

HANOVER PUBLIC SCHOOLS



2011-2012 DISTRICT PROFESSIONAL DEVELOPMENT PLAN

SUBMITTED to the HANOVER SCHOOL COMMITTEE
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SUPERINTENDENT of SCHOOLS

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DISTRICT PROFESSIONAL DEVELOPMENT PLAN

2011 - 2012

PART I: Professional Development: Federal Statute

The federal No Child Left Behind Act of 2002 (NCLB) established the benchmark for the definition of “high quality” professional development, in particular regarding the content, scope and structure of professional development activities. As such all school districts should set as its goal to offer high quality professional development that meets the following central criteria of this federal definition:

1. to improve and increase teachers’ knowledge of the academic subjects they teach,
2. to be an integral part of broad school - wide and district - wide educational improvement plans,
3. to improve classroom management skills;
4. to support the recruiting, hiring, and training of highly qualified teachers;
5. to advance teacher understanding of effective instructional strategies that are based on scientifically based research,
6. to give teachers, principals, and administrators the skills to provide students with the opportunity to meet state academic content standards,
7. to be sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance,

8. to be developed with extensive participation of teachers, principals, parents, and administrators of schools,
9. to be designed to give teachers of limited English proficient children and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children,
10. to regularly evaluate for their impact on increased teacher effectiveness and improved student academic achievement,
11. to include instruction in the use of data and assessments to inform and instruct classroom practice,
12. to provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning,
13. to provide instruction in methods of teaching children with special needs, and
14. to include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.

Essential to all professional development opportunities provided to staff in Hanover Public Schools is to offer professional development that incorporate the federal NCLB federal guidelines listed above. In addition, Hanover Public Schools will continue to strive to identify “high quality” activities that fill gaps in teachers’ knowledge and skills and deepen teachers’ understanding of content and pedagogy aimed at improving teaching and learning for all students.

PART II. Professional Development: Structure – Learning Communities

The success or failure of any professional development activity is linked to the structures that support it. All professional development activities conducted in the Hanover Public Schools are intended to be sustained over a period of time in order to create the necessary change in teacher knowledge and skills that will have a lasting effect on improving student performance. One way to achieve sustainability is to create an environment that will foster a community of learners. A goal with any professional development activity in Hanover Public Schools is to create a community of adult learners who will utilize their shared vision and values to engage in collective inquiry through collaboration as teams of learners aimed at improving their craft.

PART III. Professional Development Implementation

Hanover Public Schools will strive to implement only those professional development activities that are aligned to research –based “best practices.” As such, one critical component of “best practice” is that “high quality” professional development will utilize a multi-tiered and multi-dimensional model and not a “one size fits all” model. Typically, this means that high quality professional development will consist of a series of stages that include the following: 1. exploration – aimed at increasing staff’s awareness and building shared knowledge, 2. installation - planning for the

necessary time and resources, 3. initial implementation – appropriate staff training, 4. full implementation – when more than 50% of staff perform these new functions acceptably, 5. innovation – practitioners working on improving the innovation and 6. sustainability – anticipating the next steps in changes. (Fixsen et al. Implementation: The Missing Link between Research and Practice).

PART IV: Professional Development - 2011 – 2012 District Goals

The goals listed below represent the vision for the district and the objectives represent the specific focus under each goal for the 2011 -2012 school year. As such, these goals and objectives embody three educational concepts that are the underpinnings of teaching and learning - curriculum, instruction, and assessment. Much of the professional development work for next year will represent a continuation of work already begun. However, in conjunction with the belief that “one size does not fit all,” individual building administrators will “customize” objectives as well as pinpoint their focus on some objectives more than others. Finally, the overarching purpose of the district’s professional development plan provides a clear roadmap by which schools can operationalize professional development activities in order to meet the ultimate goal of improving teaching and learning so as to impact achievement for all students.

GOAL #1: ASSESSMENT

Objectives

1. A. To engage teachers in creating, at minimum, one 21st century project – based classroom assessments per term that integrate technology (ongoing 10-11/edited)
1. B. To create teacher data teams and to engage teachers in formal data analysis for the purposes of making changes to instruction that will improve student performance (new)

GOAL #2: INSTRUCTION - RIGOR AND RELEVANCE

Objectives

2. A. To continue to engage staff through curriculum mapping software to design instructional activities/lessons that develop higher order thinking skills - analysis, synthesis, and evaluation (ongoing 10-11/edited)
2. B. To continue to provide staff training in the co-teaching model to regular education and special education staff (ongoing 10-11/edited)
2. C. To work with SPED staff on the development and writing of SMART (specific, measurable, achievable, realistic and timely) goals for all Individual Education Plans (new)
2. D. To continue to refine the Response to Intervention (RtI) literacy model through the use of clear and consistent process and implementation guidelines for each tier
2. E. To continue to expand the Response to Intervention (RtI) literacy model in the Middle School

GOAL #3: CURRICULUM - 21st CENTURY LEARNING

Objectives

- 3. A. To continue to develop interdisciplinary approaches to curriculum through the creation of new courses, scheduling, teacher grouping patterns, and lesson design to more effectively engage students in relevant learning (new)
- 3. B. To continue to utilize and expand the use of curriculum mapping software in order to develop district curriculum through the creation of consensus maps (ongoing 10-11/edited)
- 3. C. To focus on using curriculum mapping process as a means of engaging staff in grade and/or content level collaborative inquiry (new)
- 3. D. To revise district maps in ELA and Mathematics to incorporate the new Common Core standards (new)

GOAL #4: SAFE SCHOOLS

Objectives

- 4. A. To continue to implement the district's approved prevention and intervention bullying plan by focusing on developing building – based staff, student and parent professional development activities and/or workshops (new)
- 4. B. To work with staff to continue to select, design, implement and monitor bullying curriculum and other instructional resources (new)
- 4. C. To continue to retrain staff and students in emergency protocols (i.e., evacuation procedures, crisis teams) (ongoing 10-11/edited)

PART V: School – based Professional Development 2011- 2012 Activities Calendar

To provide specificity to the district’s professional development goals and objectives, a calendar of the professional development topics for the activities in each building is included with the plan. In addition, where noted, topics are linked to the district objective(s) they support.

Finally, the ultimate purpose for any professional development activity conducted in the Hanover Public Schools is to improve student performance. To achieve this purpose, administrators, teachers, and staff need to focus on creating a community of learners who collaborate as professionals in the active engagement of their professional growth as the norm. Researchers on organizational capacity, Newman & Wehlage (1995) state that “if schools want to enhance their organizational capacity to boost student learning, they should work on building a professional learning community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff.”

PD DATE	HS CONTENT AREA	MS CONTENT AREA	C/S CONTENT AREA	CEDAR CONTENT AREA
SEPTEMBER				
9/1/2011 Staff FD	Staff FD - First Day (District Document Sign Off Sheets, i.e., Sexual Harassment, Ethics, Review of Federal Laws, Bullying and the Process for Reporting - D.O. # 4.A, 4.C	Staff FD - First Day (District Document Sign Off Sheets, i.e., Sexual Harassment, Ethics, Review of Federal Laws, Bullying and the Process for Reporting - D.O. # 4.A, 4.C	Staff FD - First Day (District Document Sign Off Sheets, i.e., Sexual Harassment, Ethics, Review of Federal Laws, Bullying and the Process for Reporting -D.O. # 4A, 4C	Staff FD - First Day (District Document Sign Off Sheets, i.e., Sexual Harassment, Ethics, Review of Federal Laws, Bullying and the Process for Reporting - D.O. # 4A, 4 B, 4C
9/13/2011 (Tues) (A)	Apple/DLL Training/Bullying - D.O. # 1.A, 4.A, 4.B	MCAS Analysis/Bullying - D.O. # 1.B, 4.A, 4.B	Bullying (TTT) - D.O. # 4A, 4B	Bullying / Technology - D.O. # 4A, 4B
9/20/2011 (Tues) (E/H)	Apple/Technology - D.O. # 1.A, 3.A	X	Curriculum Night Preparation	Curriculum Night Preparation
9/27/2011 (Tues) (E)	X	X	Data Meeting (ELA) - D.O. # 1B	Data Meeting / ELA - D.O. #1B, 2D
OCTOBER				
10/4/2011 (Tues) (E/H)	NEASC - D.O. # 1.B	X	Curriculum Mapper - D.O. # 2A	Curriculum Mapper - D.O. # 2A, 3B, 3C, 3D
10/11/2011 (Tues) (A)	Curriculum Mapping Calibration and Apple Training/Common Core Overview - D.O. # 3.B, 3.C, 3.D	Introduction to RtI and Curriculum Mapper - D.O. # 2.E, 3.B, 3.C	Full Day PD (Co-Teaching)/Common Core Overview - D.O. # 2B, 3D	Co-Teaching/Common Core Overview - D.O. # 2B, 3D

10/18/2011 (Tues) (E/M)	X	Parent Conferences	Technology - D.O. # 1A	Technology - D.O. # 1A, 3A
10/25/2011 (Tues) (E/M)	X	Parent Conferences	Progress Report Preparation	Progress Report Preparation
NOVEMBER				
11/1/2011 (Tues) (A)	Project Based Learning /NEASC - D.O. # 1.A, 2.A, 3.A	RTI - D.O. # 2.E	Parent Conferences (Afternoon & Evening)	Parent Conferences (Afternoon & Evening)
11/8/2011 (Tues) (E)	X	X	Parent Conferences (Afternoon)	Parent Conferences (Afternoon)
PD DATE	HS CONTENT AREA	MS CONTENT AREA	C/S CONTENT AREA	CEDAR CONTENT AREA
11/15/2011 (Tues) (E)	X	X	Writing Prompts (Scoring) - D.O. # 1B, 3A	Scoring Writing Prompts - D.O. # 1B
11/17/2011 (HS)	Parent Conferences (Afternoon & Evening)	X	X	X
11/22/2011 (Tues) (E)	X	X	Curriculum Mapper - D.O. # 2A	Curriculum Mapper - D.O. # 2A, 3B, 3C, 3D
11/29/2011 (Tues) (A)	NEASC - D.O. # 3.D, 1.B	Curriculum Mapper - D.O. # 3.A, 3.B, 3.C	Report Card Preparation	Technology - D.O. # 1A, 3A
DECEMBER				
12/6/2011 (Tues) (A)	Co-Teaching - D.O. # 2.B, 3.A	Co-Teaching - D.O. # 2.B	Report Card Preparation	Report Card Preparation
12/13/2011 (Tues) (E/H)	NEASC D.O. # 1.b, 3.a	X	Data Meeting (Math) - D.O. # 1B, 2D	Data Meeting (Math) - D.O. # 1B, 2D
12/20/2011 (E)	X	X	Data Meeting (ELA) - D.O. # ELA 1B, 2D	Data Meeting (ELA) - D.O. # 1B, 2D

JANUARY				
1/3/2011 (Tues) (E)	X	X	Bullying (TTT) - D.O. # 4A, 4B	Bullying (TTT) - D.O. # 4A, 4B, 4C
1/10/2011 (Tues) (E)	X	X	Curriculum Mapper*	Curriculum Mapper * - D.O. # 2A, 3B, 3C, 3D
1/17/2012 (Tues) (FULL)	PSAT Data Analysis Team and Co teaching - D.O. # 1.B, 3.B, 3.C	Calibration of Maps/Common Core Overview - D.O. # 3.B, 3.C, 3.D	Full Day PD (Co-Teaching) - D.O. # 2B	Co-Teaching - D.O. # 2B
1/24/2012 (Tues) (A)	NEASC - D.O. # 1.B, 3.A	RTI - D.O. # 2.E	Technology - D.O. # 1A	Technology - D.O. # 1A, 3A
1/31/2011 (Tues) (E)	X	X	Progress Report Preparation	Progress Report Preparation
PD DATE	HS CONTENT AREA	MS CONTENT AREA	C/S CONTENT AREA	CEDAR CONTENT AREA
FEBRUARY				
2/7/2012 (Tues) (E/M)	X	Parent Conferences	Curriculum Mapper* - D.O. # 2A	Curriculum Mapper *- D.O. # 2A, 3B, 3C, 3D
2/9/2012 (H)	Parent Conferences (Afternoon & Evening)	X	X	X
2/14/2011 (Tues) (E)	X	X	Technology D.O. # 1A	HMS Transition
2/28/2012 (Tues) (A)	PSAT Data Analysis/ Project Based Learning - D.O. # 2.B, 1.A, 3.A	Co-Teaching - D.O. # 2.B	HMS Transition	Technology - D.O. # 1A, 3A

MARCH				
3/6/2012 (Tues) (A)	Curriculum Map Revision/NEASC - D.O. # 3.B, 3.C	Co-Teaching - D.O. # 2.B	Writing Prompt (Scoring) - D.O. # 1B, 3A	Writing Prompt Scoring - D.O. # 1B
3/13/2011 (Tues) (E)	X	X	Data Meeting (Math) - D.O. # 1B	Data Meeting / Math D.O. # 1B, 2D
3/30/2012 (Fri) (H)	Project Based Learning - D.O. # 3.A, 1.B	RTI - D.O. # 2.E	Report Card Preparation	Report Card Preparation
PD DATE	HS CONTENT AREA	MS CONTENT AREA	C/S CONTENT AREA	CEDAR CONTENT AREA
APRIL				
4/3/2011 (Tues) (E)	X	X	Conferences	Parent Conferences (Afternoon & Evening)
4/10/2012 (Tues) (A)	Co-Teaching - D.O. # 2.b, 3.a	RTI - D.O. # 2.e	Conferences	Parent Conferences (Evening)
4/24/2011 (Tues) (E)	X	X	Data Meeting (ELA) - D.O. # 1B	Data Meeting / ELA - D.O. # 1B, 2D
MAY				
5/1/2012 (Tues) (A)	HTA PD Day	HTA PD Day	HTA PD Day	HTA PD Day
5/8/2011 (Tues) (E)	X	X	Curriculum Mapper - D.O. # 3B, 3C, 3D	Curriculum Mapper - D.O. # 2A, 3B, 3C, 3D
5/11/2012 (H)	Data Team/ Project Based Learning - D.O. # 1.b, 3.a	X	X	X
5/15/2011 (Tues) (E)	X	X	Grade Level PD - D.O. # 2D, 3A	Technology - D.O. # 1A, 3A
5/22/2012 (Tues) (E/M)	X	Curriculum Mapper - D.O. # 3.b, 3.c, 3.d	Grade Level PD - D.O. # 2D, 3A	2012 - 2013 Prep
5/29/2011 (Tues) (E)	X	X	Grade Level PD - D.O. # 2D, 3A	2012 - 2013 Prep

JUNE				
6/5/2011 (Tues) (E)	X	X	Conferences	P/T Conferences
6/12/2011 (Tues) (E)	X	X	Data Meeting - D.O. # 1B	2012 - 2013 Prep
6/19/2011 (Tues) (E/L)	X	X	Report Card Prep (EYH)	Report Card Preparation
FACULTY, DEPARTMENT and TEAM MEETINGS - Ongoing Throughout <u>The Year</u>				
	Bullying, Curriculum Mapping Calibrations, IEP Plan goals and objectives, Emergency Protocol training in New Hanover High School, Schedule Study Teams	Curriculum Mapping, Bullying Curriculum Development, Co-teaching, Data Analysis		

LEGEND:				
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GOAL #2: INSTRUCTION - RIGOR AND RELEVANCE				
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OBJECTIVES:	3. A. To continue to develop interdisciplinary approaches to curriculum through the creation of new courses, scheduling, teacher grouping patterns, and lesson design to more effectively engage students in relevant learning (new)	3. B. To continue to utilize and expand the use of curriculum mapping software in order to develop district curriculum through the creation of consensus maps (ongoing 10-11/edited)	3. C. To focus on using curriculum mapping process as a means of engaging staff in grade and/or content level collaborative inquiry (new)	3. D. To revise district maps in ELA and Mathematics to incorporate the new Common Core standards (new)
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Objectives	4. A. To continue to implement the district's approved prevention and intervention bullying plan by focusing on developing building – based staff, student and parent professional development activities and/or workshops (new)	4. B. To work with staff to continue to select, design, implement and monitor bullying curriculum and other instructional resources (new)	4. C. To continue to retrain staff and students in emergency protocols (i.e., evacuation procedures, crisis teams) (ongoing 10-11/edited)	