

## **Individual Educator Growth and School Program Improvement**

Each professional employee and administrator will develop a three-year individual professional development plan to coincide with their recertification cycle. The core standards from the SAU 16 Supervision and Evaluation Process are used as the instrument for educator self-assessment. The self-assessment identifies individual and collective learning needs of professional employees and administrators. Professional employees and paraprofessionals will meet with their building administrator(s) to review their plan. Administrators will meet with the superintendent or his/her designee. Professional Employees and Administrators will identify and develop individual goals that are aligned with identified SAU 16 and school district/building goals. Paraprofessionals will use the designated sheet at the end of this document. Individual, district wide, and building goals are driven by school improvement. Ongoing training will continue to occur throughout these evaluation processes through SAU 16 in-services.

Each year, educators are required to self-assess their performance using the SAU 16 Core Standards for Teachers. Based on their self-reflection, educators will develop their individual professional development plan. This plan must show a relationship between teacher performance and its impact on student learning. SAU 16 will utilize an EDUCATOR NEEDS ASSESSMENT to address professional development needs, that will be completed by February break. These surveys will be turned into individual school administrators. The school administrator and the Professional Development Representative(s) will meet to compile the data that will then be submitted to the Professional Development Committee. Having identified the needs, the collective learning activities available are workshops, conferences, courses, seminars, use of local talent, job embedded experiences and selections from an ongoing menu of learning opportunities. Using this information the committee will plan in-service events for the following school year. The committee will plan half day, full day, and before and after school activities. SAU 16 educators will be encouraged to present workshops in their areas of expertise. Outside presenters will be contacted to help train educators in specified areas as identified in the needs assessment. Funding is provided through grants, teacher contracts, SAU 16 budget, and building budgets, as well as in-kind donations.

Effective communication for disseminating information about professional growth opportunities include, but are not limited to:

Principal's memos/newsletters

Staff meeting announcements

E-mail

Professional Development Website ([WWW.SAU16.ORG/PRODEV](http://WWW.SAU16.ORG/PRODEV))

Conversation among colleagues

University/College Bulletins

Conference/Institute Pamphlets

Professional Development Representatives

The process for reflecting on the learning, its implications for teaching, and its impact on student learning is analysis of data obtained using the Data Driven Decision Making Model and QSP described earlier in this document. This data will be used by educators to reflect on their learning and its implications for teaching. Educators will collect, examine, and review student assessment data. Through team meetings, staff meetings, SAU 16 committee meetings, etc., educators are given opportunities to collaborate with colleagues and discuss assessment outcomes and student needs. This will enable them to be part of the decision making process for professional development opportunities, with the overall goal being improved student learning. The collaborative decision making process determines the allocation of money, time, and resources necessary to support individual educator growth and school program improvement. Educators can access the Professional Development Committee Website at SAU 16, ([WWW.SAU16.ORG/PRODEV](http://WWW.SAU16.ORG/PRODEV)), to obtain current information regarding professional development opportunities.

**“Come, there’s half my plan done now!  
How puzzling all these changes are! I’m  
never sure what I’m going to be, from  
one minute to another!”**