

**Dover School District  
Professional Development  
Master Plan  
Quick Guide**



**Journey to Excellence  
2012-2017**

## **1. Goal Setting/Set Question(s) for Area of Inquiry (August/September)**

- Complete self-assessment
- Select one of 3 plans: Collaborative, Hybrid or Independent.
- Choose an appropriate area of inquiry
- Develop goals/question(s) of inquiry for which evidence will be gathered
- Complete three-year Professional Development Plan form

## **2. Plan Development (September/October)**

- Submit the plan to an administrator or designee by October 1 and schedule a meeting with an administrator or designee
- Collaborative models submit one plan with all PD Focus Group members attached
- Refine, expand, or limit the plan based on feedback

## **3. Plan Implementation (Ongoing October-March)**

- Engage in activities and efforts directed towards area of inquiry/goals
- Review research and data
- Organize, analyze, and interpret data to inform practice and focus for professional growth
- Log all activities on Three Year Professional Development Plan form
- Include evidence when applicable (agendas, data, curriculum work, student examples, etc...)

## **4. Annual Reflection (March)**

- Complete the reflection questions found in the professional development plan packet
- Annual reflective conversation with administrator
- Use data to determine the impact of changes in practice
- Explore possible adjustments or new information needed

## **5. Total Performance Evaluation (March – end of year 3 only)**

- Annual reflective conversation with an administrator or designee
- Review professional development work/evidence with administrator/designee: plan, activities log, collaboration, adjustments to practice, impact of adjustments, related data
- Discuss how this will impact practice moving forward
- **Optional** - Share /present gained knowledge (appropriate pieces of your work with appropriate audience)

# Annual Professional Development Process

## Dover School District

Date	Steps	Description of Activities	√ <input type="checkbox"/>
August/September	Goal Setting/Area of Inquiry	<ul style="list-style-type: none"> <li>• Complete the Self-assessment</li> <li>• Develop Goal/area of inquiry</li> <li>• Complete PD Plan Form (see appendix B)</li> </ul>	<input type="checkbox"/>
September/October	Plan Development	<ul style="list-style-type: none"> <li>• Submit PD Plan to admin/designee</li> <li>• Meet to refine plan</li> </ul>	<input type="checkbox"/>
Ongoing Oct-March	Plan implementation	<ul style="list-style-type: none"> <li>• Engage in activities directed towards goal/inquiry</li> <li>• Log activities on PD Plan Form (see Appendix B) (Attach evidence)</li> </ul>	<input type="checkbox"/>
March	Annual Reflection	<ul style="list-style-type: none"> <li>• Complete reflection questions (see appendix B)</li> <li>• Annual reflective conversation with admin/designee</li> </ul>	<input type="checkbox"/>
End of Year 3 (March)	Total Performance Evaluation	<ul style="list-style-type: none"> <li>• Complete reflection questions (see Appendix B)</li> <li>• Review all PD work with admin for approval of recertification</li> </ul>	<input type="checkbox"/>

## CORE TEACHING STANDARDS – DOVER SCHOOL DISTRICT – 2012-13

<b>1. Planning and Preparation</b>				
<b>Standard</b>	<b>Exemplary/Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/Concepts</b>	<b>Does Not Meet Standards</b>
<b>1A/B</b>				
<b>Teacher demonstrates knowledge of content, pedagogy and students</b>	The teacher emphasizes a variety of modalities (learning styles) to enhance learning. Plans clearly emphasize student involvement in learning and show that students are responsible for their own learning. Teacher uses assessment results to plan follow up with individual and group lessons.	The teacher's directed lessons help students learn. Lessons are well planned and successful. Varieties of modalities (learning styles) are emphasized to enhance learning. Teacher often uses assessment results to plan and follow up with individual and group lessons.	The teacher understands and can articulate needs but plans, but plans don't reflect the understanding of the students' needs. The teacher's plans attempted, but fell short of meeting the needs of the students. Criteria for using assessment is not clear.	The plan is disjointed and does not meet the needs of the students. The teacher doesn't understand the educational needs of the students. Assessment lacks congruency with planning goals.
<b>1C/E</b>				
<b>Teacher selects appropriate instructional goals and designs coherent instruction</b>	The teacher plans and prepares lessons which are not only consistent with established curriculum but also integrates the curriculum/frameworks with the "real world" and students' lives.	The teacher plans and prepares lessons, which are consistent with established curriculum/frameworks and attempts to connect the curriculum with the "real world" and students' lives.	The teacher plans and prepares lessons that are consistent with established curriculum/frameworks.	The teacher's lessons have no clear connection to the curriculum/frameworks.

<b>1D</b>				
<b>Teacher demonstrates knowledge of resources</b>	The teacher is proactive in serving the students, seeking out resources as necessary. The teacher's use of content is appropriate and links well with students' knowledge and life experiences.	The teacher utilizes resources to serve the students. The teacher's use of content is appropriate and links well with students' knowledge and life experiences.	The teacher's attempts to serve students are inconsistent. Representation of content is inconsistent in quality. Some is done skillfully while other portions are difficult to follow.	Representation of content is inappropriate or unclear. The teacher is unable to meet the needs of the students through the curriculum.
<b>1F</b>				
<b>Teacher appropriately assesses student learning</b>	The teacher uses a variety of assessment tools to meet the individual needs of most students. The teacher uses the assessment data to individualize instruction.	The teacher uses a variety of assessment tools to meet the individual needs of the students. The teacher will use the assessment data to individualize instruction.	The teacher uses a limited number of assessment tools to meet the needs of the students. The teacher uses assessment data on an inconsistent basis to modify instruction.	The teacher does not use assessment data to modify instruction.

<b>2. CLASSROOM ENVIRONMENT</b>				
<b>Standard</b>	<b>Exemplary/Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/Concepts</b>	<b>Does Not Meet Standards</b>
<b>2A</b>				
<b>Teacher creates an environment of respect and rapport</b>	Teacher inspires a respectful classroom community by nurturing cooperation and communication. Classroom environment demonstrates that students have internalized mutual respect.	Interactions between teacher and students demonstrate a generally cooperative, communicative, and respectful learning environment. Classroom environment demonstrates that most students have internalized mutual respect.	Interactions between teacher and students indicate some inconsistency in cooperation and communication within the classroom. Classroom environment demonstrates that some students have internalized mutual respect.	Interactions between teacher and students indicate a lack of cooperation, communication and respect.
<b>2B</b>				
<b>Teacher establishes a culture for learning</b>	Instructional environment clearly articulates student responsibility; as a result, students are productively engaged at all times.	Instructional environment articulates student responsibility; therefore most students are productively engaged all of the time. Teacher effectively redirects students' attention when appropriate.	Instructional environment sometimes articulates student responsibility, resulting in student distraction/inattention when teacher is not directly involved.	Students are not productively engaged in learning. Considerable instructional time is lost in non-instructional duties.

<b>2C/D</b>				
<b>Teacher effectively manages classroom procedures &amp; student behavior</b>	Standards and policies of conduct are clear and consistently enforced. The classroom is safe, and teacher monitoring of learning environment is subtle and preventative. Students monitor their own and peers' behavior, treating one another with respect.	Standards and policies of conduct are clear and consistently enforced. The classroom is safe, and teacher monitoring of learning environment is subtle and preventative. All students treat one another with respect.	Standards and policies of conduct are generally clear and not always consistently clear. The classroom is safe, and the teacher is generally aware of most student behavior. Most students treat each other with respect.	Little evidence that standards and policies of conduct have been communicated. The classroom is unsafe, and the student behavior is not monitored effectively. Mutual respect is not evident.
<b>2E</b>				
<b>Teacher effectively organizes physical space</b>	Both teachers and students use physical resources optimally, and ensure that all learning is equally accessible to all students. The teacher creates effective and organized displays of student work that can be used as teaching tools. The displays are current and clearly support curriculum.	The teacher uses physical resources skillfully, and all learning is equally accessible to all students. The teacher creates effective and organized displays of student work which are current and support curriculum.	The teacher uses physical resources adequately, and at least essential learning is accessible to all students. The teacher creates displays that are not always current and sometimes support curriculum.	The teacher uses physical resources poorly, or learning is not accessible to some students. The teacher has no displays, or his/her displays in no way support curriculum.

<b>3. INSTRUCTION</b>				
<b>Standard</b>	<b>Exemplary/Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/Concepts</b>	<b>Does Not Meet Standards</b>
<b>3A</b>				
<b>Teacher communicates clearly and accurately</b>	The teacher uses standard spoken and written language. Direction and procedures are clear to students and teacher anticipates student misunderstanding. Teacher's spoken and written language is expressive, with well-chosen vocabulary that enriches the lesson.	The teacher uses standard spoken and written language. Direction and procedures are clear to students and contain an appropriate level of detail. The teacher is generally aware of student misunderstanding.	The teacher uses standard written and spoken language, but it is sometimes inappropriate for students' ages or background. The teacher is sometimes unaware of student misunderstanding.	The teacher's written and spoken language is often incorrect. Directions are vague and confusing to students. Grammar and vocabulary may be inappropriate.
<b>3B</b>				
<b>Teacher uses effective questioning &amp; discussion techniques with students &amp; colleagues, engaging each in learning</b>	The teacher engages students & colleagues in learning by demonstrating excitement through multiple modalities of instruction. Instruction observed addresses all learning styles. Students are observed being active listeners, participants, and	The majority of students & colleagues are engaged in learning. Instruction observed addresses most learning styles of students.	Some students & colleagues are engaged in learning. Minimal learning styles are addressed. The teacher shows some level of enthusiasm.	The teacher demonstrates little or no enthusiasm. Little commitment or investment to students' learning is shown.



	self-directed learners.			
<b>3C</b>				
<b>Teacher engages students &amp; colleagues in learning</b>	The teacher models thoughtful and respectful behavior. As a result of this modeling, students treat both teachers and peers with similar regard.	The teacher usually demonstrates thoughtful and respectful behavior. As a result of this modeling, students generally treat peers with similar regard and exhibit respect toward the teacher.	The teacher's interaction with students and/or colleagues is generally appropriate with occasional inconsistencies. As a result of this modeling, students sometimes exhibit respect for teachers and peers.	The teacher's interaction with students and/or colleagues are often characterized by demeaning or condescending remarks that are destructive to the classroom atmosphere.
<b>3D</b>				
<b>Teacher provides effective feedback to students</b>	The teacher uses appropriate praise and correction to motivate the students. Feedback is timely and of high quality.	The teacher's feedback is consistent, helpful, and delivered in a timely manner.	The teacher is inconsistent in praise and correction. Feedback is not always timely.	The teacher's feedback is limited, not timely, may be inappropriate, and may be of poor quality.
<b>3E</b>				
<b>Teacher demonstrates flexibility &amp; responsiveness</b>	Instructional materials are well crafted, and resources are organized to meet the diverse needs of the students. Pacing of the lesson is appropriate and students are actively engaged.	Instructional materials and resources are suitable for the diverse needs of the students. The pace of the lessons is consistent, and students are engaged.	Instructional materials and resources are suitable for most students. The pace of the lessons is sometimes uneven, and not all students are engaged.	Instructional materials and resources are unsuitable and do not engage the students. The pacing is inappropriate.

<b>4. PROFESSIONAL RESPONSIBILITIES</b>				
<b>Standard</b>	<b>Exemplary/Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/Concepts</b>	<b>Does Not Meet Standards</b>
<b>4A/E</b>				
<b>Teacher reflects on teaching, demonstrating professional growth, both individually &amp; with colleagues</b>	Teacher continually and skillfully self-evaluates & seeks out opportunities for professional development to improve proficiency.	Teacher frequently self-evaluates and often seeks out opportunities for professional development to improve proficiency.	Teacher sometimes self-evaluates and occasionally seeks out opportunities for professional development.	Teacher fails to self-evaluate and does not seek out opportunities for professional development.
<b>4B/F</b>				
<b>Teacher demonstrates professionalism and maintains accurate records</b>	The teacher knows and understands federal, state, district and local school guidelines and adheres to them.	The teacher actively seeks knowledge of federal, state, district and local school guidelines and adheres to them.	The teacher is minimally aware of federal, state, district and local school guidelines when needed.	The teacher is unaware of guidelines.
<b>4C</b>				
<b>Teacher effectively communicates with families and colleagues</b>	Teacher provides frequent information to parents about instruction & student progress; & teacher initiates parent contact & responds to parents' concerns in a timely manner. The teacher plans, designs & evaluates teaching materials & teaching practices with	The teacher provides regular information to parents about instruction and student progress; and responds to parents' concerns in a timely manner. The teacher often engages in discussions with colleagues about teaching practice.	The teacher adheres to required procedures for communicating with and responding to parent concerns. The teacher sometimes engages in respectful discussions with colleagues about teaching practices.	The teacher fails to respond to parent concerns. The teacher rarely or never engages in discussions with colleagues about teaching practice.

	colleagues.			
<b>4D</b>				
<b>Teacher effectively contributes to the school &amp; district</b>	The teacher has a clear understanding of the culture, mission, and demographics of the school and uses that understanding in an exemplary fashion.	The teacher has an understanding of the culture, mission, and demographics of the school and utilizes that understanding effectively.	The teacher accepts and understands the culture, mission, and demographics of the school.	The teacher lacks clear understanding of the culture, mission, and demographics and their impact on the school community.
<b>5. DISTRICT/SCHOOL GOALS</b>				
<b>Standard</b>	<b>Exemplary/Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/Concepts</b>	<b>Does Not Meet Standards</b>
<b>5A</b>				
<b>The teacher integrates personal/ Professional Development with District/ School goals</b>	The teacher identifies connections between personal goals/inquiry area/district/school goals. The teacher demonstrates use of resources, and consistently integrates with practice and shares with peers. The teacher motivates students to actively identify and understand connections	The teacher identifies connections between personal goals/inquiry area/district/school goals. Teacher identifies and shares resources with peers.	The teacher identifies connections between personal goals/inquiry area/district/ school goals.	The teacher identifies connections between personal goals/inquiry area/district/ school goals.

## EDUCATOR PERFORMANCE ASSESSMENT PLAN

### Self-Assessment and Summative Evaluation – Teacher

NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_ DATE: \_\_\_\_\_

The following rating scale is based upon knowledge and performance as commensurate with your job responsibilities. Please complete the following matrix and add reflections and activities that illustrate your self-assessment in these categories.

**Does Not Meet the Standards:** The Professional does not yet appear to understand the concepts underlying the competency and is unable to fulfill the fundamentally associated practices.

**Meets Standards:** The Professional appears to understand concepts underlying the competency and performs satisfactorily.

**Exceeds the Standards:** The Professional clearly understands the concepts underlying the competency and consistently performs beyond established standards.

**Exemplary:** The knowledge and performance of the Professional is consistently exceptional.

<b>1. Planning and Preparation</b>	<b>Exemplary/ Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/ Concepts</b>	<b>Does Not Meet Standards</b>
<b>Goals:</b>				
A/B. Demonstrating Knowledge of Content, Pedagogy & Students				
C/E. Selecting Appropriate Instructional Goals				
D. Demonstrating Knowledge of Resources				
F. Appropriately Assesses Student Learning				
Reflections/Possible Areas of Inquiry:				
<b>2. The Classroom Environment</b>	<b>Exemplary/ Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/ Concepts</b>	<b>Does Not Meet Standards</b>
<b>Goals:</b>				
A. Creating an Environment of Respect and Rapport				
B. Establishing a Culture for Learning				
C/D. Managing Classroom Procedures & Student Behavior				
E. Organizing Physical Space				

Reflections/Possible Areas of Inquiry:

<b>3. Instruction</b>	<b>Exemplary/ Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/ Concepts</b>	<b>Does Not Meet Standards</b>
<b>Goals:</b>				
A. Communicating Clearly and Accurately				
B. Using Questioning and Discussion Techniques				
C.. Engaging Students & Colleagues in Learning				
D. Providing Feedback to Students				
E. Demonstrating Flexibility and Responsiveness				

Reflections/Possible Areas of Inquiry:

<b>4. Professional Responsibilities</b>	<b>Exemplary/ Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/ Concepts</b>	<b>Does Not Meet Standards</b>
<b>Goals:</b>				
A. Reflecting on Teaching, Growing & Developing Professionally				
B/F. Maintaining Accurate Records and Demonstrates Professionalism				
C. Communicating with Families				
D. Communicates with the School and District				

Reflections/Possible Areas of Inquiry:

<b>5. District/School Goals</b>	<b>Exemplary/ Extended Thinking</b>	<b>Exceeds Standards/Strategic Thinking</b>	<b>Meets Standards/Skills/ Concepts</b>	<b>Does Not Meet Standards</b>
<b>Goals:</b>				
A. Integrates Personal/Professional Development with District/School Goals				

Reflections/Possible Areas of Inquiry:

# Three Year Professional Development Plan

## Dover School District

### "Charting the Course for Improved Teaching and Learning"

Name \_\_\_\_\_

Teaching Assignment Area of Certification:

Certification Cycle \_\_\_\_\_

\_\_\_\_\_

Areas of Additional Certification:

Year 1 2 3 (please circle)

\_\_\_\_\_

**Objective: Collaborative discussions and collegial conversations surrounding the quality of instruction  
How does this increase student learning?**

<b>District Mission:</b>	Strengthening our community by educating every child, every day!
<b>District Vision:</b>	Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.
<b>District Goals:</b>	<p>I. Curriculum: All students will be provided with aligned, rigorous, and research-based instruction materials to prepare them for the 21st century learning and post-secondary opportunities.</p> <p>II. Instruction: All educators will partner with colleagues to create an instructional climate that values coaching, modeling, and a collaborative culture to improve teaching practices.</p> <p>III. Assessment: All educators will use assessment information to improve achievement of all students.</p> <p>IV. Environment: Educators, students and parents will partner to create a positive, engaging, and safe school environment.</p> <p>V. Technology: Teachers and students will use technology to enhance learning.</p>



## Three Year Professional Development Plan

### Activity Log

Year 1 2 3 (Please circle)

Professional Development Goal/Area of Inquiry (Link to District goal):	
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Approved by: \_\_\_\_\_ Date \_\_\_\_\_

Date	Activity Description	Outcome(s): How did this impact teacher and student learning?	Artifacts/Data/Evidence <small>may not be applicable for all professional learning opportunities</small>

\*Add boxes as needed



# Three Year Professional Development Plan

Annual Review and Reflection Form (Revise questions as needed to suit your goal/area of inquiry)

What did I learn?

How have I used what I learned?

How have the changes I made impacted students?

What are my next steps?

Administrator/supervisor comments:

Peer comments: (Optional)

Educators  
Signature \_\_\_\_\_

Date: \_\_\_\_\_

Administrator or  
Designee \_\_\_\_\_

Date: \_\_\_\_\_

Administrator \_\_\_\_\_

Date: \_\_\_\_\_

**ARTIFACT ENTRY SLIP (Optional)**  
**Please remove all student names from artifact**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title or Name of Item \_\_\_\_\_

I saved this item because.....

From this activity, I have learned.....

---

**ARTIFACT ENTRY SLIP (Optional)**  
**Please remove all student names from artifact**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title or Name of Item \_\_\_\_\_

I saved this item because.....

From this activity, I have learned.....

## PROFESSIONAL DEVELOPMENT ACTIVITIES CHART

Activity	Example	Evidence
Action Research	Examining one's own teaching or professional practice and its impact on students by engaging in a research project in their classroom or work setting (For example, measuring the effects of the implementation of a new program or specific classroom strategies)	Research plan Data collection, analysis, and interpretation of results
Book Discussion Groups	Engaging in a single discussion or a series of discussions about a book or other professional publications	Book titles, meeting dates, attendance lists, discussion notes
Case Discussions and Lesson Study	Examining written narratives or videotapes of classroom teaching and learning and discussing what is happening, the problems, issues, and outcomes that ensue	Videos or description of cases, attendance lists, discussion notes
Classroom observation process	Engaging in conversations about teaching and learning based upon one or more classroom observations	Dates on which the process occurred, meeting notes, observation reports
Creating a "product"	Developing some kind of "product." Products can be something for the classroom, school, or district, such as completing a self-study, participating in a task force, or creating a new form, document, or tool	The "product," a log of activities and time, sources of information used
Critical Friends Groups	Forming a structured, collaborative, collegial group approach to examining student work to improve instruction and generating solutions to classroom problems	Meeting dates, attendance lists, discussion notes, conferences, courses
Curriculum development, implementation, adaptation, revision	Developing new curriculum, creating new instruction units, lessons, materials and strategies, or tailoring existing ones to meet the learning needs of students	Curriculum documents, lesson plans, log of activities and time
Collaboratively examining student work and student thinking, scoring assessments	Carefully analyzing student work and products to understand students' thinking and learning strategies and identifying learning needs and appropriate teaching strategies and materials	Copies of the student work which was examined, meeting dates, discussion notes
Immersion in inquiry	Engaging in the kinds of learning that teachers are expected to practice with their students (e.g. inquiry-based science investigations or mathematical problem solving)	Materials, logs of activities, notes
Independent study	Engaging in study of a specific topic of interest either on one's own or as part of a	Description of the study, log of activities, paper, projects

Partnerships	formal university or college degree program Working in a collaborative partnership with a business, industry, university or college with a focus on improving the educators' knowledge of content, instructional methods, and understanding of "real world" applications of curriculum content and skills	transcripts, institutes Log of activities, materials, projects, lesson plans
Professional learning presenter	Creating and/or presenting learning experiences for other educators	Description of the presentation, copies of materials, dates, lists of participants, video or audio tape of presentations
Professional networks	Linking educators with one another through electronic means to explore and discuss topics of interest, issues of concern, and experiences in applying new methods in order to provide support and to identify and address shared problems	Names of participants, log of contacts, notes
Study Groups	Engaging in a regular and collaborative interaction with a group of colleagues around a particular topic or topics (e.g. block scheduling, cooperative learning, multiple intelligences, etc.)	Meeting dates, agendas, discussion notes, materials
Courses, seminars, workshops and conferences	Engaging in learning in a formal environment potentially leading to an additional degree	Transcripts, reflections, sharing of learning
Grant Writing	Grants written that required the educator to increase his/her knowledge of issues relating to teaching and learning, may qualify for professional development (The finished product, whether accepted or not, should have an impact on individual professional growth, SAU/building needs, and/or improved student learning)	Copy of the grant and supporting documents
Mentoring/Coaching	Serving as a formal mentor/coach for another educator or participating as a recipient of formal mentoring/coaching by another educator	Meeting dates, agendas, discussion notes, materials
Professional Writing	Using writing to share your own professional learning through both informal and formal publication	Copies of written documents
New Teacher Induction	Participating in the formal New Teacher Induction Program	Meeting dates, agendas, discussion notes, materials

## **Dover School District**

### **Exemplar Inquiry Topics from 2011-12**

#### **What is inquiry-based learning?**

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.

#### **Elementary**

Looking at CFA results, determine whether or not our re-teacher/enrich lessons were successfully planned and implemented to plan for future lessons.

Working with NECAP data, create a working document that addresses weaknesses in the areas of math and reading. We will create re-teach/enrich lessons to directly address weaknesses

We are working on ways to restructure our classrooms and workshops to better support creating a "language rich" classroom throughout the entire day, rather than in discrete lessons. We plan to follow up with many formal and informal assessments.

As a grade level, we will develop mini focus lessons to allow us to cohesively teach writing throughout the school year. Our ultimate goal is to have the majority of our students meeting the end of the year writing expectations. Using the same mini lessons will allow us to keep our writing consistent across all classrooms. We will also develop an age appropriate rubric to assess student writing.

#### **DMS**

Math teachers are starting a library of electronic lessons to share for remediation of math topics and then will look at the data to see its success as well as next steps.

Science teachers will create more outdoor classroom lessons to look at where on site studies can take place in regard to life cycles, ecosystems. Then we will check success through formal assessments.

#### **DHS/CTC/ALT**

The English and SS departments will meet to discuss common expectations and ways in which our work can be better coordinated. Emphasis will be placed on how we might more frequently partner together.

SAMPLE

## Three Year Professional Development Plan

Dover School District

### "Charting the Course for Improved Teaching and Learning"

Name Lisa Simko

Area(s) of Certification: Elementary Education

Certification Cycle 2013

**Objective: Collaborative discussions and collegial conversations surrounding the quality of instruction**

**How does this increase student learning?**

<b>District Mission:</b>	Strengthening our community by educating every child, every day!
<b>District Vision:</b>	Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.
<b>District Goals:</b>	<p>I. Curriculum: All students will be provided with aligned, rigorous, and research-based instruction materials to prepare them for the 21st century learning and post-secondary opportunities.</p> <p>II. Instruction: All educators will partner with colleagues to create an instructional climate that values coaching, modeling, and a collaborative culture to improve teaching practices.</p> <p>III. Assessment: All educators will use assessment information to improve achievement of all students.</p> <p>IV. Environment: Educators, students and parents will partner to create a positive, engaging, and safe school environment.</p> <p>V. Technology: Teachers and students will use technology to enhance learning.</p>

Over

SAMPLE

## Three Year Professional Development Plan

### Activity Log

Year One

Professional Development Goal (Link to District goal):	My goal is to improve student growth in writing by developing a set of common goals for students and focus lessons to help us achieve the goals. Student will write every day and have a clear understanding of the expectations of their writing.		
<b>Date</b>	<b>Activity Description</b>	<b>Outcome's):</b> How did this impact teacher and student learning?	<b>Data / Evidence</b> may not be applicable for all professional learning opportunities
Oct PD day	Create a rubric for end-of-year Kindergarten writing expectations	This rubric gave the K team at WPS a common set of goals for our students.	Completed rubric
Nov ER day	Writing focus lessons based on rubric skills: Writing about what you know about and Pictures match words	We now have some common focus lessons to guide us in our common expectations.	Completed focus lessons
Jan ER day	Writing focus lessons: Sentences are about one topic, using capital letters to begin a sentence, and using end marks at the end of a sentence.		Completed focus lessons
Mar PD day	Writing focus lessons: using sight words, spaces in between words	We are building our bank of focus lessons to bring cohesive instruction to the grade level.	Completed focus lessons
May ER day	Writing focus lessons: sounding out words phonetically.	Continuing to develop focus lessons	Completed focus lessons
* Add more rows as needed			

SAMPLE

## Three Year Professional Development Plan

### Year End Questions

What did I learn?	In our grade level discussions, we learned that while we were all teaching the same skills in writing, we didn't have a clear understanding of the skills we wanted our students to have mastered in writing for first grade. We decided to create a rubric that would focus our instruction in this area and then write focus lessons to bring cohesiveness to our instruction as a grade level.
How have I used what I learned?	We created a rubric and focus lessons to use with our students. This year, I used the rubric as a guide to make sure that my students had mastered the skills we felt were being taught. Using the rubric kept me focused on my students' learning and helped me to work with them as a class, in groups, and individually based on each student's needs.
How have the changes I made impacted students?	I believe we are now more cohesive as a grade level in what skills we teach to mastery for writing. We've developed a common understanding of what we (as a grade) expect our students to be able to do.
What are my next steps?	I would like the opportunity to work with first grade to get their input on what skills they would expect students to begin the year with to fine tune our rubric. I would also like to continue to write focus lessons to address other skills.
Peer comments:	
Peer comments:	
Educators Signature Lisa Simko	Date August 11, 2012
Administrator or Designee _____	Date: _____



## **Update on Recertification and Options for Staff With Multiple Certifications**

Even though Ed 512 continues to offer multiple methods for documenting professional development growth, *all* methods require that “...individual educators reflect on and provide **evidence** of the impact of their professional learning and on student learning and provide **evidence** that the professional development addresses:

- a.) increases in educator learning,
- b.) growth in student learning and academic achievement...”

The NHDOE expectation is that evidence be provided in the instructional area in which the staff member is currently engaged in order to be recommended for certification by their local district.

For staff members holding multiple certifications, the following options are available:

1. Educators may maintain multiple certifications by finding ways for linking evidence gathered around one or two goals/areas of inquiry to meet all certifications being renewed.
2. While providing evidence for recertification in primary instructional area, a staff member may elect to collect evidence or document CEUs(30) for their additional certifications over the 3 year recertification cycle. That documentation can be submitted with the evidence gathered to support their primary assignment in order to keep all certifications active.
3. Maintain certification with corresponding evidence in primary area of instruction. If at some point a staff member is reassigned or wishes to switch to a previous area of certification, he/she contacts the NHDOE; presents evidence that professional development/growth has been maintained and is current; or presents a professional growth plan for that area. As long as the staff member is actively certified in at least one area, they will pay a \$30.00 fee to the NHDOE to reactivate a previous certification.





## Professional Development Master Plan FAQs

### **1. What is inquiry-based learning?**

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.

### **2. Can I work on my own?**

Yes, you can work independently on your own inquiry/goal. However, you will need to find other independent teachers to get together and share your findings on the Teacher Workshop days.

### **3. What if I'm part of a group and my inquiry question is different?**

Essentially you can be part of a Focus Group and all have different inquiries. For example, your group may choose the topic of differentiation, but each individual may decide to go in different directions. This is acceptable and each group member can share his/her discoveries.

### **4. How much evidence is enough?**

This is at the administrator's discretion, but a good rule of thumb is to collect one piece of evidence for each Teacher Workshop day devoted to Focus Groups.

### **5. How many days during the school year will we have devoted to PD Focus Groups?**

With 6 full Workshop days, we will use 6, ½ days for PD Focus Groups. These are evenly spaced throughout the school year.

### **6. Can your goal/inquiry change each year? What happens if you find your goal/inquiry is not working?**

Yes, for the three year certification cycle, you may choose a new goal each year or choose to continue with the same goal. If you choose a goal/inquiry that does not

work well, you are free to change course after checking in with your administrator. This change will be included as part of your reflection in March.

**7. Since goals are individualized, can a professional day be taken on a workshop day?**

Yes, but make sure your group is aware of plans. In the past, one group member has attended an outside workshop and then returned to train the rest of the group members. You will also want to check with your building principal to see if funds are available.

**8. Does it matter if the PD Focus Group members are on different cycles of certification?**

No, the entire district will follow the new Professional Development process outlined in the new Professional Development Master Plan. If you are currently in years 2 or 3 of your recertification, you can still keep track of your CEUs for certification. You will not be required to fill out 2-3 goals as required in the old PD Master Plan.

**9. What happens if your documentation does not meet your administrator's standards?**

You will have time to sit down with your administrator to choose the right goal/inquiry. At this meeting, you will be given the opportunity to refine your goal and plan.

**10. How do you document CEUs through this new plan?**

With the new plan, we no longer have CEUs. You will only document all activities and collect evidence that directly connects to your goal/inquiry.

**11. Can retired people be a part of this plan? What about teachers who are on leaves of absence?**

Retired people can be part of the plan. First, he/she should make sure the administrator is aware he/she will take part in the Workshop days. The retired teacher should be able to come in and work on the Teacher Workshop days. Teachers on leaves of absence will also need to be part of the

**12. Is there a system so we can see other groups and plans to get ideas and share?**

A district wide data base will be created and posted on the district web site.

**13. Will I be able to use things I'm doing over the summer or other non-workshop days towards my Inquiry Plan?**

Yes, anything you do throughout the entire year that relates to your goal/inquiry can be used on your log of activities.

**14. What exactly do we need to fill out?**

Each September you will fill out your "Inquiry Planning Sheet". Throughout the year, you will fill in your "Activity Log" and in March you will write your reflection. These are all found in your Quick Guide.

**15. Are we responsible for setting up activities and/or learning experiences that align with our goal/inquiry?**

Yes, as a group or individually, you plan your own activities related to your goal/inquiry.

**16. Will staff be provided with a "model" of a completed Inquiry Plan for a Focus Group?**

Yes. It is located in your "Quick Guide".

**17. Will administrators be trained to implement the PD Master Plan?**

Yes. Administrators met in July for Master Plan training.

**18. Do Focus Groups submit one plan for the entire group?**

No. Group members may work together on their plans, but ultimately each staff member must submit their own paperwork.

**19. Will Focus Group Facilitators be trained?**

Yes. Prior to the October Teacher Workshop day (the start of Focus Group work), facilitators will be trained.

**20. Will staff still attend the UNH Staff Development day?**

No

**21. Will Inquiry Plan documents be available electronically?**

Yes. Help will be available for anyone who needs help accessing these documents electronically.

**22. Now that the PD Master Plan no longer uses hours how will staff members who require a license hours get renewed?**

You will need to keep track of your own hours separately for re-licensure.

**23. Who will check in with Focus Groups?**

Each administrator will be assigned approximately 6-8 Focus Groups to check in with throughout the year.

**24. If staff members have questions at any time during the process, to whom should they direct their questions?**

Sue Vitko and Shannon DeLello are available via email at either [s.vitko@comcast.net](mailto:s.vitko@comcast.net) or [selwood@hotmail.com](mailto:selwood@hotmail.com) They will also be scheduled into each school for Q and A sessions in regards to the PD Master Plan.

**25. What happens when we change districts?**

Yes, when an educator completes a year or two of the professional learning required by one district, a sign-off for those two years may be brought to the next district. An educator could choose to keep an hourly accounting on their own to be certain that another district would honor the accumulated professional learning. However, our administrative rules do indicate that there are three options for providing evidence of the three years of PD. They key would be evidence of professional learning.