

Dover, NH School District

Dover Professional Development Master Plan

August 25, 2014

STATEMENT OF PURPOSE



The purpose of the professional development master plan in the Dover School District is to increase educators' knowledge and expand their professional skills in order to improve the learning experiences of students by acknowledging their varied needs, both in their learning styles and development. Professional development is driven by data from student assessments, and helps educators meet the performance and improvement goals of the district and its schools.

This Master Plan outlines the means by which educators in the Dover School District will improve our professional capacity, while satisfying the New Hampshire requirements for recertification.

The plan provides for professional learning teams whose goals for inquiry are based on the improvement goals of the school and district. We believe that high quality and effective professional development relies on the evaluation of data and other information concerning student learning. Educators are required to implement research-based educational practices in their teaching and apply knowledge of learning. Collaboration is expected in the establishment of inquiry goals, the activities used to meet these inquiry goals, and in both the informal and formal assessments of the success of reaching these inquiry goals.

Professional development in the Dover School District is based on a job-embedded cycle of inquiry that guides educators in developing goals, carrying out learning activities, collecting data, analyzing data, framing or re-framing key issues or questions, and working together to address these inquiry goals through collaborative efforts or field experiences.

Dover's Inquiry/ Supervision/Evaluation Process

1. Goal Setting/Set Question(s) for Area of Inquiry) (To be completed by June 21, 2014)

- Complete/revise self-assessment.
- Select one of 3 plans: Collaborative, Hybrid or Independent.
- Choose an appropriate area of inquiry
- Develop question of inquiry for which evidence will be gathered
- Make sure you inquiry question meets criteria for well-defined on the inquiry question rubric.
- Submit your inquiry question to administrator for approval before you leave for the summer.
- Complete/revise three-year Professional Development Plan form

2. Inquiry Plan Development (To be completed by Oct. 1 2014)

- Submit the plan to an administrator by October 1 and schedule a meeting with an administrator
- Collaborative models submit one plan with all PD Focus Group members attached
- Refine, expand, or limit the plan based on feedback
- Teachers new to the district join an inquiry group by October 1. They do not need to do the self-assessment their first year.**

3. Inquiry 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. Administrative Supervision and Evaluation (Ongoing throughout the year)

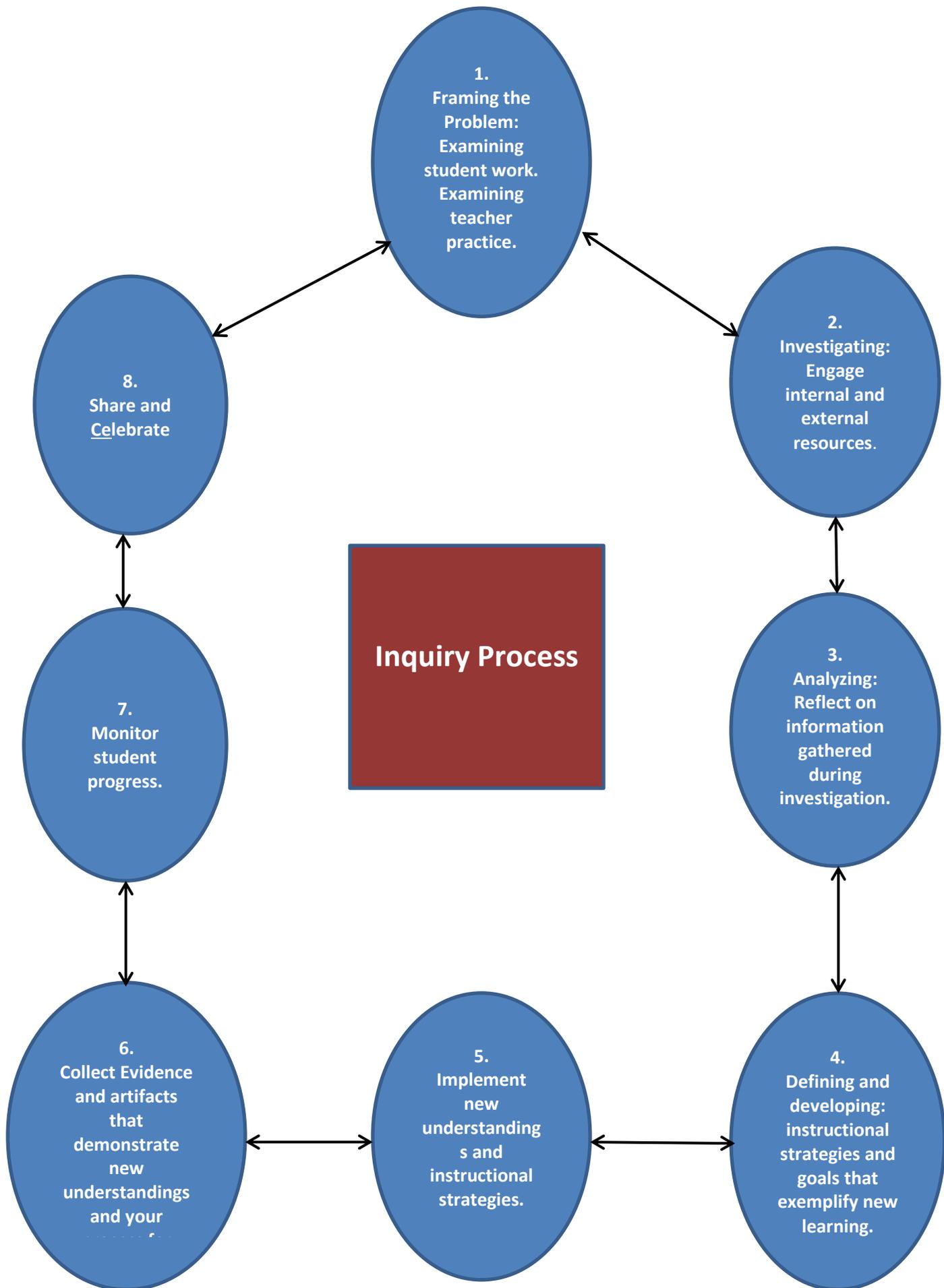
- Walkthroughs may occur on a daily basis by principal/dean
- Learning Walks will be conducted by principal/dean a minimum of 3 times a year for non-tenured teachers, teachers on improvement plans and teachers in their intensive year. Written documentation of the walkthrough will be sent to teachers via email. **Principals /Deans will provide the teacher with commendations and recommendations in the comment section of the document.**
- Learning walks will be conducted by principal/dean a minimum of 2 times a year for tenured teachers in years 1 or 2 of their cycle. Written documentation of the walkthrough will be sent to the teacher via email. Comments regarding the visit will be provided.
- A designee of the principal is in classrooms at least once a year to determine how curriculum is being implemented throughout the building. The purpose of the visits is to ensure a continuity of curriculum alignment within and among buildings. Documentation will be at the aggregate level only.

5. Annual Reflection (March) - Teachers in years 1 and 2 of their cycle.

- Complete the reflection questions found in the professional development plan packet. These will be attached to the Summative evaluation at the end of year 3.
- Use data to determine the impact of changes in practice
- Share /present gained knowledge (appropriate pieces of your work with appropriate audience)
- Explore possible adjustments or new information needed
- GO BACK TO STEP 1

6. Total Performance Evaluation (March – end of year) **Yearly** for non-tenured teachers and teachers on improvement plans. **Once every 3 years** for tenured teachers in their intensive year

- Complete the reflection questions found in the professional development plan packet. These will be attached to the Summative evaluation.
- Annual reflective conversation with an administrator
- Review professional development work/evidence with administrator: plan, activities log, collaboration, adjustments to practice, impact of adjustments, related data
- Discuss how this will impact practice moving forward
- Share /present gained knowledge (appropriate pieces of your work with appropriate audience)
- Explore possible adjustments or new information needed
- A written summative report is produced by the principal or dean and signed off on by teacher an administrator
- GO BACK TO STEP 1!



Important Definitions

Walkthrough – Literally a 3 second walk through a classroom. There is no written documentation of the walkthrough.

Learning Walk – A 15-20 minute visitation in a classroom by an administrator in which the administrator looks for evidence of work being focused on through a teacher's self-evaluation and inquiry topic. Written documentation will occur and will be sent to the teacher via email.

Curriculum Review – A designee of the principal is in classrooms to determine how curriculum is being implemented throughout the building. The purpose of the visits is to ensure a continuity of curriculum alignment within and among buildings. **Documentation will be at the aggregate level only.**

- ***If at any time it is perceived by an administrator that a tenured teacher in year 1 or 2 of their current cycle needs intensified supervision, that individual will join the group and the reasons for his/her joining will be clearly stated to the individual.***
- ***Any tenured teacher not in the intensified supervision group may ask to join that group if he/she feels the need for such supervision.***
- ***If at any time an administrator feels that a teacher would benefit from a traditional full scale 4 domain Danielson Model evaluation, the administrator may conduct such an evaluation.***
- ***Tenured teachers can be placed on an improvement plan at the discretion of the administrator.***