
**Professional Development and NCLB
Three Year Plan**

2010-2013

Lemont-Bromberek Combined School District 113A

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Lemont-Bromberek Combined School District 113A

Professional Development and NCLB Program Three Year Plan

2010-2013

In 2001, the *National Staff Development Council* (NSDC) published the revised national standards for professional development (the original standards had been disseminated in 1995). These staff development standards provide direction for designing a professional development experience that ensures that educators acquire the necessary knowledge and skills in their field. The revision of the standards was guided by three primary questions:

- What are all students expected to know and be able to do?
- What must teachers know and do in order to ensure student success?
- Where must staff development focus to meet both goals?

According to the research cited by the council, effective professional development expands teachers' repertoire of research-based instructional methods to teach content and help students master new skills. Such programs create regular opportunities for serious collaborative planning, develop classroom assessment skills and connect teachers to other professionals within and beyond their schools. In order to meet these standards, staff development must be:

- ◆ results-driven and job-embedded;
- ◆ focused on helping teachers to become deeply immersed in subject matter and teaching methods;
- ◆ curriculum-centered and standards-based;
- ◆ sustained, rigorous and cumulative; and
- ◆ directly linked to what teachers do in their classrooms.

It is the goal of District 113A to support an effective professional development program that meets these criteria. The NSDC standards that form the framework for our plan appear on the next pages. One of the critical steps in developing a program plan is to assess current practices and needs. To that end, the *Illinois State Board of Education* has identified the top priorities for education in our state: reading, integration of technology into teaching and learning, standards/assessment/ISAT, mathematics and special education. Each building's school improvement plan and the district's primary initiatives (described in another section) also provide a host of areas for continued professional growth. A key factor in all of our plans will be articulation among grade levels, buildings and our district and the high school.

"The norm of continuous improvement is a belief that learning about one's work is never finished~ professional development is dynamic."

National Staff Development Council/
National Association of Elementary School Principals

NSDC Standards for Staff Development

Context Standards

Staff development that improves the learning of all students:

- organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- prepares educators to apply research to decision making. (Research-Based)
- uses learning strategies appropriate to the intended goal. (Design)
- applies knowledge about human learning and change. (Learning)
- provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Conceptual Framework

District 113A's professional development planning is grounded in research about change theory, adult learning and the norm of continuous improvement. First, it is of vital importance for professional development to acknowledge general principles of human learning and change. Though the body of research on educational change is enormous, the work of Michael Fullan captures the central theme of that research: Change is a complex process, not an event, that is experienced by individuals with differing needs, skills and perspectives. Fullan (2001) describes three primary phases that occur during the change process:

- 1) Initiation: A clear need to improve is established. Leaders address the intellectual and psychological aspects of readiness, and assist in the development of a vision and plan. Underlying principles and intended outcomes are clarified.
- 2) Implementation: Plans are put into action to achieve the intended outcomes. Both individuals and the organization change as a result of new learning and follow-up support. Research-based strategies such as coaching, support groups, demonstration teaching and study groups help individuals transfer the new practices to the work setting.
- 3) Institutionalization: The new practices are integrated into the school's policies, budgets and routines. Structures are developed to ensure initiatives are maintained even in the face of new needs and plans.

The time frame from initiation to institutionalization for moderately complex change is typically three to five years. More complex changes may take even longer. It is important to maintain focus on previous improvements when attention is turned to new needs and issues. Therefore, follow-up training and development must always be included in effective professional development programs.

The next key concept on which the professional development program is built is attention to adult learning theory. The *National Staff Development Council* summarized the body of information about adult learning in the following five guidelines: 1) Adult learning experiences must be based on research and proven practice; 2) Effective staff development fosters educators' confidence in their ability to be successful on the job and capitalizes on learners' expertise and experience; 3) Successful professional development combines independent and interdependent learning approaches to facilitate the greatest degree of growth; 4) Adults need to know the level of importance of an activity, the expected outcomes and the rationale for recommended changes in their knowledge, attitudes and skills; and 5) Successful designs for learning require time, resources and supporting structures (Standards for Staff Development, 1995). The learning climate in schools that attend to adult learning theory is collaborative, informal and respectful. Learning is self-directed and life experiences are tapped as resources.

On its current website, the National Staff Development Council calls attention to another important dimension of adult engagement in change processes:

"Even under the best of circumstances, pressure for change, no matter what its source, may produce feelings of anxiety, fear, and anger. Such feelings are most effectively addressed through skillful listening and problem solving within a respectful and trusting school culture. It is helpful for educational leaders to appreciate that, to some degree, such feelings are natural and an inevitable part of the change process. Such appreciation is aided when leaders have a deep understanding of the change literature, particularly the Concerns-Based Adoption Model, and are able to apply its insights when planning and implementing new practices in schools."

National Staff Development Council, website, 2010

Vital research about curriculum innovations during the post-Sputnik era resulted in a strong knowledge base about the components of effective staff development. One of the most important and widely used frameworks from that knowledge base is a model that helps to monitor and increase implementation of educational innovations. It is called the "Concerns-Based Adoption Model," or CBAM, and it was developed at the Center for Research and Development in Teaching at the University of Texas at Austin. The CBAM and its "Stages of Concern" instrument are widely used as diagnostic and planning tools for program implementation. The kinds and content of professional development opportunities planned by our school district can be informed by ongoing monitoring of the concerns of teachers. The strength of this model is in its reminder to attend to individuals and their various needs for information, assistance and moral support. Learning experiences for different groups vary according to participants' needs; teachers' concerns will look different from the concerns expressed by parents and administrators.

The CBAM identifies seven types of concern that individuals may experience as they begin to use a new practice. The stages of concern appear in the chart below. Staff developers use the stages to assess teachers' level of concern and then provide differentiated assistance to meet the specific needs of individuals or groups.

CBAM		
Stages of Concern	Expressions of Concern	Intervention Example
6 Refocusing	I have some ideas about something that would work even better.	
5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.	Team planning Group study
4 Consequence	How is my use affecting students?	Analyze student performance Observer provides feedback
3 Management	I seem to be spending all my time in getting material ready.	Observe/talk with teachers who are not experiencing difficulty
2 Personal	How will using it affect me?	One-on-one conversations
1 Informational	I would like to know more about it.	Awareness sessions Videotapes
0 Awareness	I am not concerned about it (the innovation or new practice).	Announcements Meetings

from CBAM Project, Research and Development Center for Teacher Education,
The University of Texas at Austin, 1973

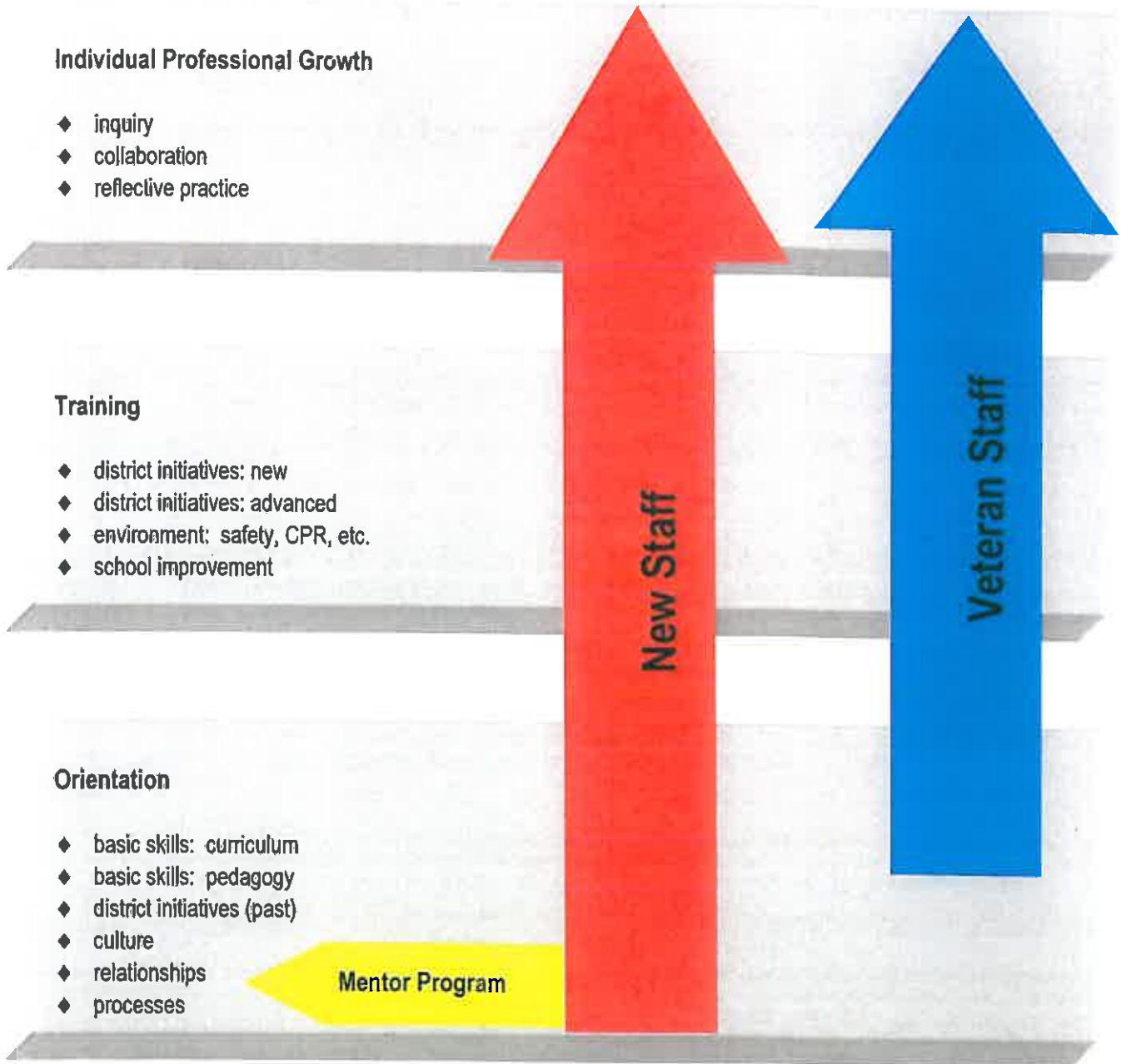
Finally, the norm of continuous improvement stresses the belief that learning about one's work is never finished - - - professional development is dynamic. A school organization that supports the norm of continuous improvement acknowledges that it is every educator's task to refine skills, inquire into practice and construct craft knowledge while working with peers. With the explosion of educational research in the last twenty years, there is more to know and apply about instruction, learning and leadership in order to become an effective educator. Staff development activities that are ongoing and job-embedded support the norm of continuous improvement.

By incorporating these concepts of change theory, adult learning and the norm of continuous improvement into professional development planning, District 113A can better meet the standards of effective staff development. On the next two pages, the practical applications of this conceptual framework are displayed graphically in the Tiers of Professional Development and Integration of Development charts. Success will be measured by the extent to which professional development in our district is perceived as a critical factor in improving student learning.

*Every educator engages in effective professional learning
every day so every student achieves.*

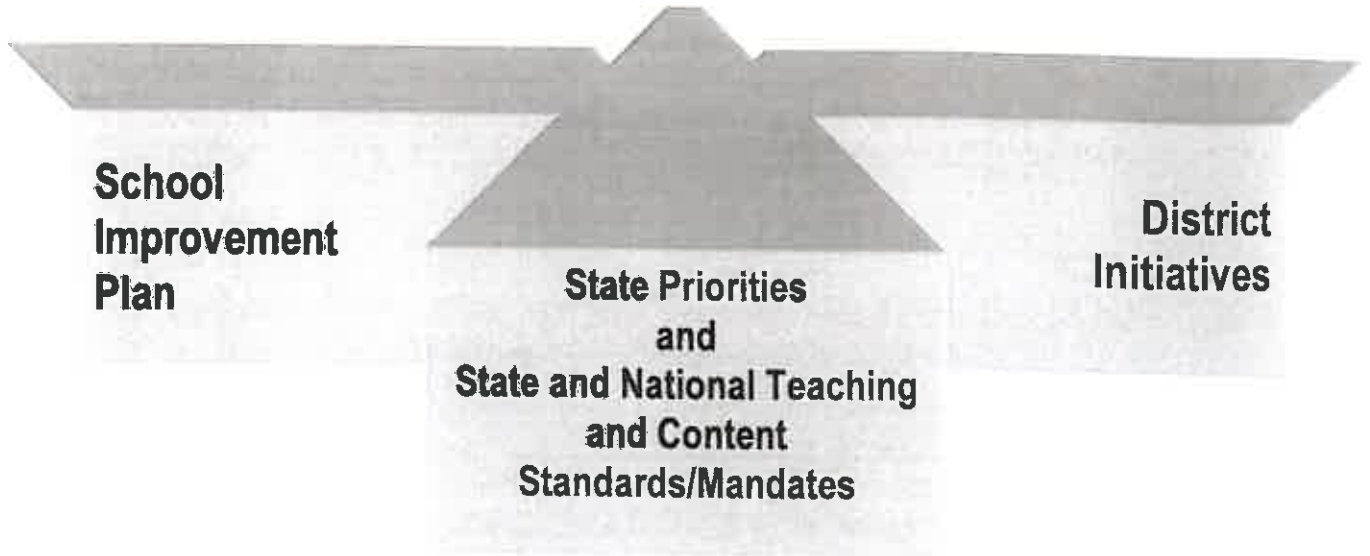
Purpose: National Staff Development Council, 2010

Tiers of Professional Development



Reference: Standards for Staff Development-Elementary School Edition,
NSDC and NAESP, 1995

Integration of Development



State Priorities

- reading
- mathematics
- special education
- technology
- standards/assessment



correlates with recertification

District Initiatives

- curriculum development*
- instructional practices*
- Response to Intervention (RTI)
- wellness
- violence prevention/conflict resolution
- assessment*
- technology and communication
- safety/security
- collaboration/team building



*related to curriculum cycle

School Improvement Plan

- Oakwood School
- Old Quarry School
- River Valley School



annual/data-driven

The requirements for federal (Title I, Title II) and state (Reading Improvement, when available) grants are considered within the context of each planning component.

Professional Development Program Objectives

The primary goal of professional development is to positively impact teaching and learning through the enrichment of professional practice. The District 113A professional development program objectives support the overarching goals of our district's initiatives (DI), local school improvement plans (SIP) and state priorities (SP). The reference to the related goal appears in parentheses at the end of the objective (DI, SIP, SP). The activities related to the objectives align with the standards outlined by the *National Staff Development Council*. As district and building teams plan professional development activities, the needs of historically underrepresented groups (e.g., females in math/science, minorities) will be considered.

School Year 2010 – 2011

Objectives

1. Enhance knowledge and skills related to research-based and developmentally appropriate instructional strategies for teaching reading at the primary, intermediate and middle school levels (DI, SIP, SP).
2. Use assessment of students' performance in reading, mathematics and language usage for diagnostic and instructional planning purposes (DI, SP).
3. Research and analyze best practices for providing mathematics intervention in Tiers 1, 2 and 3 of our Response to Intervention Plan (DI, SP).
4. Extend the knowledge base and practices related to differentiated instruction, especially for reading and mathematics (DI, SP).
5. Increase awareness about the effects of nutrition, physical fitness and wellness on students' intellectual, emotional and physical growth and development as well as staff members' productivity (DI).
6. Expand knowledge and develop skills related to violence prevention and bullying prevention within the frameworks of the Violence Prevention/Conflict Resolution Curriculum, the *Second Step Program* and the Crisis Prevention Institute (DI).
7. Reinforce best practices, local standards and consistency for grading and reporting students' progress (DI, SP: focus on middle school).
8. Analyze student achievement data to determine school improvement goals and identify areas for professional growth (SIP).
9. Advance the use of technology as a professional, instructional and communication tool (DI, SP).
10. Conduct training on state-mandated topics, including but not limited to: student records/confidentiality; Attention Deficit Hyperactivity Disorder; suicide prevention; educator ethics; and domestic and sexual violence (DI, mandates).

Objectives¹

1. Enhance teachers' knowledge and skills related to art and music instruction (Grades K-4, DI).
2. Advance the use of technology as a professional, instructional and communication tool (DI, SP).
3. Explore the Common Core State Standards for English/language arts and mathematics; implement initial phase of transition to new standards (SP).
4. Support the implementation of the co-teaching model for special and general education teachers (DI, SP).
5. Articulate content area curriculum goals and Common Core transition plans with Lemont High School (Middle School, DI).
6. Enhance knowledge and skills related to research-based and developmentally appropriate instructional strategies for teaching reading at the primary, intermediate and middle school levels (DI, SIP, SP).
7. Expand the analysis of data from student assessments in reading, mathematics and early childhood education for diagnostic and instructional planning purposes (DI, SP).
8. Develop nutrition, physical fitness and wellness concepts that will be incorporated in all content areas (DI).
9. Use data from technology surveys, assessments and research to design effective 21st century learning environments (DI, SP).
10. Expand knowledge and develop skills related to bullying prevention (including cyber bullying) within the frameworks of the Violence Prevention/Conflict Resolution Curriculum, the *Second Step Program* and the Crisis Prevention Institute (DI).
11. Analyze student achievement data to determine school improvement goals and identify areas for professional growth (SIP).
12. Conduct safety exercises related to various lockdown situations through collaborative planning with the Lemont Police Department (DI).
13. Increase the fidelity with which Response to Intervention components are implemented as designed, intended and planned for reading and mathematics (DI, SIP).
14. Conduct training on state-mandated topics, including but not limited to: student records/confidentiality; Attention Deficit Hyperactivity Disorder; suicide prevention; educator ethics; food allergies; diabetes and domestic and sexual violence (DI, mandates).

¹Modified according to district's financial status and priorities in FY12

Objectives²

1. Continue the transition to the Common Core State Standards for English/language arts and mathematics (SP).
2. To reevaluate the curriculum for writing to ensure that local learning outcomes align with national and state standards (DI, SIP, SP).
3. To expand knowledge of instructional strategies that reflect research-based practices and support identified student achievement outcomes in writing (DI, SIP, SP).
4. Enhance communication and resources for parents about the Response to Intervention framework (DI).
5. Analyze the impact of differentiated instruction on students' achievement (DI, SP).
6. Reinforce awareness about the effects of nutrition, physical fitness and wellness on students' intellectual, emotional and physical growth and development as well as staff members' productivity (DI).
7. Use data from technology surveys, assessments and research to design effective 21st century learning environments (DI, SP).
8. Expand knowledge and develop skills related to violence prevention and bullying prevention within the frameworks of the Violence Prevention/Conflict Resolution Curriculum, the *Second Step Program* and the Crisis Prevention Institute (DI).
9. Analyze student achievement data to determine school improvement goals and identify areas for professional growth (SIP).
10. Advance the use of technology as a professional, instructional and communication tool (DI, SP).
11. Conduct safety exercises related to various lockdown situations through collaborative planning with the Lemont Police Department (DI).
12. Conduct training on state-mandated topics, including but not limited to: student records/confidentiality; Attention Deficit Hyperactivity Disorder; suicide prevention; educator ethics; food allergies; diabetes and domestic and sexual violence (DI, mandates).

²May be modified according to district's financial status and priorities in FY13

Professional Activities to Support Objectives

Professional activities for 2011-2012 will generally be limited to those funded by grants.

1. Curriculum Leadership Teams

Representatives from each grade level band (K-4 and 5-8) work collaboratively with outside knowledgeable colleagues and their grade level colleagues to achieve objectives. Team members modify curriculum outcomes, ensure alignment with standards, identify benchmarks for student achievement and conduct training (see Appendix A for Curriculum Cycle). The work of the team may occur during release time, after school hours and/or in the summer. During the 2011-2012, 2012-2013 and 2013-2014 school years, curriculum work will focus on the transition to the new Common Core State Standards which will be assessed beginning in the 2014-2015 school year.

2. Workshops

Teachers attend workshops related to best practices in the areas of focus for their school improvement plan goals or district initiatives. Training may be provided by external agencies and external knowledgeable colleagues/consultants, as well as in-house trainers who have been trained by knowledgeable colleagues employing the "trainer of trainers" model.

3. Professional Reading

Through the leadership of the Assistant Superintendent, the Director of Student Services and the Building Principals, the professional staff will read articles from journals, organizations and content area associations, as well as excerpts from books. Such readings provide current information about content knowledge, pedagogy and research in the field of education. All professionals in a school or across the district may read and discuss an article or book chapter about a topic related to one of the year's objectives. Book studies may also be offered as an after school professional activity if grant funds are available. In this way, we can better ensure that common threads of information circulate among all teachers in our learning community.

4. Teacher Recertification Plan Activities

Illinois teachers are required to earn 120 continuing professional development credits every five years (the number of required credits is reduced for teachers who hold advanced degrees). Teachers must earn credits by participating in learning activities that relate to their current teaching assignment (unless they are pursuing a different certificate). Activities selected by teachers often support the current district initiatives and state priorities.

5. Collaborative Discussions and Planning

In building, grade level and department teams, the professional staff evaluate student achievement and instructional programs, discuss goals, present ideas, share new learning and plan for continuous improvement. These professional collaborations contribute significantly to school improvement.

6. Graduate Coursework

Individual teachers may elect to participate in graduate coursework in the field of education. While most teachers enroll in courses offered on university and college campuses or extension locations, the district also occasionally offers courses on our site. Such opportunities arise when we partner with a university instructor who offers a course that matches our professional plan goals.

7. Miscellaneous

Professional development takes many shapes and forms. Staff members may participate in telecommunication forums, informal study groups, inquiry projects, action research and a host of activities that meet individual, school and district needs.

Professional Development Planning

District 113A leaders, teachers and student services personnel participate in the district's professional development planning. Since training activities are primarily related to the district's curriculum cycle and building level school improvement plans, the curriculum leadership teams offer a logical forum in which to plan professional development. At various times during the curriculum leadership teams' tenure, the team members engage in the following planning activities:

- Review the contents of the District 113A Professional Development Plan;
- Conduct a needs assessment related to the objectives outlined in the Plan;
- Analyze the results of the needs assessment along with other needs assessment data (e.g., school improvement needs);
- Identify activities that address the most significant needs;
- Establish integration of plan with state and federal grant programs;
- Disseminate information about activities to the staff;
- Support school teams to plan and organize activities, as appropriate;
- Assess annual progress as per achievement of identified objectives; and
- Recommend modifications to the Professional Development Plan.

With the input of the curriculum leadership teams, the administrative team is better able to outline a deliberate and systematic plan for professional development. One of the primary challenges in designing the district's professional development plan is balancing district goals and initiatives with the needs identified through individual schools' ongoing assessment. Data collection and analysis at the individual school level may very well dictate modifications in professional development needs for particular buildings.

Educational Partnerships

Another important characteristic of high quality professional development is the effective use of available and accessible resources. For school districts, vital resources often can be found in partnerships with other educational agencies and organizations. By creating collaborative relationships with institutions of higher learning, a school district has access to the most recent and ongoing research in the field of education. Additionally, the structure of colleges and universities and other professional organizations is such that individuals have opportunities to develop expertise in particular areas of study. With the responsibility for generalized and diverse content in the elementary grades, it is important for elementary educators to access the vast "expert" knowledge base that exists in other educational institutions.

To support the professional development objectives outlined in this plan, District 113A has developed partnerships with the following institutions and organizations:

<u>Partner</u>	<u>Focus of Partnership</u>
South Cook Intermediate Service Center #4	All Instructional Practices
STARNET (Southwest Cooperative)	Training: Low Incidence Handicaps
Infinitech	Assistive Technology
Elementary Curriculum Leaders Network	Topics Related to Current Needs

Teacher Recertification

Beginning in July, 2000, each individual holding an Illinois Standard or Master Teaching Certificate and teaching in a public school became subject to new requirements for continuing professional development. In July, 2004, the rules related to teacher recertification in Illinois were revised. The rule changes primarily reflected modifications in the procedures and technical aspects related to the approval components of the process. The essence of the recertification process remains intact: Teachers must maintain their certificates as valid and active and must complete continuing professional development activities in order to renew their certificates at the end of each five-year validity period.

During the five-year cycle, teachers accumulate continuing professional development credit in several ways: 1) by earning semester hours for coursework in an education-related program at an accredited college or university; 2) by participating in workshops, seminars, conferences and other events for which continuing education credits (CEUs) are issued by state-approved providers; and 3) by participating in any of a wide range of activities for which continuing professional development units (CPDUs) are available (e.g., leadership of a committee, supervising a student teacher, etc.). A teacher must accumulate the equivalent of 120 CPDUs if she teaches for the entire period of her certificate's validity (teachers with advanced degrees have a reduced requirement). Teachers may combine the different forms of credit described above in order to meet the total number of credits required.

As teachers plan their activities for the five-year cycle, they are encouraged to consider the following purposes for professional development:

- A. advance the certificate-holder's knowledge and skills in his or her current area(s) of certification, endorsement, or teaching assignment, consistent with the Illinois Professional Teaching Standards (Appendix B) and the Illinois Content Standards;
- B. develop the certificate-holder's knowledge and skills in areas determined to be critical for all Illinois teachers, known as state priorities (see page 6);
- C. address the knowledge, skills, and goals of the certificate-holder's local school improvement plan; and
- D. expand knowledge and skills in an additional teaching field or toward the acquisition of another teaching certificate, endorsement or relevant education degree.
- E. address the needs of serving students with disabilities, including adapting and modifying the general curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities and serving such students in the least restrictive environment. (Teachers who hold certificates endorsed for special education must devote at least 50% to this purpose; teachers holding other certificates must devote at least 20% of their activities to this purpose.)

As District 113A plans and designs professional development activities, every effort is made to structure the activities so as to offer continuing professional development credits for recertification. Through the *Illinois State Board of Education's* application process, the district has met the requirements to be designated as an approved provider, allowing the district to issue credits for qualified activities. For each activity that meets the state-established requirements, evaluation forms and evidence of participation forms are distributed to participating staff members and maintained on file for the required number of years.

Financial Planning

The expenditures related to professional development vary depending upon the objectives for a given year. At the building level, the Superintendent works with the principals and Business Manager to establish budget amounts for teachers' attendance at off-site conferences. For district level initiatives (e.g., literacy curriculum revision and related development of instructional practices), expenses may include any or all of the following in a given year: consultant and trainer fees, substitute teacher salaries, conference fees, costs for books and other training materials, travel expenses, salaries for work outside of school day, salaries for summer work, software and equipment.

The educational fund provides the money to support the professional development program. Federal, state and competitive grants may also provide a valuable source of funding for professional development activities. Professional activities for 2011-2012 (and possibly beyond) will generally be limited to those funded by grants.

Special Note: Most professional development related to special education is supported by the federal IDEIA grant which **REQUIRES** that a minimum of 5% of the total grant allotment be dedicated to staff development.

Evaluation

Evaluation is an integral component of an effective professional development program. Evaluations of staff development programs serve two major purposes: 1) to inform the staff about the staff development process; and 2) to determine the effects of that process. To serve both of these purposes, evaluation must be seen as an ongoing process that is initiated in the earliest stages of program planning and continued beyond program completion. Data (quantitative and qualitative) from multiple sources contribute to ongoing assessment and summative evaluation of progress toward identified goals:

Data Sources: Formative

- reflections from professional development activity participants;
- grade level needs assessment (focus groups);
- building level needs assessment;
- individual needs assessments (see Appendix C for sample);
- on-line surveys; and
- classroom visitations and observations.

Data Sources: Formative and Summative

- student achievement test scores (grade level, building, district);
- student ISAT (Illinois Standards Achievement Test) scores; and
- local assessments (e.g., trimester assessments).

District leaders and the curriculum leadership teams strive to link evaluation to student learning outcomes. The structures employed are based upon models that are recognized as standards in training evaluation; the evaluation approaches are primarily objectives-oriented and participant-oriented. The four-level training evaluation approach first proposed by D. L. Kirkpatrick in 1959 was primarily designed for industry. However, it is still acknowledged by many practitioners as the foundation for modern evaluation systems in many fields (Kaufman et al. 1995). In the 1990s, Guskey and Roy offered a model of evaluation that applied the Kirkpatrick design in a way that aligned closely with educational training. Much like Kirkpatrick's, the Guskey and Roy model focuses on four levels of evaluation: Level 1 – Participant reaction to the staff development; Level 2 – Participant learning; Level 3 – Participant use of new knowledge/skills; and Level 4 – Results, student learning outcomes (Guskey, T. & Roy, P., *Evaluation of Staff Development*, 1995).

While it is often difficult to isolate the results of training programs, it is possible to link training contributions to organizational improvements. Throughout the development process, data are gathered on staff members' perceptions, knowledge gained, degree of implementation and effects on students. The information is used to guide revisions in implementation, to document improvements and to set the course of further improvement initiatives. The overarching goal remains to determine how our professional development efforts impact the final results - - - student learning.

Appendix A

District 113A Curriculum Cycle¹

¹Suspended beginning in 2009-2010 due to district's financial status

Appendix B

Illinois Professional Teaching Standards

Illinois Professional Teaching Standards

#1 Content Knowledge: The teacher understands the central concepts, methods of inquiry and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning: The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social and personal development of all students.

#3 Diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction: The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals.

#5 Learning Environment: The teacher uses an understanding of individual and group motivation/behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

#6 Instructional Delivery: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

#7 Communication: The teacher uses knowledge of effective written, verbal, nonverbal and visual communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

#8 Assessment: The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships: The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians and the community to support student learning and well being.

#10 Reflection and Professional Growth: The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct: The teacher understands education as a profession, maintains standards of professional conduct and provides leadership to improve student learning and well being.

Appendix C

Sample Individual Needs Assessment

Professional Development and NCLB Program

Needs Assessment

May, 2010

As you know, effective professional development makes the connection between subject matter and pedagogy. It expands teachers' repertoire of research-based instructional methods to teach content and help students master new skills. Such programs create regular opportunities for serious collaborative planning, develop classroom assessment skills and connect teachers to other professionals within and beyond their schools. According to research cited by the *National Staff Development Council*, effective staff development is:

- ◆ results-driven and job-embedded;
- ◆ focused on helping teachers to become deeply immersed in subject matter and teaching methods;
- ◆ curriculum-centered and standards-based;
- ◆ sustained, rigorous and cumulative; and
- ◆ directly linked to what teachers do in their classrooms.

It is our goal to support an effective professional development program as described above within the parameters of our limited budget resources. One of the first steps in developing a program plan is to assess current practices and needs. The *Illinois State Board of Education* has identified the top priorities for education in our state: reading, integration of technology into teaching and learning, standards/assessments, mathematics and special education. Each building's school improvement plan and the district's primary initiatives (curriculum development, research-based instructional practices, Response to Intervention, technology and differentiated instruction) also provide a host of areas for continued professional growth. Your own professional goals and activities for recertification also influence staff development planning in our district. Finally, a key factor in all of our plans will be continued articulation among grade levels, buildings and our district and the high school.

Attached to this introduction, please find a needs assessment form that taps into the areas described above. While this is not intended to be a comprehensive list of every possible topic of interest, it does cover a broad range of topics related to district initiatives and school improvement plans for the next three-year period. Please record your areas of interest according to the indicator scale provided. You need not provide a response for items that describe practices that you are effectively applying in your classroom. Your input is critical since it will help the principals, Susan Wulczyn, the reading specialists and me to prioritize and structure professional development programming for our district.

If you have any questions or suggestions related to professional development, please feel free to call or stop by. Thank you for the role that you play in making District 113A a dynamic educational environment for teaching and learning.

Mary Gricus, Assistant Superintendent
Extension 4618



Please return the attached needs assessment form by Friday, May 14, 2010.



Professional Development Program Needs Assessment 2010

NCLB Program Requirement



Name Building: Central Oakwood Old Quarry River Valley

Grade Level Content Area (where applicable)

Note: Every item does NOT require a response.
Please return this survey by Friday, May 14, 2010. Thank you!

Topic	Your Level of Interest/Need		
	Some Interest	High Interest	Able to Act as Trainer
Literacy: K-5			
1. phonemic awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Academic Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. components of guided reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. components of modeled/shared/interactive reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. word walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. comprehension strategies for narrative and informational text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. reading text in content areas (text structures, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. assessment of students' reading ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. using Lexile and other readability levels to identify appropriate text for students (independent/instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. word study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Tier 1 classroom interventions for students reading below grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Topic	Your Level of Interest/Need		
	Some Interest	High Interest	Able to Act as Trainer
Literacy: Middle School			
16. reading text in content areas (text structures, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. assessment of students' reading ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. comprehension strategies for narrative and informational text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Academic Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. using Lexile and other readability levels to identify appropriate text for students (independent/instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. word study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Tier 1 classroom interventions for students reading below grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Numeracy	Some Interest	High Interest	Able to Act as Trainer
25. number and operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. data analysis and probability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. process standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. math games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Content Areas	Some Interest	High Interest	Able to Act as Trainer
35. history: specifically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. geography: specifically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. science: specifically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. fine arts: specifically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. physical development: specifically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies for All Content Areas	Some Interest	High Interest	Able to Act as Trainer
42. working productively with paraprofessionals and assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. inquiry-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. use of integrated/assistive technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. modification of curriculum for IEP development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. standards aligned lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. flexible grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. strategies for teaching ELL students in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards/Assessment	Some Interest	High Interest	Able to Act as Trainer
52. Common Core State Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. grading practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. rubrics: for specific content area/s of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. use of assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. standards-based assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. authentic assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology	Some Interest	High Interest	Able to Act as Trainer
60.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Services	Some Interest	High Interest	Able to Act as Trainer
68. tiered problem solving model (Response to Intervention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. effective interventions for children with challenging behavior/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. basic principles of behavior modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. violence prevention/school safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. parent and community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. bullying prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. character education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. drug/alcohol abuse prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health and Wellness	Some Interest	High Interest	Able to Act as Trainer
80. childhood asthma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. childhood diabetes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. food allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. CPR training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Suggestions for the Professional Development Plan: