high standards and be ready for external assessments, considers different levels of thinking.
- Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.
- Designs lessons that consider student learning needs, goals, styles, and interests.
- Designs relevant lessons that promote student ownership of content and individualized program.
- Plans formative and summative assessments to measure student learning.
- Design lessons that incorporate an appropriate mix of highly effective, diverse learning strategies, and materials including technology.

B. Classroom Management

- Clearly communicates and consistently enforces high standards for student behavior both in and out of the classroom.
- Is fair and respectful towards students and builds positive relationships and a healthy classroom environment.
- Fosters positive interactions among students and teachers and teaches useful social skills.
- Develops students' self-discipline and teaches them to take responsibility for their own actions.
- Proactively considers and responds to situations that may develop into behavior issues.
- Has repertoire of discipline strategies, and captures and maintains students' attention.
- Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.
- Has a confident dynamic presence and effectively addresses most discipline problems.
- Encourages and reinforces student cooperation.

C. Delivery of Instruction

- Exudes high expectations and determination and convinces students that they will master the material.
- Actively inculcates a "growth" mindset: take risks, learn from mistakes. Through effective effort you can and will achieve at high levels.
- Shows students exactly what's expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work.
- Engages students' interest and makes connections to prior knowledge, experience, and reading.
- Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.
- Orchestrates effective strategies, questions, materials, technology, pacing, and groupings to foster student learning.
- Differentiates and scaffolds instruction to accommodate individual students' learning needs.
- Has students summarize and internalize what they have learned and apply it to real-life situations.
- Implement lessons focused on measurable outcomes aligned with IEP goals.
- Implements lessons that target individualized need, style, and interest.
- Effectively meets the learning needs and styles of most students.
- Is flexible to take advantage of teachable moments and correct misunderstandings, and realizes when students are confused, responds in appropriate ways.
- Consistently provides activities and strategies that will generalize skills to classroom and other settings.
D. Monitoring, Assessment, and Follow-Up

- Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate.
- Uses pre-, formative, and summative assessments to evaluate student skill levels and adjust instruction.
- Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.
- Has students set goals, self-assess, and understand where they stand academically as appropriate.
- Takes responsibility for students who are not succeeding and gives them extra help.
- Refers students for specialized diagnosis and extra help, when necessary.
- Analyzes data from assessments, draws conclusions and shares them appropriately with colleagues, parents and students.
- Reflects on the effectiveness of lessons and units, and continuously works to improve them.

E. Special Education Services

- Demonstrates thorough knowledge of special education laws and procedures, and adheres to all procedural timelines and safeguards.
- Prepares and ensures the necessary permission for evaluations and for the release of information to outside agencies or individuals.
- If Chair of team Meetings, follows state mandated guidelines for annual reviews.
- If participant of Team Meetings, adequately contributes to annual review meetings.
- Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.
- Writes clear detailed and accurate reports, analysis and conclusions; recommendations are valuable.
- Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.
- Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.
- Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents through written reports, conferences, and informal communications.
- Is skilled in using assistive technology and ensures that assistive technologies required by the IEP are being used, maintained, and monitored correctly.
- Consults and advocates for students with administrators, teachers and support personnel.

F. Family and Community Outreach

- Communicates respectfully with parents and is sensitive to different families' cultures and values.
- Shows parents a genuine interest and belief in each child's ability to reach standards.
- Gives parents clear expectations for learning and behavior for the year.
- Promptly informs parents of behavior and learning problems, and also updates parents on good news.
- Responds promptly to parent concerns and makes parents feel welcome in the school.
- Uses team meetings and progress reports to give parents feedback on student progress.
- Works to contact and collaborate with all parents, including those who are hard to reach.
- Informs families and community agencies about additional resources that offer family support.

G. Professional Responsibilities

- Strong attendance positively impacts professional performance and student learning.
- Uses correct grammar, syntax, usage, and spelling in professional contexts.
- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
- Demonstrates professional demeanor and maintains appropriate boundaries.
- Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.
- Is positive team player and contributes ideas, expertise, and time to the overall mission of the school.
G. Professional Responsibilities- continued

- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
- Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
- Seeks out teaching ideas from colleagues, workshops, and other sources; and implements them well.
- Holds the necessary and current license; and seeks out opportunities for professional development based on an individual assessment of need.
- Is able to adapt to changes in schedules, case load, and special education issues as needed.
ORCSD Special Education Three Year Professional Growth Plan

Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals are to provide focus to professional development over the course of a staff member’s 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the “ORCSD Standards of Best Practice” to provide appropriate focus in the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.

*Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.

- STAR Assessment
- Smarter Balanced Assessment
- NECAP data
- DIBELS
- SAT, ACT or AP scores
- Attendance
- YRAS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?
Goal #1 (district level)
Goal #2 (building level)
Goal #3 (individual professional growth)

Click Here for District Goals

Goal #1 (Should be related to a district level initiative.)

Click Here for Building Goals

Goal #2: (Should be related to a building level initiative.)

Goal #3: (Should be related to an individual professional growth focus.)
The Walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

A. Curriculum Planning and Design
1. Knows the subject well and has a good grasp of child development and how students learn.
2. Plans so students will meet high standards and be ready for external assessments, considers different levels of thinking.
3. Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.
4. Designs lessons that consider student learning needs, goals, styles, and interests.
5. Designs relevant lessons that promote student ownership of content and individualized program.
6. Plans formative and summative assessments to measure student learning.
7. Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies, and materials including technology.

Curriculum Planning and Design Comments:

B. Classroom Management
1. Clearly communicates and consistently enforces high standards for student behavior both in and out of the classroom.
2. Is fair and respectful towards students and builds positive relationships and a healthy classroom environment.
3. Fosters positive interactions among students and teachers and teaches useful social skills.
4. Develops students' self-discipline and teaches them to take responsibility for their own actions.
5. Proactively considers and responds to situations that may develop into behavior issues.
6. Has repertoire of discipline strategies, and captures and maintains students' attention.
7. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.
8. Has a confident dynamic presence and effectively addresses most discipline problems.
9. Encourages and reinforces student cooperation.

Classroom Management Comments:

C. Delivery of Instruction
1. Exudes high expectations and determination and convinces students that they will master the material.
2. Actively cultivates a "growth" mindset: take risks, learn from mistakes. Through effective effort you can and will achieve at high levels.
3. Shows students exactly what's expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work.
4. Engages students' interest and makes connections to prior knowledge, experience, and reading.
5. Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.
6. Orchestrates effective strategies, questions, materials, technology, pacing, and groupings to foster student learning.
7. Differentiates and scaffolds instruction to accommodate individual students' learning needs.
8. Has students summarize and internalize what they have learned and apply it to real-life situations.
9. Implements lessons focused on measurable outcomes aligned with IEP goals.
10. Implements lessons that target individualized need, style, and interest.
11. Effectively meets the learning needs and styles of most students.
12. Is flexible to take advantage of teachable moments and correct misunderstandings, and realizes when students are confused, responds in appropriate ways.
13. Consistently provides activities and strategies that will generalize skills to classroom and other settings.

Delivery of Instruction Comments:
D. Monitoring, Assessment, and Follow-up

1. Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate.
2. Uses pre-, formative, and summative assessments to evaluate student skill levels and adjust instruction.
3. Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.
4. Has students set goals, self-assess, and understand where they stand academically as appropriate.
5. Takes responsibility for students who are not succeeding and gives them extra help.
6. Refers students for specialized diagnosis and extra help, when necessary.
7. Analyzes data from assessments, draws conclusions and shares them appropriately with colleagues, parents and students.
8. Reflects on the effectiveness of lessons and units, and continuously works to improve them.

Monitoring, Assessment, and Follow-up Comments:

Feedback on the lesson:

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
ORCSD Special Education Formal Observation Form

The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

A. Curriculum Planning and Design
1. Knows the subject well and has a good grasp of child development and how students learn.
2. Plans so students will meet high standards and be ready for external assessments.
3. Plans most units with big ideas, essential questions, and higher order thinking skills (Bloom's levels)
4. Plans formative and summative assessments to measure student learning.
5. Anticipates misconceptions that students might have and plans to address them.
6. Designs lessons focused on measurable outcomes aligned with unit goals.
7. Designs lessons that are relevant, motivating, and likely to engage most students.
8. Designs lessons that use an appropriate multicultural mix of materials and technology.
9. Designs lessons that target several learning needs, styles, and interests.
10. Use room arrangement, materials, and displays to maximize student learning.

Curriculum Planning and Design Comments:

B. Classroom Management
1. Clearly communicates and consistently enforces high standards for student behavior.
2. Is fair and respectful towards students and builds positive relationships and a healthy classroom environment.
3. Fosters positive interactions among students and teaches useful social skills.
4. Teaches routines and has students maintain them all year.
5. Develops students' self-discipline and teaches them to take responsibility for their own actions.
6. Has repertoire of discipline strategies, and captures and maintains students' attention.
7. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.
8. Has a confident dynamic presence and effectively addresses most discipline problems.
9. Encourages and reinforces student cooperation.

Classroom Management Comments:

C. Delivery of Instruction
1. Fosters high expectations and determination and convinces students that they will master the material.
2. Actively stimulates a 'growth' mindset; takes risks, learn from mistakes, through effective effort you can and will achieve at high levels.
3. Shows students exactly what's expected by posting essential questions, goals, rubrics, and/or exemplars of proficient work.
4. Engages students' interest and makes connections to prior knowledge, experience, and reading.
5. Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.
6. Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.
7. Has students actively think about, discuss, and use ideas and skills being taught.
8. Differentiates and scaffolds instruction to accommodate students' learning needs.
9. Is flexible about modifying lessons to incorporate teachable moments.
10. Has students summarize and internalize what they have learned and apply it to real-life situations.
11. Implement lessons focused on measurable outcomes aligned with unit goals.
12. Implements lessons that are relevant, motivating, and likely to engage most students.
13. Implements lessons that use an appropriate multicultural mix of materials and technology.
14. Implements lessons that target several learning needs, styles, and interests.

Delivery of Instruction Comments:
D. Monitoring, Assessment, and Follow-Up

1. Posts and reviews criteria for proficiency, including rubrics and exemplars of student work when appropriate.
2. Uses pre-, formative, and summative assessments to evaluate student skill levels and adjust instruction.
3. Uses a variety of methods to check for understanding and immediately re-teaches or clarifies.
4. Has students set goals, self-assess, and understand where they stand academically as appropriate.
5. Takes responsibility for students who are not succeeding and gives them extra help.
6. Refers students for specialized diagnosis and extra help, when necessary.
7. Analyzes data from assessments, draws conclusions and shares them appropriately with colleagues, parents and students.
8. Reflects on the effectiveness of lessons and units, and continuously works to improve them.

Monitoring, Assessment, and Follow-Up Comments:

E. Special Education Services

1. Demonstrates thorough knowledge of special education laws and procedures, and adheres to all procedural timelines and safeguards.
2. Prepares and ensures the necessary permission for evaluations and for the release of information to outside agencies or individuals.
3. If Chair of Team Meetings, follows state mandated guidelines for annual reviews.
4. If participant of Team Meetings, adequately contributes to annual review meetings.
5. Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.
6. Writes clear, detailed and accurate reports, analyses, and conclusions; recommendations are valuable.
7. Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.
8. Is fully aware of entire IEP and incorporates skills, goals and strategies from other disciplines for a coordinated approach.
9. Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents through written reports, conferences, and informal communications.
10. Is skilled in using assistive technology and ensures that assistive technologies required by the IEP are being used, maintained, and monitored correctly.
11. Consults and advocates for students with administrators, teachers and support personnel.

Special Education Services Comments:

F. Family and Community Outreach

1. Communicates respectfully with parents and is sensitive to different families’ cultures and values.
2. Shows parents a genuine interest and belief in each child's ability to reach standards.
4. Promptly informs parents of behaviors, problems, and also updates parents on good news.
5. Responds promptly to parent concerns and makes parents feel welcome in the school.
6. Uses team meetings and progress reports to give parents feedback on student progress.
7. Works to contact and collaborate with all parents, including those who are hard to reach.
8. Informs families and community agencies about additional resources that offer family support.

Family and Community Outreach Comments:

G. Professional Responsibilities

2. Uses correct grammar, syntax, usage, and spelling in professional contexts.
3. Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
4. Demonstrates professional demeanor and maintains appropriate boundaries.
5. Is ethical and forthright, uses good judgement, and maintains confidentiality with student information.
6. Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.
7. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
8. Collaborates with colleagues to plan units, share teaching ideas, and look at student work.
9. Seeks out teaching ideas from colleagues, workshops, and other sources; and implements them well.
10. Holds the necessary and current license; and seeks out opportunities for professional development based on an individual assessment of need.
11. Is able to adapt to changes in schedules, case load, and special education issues as needed.

Professional Responsibilities Comments:

Feedback on the lesson:
ORCSD Special Education End of Year Self Evaluation Report

Date of Conference: 

This form should be used to provide a brief summary of your goal reflections. Please concisely highlight areas of strength. Bullet points are encouraged.

GOAL #1 SUMMARY: NONE

Goal #1 Reflection:

GOAL #2 SUMMARY: NONE

Goal #2 Reflection:

GOAL #3 SUMMARY: NONE

Goal #3 Reflection

The following is a self-evaluation of my skills and capabilities and areas of growth relative to the performance expectations set forth in the ORCSD professional growth plan and Standards of Best Practice.

A. Curriculum Planning and Preparation for Learning

B. Classroom Management

C. Delivery of Instruction

D. Monitoring, Assessment, and Follow-up

E. Special Education Services

F. Family and Community Outreach

G. Professional Responsibilities

Please upload any supporting evidence as necessary:
A. Planning and Preparation

1. Knowledge of Nursing Techniques
   a. Demonstrates understanding of the nursing process and techniques.

2. Knowledge of Child & Adolescent Development
   a. Displays thorough knowledge of the typical developmental characteristics of the age group under his/her care.
   b. Displays clear understanding of children who fall outside of the typical developmental characteristics of their age group and what the implications are.

B. The Environment

1. Respect & Rapport
   a. Establishes respect and rapport with students.
   b. Students display comfort and trust during interactions with the nurse.

2. Culture for Health & Wellness
   a. Guides the school culture towards health and wellness.
   b. Educates students, staff, and community regarding issues of health and wellness.
   c. Promotes a culture of health and wellness in the school.

3. Organizing Physical Space
   a. Organizes office efficiently for planned activities.
   b. Medications are properly stored and well organized.

C. Delivery of Instruction

1. Knowledge of Nursing Process – Provides comprehensive assessments of a variety of healthy needs of students; establishing a plan of care; observes and documents student’s responses; evaluates data to revise the plan.

2. Assessing Student Needs – Conducts assessment of student needs, analyzes the results, and shares it with colleagues, students and parents appropriately.

3. Administering Medications to Students – Ensures that medications are administered by designated individuals and release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students.

4. Classes and/or Presentations – Is successful in presenting wellness knowledge and attitudes that will promote a healthy lifestyle through a variety of methods; such as direct student instruction, classroom presentations, bulletin boards or displays, on-line newsletters, and contribution to a health office website that inspire students to assume active roles in furthering a healthy lifestyle.

5. Learning Expectation and Accessibility – Plans and implements supports and/or accommodations that set high expectations and make knowledge, information, supports and/or accommodations accessible for all students.

6. Shared Responsibilities – Works collaboratively with colleagues to develop strategies and actions that consistently reinforce school-wide learning expectations and productive behavior of all students at school.

7. Communicate Managing Emergency Situations – Develops plans for many emergency situations. These plans are communicated to students and staff to be prepared in the event of an emergency situation.

8. Flexibility – Makes improvements and/or revisions in the delivery of healthcare as needed through reassessment while taking into consideration the feedback from students, parents, teachers and/or administration.

9. Collaborating with Teachers – Collaborates with classroom teachers, offering suggestions, and additional resources when appropriate.

10. Advocating for Students – Consults and advocates for students with administrators, teachers, and support personnel.
B. Family and Community Outreach

1. Communication & Respect
   a. Communicates respectively and proactively with parents.
   b. Sensitive to diverse family and community values and beliefs.

2. Communication & Responsiveness
   a. Is proactive in providing thorough information to families regarding delivery of healthcare in the school and as a whole.
   b. Promptly updates all parents on student health issues.
   c. Is responsive to parent concerns and encourages interaction and communication.

3. Communication
   a. Persists in attempting to contact parents regarding their child's health in cases where parents are hard to reach or do not respond.
   b. Involves parents and staff in supporting and caring for students with health-related concerns.

E. Professional Responsibilities

1. Attendance – Uses sick time responsibly and adheres to the contractual hours of a school day.

2. Professionalism – Presents a professional demeanor in words, actions and appearance.


4. Maintaining health records – Reports, records and documentation is timely, accurate and clear.

5. Reflecting on practice – Is perceptive and reflective; can utilize specific examples to alter, strategized or improve healthcare delivery.

6. Communication – Keeps administration informed about health and safety issues and asks for help and suggestions if needed.

7. Openness – Listens thoughtfully and seeks suggestions and feedback and uses it to improve performance.

8. Contributions – Contributes ideas and expertise to teacher teams, meetings and committees. Is viewed as a professional resource; whose guidance is respected.

9. Professional Development – Seeks best practice strategies from workshops, supervisors, colleagues and other sources and then utilizes them.

10. Licensure – Hold necessary and current licenses and seeks continuing education for the same.

11. Regulations and resources – Is knowledgeable about government, community, district and school Regulations and resources and abides by the regulations and helps students with the resources.
ORCSD Nurse Three Year Professional Growth Plan

Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals is to provide focus to professional development over the course of a staff member's 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the "ORCSD Standards of Best Practice" to provide appropriate focus to the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.

*Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor:

- STAR Assessment
- Smarter Balanced Assessment
- NECAP data
- DIBELS
- SAT, ACT or AP scores
- Attendance
- YRI5
- Classroom level student performance data
- Other relevant data

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Which Goal will be used for data collection?

Goal #1 (District level)
Goal #2 (Building level)
Goal #3 (Individual professional growth)

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Click here for District Goals

Goal #1 (Should be related to a district level initiative.)

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Click Here for Building Goals

Goal #2: (Should be related to a building level initiative.)

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Goal #3 (Should be related to an individual professional growth focus.)
ORCSD Nurse Mini Observation Data Walk

The walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

A. Planning and Preparation
1. Knowledge of Nursing Techniques
   1a. Demonstrates thorough understanding of the nursing process and techniques.
2. Knowledge of Child & Adolescent Development
   2a. Displays thorough knowledge of the typical developmental characteristics of the age group under his/her care.
   2b. Displays clear understanding of children who fall outside of the typical developmental characteristics of their age group and what the implications are.

Planning and Preparation Comments:

B. The Environment
1. Respect & Rapport
   1a. Establishes respect and rapport with students.
   1b. Students display comfort and trust during interactions with the nurse.
2. Culture for Health & Wellness
   2a. Guides the school culture towards health and wellness.
   2b. Educates students, staff, and community regarding issues of health and wellness.
   2c. Promotes a culture of health and wellness in the school.
3. Organizing Physical Space
   3a. Organizes office efficiently for planned activities.
   3b. Medications are properly stored and well organized.

The Environment Comments:

C. Delivery of Service
1. Knowledge of Nursing Process – Provides comprehensive assessments of a variety of health needs of students; establishes a plan of care; observes and documents student's responses; evaluates data to revise the plan.
2. Assessing Student Needs – Conducts assessment of student's needs, analyzes the results, and shares it with colleagues, students and parents appropriately.
3. Administering Medications to Students – Ensures that medications are administered by designated individuals and release forms are signed and appropriately stored. Shares knowledge of medication and importance of compliance with students.
4. Classes and/or Presentations – Is successful in presenting wellness knowledge and attitudes that will promote a healthy lifestyle through a variety of methodologies, such as direct student instruction, classroom presentations, bulletin boards or displays, on-line newsletters, and contribution to a healthy office website that inspire students to assume active roles in furthering a healthy lifestyle.
5. Learning Expectation and Accessibility – Plans and implements supports and/or accommodations that set high expectations and makes knowledge, information, supports, and/or accommodations accessible for all students.
6. Shared Responsibilities – Works collaboratively with colleagues to develop strategies and actions that consistently reinforce school-wide learning expectations and productive behavior of all students at school.
7. Managing Emergency Situations – Develops plans for many emergency situations. These plans are communicated to students and staff to be prepared in the event of an emergency situation.
8. Flexibility – Makes improvements and/or revisions in the delivery of healthcare as needed through reassessment while taking into consideration the feedback from students, parents, teachers, and/or administration.
9. Collaborating with Teachers – Collaborates with classroom teachers, offering suggestions, and additional resources when appropriate.
10. Advocating for students – Consults and advocates for students with administrators, teachers, and support personnel.

Delivery of Service Comments:

Feedback on the lesson:

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

A. Planning and Preparation
1. Knowledge of Nursing Techniques
   1a. Demonstrates through understanding of the nursing process and techniques.
2. Knowledge of Child & Adolescent Development
   2a. Displays thorough knowledge of the typical developmental characteristics of the age group under his/her care.
   2b. Displays clear understanding of children who fall outside of the typical developmental characteristics of their age group and what the implications are.

Curriculum Planning and Design Comments:

B. The Environment
1. Respect & Rapport
   1a. Establishes respect and rapport with students.
   1b. Students display comfort and trust during interactions with the nurse.
2. Culture for Health & Wellness
   2a. Guides the school culture towards health and wellness.
   2b. Educates students, staff, and community regarding issues of health and wellness.
   2c. Promotes a culture of health and wellness in the school.
3. Organizing Physical Space
   3a. Organizes office efficiently for planned activities.
   3b. Medications are properly stored and well organized.

The Environment Comments:

C. Delivery of Service
1. Knowledge of Nursing Process - Provides comprehensive assessments of a variety of health needs of students; establishing a plan of care; observes and documents student’s responses; evaluates data to revise the plan.
2. Assessing Student Needs - Conducts assessment of student’s needs, analyzes the results, and shares it with colleagues, students and parents appropriately.
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9. Collaborating with Teachers - Collaborates with classroom teachers, offering suggestions, and additional resources when appropriate.
10. Advocating for students - Consults and advocates for students with administrators, teachers, and support personnel.

Delivery of Service Comments:
D. Family and Community Outreach

1. Communication & respect.
   1a. Communicates respectively and proactively with parents.
   1b. Sensitive to diverse family and community values and beliefs.

2. Communication & Responsiveness
   2a. Is proactive in providing thorough information to families regarding delivery of healthcare in the school and as a whole.
   2b. Promptly updates all parents on student health issues.
   2c. Is responsive to parents concerns and encourages interaction and communication.

3. Communication
   3a. Persists in attempting to contact parents regarding their child's health in cases where parents are hard to reach or do not respond.
   3b. Involves parents and staff in supporting and caring for students with health-related concerns.

Family and Community Outreach Comments

F. Professional Responsibilities

1. Attendance – Uses sick time responsibly and adheres to the contractual hours of a school day.
2. Professionalism – Presents a professional demeanor in words, actions and appearance.
4. Maintaining health records – Reports, records and documentation is timely and accurate and clear.
5. Reflecting on practice – Is perceptive and reflective; can utilize specific examples to alter, strategized or improve healthcare delivery.
6. Communication – Keeps administration informed about health and safety issues and asks for help and suggestions if needed.
7. Openness – Listens thoughtfully and seeks suggestions and feedback and uses it to improve performance.
8. Contributions – Contributes ideas and expertise to teacher teams, meetings and committees; is viewed as a professional resource; whose guidance is respected
9. Professional Development – Seeks best practice strategies from workshops, supervisors, colleagues and other sources and then utilizes them.
10. Licensure – Holds necessary and current licenses and seeks continuing education for the same.
11. Regulations and resources – Is knowledgeable about government, community, district and school regulations and resources and abides by the regulations and helps students with the resources.

Professional Responsibilities Comments:

Feedback on the lesson:
Standard 1: Vision, Mission and Goals

An education leader promotes the success of every student by facilitating development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

a. Collaboratively develop and implement a shared vision and mission.
b. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning.
c. Create and implement plans to achieve goals.
d. Promote continuous and sustainable improvement.
e. Monitor and evaluate progress and revise plans.

Standard 2: Teaching and Learning

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

a. Nurture and sustain a culture of collaboration, trust, learning and high expectations.
b. Create a comprehensive, rigorous, and coherent curricular or intervention program.
c. Create a personalized and motivating environment for students.
d. Supervise instruction.
e. Develop assessment and accountability systems to monitor student progress.
f. Develop the instructional and leadership capacity of staff.
g. Maximize time spent on quality instruction.
h. Promote the use of the most effective and appropriate technologies to support teaching and learning.
i. Monitor and evaluate the impact of the instructional program.

Standard 3: Managing Organizational Systems and Safety

An education leader promotes the success of every student by ensuring management of organization, operation and resources for a safe, efficient and effective learning environment.

a. Monitor and evaluate the management and operational systems.
b. Obtain, allocate, align and efficiently utilize human, fiscal and technological resources.
c. Promote and protect the welfare and safety of students and staff.
d. Develop the capacity for distributed leadership.
e. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: Collaborating with Families and Stakeholders

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

a. Collect and analyze data and information pertinent to the educational environment.
b. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources.
c. Build and sustain positive relationships with families and caregivers.
d. Build and sustain positive relationships with community partners.
Standard 5: Ethics and Integrity

An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

a. Ensure a system of accountability for every student’s academic and social success.
b. Model principles of self-awareness, reflective practice, transparency and ethical behavior.
c. Safeguard the values of democracy, equity and diversity.
d. Consider and evaluate the potential moral and legal consequences of decision-making.
e. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: The Education System

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

a. Advocate for children, families and caregivers.
b. Act to influence local, district, state and national decisions affecting student learning.
c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.
d. Adheres to NH and Federal regulations as well as local policy.
ORCSD School Leadership Three Year Professional Growth Plan

Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals are to provide focus to professional development over the course of a staff member’s 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the “ORCSD Standards of Best Practice” to provide appropriate focus to the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.

*Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.

- STAR Assessment
- Smarter Balanced Assessment
- NREAP data
- DIBELS
- SAT, ACT or AP scores
- Attendance
- YRBS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?
Goal #1 (district level)
Goal #2 (building level)
Goal #3 (individual professional growth)

Click Here for District Goals

Goal #1 (Should be related to a district level initiative.)

Click Here for Building Goals

Goal #2: (Should be related to a building level initiative.)

Goal #3: (Should be related to an Individual professional growth focus.)
ORCSD School Leadership Mini Observation Data Walk

Date of Mini Observation: 

The walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

1. Vision, Mission and Goals
   a. Collaboratively develop and implement a shared vision and mission.
   b. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning.
   c. Create and implement plans to achieve goals.
   d. Promote continuous and sustainable improvement.
   e. Monitor and evaluate progress and revise plans.

Vision, Mission and Goals Comments:

2. Teaching and Learning
   a. Nurture and sustain a culture of collaboration, trust, learning and high expectations.
   b. Create a comprehensive, rigorous, and coherent curricular or intervention program.
   c. Create a personalized and motivating environment for students.
   d. Supervise instruction.
   e. Develop assessment and accountability systems to monitor student progress.
   f. Train the instructional and leadership capacity of staff.
   g. Maximize time spent on quality instruction.
   h. Promote the use of the most effective and appropriate technologies to support teaching and learning.
   i. Monitor and evaluate the impact of the instructional program.

Teaching and Learning Comments:

3. Managing Organizational Systems and Safety
   a. Monitor and evaluate the management and operational systems.
   b. Obtain, allocate, align and efficiently utilize human, fiscal and technological resources.
   c. Promote and protect the welfare and safety of students and staff.
   d. Develop the capacity for distributed leadership.
   e. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Managing Organizational Systems and Safety Comments:

4. Collaborating with Families and Stakeholders
   a. Collect and analyze data and information pertinent to the educational environment.
   b. Promote understanding, appreciation and use of the community's diverse cultural, social and intellectual resources.
   c. Build and sustain positive relationships with families and caregivers.
   d. Build and sustain positive relationships with community partners.

Collaborating with Families and Stakeholders Comments:

Feedback on the lesson:

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
ORCSD School Leadership Formal Observation Form

Date of Formal Observation: 

The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

1. Vision, Mission and Goals
   a. Collaboratively develop and implement a shared vision and mission.
   b. Collect and use data to identify goals, assess organizational effectiveness and promote organizational learning.
   c. Create and implement plans to achieve goals.
   d. Promote continuous and sustainable improvement.
   e. Monitor and evaluate progress and revise plans.

   Vision, Mission and Goals Comments:

2. Teaching and Learning
   a. Nurture and sustain a culture of collaboration, trust, learning and high expectations.
   b. Create a comprehensive, rigorous, and coherent curricular or intervention program.
   c. Create a personalized and motivating environment for students.
   d. Supervise instruction.
   e. Develop assessment and accountability systems to monitor student progress.
   f. Develop the instructional and leadership capacity of staff.
   g. Maximize time spent on quality instruction.
   h. Promote the use of the most effective and appropriate technologies to support teaching and learning.
   i. Monitor and evaluate the impact of the instructional program.

   Teaching and Learning Comments:

3. Managing Organizational Systems and Safety
   a. Monitor and evaluate the management and operational systems.
   b. Obtain, allocate, align and efficiently utilize human, fiscal and technological resources.
   c. Promote and protect the welfare and safety of students and staff.
   d. Develop the capacity for distributed leadership.
   e. Ensure that organizational time is focused to support quality instruction and student learning.

   Managing Organizational Systems and Safety Comments:

4. Collaborating with Families and Stakeholders
   a. Collect and analyze data and information pertinent to the educational environment.
   b. Promote understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources.
   c. Build and sustain positive relationships with families and caregivers.
   d. Build and sustain positive relationships with community partners.

   Collaborating with Families and Stakeholders Comments:
5. Ethics and Integrity
   a. Ensure a system of accountability for every student's academic and social success.
   b. Model principles of self-awareness, reflective practice, transparency and ethical behavior.
   c. Safeguard the values of democracy, equity and diversity.
   d. Consider and evaluate the potential moral and legal consequences of decision-making.
   e. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Ethics and Integrity Comments:

6. The Education System
   a. Advocate for children, families and caregivers.
   b. Act to influence local, district, state and national decisions affecting student learning.
   c. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.
   d. Adheres to NAE and Federal regulations as well as local policy.

The Education System Comments:

Feedback on the lesson:

Feedback on the lesson:
ORCSD School Leadership End of Year Self Evaluation Report

Date of Conference:  

This form should be used to provide a brief summary of your goal reflections. Please concisely highlight areas of strength. Bullet points are encouraged.

**GOAL #1 SUMMARY:**

<table>
<thead>
<tr>
<th>Goal #1 Reflection</th>
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**GOAL #2 SUMMARY:**

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<th>Goal #2 Reflection</th>
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**GOAL #3 SUMMARY:**

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<th>Goal #3 Reflection</th>
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The following is a self-evaluation of my skills and capabilities and areas of growth relative to the performance expectations set forth in the ORCSD professional growth plan and Standards of Best Practice.

1. **Vision, Mission and Goals**

2. **Teaching and Learning**

3. **Managing Organizational Systems and Safety**

4. **Collaborating with Families and Stakeholders**

5. **Ethics and Integrity**

6. **The Education System**

Please upload any supporting evidence as necessary:
Leader:

A. Coordinates the library program to support the educational goals of the school and district with best practices for 21st century library programs.
B. Seeks out opportunities for professional development through professional reading, memberships, or conferences.
C. Works collaboratively with community resource persons and other libraries to build relationships and partnerships.
D. Collaborates with teachers and the IT department in discovering, selecting, acquiring and integrating new technology tools into instructional practices.

Instructional Partner:

A. Demonstrates an understanding of the curricula and related materials.
B. Collaborates with colleagues to co-design, co-teach, and co-assess integrated instruction that includes critical thinking, technology and information literacy skills.
C. Develops a positive relationship with faculty and staff and creates an environment of respect and rapport.

Information Specialist:

a. Educate teachers and students about intellectual property rights and acceptable copyright practices.
b. Develops and enacts policies to ensure privacy and equity as outlined in ALA's Library Bill of Rights.
c. Offers professional development opportunities to faculty and staff in the use of Library resources such as databases and digital tools.

Teacher:

a. Empowers students to become critical thinkers, enthusiastic and strategic readers, skillful researchers, and ethical users of information.
b. Demonstrates a positive relationship with students and creates an environment of respect and rapport.
c. Encourages students to create and innovate using a variety of media and technology to convey their own ideas and interpret the ideas of others.
d. Creates engaging learning activities that meet the needs of diverse learners.

Program Administrator:

a. Selects and acquires resources which are appropriate for and reflect the diversity of the curriculum as well as the needs and interests of students and staff.
b. Catalogs and organizes print and non-print materials for convenience, availability and effective use.
c. Develops and oversees a budget that meets the needs of the library’s programs.
d. Supervises library staff, volunteers, etc.
e. Analyzes, updates, and maintains the collection.
f. Organizes the center to be attractive and orderly with easy access to resources.
g. Promotes the resources and services of the library program through the library media website, parent newsletters, pamphlets, and other formats.
ORCSD Library Media Specialist Three Year Professional Growth Plan

Setting your three year professional goals: According to the collective bargaining agreement all professional staff in the Oyster River Cooperative School District are required to meet annually (by October 1st) with their supervisor to establish or review their three year professional goals. The intent of these goals is to provide focus to professional development over the course of a staff member’s 3-year professional growth cycle. Before developing your goals for the coming 3 years please review district and building level goals as well as the "ORCSD Standards of Best Practice" to provide appropriate focus to the process. Please be reminded that one of your 3 goals must be measurable and supportable by data.

*Examples of potential data that a professional might use are listed below. The only limitation on your data related goal is that it must be mutually agreed upon between the professional and the supervisor.

- STAR Assessment
- Smarter Balanced Assessment
- NECAP data
- DIFELS
- SAT, ACT or AP scores
- Attendance
- YRBS
- Classroom level student performance data
- Other relevant data

Which Goal will be used for data collection?
Goal #1 (district level)
Goal #2 (building level)
Goal #3 (individual professional growth)

Click Here for District Goals

Goal #1: (Should be related to a district level initiative.)

Click Here for Building Goals

Goal #2: (Should be related to a building level initiative.)

Goal #3: (Should be related to an individual professional growth focus.)
ORCSD Library Media Specialist Mini Observation Data Walk

Date of Mini Observation: 

The Walkthrough form shows evidence of what was observed. Not all elements are expected to be observed.

1. Leader
   a. Coordinates the library program to support the educational goals of the school and district with best practices for 21st century library programs.
   b. Seeks out opportunities for professional development through professional reading, memberships, or conferences.
   c. Works collaboratively with community resource persons and other libraries to build relationships and partnerships.
   d. Collaborates with teachers and the IT department in discovering, selecting, acquiring and integrating new technology tools into instructional practices.

   Leader Comments:

2. Instructional Partner
   a. Demonstrates an understanding of the curricula and related materials.
   b. Collaborates with colleagues to co-design, co-teach, and co-assess integrated instruction that includes critical thinking, technology and information literacy skills.
   c. Develops a positive relationship with faculty and staff and creates an environment of respect and rapport.

   Instructional Partner Comments:

3. Information Specialist
   a. Educate teachers and students about intellectual property rights and acceptable copyright practices.
   b. Develops and enacts policies to ensure privacy and equity as outlined in ALA's Library Bill of Rights.
   c. Offers professional development opportunities to faculty and staff in the use of library resources such as databases and digital tools.

   Information Specialist Comments:

4. Teacher
   a. Empowers students to become critical thinkers, enthusiastic and strategic readers, skillful researchers, and ethical users of information.
   b. Demonstrates a positive relationship with students and creates an environment of respect and rapport.
   c. Encourages students to create and innovate using a variety of media and technology to convey their own ideas and interpret the ideas of others.
   d. Creates engaging learning activities that meet the needs of diverse learners.

   Teacher Comments:

5. Program Administrator
   a. Selects and acquires resources which are appropriate for and reflect the diversity of the curriculum as well as the needs and interests of students and staff.
   b. Catalogs and organizes print and non-print materials for convenience, availability and effective use.
   c. Develops and oversees a budget that meets the needs of the library's programs.
   d. Supervises library staff, volunteers, etc.
   e. Analyzes, updates, and maintains the collection.
   f. Organizes the center to be attractive and orderly with easy access to resources.
   g. Promotes the resources and services of the library program through the library media website, parent newsletters, pamphlets, and other formats.

   Program Administrator Comments:

Feedback on the lesson:

There is no need to respond upon receipt of this form. There will be a brief follow-up conversation with your evaluator.
The Formal Observation is a more comprehensive observation and will incorporate all six domains of best practice. Not every element is expected to be observed.

1. Leader
   a. Coordinates the library program to support the educational goals of the school and district with best practices for 21st century library programs.
   b. Seeks out opportunities for professional development through professional reading, memberships, or conferences.
   c. Works collaboratively with community resource persons and other libraries to build relationships and partnerships.
   d. Collaborates with teachers and the IT department in discovering, selecting, acquiring, and integrating new technology tools into instructional practices.

   Leader Comments:

2. Instructional Partner
   a. Demonstrates an understanding of the curricula and related materials.
   b. Collaborates with colleagues to co-design, co-teach, and co-assess integrated instruction that includes critical thinking, technology and information literacy skills.
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   Instructional Partner Comments:

3. Information Specialist
   a. Educates teachers and students about intellectual property rights and acceptable copyright practices.
   b. Develops and enacts policies to ensure privacy and equity as outlined in ALA’s Library Bill of Rights.
   c. Offers professional development opportunities to faculty and staff in the use of Library resources such as databases and digital tools.

   Information Specialist Comments:

4. Teacher
   a. Empowers students to become critical thinkers, enthusiastic and strategic readers, skillful researchers, and ethical users of information.
   b. Demonstrates a positive relationship with students and creates an environment of respect and rapport.
   c. Encourages students to create and innovate using a variety of media and technology to convey their own ideas and interpret the ideas of others.
   d. Creates engaging learning activities that meet the needs of diverse learners.

   Teacher Comments:

5. Program Administrator
   a. Selects and acquires resources which are appropriate for and reflect the diversity of the curriculum as well as the needs and interests of students and staff.
   b. Catalogs and organizes print and non-print materials for convenience, availability and effective use.
   c. Develops and oversees a budget that meets the needs of the library’s programs.
   d. Supervises library staff, volunteers, etc.
   e. Analyzes, updates, and maintains the collection.
   f. Organizes the center to be attractive and orderly with easy access to resources.
   g. Promotes the resources and services of the library program through the library media website, parent newsletters, pamphlets, and other formats.

   Program Administrator Comments:

Feedback on the lesson:
Date of Conference: 

This form should be used to provide a brief summary of your goal reflections. Please concisely highlight areas of strength. Bullet points are encouraged.

GOAL #1 SUMMARY: NONE

Goal #1 Reflection:

GOAL #2 SUMMARY: NONE

Goal #2 Reflection:

GOAL #3 SUMMARY: NONE

Goal #3 Reflection:

The following is a self-evaluation of my skills and capabilities and areas of growth relative to the performance expectations set forth in the ORCSD professional growth plan and Standards of Best Practice.

A. Leader

B. Instructional Partner

C. Information Specialist

D. Teacher

E. Program Administrator

Please upload any supporting evidence as necessary:
APPENDIX - H

ORCSD Final Staff Evaluation

Date of Conference: 

GOAL #1 SUMMARY: NONE

GOAL #2 SUMMARY: NONE

GOAL #3 SUMMARY: NONE

Progress toward Professional Growth Goals

☐ I hereby certify that the above named professional staff member has demonstrated growth toward the professional goals listed above.

☐ The above named professional staff member has not demonstrated growth toward the professional goals listed above. An explanation for this is provided below.

Fulfillment of Performance Expectations

☐ I hereby certify that the above named professional has met the performance expectations as set forth in the ORCSD professional growth plan.

☐ The above named professional staff member has not demonstrated growth toward the professional goals listed above. An explanation for this is provided below.

Administrative Summary:
APPENDIX - I

Professional Growth Activity Form

Activity Details

This section contains information about the activity.

Activity Title

Activity Format

Brief Description

Website for Description

Inclusive Dates/Times/Location of this Activity

Start Date (mm/dd/yyyy)

End Date (mm/dd/yyyy)

Start Time

End Time

Location of Absence

Activity Sponsor/Provider

Provider

If not on list, enter here

Recertification Information (includes Clock Hours)

Enter the number of Hours you are seeking for this activity.

Purpose(s)

Recertification Option

Certificate/Endorsement

Estimated CEU/Clock Hours

Estimated CEU/Clock Hours

Goal(s) and Objective(s)

Select At Least One District Objective

Goal: Individual

Building Level Goal

District Level Goal

Three Year Professional Goal

Comments

Finish

When requesting final approval, a Certificate of satisfactory completion and all receipts must accompany this form.
# APPENDIX - J

## Professional Development Activity Evaluation

### General Info

User
Building
User
Building
Activity Title

### Professional Development Activity Evaluation

Your responses are NOT ANONYMOUS

Please rate the value of this activity:
- [ ] HIGH
- [ ]
- [ ]
- [ ] LOW

How will this activity benefit student learning?

Other Comments

Click Save To Exit

Characters left 2048
APPENDIX - K

Individual 3-Year Comprehensive Plan
(an Alternative to Certification via CEUs/Clock Hours)

Oyster River Cooperative School District

Name: ___________________________ Date: ___________________________

School: __________________________ Certification Expiration Date: __________ Year of Plan 1 2 3

Current Position: __________________________ Grade and/or Subject: __________________________

Endorsements: __________________________

Professional growth activities and/or projects for the Individual 3-Year Comprehensive Plan must be related to student needs, linked to personal, building, and district goals, and have a measurable impact on student performance and achievement.

Plan submission and review schedule:
1. On or before October 1st - project proposal must be submitted to your supervisor for review and feedback.
2. October 1st to November 1st - plan revisions may be made if necessary.
3. November 1st - last date that the proposal may be approved by your supervisor.
4. Supervisor must approve the professional’s yearly progress report.
5. Yearly or final progress report is submitted to supervisor by April 15th.

Description of the 3-Year project:
A complete description of the project shall address:
1. An overview of the project.
2. A list of objectives for the project in alignment with district, building, and personal goals.
3. Identification of the professional development components to be addressed.
4. The data that identifies the need for the project.
5. Identification of activities, anticipated measurable impact of project, and three-year timeline
6. Estimation of % of project to be completed each year.

Annual Progress Report:
A written description of progress and a self-reflection of professional growth activities must be submitted to your supervisor at the end of year 1, 2, and 3 within the review timeline noted above. Your supervisor will sign and date this form when the annual progress report of the three-year plan is reviewed and accepted. The annual progress report will be filed at the building level and a copy of this sheet will be provided to you.

Final Report:
The third year final report shall include the following: an evaluation of the entire three-year project, relevant information and data supporting the measurable impact of the project on student performance and achievement, exemplars and other material. The final report shall be submitted to your supervisor by April 15th.

Important Conversion Notice:
If you leave the district, you may be required by a receiving district to convert your Individual 3-Year Comprehensive Plan to CEUs/clock hours. This conversion must be completed in consultation with your supervisor. Your supervisor must approve the converted equivalent CEUs/clock hours for your plan.

THIS FORM IS SUBMITTED AND SIGNED FOR EACH YEAR OF YOUR THREE YEAR PLAN.

Staff Member: __________________________ Date: __________________________

Supervisor: __________________________ Date: __________________________
SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

**Specific (and strategic):** Linked to position summary, departmental goals/mission, and/or overall School of Medicine goals and strategic plans. Answers the questions - Who? and What?

**Measurable:** The success toward meeting the goal can be measured. Answers the question - How?

**Attainable:** Goals are realistic and can be achieved in a specific amount of time and are reasonable.

**Relevant (results oriented):** The goals are aligned with current tasks and projects and focus in one defined area; including the expected result.

**Time framed:** Goals have a clearly defined time-frame including a target or deadline date.

**Examples:**

*Not a SMART goal:*

- Employee will improve their writing skills.

  *Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.*

*SMART goal:*

- The department has identified a goal to improve communications with administrative staff by implementing an internal departmental newsletter. Elaine will complete a business writing course by January 2010 and will publish the first monthly newsletter by March 2010. Elaine will gather input and/or articles from others in the department and draft the newsletter for supervisor review, and when approved by supervisor, distribute the newsletter to staff by the 15th of each month.

**SMART Goal Planning Form**

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<th>Specific – WHO? WHAT?</th>
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<th>Measurement/Assessment – HOW?</th>
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<th>Attainable/Achieve – REASONABLE?</th>
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<th>Relevant – EXPECTED RESULT?</th>
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<th>By</th>
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<td>Timed – WHEN?</td>
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APPENDIX - M
OYSTER RIVER COOPERATIVE SCHOOL DISTRICT
PROFESSIONAL GROWTH REQUEST FOR ACTIVITY FUNDING/REIMBURSEMENT FORM

This form valid January 1, 2016

THIS REQUEST IS FOR: (check one) □ PREPAYMENT □ REIMBURSEMENT

Instructions for Prepayment
1. Have your supervisor sign pre-approval for this activity below on this form.
2. Submit this completed form to the SAU#5 business office two weeks prior to the activity.
3. Only registration fees may be prepaid.
4. Include registration form for activity with this prepayment request.

Instructions for Reimbursement
1. Submit this completed form to the SAU#5 business office no later than 30 days after completion of activity.
2. Print and attach completed Professional Growth Activity form from MLP.
3. Include all receipts for registration and/or expenditures.

Staff Member: __________________________________________ School: __________________________

Activity: __________________________

Location of Activity: __________________________ Date(s): ____/____/____ to ____/____/____

Supervisor’s Signature: __________________________ Date ____/____/____

(Pre-approval of Supervisor required for prepayment only.)

1. Registration Fee(s): Please attach registration form (prepayment) or receipt (reimbursement).
   $____

2. Other Approved Expenses (Receipts must be attached)
   Food:
   - Breakfast (Max $3/Day)   $____
   - Lunch (Max $5/Day)      $____
   - Dinner (Max $10/Day)     $____ x100% $____

   a) Lodging   $____
   b) Materials $____
   c) Gratuities $____
   d) Other (specify): $____

   (Subtotal of a,b,c,d,) $____ x50% $____

3. Transportation (Mileage - IRS rates effective 1-1-16):
   Odometer Reading start _____ end _____
   Total _____ miles @ .54¢/mi for 1st 100 mi. $____
   @ .27¢/mi over 100 mi. $____
   Tolls (receipts must be attached) $____

   Subtotal $____ x 100% $____

   TOTAL REQUESTED $____

Staff Signature: __________________________ Date: ____/____/____

SAU Approval: __________________________ Date: ____/____/____ Receipts: ______

PLEASE MAKE AND RETAIN A COPY OF ALL DOCUMENTATION SUBMITTED
APPENDIX - N

Oyster River Cooperative School District
Email: wdifruscio@orcsd.org Extension#2002 or 389-3286

UNH Tuition Waiver
Guidelines & Procedures

Per the Memorandum of Understanding (MOU) between the University of New Hampshire and Oyster River Cooperative School District, as well as directives promulgated from the Superintendent's Office, the following guidelines and procedures apply to ORCSD staff members seeking to participate in the UNH Tuition Waiver program.

1. Tuition waiver application forms are available on the District website under Departments/Human Resources/Frequently Requested Forms and at the Superintendent's office. This form must be used to apply for a UNH tuition waiver under this program. Only completed forms will be accepted. Altered forms or forms with missing information will not be accepted.

2. The appropriate building Principal/Supervisor and the Assistant Superintendent shall approve all applications for tuition waivers BEFORE course registration at UNH occurs. Any changes in registration subsequent to waiver approval, such as class(es) to be attended, require review by the Principal and Superintendent.

3. ORCSD staff will be allowed to register for classes if:
   (a) UNH class space is available,
   (b) the ORCSD employee pays all applicable fees (waiver applies to tuition only) and
   (c) ORCSD's annual tuition allotment has not been exceeded for the year.

4. Tuition waivers are available for all UNH credit and non-credit courses.

5. Professional staff members (teachers) are required to submit a brief statement of direct benefit to ORCSD. There is no limitation on the number of allowable courses taken.

6. Administrative staff members (ORAA/Directors) are required to submit a brief statement of direct benefit to ORCSD, courses are limited to three (3) per year.

7. Paraprofessional staff members (if tuition waiver allotment is available) are required to submit a brief statement of direct benefit to ORCSD. Available courses will be distributed equitably for paraprofessionals on a first come first serve basis.

Participation in this program is granted in the following priority order:

   a. Professional staff members (teachers) will have first priority,
   b. Administrative staff members (ORAA/Directors) will have second priority, and
   c. Pending the tuition waiver allotment balance: paraprofessional staff members will have the last priority.

All other interested staff member requests will be determined by the available tuition waiver allotment on a first come first serve basis.

The ORCSD, through the Superintendent's office, reserves the right to alter these guidelines and procedures at any time if deemed in the best interests of the ORCSD, recognizing the need to comply with collective bargaining restrictions as well as the right of UNH to review and modify the MOU.

Contact Wendy at the Superintendent's Office with any questions you may have regarding the UNH Tuition Waiver program here at ORCSD.

Revised: March 25, 2016
OYSTER RIVER COOPERATIVE SCHOOL DISTRICT

APPLICATION FOR UNIVERSITY OF NEW HAMPSHIRE TUITION WAIVER

Date | Last Name | First Name | MI | UNH | Campus
---|---|---|---|---|---

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th># of Credits</th>
<th>Start Date</th>
<th>End Date</th>
<th>Cost</th>
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Course: Fall
- Mast Way
- Moharimet
- Middle School
- High School
- SAU Office

Position/Category (please check one): Teacher/Administrator/Director
- Pareprofessional
- Facilities/Food Services Worker
- Other Support Staff

STATEMENT OF DEMONSTRABLE NEED:
As the principal or supervisor, I attest that (1) the person’s enrollment in the identified course is in response to a demonstrable need for professional development on the part of that individual and/or (2) is directly related to the individual’s assigned role and responsibilities in the school district, and (3) the completion of which has been cooperatively determined to be beneficial to both the staff member and the Oyster River School District. It is also understood that the individual may be enrolled in no more than two (2) courses per semester for which he/she may receive academic credit. Tuition for courses offered by the University of New Hampshire are assumed to be covered by the University-District tuition-waiver agreement. All fees, supplies, or other costs associated with the course(s) are the sole responsibility of the student/employee of the Oyster River School District.

NOTE: Upon completion of said course(s), a grade report is required. In order to be eligible for future course waivers, a passing grade of “C” or above needs to be received.

APPROVALS:

- Request Recommended
- Request Not Recommended
- Request Approved
- Request Not Approved

Principal or Supervisor | Date
Assistant Superintendent of Schools | Date

Revised 03/14
APPENDIX - P
Oyster River Cooperative School District - SAU #5
Request for Pre-Approval of Tuition Reimbursement

The purpose of this form is to request pre-approval for reimbursement for coursework completed at an institution of higher education other than the University of New Hampshire.

This form is to be used when a course is not offered at UNH and the course has been recommended, by the school principal, to be necessary for the continued professional growth of the staff member and will be beneficial to the District’s mission. The school principal will utilize this form to request approval from the Assistant Superintendent to reimburse the staff member for tuition only; all other fees associated with coursework are the responsibility of the staff member. Justification must be attached to this form prior to submitting it to the superintendent for approval. Please note that all available funds for reimbursement are based on annual budgeted amounts at individual schools.

To: Superintendent  Date: _________________________

Principal: ___________________________ School: _______________________

Professional Staff Member: __________________________

Current Teaching Assignment: ___________________

Name and Address of Institution of Higher Education: ____________________________

________________________________________

Tuition Cost $ ________________________________

Account#: _________________________ Balance to date: $ _______________________

Proof of course completion required prior to reimbursement. Staff must have a grade of “C” or better or a designation of “pass” if the course is available in a pass/fail basis only. (See IX: Professional Improvement, Section B).

Proof of course completion received on: ____________________________

Statement of Demonstrable Need

As the Principal, I attest that the Professional Staff Member’s enrollment in this course is necessary for the continued professional growth of the staff member and will be directly beneficial to the District’s mission.

Professional Staff Member’s Signature: ___________________________ Date ________________

___Request Recommended ___________________________ Date ________________

___Request Denied ___________________________ Principal’s Signature

___Request Approved ___________________________ Date ________________

___Request Denied ___________________________ Assistant Superintendent’s Signature

___Justification is attached.  Revised 10-1-12
APPENDIX - Q

1. To log into my learning plan, you need to first type into your browser: www.mylearningplan.com. This will take you to the proper opening page. The page should look something like the following:

![MyLearningPlan](image)

![Enterprise Solutions for Schools](image)

If the page is primarily white and says: *Invalid Username or Password. (The username and/or password do not match. Please try again. Passwords are case-sensitive.)* you are in the wrong sign in page.

2. Hit the backspace to go back to the previous page to try again.

3. From here you need to type in your user name. Your user name is your first initial, last name and then @orcsd.org. Without the orcsd.org, the program does not know what district you work for and won't let you in.

4. Your password originally is: changeme. If you need it reset, please let me know and I will make it changeme - then you can change it to what you want.

Any questions, please contact Rob Quagliari at rquagliari@orcsd.org
APPENDIX R

To all Certified Staff Members:

To properly enter your hours into the MyLearningPlan:

Make sure in the drop-down recertification option; you select either Content 2-7 or Endorsement area.

- If you choose general area in the drop-down section, you DO NOT select an endorsement area in the certificate/endorsement section.

- If you select an endorsement area in the drop-down section, you are to select only ONE endorsement area in the certificate/endorsement section.

To check for accuracy of your hours:

Many of you have not selected appropriate allocations for your staff development hours. It is VERY important that this process is done correctly to ensure that you receive credit for the hours you have earned. In order to ensure your hours are correct, please do the following:

1) Go to my Portfolio and look at the total amount of hours you have received.

2) Now go to View by License and check both your endorsement hours and content area hours.

3) If these match, you have entered everything correctly; therefore, all of your hours are accounted for. If the hours do not match the View by License page, you have incorrectly entered some of your information, resulting in unaccounted hours.

If you find that your View by license page has more hours than your Portfolio, than you may have inadvertently selected more than one endorsement area at the time of submission. Please let me know about this as well.

4) If you find that you have unaccounted hours, you need to print out your portfolio page and compare it to the View by License Page. You will need to let me know which activities are not indicated on your View by License page so I can fix them for you.

5) To print your portfolio: Go to My Portfolio, under transcripts select Print PDF, and click on "Click here to print the transcript" in the center of the screen, then print as usual.

6) Email rquaglieri@orcsd.org for questions and fixes.

Thank you,

Rob and Theresa
Finalizing activities on MLP.

1) After you have attended an activity that you preregistered for on MLP, you need to log into the mylearningplan.com

2) Click on the manage button for the activity that you want to finalize.

3) Click on the orange evaluate activity tab in the middle of the page.

4) Evaluate the activity.

5) Now it should bring you back to the opened activity, where you pressed the evaluate tab, if it didn't, please manage the activity again.

6) Now Press the mark complete tab. Again, this is in the middle of the page.

7) Once you have submitted it from the marked complete tab, the activity will be complete and sent through the final approval process.

If you have any questions, please feel free to contact me.

Rob Quaglieri
rquaglieri@orcsd.org
APPENDIX - T

To the Final Approvers in MyLearningPlan

When doing final approval for staff’s professional development, could you please make sure you check the following:

1) Make sure that in the drip-down recertification option, the staff member selects either General or Endorsement area.

2) If the staff member has chosen General in the drop-down, they should not select an Endorsement area in the certificate/endorsement section. Likewise, if they select an Endorsement area in the drop-down section, they are to select only one endorsement area, make sure at least one is checked, in the certificate/endorsement section.

If you have any questions, contact either Rob Quaglieri at rquaglieri@orcsd.org or Theresa Proia at tproia@orcsd.org for help.
APPENDIX - U

IMPORTANT PROFESSIONAL GROWTH INFORMATION

It is the District's responsibility to make certain that each certified/licensed staff member has a current certification/license on file at the District office. However, ultimately it is the individual staff member's responsibility to ensure that they maintain the certification/licensure required for their position here at Oyster River.

THREE YEAR RECERTIFICATION REQUIREMENTS

This is a reminder of the NH Code of Administrative Rules, Ed. 512: Professional Growth Master Plan and Recertification requirements for professional staff recertification in the State of New Hampshire and the requirements of the Oyster River Cooperative School District Professional Growth Master Plan, 2014-2019.

Professional Staff - Professional Growth Requirements are as follow:

- For primary endorsement area, the DoE is moving to a more evidence based recertification process. The professional will need to demonstrate professional growth prior to being recommended for renewal.

- For additional endorsement areas outside of the primary endorsement area the DoE will still require:
  - 30 clock hours for each endorsement area.
  - 45 clock hours (total) for general areas 2-7 which include: character and citizenship; technology; professional skills; knowledge of learners and learning; knowledge of school's role, organization and operation; exploratory or innovative activities. You are required to earn at least 45 professional growth hours in any or all of these areas. You must earn a minimum of 75 clock hours for your three-year plan (one endorsement).

Certified Paraprofessionals - Professional Growth Requirements are a minimum of:

- 50 clock hours (total) for any endorsement area; and general areas 2-7 which include: character and citizenship; technology; professional skills; knowledge of learners and learning; knowledge of school's role, organization and operation; and/or exploratory or innovative activities. You may earn a total of 50 professional growth hours in any or all of these areas.

REQUIREMENTS and DEADLINES for MyLearningPlan

In order to earn professional growth hours, Professional Growth Activity(s) must be entered into MyLearningPlan and pre-approved by your supervisor prior to participation in the activity. You will then have 30 days after the completion of the activity to mark it complete in MyLearningPlan. Activities not marked complete within the 30 days will not be approved. All activities must be pre-approved by your supervisor.

When submitting Professional Growth Activity coursework in MyLearningPlan an official transcript must be obtained and forwarded to the SAU office at the completion of the course to be kept in your personnel file.

Staff members will not be required to enter Professional Growth Activity forms for District workshop days; and will not require the staff member to mark complete the activity. The professional will be required to sign a roster and the activity will be automatically populated into your MyLearningPlan PD portfolio. All other Activities must be marked complete within 30 days of the activity date and must include the topic of discussion and your evaluation. One activity entered for the entire year for on-going activities will not be approved.

For regularly scheduled building level meetings that are being used for Professional Growth purposes, such as early morning dialogue, staff meetings, department or committee meetings that occur on a regular basis throughout the year, staff growth credit can be earned. However, if these meetings are geared more toward house keeping or other non-professional growth topics, professional growth credit will not be given. Please note that these activities still require pre-approval by your supervisor unless the activity has been entered as a group at the building level.

ALLOCATION OF EARNED PROFESSIONAL GROWTH HOURS

Individual activity hours are to be allocated into either an endorsement area or general areas 2-7. A single activity cannot be allocated to two separate areas. The only way that can be done is by creating separate activities and dividing the hours among them.
APPENDIX - U

UNH TUITION WAIVER PROGRAM

UNH graciously awards Oyster River an allotment of money each year that allows our employees to take courses at UNH tuition free. This is not a reimbursement program through Oyster River; it is a waiver program through UNH at no cost to the District.

In order to be eligible for a tuition waiver for courses at the University of New Hampshire, all staff must complete the Application for UNH Tuition Waiver form along with a brief statement of direct benefit to ORCS, have their building principal sign and date the form, and forward it to Wendy at the SAU office for approval by the Assistant Superintendent prior to registering for courses. Once approved and signed by the Assistant Superintendent the form is returned to the staff member. The staff member is required to bring the signed form to UNH to register for the course(s). Course allowance for professional staff is currently unlimited; administrators are limited to three courses per school year; paraprofessionals (if tuition waiver allotment is available) will be distributed equitably on a first come first serve basis. Participation is granted in the following priority order: Professional staff members (teachers), administrative staff (ORAA/Directors) paraprofessionals (if tuition waiver allotment is available). All other staff member requests will be determined by the available tuition waiver allotment on a first come first serve basis.

TUITION REIMBURSEMENT

In order to be eligible for tuition reimbursement for graduate courses taken at schools other than the University of New Hampshire, Durham, the professional staff member must complete the Request for Pre-Approval of Tuition Reimbursement form. This form is to be used when a course is not offered at UNH and the course has been deemed, by the school principal, to be necessary for the continued professional growth of the staff member and will be beneficial to the District's mission. The school principal will utilize this form to request approval from the Superintendent to reimburse the staff member for tuition only; all other fees associated with coursework are the responsibility of the staff member. Justification must be attached to this form prior to submitting it to the superintendent for approval. Please note that all available funds for reimbursement are based on annual budgeted amounts at the individual schools.

SALARY TRACK CHANGES

450 clock hours or 30 graduate credits are required to move to BA+30 or M+30.
To move to the BA+30 salary track, 30 graduate credits (or 450 clock hours) must be earned after the date of an earned Bachelors degree. To move to the M+30 salary track, 30 graduate credits (or 450 clock hours) must be earned after the date of an earned Masters degree. Each credit of university coursework equals 15 clock hours.
Per the Board/Guild Agreement, clock hours earned while employed in the Oyster River School District may be converted to credits for advancement on the +30 salary schedule at the rate of 15 hours = 1 credit. Hours earned in other district(s) can not be similarly converted. An earned degree is required to move to MA or 2MA/CAGS/DR tracks.

TRACK CHANGE PROCEDURE

Professional staff members must notify the Superintendent in writing by NOVEMBER 30 in the year prior to the year of your anticipated track change. This means you must notify the Superintendent by November 30, 2014, if you expect to be eligible for a track change at any time between July 2015 and June 2016.

Send written notification to Wendy at the SAU office when you have completed your 450th hour of staff growth time (or the appropriate combination of hours and credits) and are eligible for a track change. At the time of notification, it will be necessary to provide supporting documentation such as transcripts if they are not already in your personnel file. Wendy will then arrange for a new contract to be issued to you.

THREE YEAR INDIVIDUAL PROFESSIONAL GROWTH PLAN

Three-year Professional Growth Plans are required to be reviewed and revised each year by the professional staff member and their supervisor. All 3-year plans are to be entered into the staff member's MyLearningPlan/Oasys portfolio.

Certified staff members working in non-certified tutor positions must have a 3-year individual professional growth plan. This is required in order for the District to track recertification hours and recommend for renewal.