

**SCHOOL DISTRICT OF HOLMEN**

**HEA ALTERNATIVE STAFF DEVELOPMENT PROPOSAL/GUIDELINES**

**Directions:** If you wish to propose an alternative to the planned staff development, complete this form by May 15 if the building staff development will be in August or by October 15 if the building staff development is planned on the scheduled days during the school year. Your administrator/ supervisor must approve the alternative plan. If you don't know the specific dates or resource needs for the alternative staff development, leave blank or indicate TBD.

Staff Name(s):

School/Department:

Other Staff Members included in this proposal:

**Staff Development Proposal Criteria**

- **Proposal is aligned with at least one of the building/program initiatives or priorities**
- **Proposal identifies how the activities will enhance your professional growth, teaching, learning, student achievement, or a combination of these**
- **Staff development must be completed within the school calendar year**

**Overview:** What are the goals of the staff development proposal? Describe your proposal in terms of content.

**Need:** How does this proposal address an instructional or professional growth need?

**Results:** What outcomes or expected results do you anticipate?

**Date(s) of alternative staff development and number of equivalent day(s):**

**Identify what staff development date(s) this replaces:**

**Staff Development Resource Needs (materials, workshop costs, presenter fees, etc.): No cost.**

## SCHOOL DISTRICT OF HOLMEN

### LINK TO WISCONSIN STANDARDS (for HEA teaching staff)

(Select the standards below which are reflected in the course focus.)

#### Wisconsin Teacher Standards:

1. ☐ **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. [Domain 1 - Planning & Preparation, Domain 3 - Instruction]
2. ☐ **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development. [Domain 1 – Planning & Preparation,]
3. ☐ **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. [Domain 1 – Planning & Preparation]
4. ☐ **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving and performance skills. [Domain 3 – Instruction]
5. ☐ **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [Domain 2 – Educational Environment]
6. ☐ **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. [Domain 3 – Instruction]
7. ☐ **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. [Domain 1 – Planning & Preparation]
8. ☐ **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. [Domain 3 – Instruction]
9. ☐ **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. [Domain 4 – Professional Responsibilities]
10. ☐ **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner. [Domain 4 – Professional Responsibilities]

\_\_\_\_\_  
Your Signature

\_\_\_\_\_  
Date

#### TO BE COMPLETED BY THE BUILDING/PROGRAM ADMINISTRATOR

☐ Approved for Staff Development in the \_\_\_\_\_ School Year

Comments:

☐ Rejected for the following reason:

Comments:

Administrative Signature \_\_\_\_\_ Date \_\_\_\_\_

**SCHOOL DISTRICT OF HOLMEN**

**HEA ALTERNATIVE STAFF DEVELOPMENT SUMMARY AND EVALUATION**

This form must be completed and approved by your building administrator or supervisor no later than two weeks following the culminating activity.

Staff Name(s):

School/Department:

Other staff members included in this proposal:

**Title and/or brief overview of staff development session:**

**Results:**

- 1. How did you measure the successfulness of the staff development?*
- 2. Was this staff development an effective use of your time? Describe.*
- 3. What outcomes or expected result did you experience?*

**Meeting a Need:**

*How did this staff development address an instructional or professional growth need?*

*How did it align with building/program initiatives or priorities?*

**Timeline:** *When did you complete your staff development?*

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Your signature

Date