



# **District In Need Of Improvement**

## **PROFESSIONAL DEVELOPMENT PROGRAM**

Prepared by the Professional Development Team:

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# Introduction

The District Improvement Professional Development Team has been meeting monthly since November 2005. The team was charged with creating a professional development plan that improves student achievement and moves the staff toward district and school goals.

The Manchester Professional Development Team plan emphasizes the correlation between high quality professional development, professional competence and student achievement as the paramount purpose of engaging in high quality professional development activities.

Committee members worked on five different goals:

1. To create a process for the development of a district-wide professional development program that is aligned to the district goals
2. To develop a culture for effective professional development implementation
3. To provide a district-wide coordinated professional development program for the Manchester School District Staff
4. To provide a district-wide coordinated professional development and mentoring program for the new teachers to the Manchester School District
5. To rewrite the Manchester School District Professional Development Master Plan

To accomplish the task, team members engaged in the following:

**Vision** - The team began by creating a vision statement for professional development in the Manchester School District.

## VISION STATEMENT

The Manchester School District Professional Development program is a data-driven, on-going and sustainable process that is linked to high student achievement. This program promotes a climate of collaboration, trust, respect and a willingness to take risks among our learning communities of staff, families and citizens. Professional Development is integrated, job embedded and implemented by each staff member.

## MISSION STATEMENTS

### **Professional Learning Communities & Change**

Professional development engages the entire staff through the use of professional learning communities in a coordinated and supported effort to achieve

measurable improvements related to on-going and renewable school and district goals.

### **Master Plan-District Plan**

The five year Manchester School District Professional Development Master Plan is designed to provide an on-going and sustainable Professional Development framework. It requires each educator to demonstrate growth in skills and knowledge in content and methodology, through collaborative, job embedded, and measurable formal Professional Development, which will result in higher student achievement. Data will drive the focus for Professional Development efforts and determine the effectiveness of the plan.

### **Master Plan-Individual Plan**

Individual professional development plans will empower individual professionals to promote high student achievement through connected relationships with students, colleagues, and families. Plans will be developed based on self-assessment, reflection on competencies, and analysis of student work and a review of school and district goals. The individual professional plan will promote measurable continuous improvement in exercising professional responsibilities and obligations. This process will include the study of learners and learning, knowledge of content and specialization, developmentally appropriate teaching strategies and best practices in specific subject and content areas.

**Research** The team spent a significant amount of time researching best practices in the area of professional development. They engaged in reading of recent research published by the National Staff Development Council (NSDC) to identify quality professional development strategies as well as research pertaining to professional learning communities. The team utilized professional learning communities material by Rick DuFour to develop a plan to create a culture of learning for all staff of the Manchester School District.

**Goal 1:** To develop a process for creating a district-wide professional development program that is aligned to the district goals

**A. Framework to support the process**

**Administrative Support**

The team recommends that all elementary schools have a full-time Assistant Principal to adequately support this professional development program.

**Professional Development Coordinator**

Minimum Qualifications and Requirements:

- Master's degree from an accredited college or university, preferably in educational administration or curriculum and instruction;
- Valid educator's certification
- A minimum of 5 years experience as a classroom teacher;
- Graduate work in education in the areas of curriculum developmental supervision, and/or instructional practices;
- Practical experience in curriculum planning, implementation, and evaluation and supervisory experience; and
- Such alternative or additional qualifications as the Board of School Committee or Superintendent may find appropriate or acceptable.

Specific Core Function:

To provide leadership in the coordination of the district professional development program

Job Responsibilities:

- Publicize to all stakeholders the Manchester School District Master Plan;
- Ensure all individuals understand their responsibilities in relation to the administration of the Manchester School District Master Plan;
- Oversee the development and implementation of the district professional development as described in the Manchester School District Master Plan;
- Train and coordinate professional learning community teams at each school to implement and maintain professional learning communities at each school;
- Coordinate/facilitate the PK-12 professional development program for Manchester School District;
- Assist individual schools in planning and coordinating building-specific professional development;
- Evaluate and revise the Manchester School District Master Plan;
- Coordinate and chair Professional Development Team;

- Collaborate with colleagues to provide necessary professional development for district-wide coordination of curriculum, professional development and assessment;
- Plan and present a series of meetings each year for the express purpose of reporting professional development data to the Board of School Committee, district administration and other groups as directed by administration;
- Keep abreast of and interpret for the staff current research in the area of professional development;
- Assist in the development and coordination of the sections of the budget that pertain to professional development; and
- Maintain liaison and active participation with educational leaders in professional development at state, regional and national levels.

## B. Professional Development Process Plan

### Professional Development Schedule

	JULY	AUGUST	SEPTEMBER	OCTOBER
<b>ACTION</b>	1. Disseminate Master Plan to all schools	1. Master Plan meeting with all Administrators and PD Coordinator	1. Teachers/staff are presented with the Master Plan	1. PLCs establish group goals and submit to the Building Administrator
	2. Publish district Master Plan on the district website	2. Professional Learning Community (PLC) training	2. Building based PLC training	2. Bldg Administrator submits PLC goals to PD Coordinator
			3. PLCs organized in each building	3. Each school analyzes established district data
			4. PLCs begin to identify group goals	4. PD Advisory committee meets
<b>OUTCOME</b>	1. Administrators receive the Master Plan	1. All Administrators become aware of the Master Plan and their responsibilities	1. All teachers/staff become aware of the Master plan and their responsibilities	1. Each PLC has an individualized group goal
	2. Provide interested parties access to the Master Plan	2. To have building teams trained in the practice of PLC.	2. All teachers/staff are trained in the practice of PLCs	2. PD Coordinator would be informed of all PLC goals
			3. Each building has PLCs organized to support the building's initiatives and/or PD	3. Each school would identify building strengths and weaknesses as well as PD to address needs
			4. PLCs begin collaborating to investigate data to identify group goal.	4. Review PLC goals to ensure that district initiatives and goals are addressed and PLCs have direction and accountability
<b>TIMELINE - DUE BY</b>	1. July 31st/release date	1. August 15th	1. September 30th	1. October 15th
	2. 7/31st/release date	2. August 31st	2. September 30th	2. October 31st
			3. September 30th	3. October 31st
			4. September 30th	4. October 31st
<b>WHO'S RESPONSIBLE</b>	1. Prof. Dev. (PD) Coordinator	1. PD Coordinator	1. Building Administrator	1. PLCs
	2. PD Coordinator	2. PD Coordinator	2. PLC building facilitators	2. Building Administrator
			3 Building Administrators and PLC facilitators	3. Teachers/staff with direction from Building Administration
			4. Teachers/staff	4. PD Coordinator and PD Committee

	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
<b>ACTION</b>	1. Schools submit strengths and weaknesses to PD Coordinator	1. PD Committee meets	1. Finalize PD program for presentation	1. Submit and present PD program to Curriculum and Instruction and Finance Sub-committees.
	2. Each school and department (*) submits PD proposals based on their strengths and weaknesses to PD Coordinator	2. Create a draft PD program for following year based on PD proposals and spring survey data	2. Present PD program to District Administration	
	3. Create a district strengths and weaknesses report		3. PLC progress reports to Building Administrators	
<b>OUTCOME</b>	1. PD Coordinator will have the information to compile a district analysis of the strengths and weaknesses	1. Review information and create a PD plan	1. A professional PD program presentation	1. Provide sub-committees with plan for their review and submission to next year's budget
	2. PD Committee will have proposals to create the PD program for the following year	2. A draft relevant, coordinated, collaborative, thorough, data driven proposal is created.	2. Provide District Administration with PD plan for their review and submission to next year's budget	
	3. The report will provide justification and direction and direction for the PD program		3. Building Administrators would ensure direction and accountability of each PLC	
<b>TIMELINE - DUE BY</b>	1. November 15th	1. December 20th	1. January 10th	1. February 28th
	2. November 15th	2. December 20th	2. January 31st	
	3. November 30th		3. January 31st	
<b>WHO'S RESPONSIBLE</b>	1. Building Administrator	1. PD Coordinator and PD Committee	1. PD Coordinator	1. PD Coordinator and District Administration
	2. Building and Department Administrator	2. PD Coordinator and PD Committee	2. PD Coordinator	
	3. PD Coordinator		3. PLCs	

	<b>MARCH</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>
<b>ACTION</b>	1. Present PD program to Board of School Committee (BOSC) for approval.	1. Survey staff	1. PLC reports submitted to Building Administrators	1. Report survey results to all district staff
			2. Building Administrators submit PLC reports to PD Coordinator	2. Release and disseminate PD program for next school year to all district staff
			3. PD Committee meets	
<b>OUTCOME</b>	1. Provide BOSC with PD plan for their review and submission to next year's budget	1. Evaluate effectiveness of that school year's PD programs and identify teacher needs for the next PD program cycle	1. Building Administrators would ensure direction and accountability of each PLC	1. Inform and educate staff on PD progress and effectiveness
			2. Informed on PLC accomplishments for the year	2. Inform all staff about next year's PD program
			3. Analyze data to evaluate PLC and PD program effectiveness as well as identify PD needs for the next PD cycle	
<b>TIMELINE - DUE BY</b>	1. March 15th	1. April 30th	1. May 10th	1. June 20th
			2. May 15th	2. June 20th
			3. May 31st	
<b>WHO'S RESPONSIBLE</b>	1. PD Coordinator and District Administration	1. PD Coordinator and Building Administrators	1. PLCs	1. PD Coordinator
			2. Building Administrators	2. PD Coordinator
			3. PD Coordinator	

## **Goal 2: To develop a culture for effective professional development implementation**

Strategy: To establish **professional learning communities** at each school in the Manchester School District

Professional development in a professional learning community should improve the learning of all students by directly engaging the educator in the following strategies:

- Applying knowledge about human learning and change, this includes the learning of educators and their students,
- Skillfully using educational research,
- Studying and understanding research before adopting improvement strategies,
- Engaging in a variety of learning strategies that achieve professional development goals,
- Using technology whenever possible to achieve and support individual professional development and learning goals, and
- Implementing and receiving leadership support for a variety of follow-up activities for professional development activities that support change initiatives.

### Rationale:

1. A PLC is a group consisting of school staff and administrators who continuously work together to determine shared learning experiences. Members of the group will use what they learn in instructional settings and reflect on its effectiveness. The goal of the PLC is to improve professional practice leading to optimal student learning and achievement.
2. Research shows that PLC's are an effective vehicle for PD by providing a data-driven, on-going and sustainable process that is linked to high student achievement.
3. PLC's are a new approach to professional development in the Manchester School District.

### Implementation Plan:

Professional Learning Communities Teams: Teams consisting of administration, classroom teachers and specialists (4-8 per school depending on size of school: 4- elementary, 5-middle and 8-high school) will be established at each school within the district. A team's function will be to train and guide the teachers in their school in the creation and functioning of effective professional learning communities.

## Professional Learning Communities Training Plan

What?	When?	Where?	Who?	Funding
PLC Institute 2 half-day sessions per participant (4 days so approx. 22 participants per session)	April/May	GMPDC	School teams consisting of administration, classroom teachers and specialists (4-8 per school depending on size of school) 4- elementary 5-middle 8-high school total: 108 Trainers: Mal Forsman Kris Pelletier Amanda Lecaroz	Substitutes or summer stipends
School PLC Teams provide initial training of PLCs and establish groups	By Sept. 30 <sup>th</sup>	At each individual building	School PLC Teams  School Staff	Honorarium to contracted teacher on School PLC Teams (\$500)
Each PLC will establish goals	By Oct. 31 <sup>st</sup> with individual goals	At each individual building	School teams	
Follow-up session with PLC Teams	November	TBD	Professional Development Coordinator School PLC Teams	
<u>1<sup>st</sup> Training</u> School PLC Team members provide specific training to individual PLCs at each school. Training will be provided on group needs, group dynamics, collaboration, and/or team stages <u>2<sup>nd</sup> Training</u> School PLC Team members provide training to all PLC groups on action research: Goal setting and data analysis	1 <sup>st</sup> training completed between 9/1 and 12/31  2 <sup>nd</sup> training completed between 1/1 and 4/30	At each individual building	School PLC Teams School staff	

**Goal 3:** To provide a district-wide coordinated professional development program for the Manchester School District Staff  
2006-07 School Year Professional Development Plan

<b>GROUP</b>	<b>SEPTEMBER 27 Early Release</b>	<b>OCTOBER 26 Early Release</b>	<b>NOVEMBER 7 Workshop Day</b>	<b>JANUARY 11 Early Release</b>
<b>Elementary</b>	Math Conceptual Understanding & Depth of Knowledge	Language Arts Writing Conventions	Language Arts Instructional Strategies	Language Arts Writing Content
<b>Elementary Paraprofessionals</b>	Math Conceptual Understanding & Depth of Knowledge	Language Arts Writing Conventions		Autism Training
<b>Middle LA (SPED and ELL)</b>	Curriculum Mapping (CM)	Curriculum overview	Standards-Based planning	CRISS/CM
<b>Middle Math (SPED and ELL)</b>	Curriculum Mapping (CM)	Depth of Knowledge	Instructional Strategies Handbook	CRISS/CM
<b>Southside</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>Parkside Hillside McLaughlin</b>	CRISS	CRISS	CRISS	Curriculum Mapping
<b>Middle Paraprofessionals</b>	Autism Training	Language Arts Curriculum Overview		CRISS/CM
<b>High School LA (SPED and ELL)</b>	Advisory	Curriculum overview	Standards-Based planning	Differentiated Instruction
<b>High School Math (SPED and ELL)</b>	Advisory	Depth of Knowledge	Instructional Strategies Handbook	Differentiated Instruction
<b>High School Science</b>	Advisory	Curriculum work	Differentiated Instruction	Curriculum Work
<b>All Other High School subjects</b>	Advisory	Curriculum work by department	Differentiated Instruction	Curriculum Work
<b>Unified Arts and Specialists (district-wide)</b>	Meet with building staff	Meet in departments PK-5 and 9-12	Meet with building staff	Meet in departments 6-8 and 9-12
<b>High School Paraprofessionals</b>	Autism Training	Language Arts Curriculum overview		Differentiated Instruction

<b>GROUP</b>	<b>FEBRUARY 14 Early Release</b>	<b>MARCH 22 Early Release</b>	<b>APRIL 10 Early Release</b>
<b>Elementary</b>	Specific building needs	Language Arts Writing Conferencing	Math Instructional Strategies
<b>Elementary Paraprofessionals</b>	Specific building needs	Language Arts Writing Conferencing	Autism Training
<b>Middle LA (SPED and ELL)</b>	CRISS/CM	CRISS/CM	CRISS/CM
<b>Middle Math (SPED and ELL)</b>	CRISS/CM	CRISS/CM	CRISS/CM
<b>Southside</b>	Specific building needs	Curriculum Mapping	Curriculum Mapping
<b>Parkside Hillside McLaughlin</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>Middle Paraprofessionals</b>	CRISS/CM	CRISS/CM	CRISS/CM
<b>High School LA (SPED and ELL)</b>	Advisory	Standards-Based planning follow-up	Differentiated Instruction
<b>High School Math (SPED and ELL)</b>	Advisory	Instructional Strategies follow-up	Differentiated Instruction
<b>High School Science</b>	Advisory	Differentiated instruction	Curriculum work
<b>All Other High School subjects</b>	Advisory	Differentiated Instruction	Curriculum work
<b>Unified Arts and Specialists (district-wide)</b>	Meet with building staff	Meet with building staff	Meet in departments PK-12
<b>High School Paraprofessionals</b>	Autism Training	Standards-Based planning	Differentiated Instruction

The above is the 2006-07 professional development program for the Manchester School District staff. This serves as an example of what future plans would entail. The program would be created utilizing the steps found in the chart under goal 1.

**Goal 4:** To provide a district-wide, coordinated professional development and mentoring program for the new teachers to the Manchester School District.

A plan needs to be created on annual basis similar to the following which is being proposed for the 2007-08 school year.

Topic	When	Who's Responsible	Who's Involved	Funding
Summer institute: Day 1: required district information	August	District Mentors Human Resources Curriculum Coordinator District Employees	All new teachers	\$0 Mandatory orientation for new teachers
Summer institute: Day 2: "I Can Do It" classroom management training	August	District Mentors	All new teachers	If mandatory then funding for teacher pay
Summer institute Day 3: Language Arts assessment tool training	August	Curriculum Coordinator Elementary Implementation Specialist	All new elementary teachers	If mandatory then funding for teacher pay
Summer institute Day 3: Creating Independence Through Student Owned Strategies (CRISS) Training	August	Professional Development Coordinator CRISS Trainer	All new middle school teachers	If mandatory then funding for teacher pay
Summer institute Day 3: Core Competency Training	August	Curriculum Coordinator	All new high school teachers	If mandatory then funding for teacher pay
"Why Didn't I Learn this In College" Training	4 days throughout the school year	District Mentors	All new teachers	Trainer fee and substitute money
Reading and Writing training	2 days throughout the school year	Curriculum Coordinator Elementary Implementation Specialist	All new elementary teachers	Substitute money
CRISS Training	1 day throughout the school year	Professional Development Coordinator CRISS Trainer	All new middle school teachers	Substitute money
Curriculum Mapping Training	1 day throughout the school year	Curriculum Coordinator	All new middle school teachers	Trainer fee and substitute money

## **Goal 5: To rewrite the Manchester School District Professional Development Master Plan**

See Appendix for entire Manchester School District Professional Development Master Plan submitted to the New Hampshire Department of Education for approval on October 31, 2006.

### Implementation Plan:

What?	Who's Involved?	When?	Who's Responsible?
Overview training of the new Master Plan	Assistant Superintendents and Principals	April 2007	Mal Forsman Amanda Lecaroz
Initial overview of the new Master Plan to determine interest in staying on the PD Committee at each school	Current STADCOM Committee Members at each school	April 2007 (1/2 day)	Mal Forsman Amanda Lecaroz
Nuts and Bolts of the Plan	PD Committee Members at each school	May (1 day)	Mal Forsman Amanda Lecaroz
Overview of Master Plan with support focus	Implementation Specialists	May (1/2 day)	Mal Forsman Amanda Lecaroz
Overview of Master Plan	All school staff	May-June	PD Committees at each school

## **CONCLUSION**

The District Improvement Professional Development Team has appreciated and enjoyed the opportunity to develop this program to support and promote the achievement of Manchester students. The team engaged in the same activities evident in professional learning communities that it hopes to foster throughout the district. The team began by creating vision and mission statements that focused its efforts. Through many hours of discussion and formulation of this plan, the team remained true to the values and goals that brought them to accepting those original statements. The Professional Development Team believes it has provided a comprehensive professional development program for all educators in the Manchester School District.

The New Hampshire Department of Education's Local Professional Development Master Plan policy validates the efforts of the Professional Development Team. The State policy is designed to promote daily professional learning for educators for all districts in NH, and directly reflects the research and recommendations made after a year's efforts by the Manchester School District DI Professional Development team. The district has a strong procedural support from the MSD Professional Development Master Plan for the recommended changes in culture that will serve the educators of Manchester.