

Dover, NH School District

Dover Professional Development Master Plan

August 29, 2017

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 student learning outcome data and other information concerning the learning environment. Educators are required to implement evidence-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 September 25th)

- Choose an appropriate area of inquiry keeping **student learning data** and personal progress on Marshall Rubrics in mind
- Develop question of inquiry for which evidence will be gathered (**check against inquiry question rubric**)
 - **Your area of inquiry must be directly related to a student competency and address content and pedagogy**
 - **If you have multiple certifications, your area of inquiry must focus on your primary area of teaching**
 - **If you have more than one area of certification, you may count hours for additional areas of certification**
- Submit your inquiry question to administrator for approval **before September 27th.**

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

- Submit the Professional Development Plan Activity Log to an administrator by October 1 and schedule a meeting with an administrator
- Refine, expand, or limit the plan based on feedback
- Teachers new to the district join an inquiry group

3. Inquiry Plan Implementation (Ongoing October-March)

- Review research and data
- Engage in activities and efforts directed towards application of inquiry project in the classroom environment
- Organize, analyze, and interpret data to inform practice and focus for professional growth
- Log all activities on Professional Development Plan Activity Log
- Include evidence (agendas, data, curriculum work, lesson plans, student learning examples, assessments etc.)

4. Administrative Supervision and Evaluation (Ongoing throughout the year)

- Walkthroughs may occur on a daily basis by any administrator
- Mini observations** will be conducted by any administrator a minimum of 6 times a year, followed by a face to face brief conversation and brief written feedback
- 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. Administrative Supervision and Evaluation (December-January)

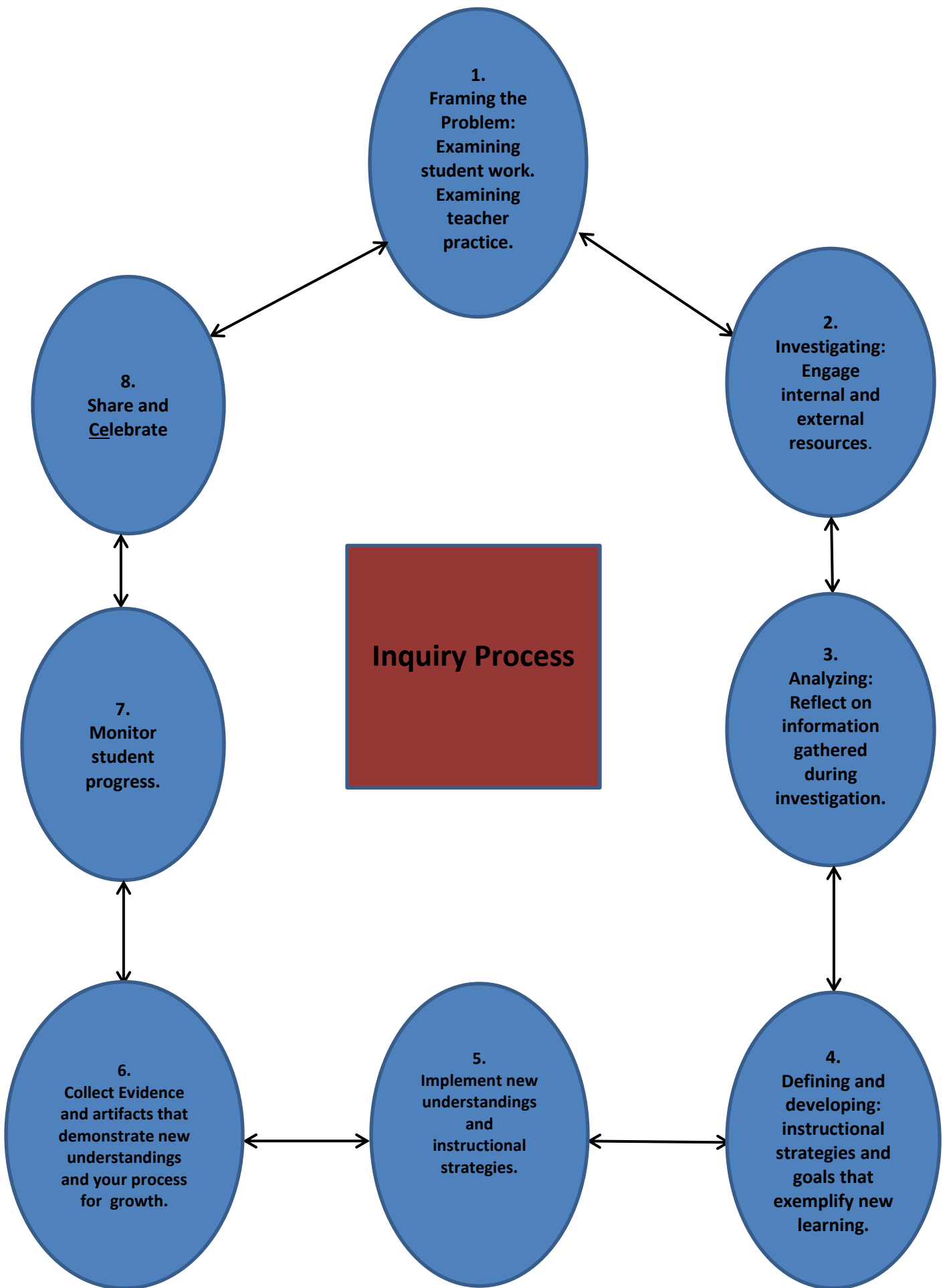
- Teacher completes/revises Marshall's self-assessment rubrics
- Administrator completes Marshall Rubrics on each teacher
- Teacher and administrator have conversation about teacher's progress on Marshall Rubrics

6. Total Performance Evaluation (March – June)

- Teacher completes/revises Marshall's self-assessment rubrics
- Administrator completes Marshall Rubrics on each teacher
- Teacher sits down with administrator and has conversation about teacher progress on Marshall Rubrics
- Teacher completes the inquiry reflection questions found in the professional development plan packet
- Annual reflective conversation with an administrator to review professional development work/evidence with administrator: plan, activities log, collaboration, adjustments to practice, impact of adjustments, related data (**Inquiry Project rubric used as guideline for conversation**)
- Teacher completes/revises Professional Development Plan Activity Log
- Teacher completes Evaluation and Inquiry Summary page
- Administrator finalizes rubrics and completes Evaluation and Inquiry Summary page

7. Administrators submit following items for each teacher to SAU Office:

- Evaluation and Inquiry rubrics and summary page
- Professional Development Annual Review and Reflection form
- Professional Development Plan Activity Log



Important Definitions

Walkthrough – A general classroom visit. There is no written documentation of the walkthrough.

Mini Observation – Typically a 5-15 minute visitation in a classroom by an administrator in which the administrator looks for evidence of work being focused on based on a teacher's self-evaluation and inquiry topic, an administrator's evaluation, data points from the Marshall rubrics and SOTEL. Written documentation will occur and will be sent to the teacher via T-Eval.

SOTEL – Safety, Objectives, Teaching, Engagement, Learning

Curriculum Review – A designee of the principal is in classrooms to determine how curriculum is being implemented throughout the building and district. 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.**

- *All teachers will have a **minimum of six (6) mini observations annually.** A teacher may request more or an administrator may choose to do more at any time.*
- *Teachers can be placed on an improvement plan at the discretion of the administrator.*