مدارس اكسفورد
OXFORD SCHOOLS
شركة المعهد الوطني للعلوم الهندسية والإدارية
The National Institute for Engineering & Managerial Science Co.

AdvancED

Professional Development Plan 2015- 2018

Oxford Schools

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	Professional Development Plan 2015- 2018	15/9/2016 Last Modified	PDP 002

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✥ Introduction ;

- The primary mission at Oxford Schools is to have a great influence on our students' knowledge, personality, and overall future. And we know well that without having a great academic and non-academic staff, our mission would be impossible. That is why we always aim to have the best atmosphere where both our students and staff are comfortable in. Our professional development plan is continuous, collaborative, and outgrowing. We grasp our hands tight on every opportunity we find to enhance and enlarge our knowledge and professional experience.

- The professional development plan at our school includes both academic and non-academic staff to accomplish the school's mission aligned with its vision. : "A better education for a better future." As the world stay on developing, we feel the need to keep up the track, so we train ourselves by not only attending workshops and training courses, but we do make sure that all of our educators do have the best teaching skills and methods.

- Our teachers are skilled at what they do. They are highly qualified and experienced and committed to their profession. But that won't stop them from improving their skills, because simply one cannot know enough.

- They have good rapport with their students and are always enthusiastic to use a variety of teaching strategies. Our teaching methods are flexible and entertaining to be certain that the lessons learned at our school are not lessons to pass the exams papers, but they are lessons for life.

- In response to His Majesty's vision for well-educated generations capable of outstanding performance in a safe and caring environment, the School has become a safe haven for students. Our students relish paternal care from their teachers and cutting-edge teaching methods that put the student at the center of the teaching-learning process.

✓ CONTEXT
- Oxford Schools provides the staff with the professional development plan that aims to improve the learning of all students and accomplish the school's vision and mission. Adult learning and collaboration are to be acquired and developed, and that includes the following: learning communities, leadership and skills, and resources.

✓ CONTENT
- **Equity:** Oxford School's development plan aims to develop the educators' knowledge and teaching methods acquisition, in which, the student will be provided with a safe and supportive learning environment. Educators hold high expectations for students' academic achievements.
- **Quality Teaching:** Oxford School's development plan aims to develop the learning of all students and deepens teachers' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

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- **Family Involvement:** Oxford School's development plan aims to develop the learning of all students; therefore we engage families and other stakeholders appropriately in our school activities.

✓ We believe that with the appropriate structure of our quality professional development, all students academic and non-academic achievements will be impacted. It is essential for us to provide the appropriate environment, practices, knowledge and skills, which are all aligned with the school's vision and mission

🞧 Jordan Education Department Regulations and Requirements;

- This Professional Development Plan meets the requirements and regulations of the Jordanian Ministry of Education. At Oxford School, we aim to improve students' learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of Ministry of Education in Jordan and California Common Core Standards.

🞧 Philosophy;

- The purpose of Oxford School's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our ongoing commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making. Professional development is a multi- faceted, information-based process that is strategically planned to provide individual, school solutions to targeted areas in need of improvement or strengthening. Our professional development program is designed to build skills and capacities for improvement through comprehensive and continuous learning. We believe that sound and practical professional development programs are positive links to creating effective instructional practices that will improve the knowledge of curriculum content, design and delivery.

- Professional development plan at Oxford School's aims to:

  - reflect a commitment to ongoing and continuous professional development
  - include sufficient time and follow up support provided to staff to master new content and strategies
  - ensure that content of professional development focuses on what students need to acquire
  - assure that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
  - support the implementation of best practices as evidenced by research
  - explore, question, and debate in order to integrate new ideas into classroom practice maintain a differentiated and developmental approach to meet individual and school's needs regarding the teaching and learning process
  - engage teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be engaged
  - include the use of flexible times and models are important for successful implementation of professional development

- Although staff at Oxford School are continually improving their craft and honing their skills through their own self-improvement efforts, change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school goals, identified through regular needs assessments and a professional development planning process.

- The professional development planning process is:

  1. Identify school educational goals.
  2. Plan for implementation.

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3. Implement professional development strategies.
4. Monitor progress.

Needs Assessment;

- As part of the ongoing professional development planning cycle, Oxford School reviews various numbers of sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

    1. Student Data

    2. Surveys
        - Professional Development Needs Assessment Survey
        - Professional Development Evaluation/Feedback Surveys

    # **The Survey Result is attached at the end of the file.**

    3. Additional Data Sources
        - Student Performance Data
        - Teacher Attendance and Retention
        - Professional Performance Reviews and Observations/Evaluations
        - Program Evaluations
        - Feedback
        - Regulations and Mandates
        - Mentor Program Evaluations

✚ Goals and Implementation Plans for 2015-2018 Professional Development Plan;

- The following professional development goals and objectives have been identified for the 2015-2018 school years. The data collected, generated and analyzed by Oxford School in conjunction with school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development Plan.

- The school goals and each of the objectives designed to achieve such goals:

  Goal #1: Support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

Title	Goal	Timeline
We do training	This training course aims to apply practical concepts to make the teaching experience relevant, memorable and actively encourage students' involvement inside the classroom.	Annually
How to use online Resources Provided by Holt.	The main purpose of this training session is to ensure that our academic staffs acquire the knowledge of the latest updates on using the online resources, based on research- based instructional strategies.	
SOPHOS Seminar	It is essential to our school to stay highly security on its software and hardware documentations, therefore, this seminar provide our IT team members with the sufficient knowledge that keeps the school's documentations confidential and protected.	Annually

How to prepare financial statements in accordance with the International Accounting Standards Board provided by the Only Solution and H.R. Development.	Fiscal resources are an important department in our educational institute. The accounting team members are provided with training courses that assure a clear system which guarantees all stakeholders rights and obligations.	Depends on the availability of the required training course.
EV3	Robotics technician and automation training.	At the beginning of the first semester in the school academic years :2016-2018
AdvancED Global Conference.	This conference aims to provide the participants with the knowledge of the importance of having a standardized accreditation program that ensure the continuous progress of the school.	Depends on the scheduled time of the conference.
Raz- Learning Program	Online Resource books that encourages literacy.	The beginning of the Academic year of 2016/2017- 2017/2018

Goal #2: Ensure that all members of Oxford School professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices.

Title	Goal	Timeline
English Language Teachers Symposium	Make your classroom an active learning class".	Annually
Classroom Management	This training course provides the educators with the most appropriate teaching methods and strategies that aim to develop the teachers' skills.	Annually
Continuous Improvement in the Classroom.	Develops the classroom's needs of improvements areas , in order to acquire high expectation for students academic and non- academic achievements	Annually (for 6 weeks)
Online Resources / English, Math, Science	Engage students and teachers with the research-based instructional strategies.	Depends on the availability of the required training course.
Differentiating in reading and writing provided by Houghton Mifflin Harcourt	Improve literacy.	Annually
AdvancED Global Conference.	This conference aims to provide the participants with the knowledge of the importance of having a standardized accreditation program that ensure the continuous progress of the school.	Depends on the scheduled time of the conference.

Teacher Development Training by Eclipse	Online Resource books that encourages literacy.	The beginning of the Academic year of 2016/2017- 2017/2018
Edexcel (IAL) – Arabic Course	To enhance the students' future educational or employment prospects. Students will be tested on their Arabic Language competence through realistic and contextualised tasks based on authentic texts.	Depends on the availability of the course.
Assessment for learning secondary by STEM	Develop the teachers' STEM teaching skills and make classes more enjoyable.	Annually
Teachers' workshops by British Council	Enrich the teachers experience and provide them a clear learning goal.	Depends on the availability of the course.
Language awareness for CLIL-secondary	-Go Math (K-6) Training Session.

-Holt McDougal Literature Training session.

-Journeys (K-6) Training Session.

-Science Fusion (6-8) Training Session. | Annually |
| **Private Schools Cultural and Educational Council.** | Provide training regarding the cultural and educational students' matters. | Depends on the availability of the Council. |

Other Annual Professional Development Commitments Goal: To continuously improve teaching and learning by being demonstrating competence in knowledge of skills both in area of specialization

and methods of teaching.

- New Teacher Training.
- Mentor Program.
- Violence Prevention/ Bullying Awareness/ Harassment Trainings.
- Additional New Teacher support on curriculum, standards, and assessment, evaluation
- Common Core Module Training.

⊞ New Teacher Mentoring Plan;

1. **New Teacher Mentoring**
   - The New Teacher Mentoring Program is designed to ensure that every new teacher is successful and effective during his or her first years of teaching. New teachers certified after ,who are seeking the professional certificate are required to have a mentored experience in the first year of employment <u>unless</u> the candidate completed two years of teaching experience <u>prior</u> to such teaching in a different school.

2. **The Mentor Program**
   - Will help ensure success for all newly hired teachers through collaboration, observation, inquiry and dialogue about excellent teaching with excellent teachers serving as positive role models.

3. **Beliefs**
   - We believe that successful mentoring:
     a. Gives new teachers explicit expectations, training in those expectations and coaching/feedback to implement and master those techniques.
     b. Involves all members of the educational community.
     c. Enhances recruitment and retention of newly hired teachers.
     d. Provides a structured system for teachers to gain new ideas, share their expertise, and seek advice.
     e. Provides an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement.
     f. Contributes to student success through the use of instructional methods of best practice.
     g. Promotes the development of a common vocabulary relative to effective teaching practices.

4. **Effective Monitoring**
   - As a result of participating in an effective mentoring program new teachers will:
     a. Become confident in themselves, their practice and their place in the classroom.
     b. Feel valued and supported by the entire school community.
     c. Be able to verbalize a clear understanding of effective teaching and learning.
     d. Consistently plan and deliver effective, sound fundamental lessons/instructions.
     e. Assess student learning and make adjustment as needed.
     f. Confidently practice strong classroom management skills.

5. **Characteristics of Effective Mentors**
   a. Attitude and Character
      1. Possesses a clear understanding of school's philosophy
      2. Will be a role model for other teachers.
      3. Exhibits strong commitment to the teaching profession.
      4. Willing to receive training to improve mentoring skills.
      5. Demonstrates a commitment to lifelong learning.
      6. Is reflective and able to learn from experiences.
      7. Is eager to share information and ideas with colleagues.

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8. Is resilient, flexible, persistent and open-minded.
9. Exhibits good humor and resourcefulness.
10. Enjoys new challenges and solving problems.

b. Communication Skills
  1. Is able to articulate effective instructional strategies
  2. Listens attentively.
  3. Ask questions that prompt reflection and understanding
  4. Provides feedback in positive/productive ways.
  5. Is efficient with use of time.
  6. Conveys enthusiasm for teaching.
  7. Maintains confidentiality.
  8. Practices effective principles of feedback

c. Professional Competence and Experience
  1. Is regarded by colleagues as an outstanding teacher.
  2. Has excellent knowledge of subject matter and standards.
  3. Demonstrates excellent classroom management skills.
  4. Feels comfortable being observed by other teachers.
  5. Collaborates well with other teachers and administrators.
  6. Is willing to learn new teaching strategies to share with and model for   new teachers.
  7. Can model expected practice.
  8. Can verbalize teaching/learning expectations.

d. Interpersonal Skills
  1. Is able to maintain a trusting professional relationship.
  2. Is approachable; easily establishes rapport with others.
  3. Is patient.

6. **Mentoring Roles and Responsibilities**
  a. The mentor role is providing guidance and support.
  b. The mentors' responsibilities include but are not limited to:
    1. Attend mentor training
    2. May attend new teacher orientation
    3. Collaboratively develop a plan of activities with the new teacher to provide:
       a. Goal setting

       b. Feedback on lesson design
       c. Observation of mentor and other teachers
       d. Observe new teachers
       e. Timeline for implementation
       f. Guidance on curriculum
       g. Assist new teachers in developing appropriate contacts.
       h. Lesson design feedback/co-planning
       i. Assessment design/analysis
       j. Classroom management strategies/case studies.
       k. Discussion/Reflection
       l. Facilitate completion of the mentoring activity log.

c. Facilitating the creation, distribution, collection and collating of forms including the mentoring activities log
d. Making individual contact with, answering questions and providing support for mentors.
e. Contacting/collaborating with other mentoring programs
f. Fulfilling the mandated recording and documentation of mentoring activities

7. Mentor Pool
- Oxford School will maintain a mentor pool. Positions for mentors will be posted and mentors will be hired as soon as possible at the beginning of each new school year, according to Oxford School Teachers Association.
- Mentors will be matched with new teachers based upon:
    a. Common Building
    b. Common Certification
    c. Common Teaching Assignment

8. Mentor Preparation
- Mentor training will include, but not be limited to:
    a. Peer/cognitive coaching training
    b. Adult learning theory
    c. Teacher development theory (inc. beginning teacher needs)
    d. Conferencing skills
    e. Reflective questioning skills
    f. Time management
    g. Reading/Writing in and across the content areas
    h. Teaching Standards
    i. Other topics as needed, content area support for example Maintain Confidentiality.

9. Mentoring Activities
- The Mentor will submit a monthly plan to the Director of Instruction. This plan will include time and dates and which mentoring activities will be conducted.

- Listed below are some possible mentoring activities:
    a. Modeling instruction
    b. Observations
    c. Joint lesson planning
    d. Team teaching
    e. Reflecting with the new teacher on lesson outcomes
    f. Coaching
    g. Orientation to the school culture
    h. Discussion of practice
    i. Discussion/Reflection
    j. Lesson design feedback/co-planning
    k. Assessment design/analysis
    l. Classroom management strategies/Case studies
    m. Relationship building

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n. Routines and procedures

o. Discussion of individual needs and possible resources

10. **Mentor Administrative Coordinator**

- The Director of Instruction working in partnership with the mentors will be responsible for coordinating and facilitating the mentoring program. Inherent in this position is an understanding and respect for the confidential nature of the new teacher/mentor relationship. The administrative coordinator will have responsibilities including:

   a. Facilitating the mentor program.

   b. Identifying and distributing resources supporting mentoring.

   c. Supporting the district mentors by: Planning and facilitating mentor training and meetings.

✦ Professional Development for Academic Staff;

- At the beginning of the scholastic year, the HR classifies the new academic staff into two categories:

a. Fresh Graduate Teacher

- The school provides the new fresh graduate teacher at the beginning of the scholastic year with workshops and training courses; to ensure that they acquire the skills needed to provide the best teaching atmosphere and results. Some training courses help the teacher with managing the classroom, time, and temper. Others make sure that the teacher acquires new teaching techniques and contributes his/ her own.

- The teacher's performance is evaluated based on many factors, such as:

  1. Class observation
     o Teaching techniques, assessments, and managing class, students, material, and instructional time are all taken into consideration.
  2. Students and parents comments:
     o Surveys and meeting are held on regular basis.
  3. ELOT
  4. Supervisor's observations and evaluation.
     o The teacher's performance evaluation is to be sent to the school's HR to take the action needed. The HR meets with the teacher's Head of Subject to plan the required professional development process if needed.
     o The internal training sessions are provided by experienced supervisor or teacher. The qualified personnel follow up the teacher's performance and progress. If the teacher's progress is up-to-level according to the qualified training personnel's feedback, the teacher continues her/his profession using the new acquired techniques. If not, the qualified training personnel provide the teacher with other methods and skills needed, for example, checking other training courses, or change the teacher's position (external cources).

b. Experienced Academic Staff:

- The school evaluates the new experienced academic staff to assure that they add their experiences and skills to the aimed to the professional development plan and acquire new skills and techniques.

  ➢ **Experienced supervisor:**
  1. Evaluates and controls the teachers' performance.
  2. Provides workshops and training courses for teachers.
  3. Observe the teacher's teaching techniques and their validity.

- The supervisor's progress is observed by the School's Principal. The evaluations are to be sent to the school's HR to provide the supervisor with the needed action. If the supervisor's progress is up-to-level according to the School's Principal's feedback, the supervisor

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continues her/his profession using the new acquired techniques. If not, qualified training personnel and other external training courses provide the supervisor with the required skills and techniques.

> **Experienced Teachers:**
>   - Advanced workshops and training courses are provided to the new experienced teachers.
>   - The teacher's performance evaluation is to be sent to the school's HR to take the action needed. The HR meets with the teacher's supervisor to plan the required professional development process if needed.
>   - The internal training sessions are provided by experienced supervisor or teacher. The qualified personnel follow up the teacher's performance and progress. If the teacher's progress is up-to-level according to the qualified training personnel's feedback, the teacher continues her/his profession using the new acquired techniques. If not, the qualified training personnel provide the teacher with other methods and skills needed, for example, checking other training courses, or change the teacher's position.

Note: The training courses and workshops are both held internally and externally.

Q1. I am responding to this survey as a:

- Teacher — 83%
- Coordinator — 1%
- Administrator — 16%
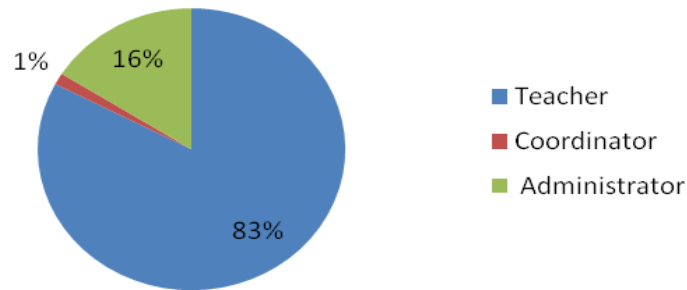
Q2. The highest level of education I have completed is:

- MA/MS — 10%
- BA/BS — 89%
- Ed. D/Ph.D — 1%
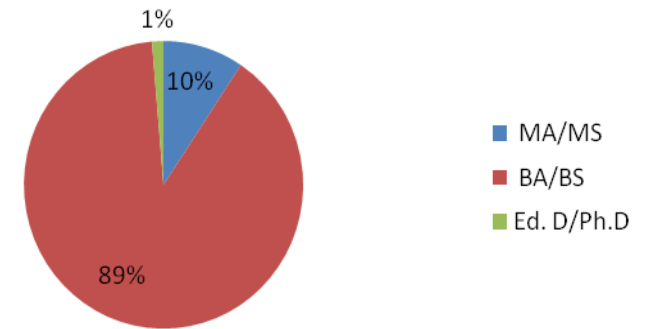
Q3. Including this year, I have worked ___ years in the education profession:

- 1-5 years — 28%
- 6-10 years — 39%
- 11-15 years — 20%
- 16-20 years — 8%
- 21-25 years — 3%
- 25 + years — 2%
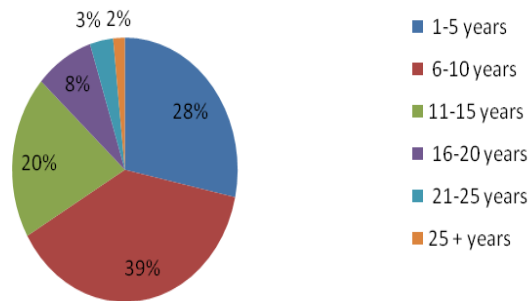
Q4. The students I work with fall into the following range:

- Middle/High School — 37%
- Elementary School — 30%
- Middle School — 30%
- Preschool/Elementary — 3%
- K-12 — 0%
- Preschool — 0%
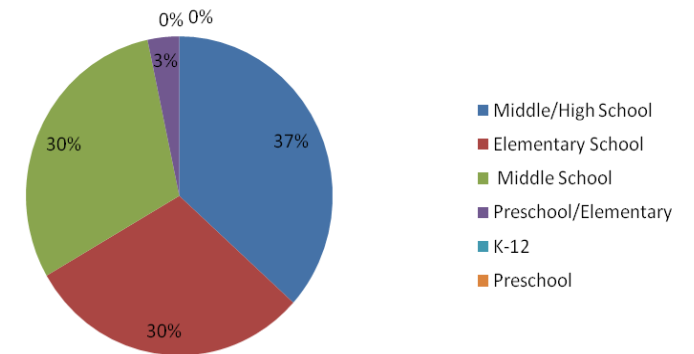
Q5. I need training in research based strategies that best meets the needs of students:

- o Students with ADDcharacteristics — 8%
- o Learning Disability — 21%
- o Emotional Disturbance — 8%
- o Autism — 3%
- o Intellectual Disability — 7%
- o Not Applicable — 1%
- o Speech/Language Impairment — 13%
- o Visual Impairment — 26%
- o Traumatic Brain Injury — 0%
- o Deafness — 3%
- o Disabilities — 10%
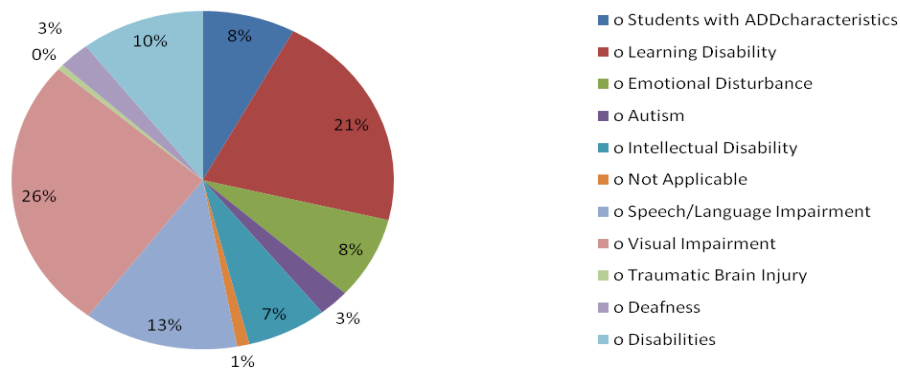
Q6. I need training in research-based strategies that best meet the instructional needs of English Language Learners and or students with limited English proficiency.

- o Strongly agree — 50%
- o Agree — 41%
- o Disagree — 2%
- o Strongly Disagree — 0%
- o Not applicable to my current needs — 7%
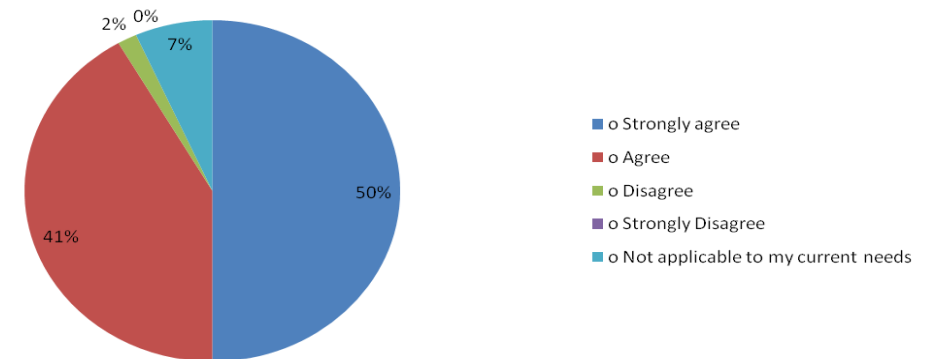
Q7. I need training about strategies for effective communication with parents about their child's progress and class activities.

- o Strongly agree — 55%
- o Agree — 23%
- o Disagree — 6%
- o Strongly Disagree — 8%
- o Not applicable to my current needs — 8%
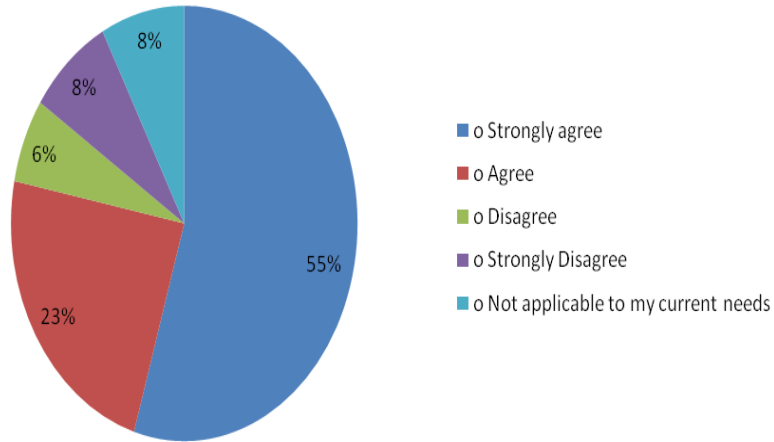
Q8. I need training in effective practices for parents as partners in the school community.

- o Strongly agree — 26%
- o Agree — 52%
- o Disagree — 8%
- o Strongly Disagree — 5%
- o Not applicable to my current needs — 9%
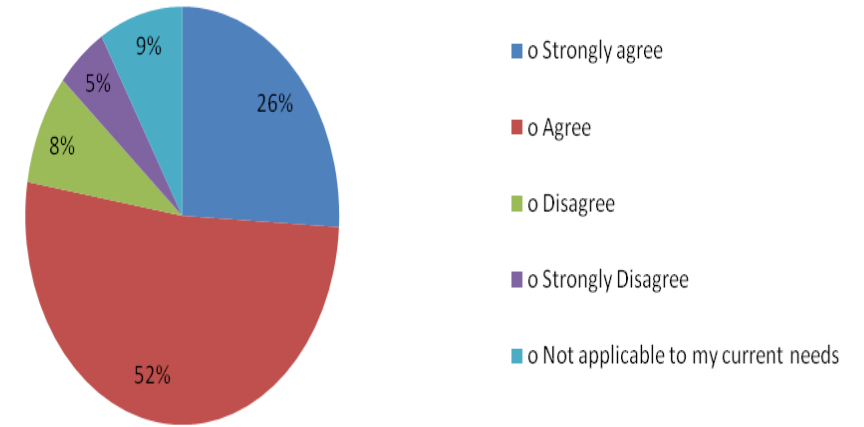
Q9. I need training about developing effective school, community, and business relationships.

- o Strongly agree — 15%
- o Agree — 52%
- o Disagree — 7%
- o Strongly Disagree — 4%
- o Not applicable to my current needs — 22%
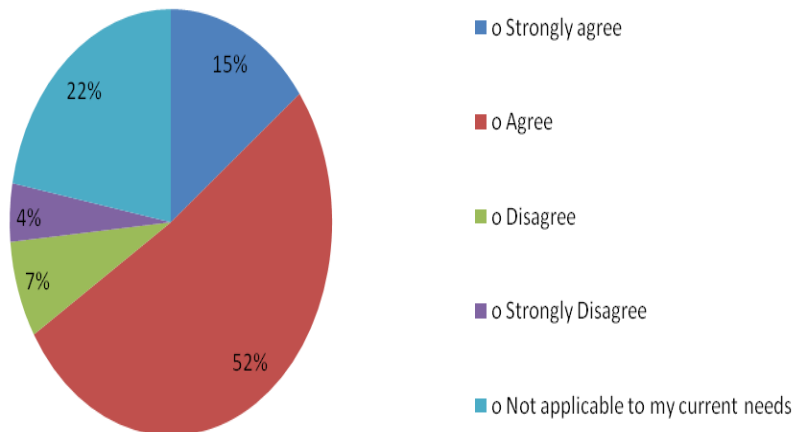
Q10. I need training in creating developmentally appropriate lessons that address student learning differences and needs.

- o Strongly agree — 24%
- o Agree — 48%
- o Disagree — 16%
- o Strongly Disagree — 5%
- o Not applicable to my current needs — 7%
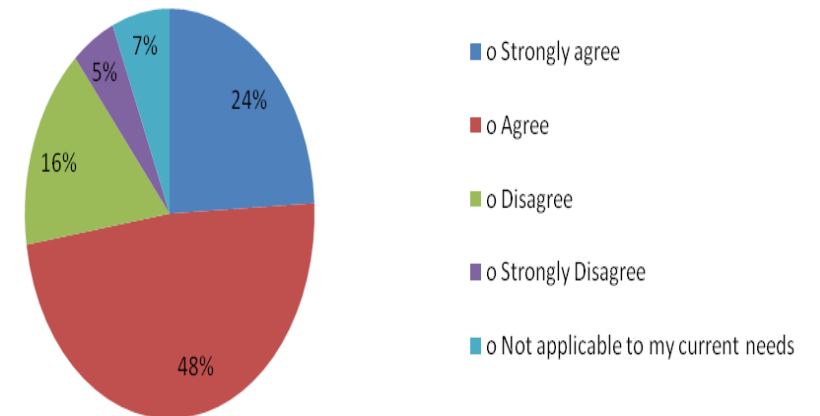
Q11. I need training in the use of 21st Century technological tools:

- o Strongly Agree
- o Agree
- o Strongly disagree
- o Disagree
- o Not applicable to my current needs

2%
1%
5%
17%
75%
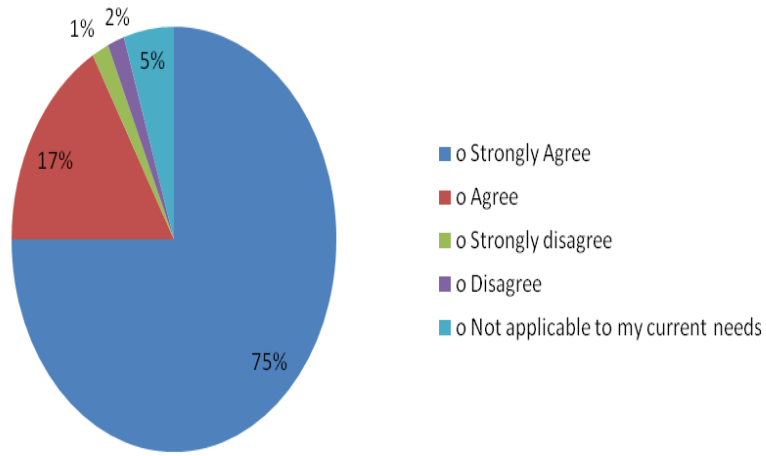
Q12. I need training in Common Core State Standards.

- o Math
- o Science (Biology – Physics – Chemistry)
- o English
- o Social Studies
- o Information Technology
- o other

13%
16%
7%
9%
26%
29%
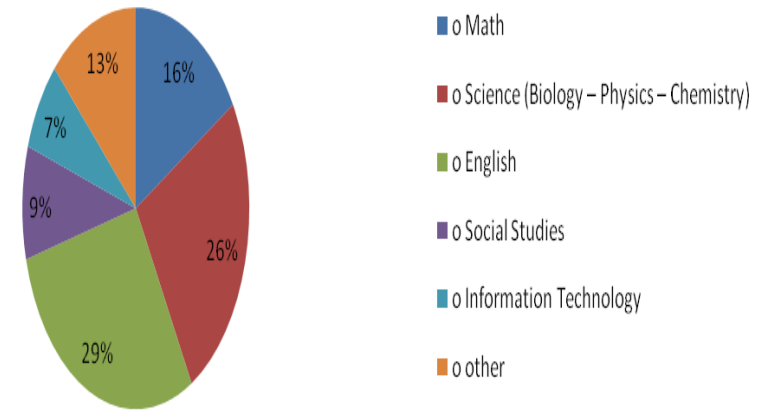
Q13. I need training in British Program.

- o CP - Cambridge Primary
- o CS - Cambridge Secondary
- o Checkpoint
- o IGCSE - O level
- o A Level

15%
31%
13%
14%
27%
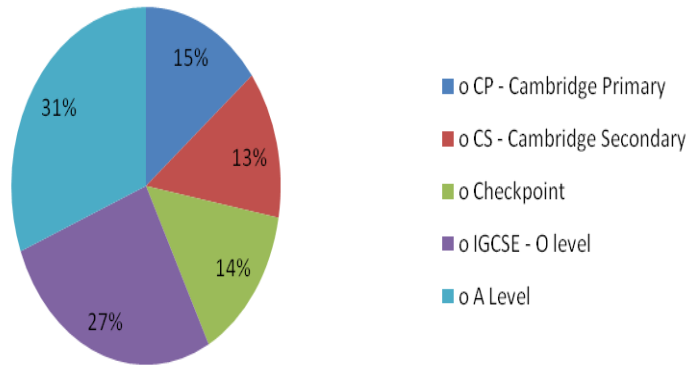
Q14. I need training in strategies for motivating and engaging students.

- o Strongly agree
- o Agree
- o Disagree
- o Strongly Disagree
- o Not applicable to my current needs

4%
6%
10%
50%
30%
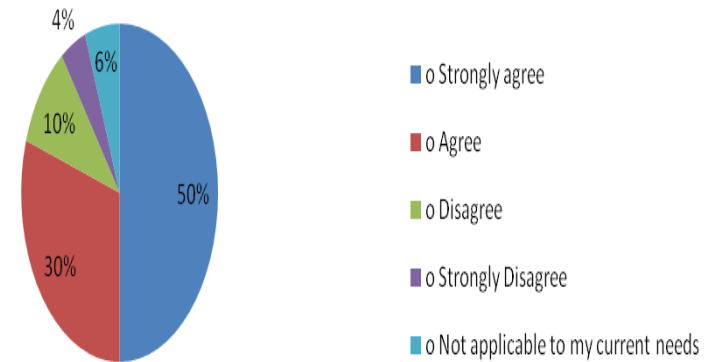
Q15. I need training in analyzing and interpreting data.

- o Strongly agree — 7%
- o Agree — 23%
- o Disagree — 23%
- o Strongly Disagree — 13%
- o Not applicable to my current needs — 34%
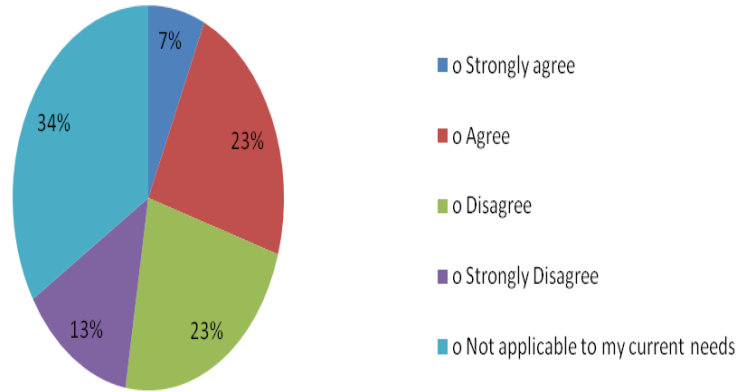
Q16. I need training in strategies for monitoring student progress.

- o Curriculum based measurement — 32%
- o Using rubrics — 39%
- o Student data folios — 22%
- o Not applicable to my current needs — 7%
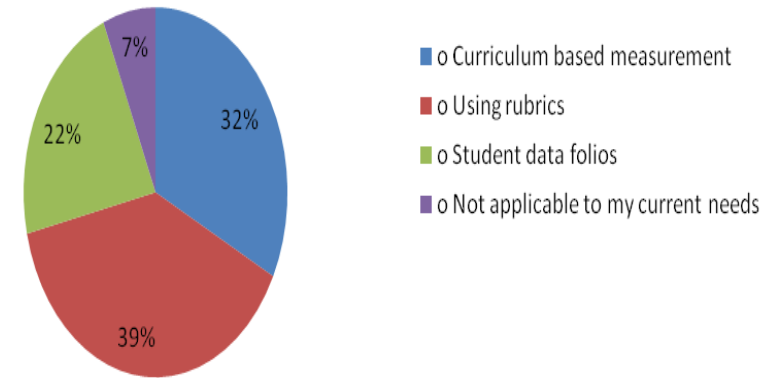
Q17. I need training in process of curriculum mapping.

- o Strongly agree — 40%
- o Agree — 25%
- o Disagree — 14%
- o Strongly Disagree — 9%
- o Not applicable to my current needs — 12%
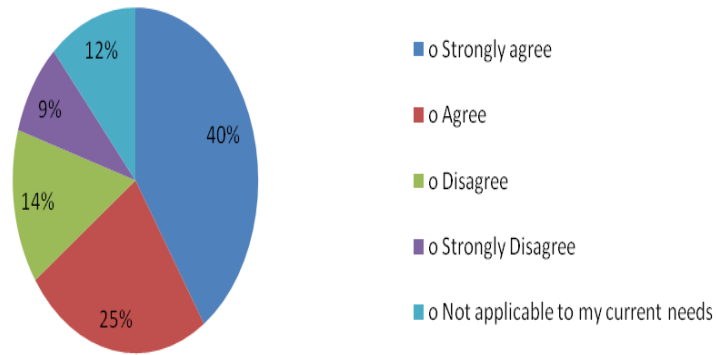
Q18. What professional development schedule do you prefer?

- o After school — 3%
- o During work day — 34%
- o Saturday — 1%
- o Last week of June — 11%
- o July — 7%
- o August — 29%
- o January/February — 15%

Professional Development Process

Academic Staff

Sign Contract ——— Sign Contract

New Graduated Teacher (First year teacher)

Workshops + Training Courses (Mid-August)

1. How to write worksheets, exams ...etc.
2. How to handle kids (students).
3. How to prepare the preparation book.
4. Time control.
5. Class management.
6. Other training courses such as ,How to use data analysis tools: excel, NWEA tool

Supervisor evaluates teachers performance progress

1. Class, Observation, ELEOT
2. Students and parents comments.

Human Resources

Checks with the Subject Supervisor & the Head of Department

Meets with teachers to discuss and provide feedback

Suggests professional development plan

Internal training session by an experienced teacher or supervisor

External training if available

Supervisor follow up with the teachers performance

Over Performing — **Evaluation** — Under Preforming

1. Continue teaching using the new methods
2. Peer teachers training
3. Assign mentor

Try other methods

1. Checks other training courses
2. Suggests an alternative position
3. Assign mentor

Experienced

Supervisor

1. Attends advanced workshops and training courses
2. Evaluates and controls teachers performance.
3. Provide workshops and training courses for first year teachers.
4. Detailed description is available in Oxfords Job description manual.

Supervisor evaluates teachers performance progress

The supervisor progress is observed and evaluated by the School's Principal.

Human Resources

Checks with the School's Principal

Meets with teachers to discuss and provide feedback

Suggests professional development plan

Internal training session by an experienced supervisor

External training if available

School's Principal follow up with the supervisor's performance

Over Performing — **Evaluation** — Under Preforming

1. Continue teaching using the new methods
2. Peer teachers training
3. Assign mentor

Try other methods

1. Checks other training courses
2. Suggests an alternative position,
3. Assign mentor

Teachers

Workshops + training courses (Mid-August)

1. How to write worksheets, exams ...etc.
2. How to handle kids (students).
3. How to prepare the preparation book.
4. Time control.
5. Class management.
6. Other training courses such as ,How to use data analysis tools: excel, NEW tool

Supervisor evaluates teachers overall performance (classroom, worksheets, data analysis, etc.)

1. Class, Observation, ELEOT
2. Student's and parents comments.

Meets with teachers to discuss and provide feedback

Suggests professional development plan

Internal training session by another experienced teacher

External training if available

Supervisor follows up with the teachers performance

Evaluation

1. Continue teaching using the new methods
2. Peer teachers training
3. Assign mintor
3. other development areas. STEM, RAZ

Try other methods

1. Checks other training courses
2. Suggests an alternative position
3. Assigns mentor