

Proposal to Provide Services

For

Dover School District

August 10, 2014

Pamela L. Clark, PhD

Co-creations of Pure Potential

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Dr. Elaine M. Arbour, Superintendent
Dover School District
61 Locust St Suite 409
Dover, NH 03820-3753

Dear Dr. Arbour and Members of the Dover School Board:

Please consider this letter as an indication of my interest in serving as a consultant/facilitator for your strategic planning process. Through our conversation, I have a preliminary understanding of your strategic planning intentions and would offer the following as a brief explanation of my approach, qualifications, and estimated fee for services. I would enjoy the opportunity to meet with you in person to discuss your needs and my services in more detail.

Approach to Strategic Planning

My preference in working with your district would be to work with and through a steering committee and subcommittee framework in order to develop a locally responsive strategic planning process. In this approach, my responsibilities would include but not be limited to:

- Meeting regularly with the superintendent
- Facilitating committee/subcommittee meetings
- Providing information and planning resources
- Providing training in meeting management
- Providing training for individuals who will assist with facilitating/hosting conversations with school and community constituents
- Facilitating community/constituent forums
- Facilitating planning, data gathering and analysis, and action plan development.

A comprehensive strategic plan generally requires 6 months to a year depending on the depth and breadth of the study. Additionally, the multiple demands on the district/school administrators, teachers, and community participants can necessitate stretching the schedule over a longer period of time in order to keep the process from becoming too burdensome. I have outlined a possible process timeline below.

Timeframe	Activities
Fall 2014	Form steering committee, establish meeting norms/schedule, regular planning meetings, gather demographic data for city/schools, provide training in preparation for focus groups
Winter 2014	Continue meetings, begin focus groups to gather input from school and community constituent groups
Spring 2015	Continue focus groups to complete data collection

	Begin analysis of data and drafting of strategic plan
Summer 2015	Complete analysis and draft of strategic plan
Fall 2015	Strategic plan presented for review & feedback from constituents Strategic plan adopted by School Board

I favor using a blend of a World Café conversation style and an Appreciative Inquiry approach. The World Café conversation utilizes 3 levels of questions which begin with focusing the groups on the issue and gathering their thoughts related to it; move next to harvesting the themes, key ideas, and meaning from the first level of conversation; and finally conclude with brainstorming potential courses of action based upon the emergent themes and key ideas. The Appreciative Inquiry Approach is a process of discovering strengths, successes, and 'what works' within the district as a foundation upon which to build further growth. In combination, these approaches honor what has been accomplished in the past, value the people of the district and community, and inspire new growth and plans of action. While face-to-face dialogue sessions generally provide the most depth and detail, surveys can also be helpful and could be utilized as part of the data collection/input gathering process.

Qualifications

I am an independent consultant with 20 years of experience working with school districts throughout the state on matters of school improvement planning and implementation, developing teacher development/evaluation programs, conducting program evaluations, and training for leadership development. I conducted several principal searches for SAU 6 (Claremont, Cornish, Unity) and each of those searches included using focus groups to gather input from school personnel and parents. I have facilitate school board retreats for annual goal setting and planning.

Prior to becoming a consultant, I spent 16 years in public education first as a teacher and then as a principal (first elementary and then junior high). I am also an adjunct instructor for Plymouth State University's College of Graduate Studies in the Certificate of Advanced Graduate Studies and Doctor of Education degree programs. I teach courses in visionary and collaborative leadership and qualitative research methods.

I have facilitated the development of SINI/DINI plans in numerous NH districts including: Barrington, Candia, Milton/Wakefield, Goffstown, Tamworth, and others. In February, I began an extensive project with the Keene School District to plan and conduct a community day of dialogue forum, the first step toward achieving the district's strategic goal to help all students to be "available for learning." The dialogue forum was structured in a World Café format and engaged participants from all of the city's many constituencies and stakeholders. I have included a copy of the questions I assisted the steering committee in developing for that event (see

Addendum). The data gathered during that forum is now being analyzed to develop an action plan for the district.

As a consultant/facilitator, my strengths include my knowledge of group dynamics and improvement planning processes, skill in facilitation and consensus building, and experience in working with qualitative forms of data. Additionally, I enjoy people and thrive on working with groups to help them achieve their desired ends.

**Estimated Fee for Services
(September 2014-September 2015)**

\$20,000-25,000

Services Inclusive of the Following

- Meeting regularly with the superintendent (weekly contact in person or via phone)
- Facilitating committee/subcommittee meetings (estimated-twice per month)
- Providing information and planning resources
- Providing training in meeting management
- Providing training for individuals who will assist with facilitating/hosting conversations with school and community constituents
- Facilitating community/constituency forums
- Facilitating planning, data gathering and analysis, and action plan development.

Proposal Respectfully Submitted,

Pamela L. Clark, PhD
August 10, 2014

Addendum

Questions Developed with Keene School District for Available for Learning Dialog Forum

Tier 1 Questions: (Focusing)

1. What do you believe that “availability to learn” means? As a life long learner, what do you need to be available for learning? What have been some of your own experiences with being available to learn?
2. In your experience or from your perspective, how have the challenges and needs of families changed and what has been the impact on children’s availability to learn?
3. How are our respective systems (that we represent) involved with children and families? How has our involvement with them changed? What changes in our involvement do you foresee in the coming years?
4. What are our community’s hopes for our children? What do children need from our schools today? What will they need from schools in the future? What have our schools done to move in the direction of meeting these present and future needs?

Tier 2 Questions: (Harvesting)

1. What’s taking shape here? What are we hearing underneath the variety of opinions being expressed? What is at the center of our listening?
2. What’s emerging that is new for you? What connections are you making?
3. What have you heard that had real meaning for you? What surprised you? What puzzled or challenged you? What question would you like to ask now?
4. What is missing from the picture so far? What are we not seeing? Where do we need more clarity?

Tier 3 Questions: (Moving to Action)

1. What steps or actions could we take as a community that would positively children’s availability for learning? What needs our immediate attention as we go forward?
2. What are some goals on which we should focus that would make our schools more effective?

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Co-creations

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EDUCATION

University of New Hampshire, Durham, New Hampshire

PhD, Education Administration, 1998

Dissertation: *Perceptions of New Hampshire Teachers and Supervisors Regarding Teacher Supervision*

University of New Hampshire, Durham, New Hampshire

CAGS, Education Administration, 1988

Plymouth State College, Plymouth, New Hampshire

MEd, Education Administration, 1984

Keene State College, Keene, New Hampshire

Courses in Education Administration, 1981 - 1982

Keene State College, Keene, New Hampshire

BS, Elementary & Special Education, 1978

Minor: Psychology

PROFESSIONAL EXPERIENCE

Adjunct Professor, 2004 - Present

New England College, Henniker, New Hampshire

Course Taught: Dynamics of Curriculum and Instruction

Affiliate Faculty, 2002 - Present

Plymouth State University, Plymouth, New Hampshire

Graduate Course for the CAGS, EdD, and MAT programs

Doctoral Dissertation Chair & Committee Member

Adjunct Professor, 1998 - 2003

University of New Hampshire, Durham & Manchester, New Hampshire

Courses Taught: Personnel and Communication in Educational Organizations

Education Structure and Change

Seminar in Curriculum Study

Served on Masters Thesis and Doctoral Dissertation Committees

Founder & President, 1996- Present

Co-Creations of Pure Potential

Concord, New Hampshire

Providing educational services including consultation, facilitation, professional development, and administrative searches.

Providing individual and group transformational learning experiences and coaching.

Principal, 1991 - 1996

Rundlett Junior High School, Concord, New Hampshire

Principal, 1985 - 1991

Woodsville Elementary & James R. Morrill Elementary

Practicum Supervisor, 1983 - 1985

Antioch/New England Graduate School
Keene, New Hampshire

Executive Director, 1983 - 1985

North Country Education Services, Berlin, New Hampshire

Assistant Director, 1982 - 1983

North Country Education Services, Berlin, New Hampshire

Special Education Teacher, 1980 - 1982

Groveton High School, Groveton, New Hampshire

Special Education Teacher, Summer Program, 1979 - 1981

Multi-handicap Consortium, Littleton, New Hampshire

Special Education Teacher, 1978 - 1980

Groveton Elementary School, Groveton, New Hampshire

CONSULTANT EXPERIENCE

Consultant, facilitator and professional developer for school districts in New Hampshire and Massachusetts

Topic areas have included:

- Adult Development -- introduction to various "stage" and "phase" theories of adult development, implications & applications for leadership, teacher supervision, and coaching/mentoring
- Curriculum -- development, implementation, evaluation
- Instruction -- unit and lesson design and delivery, interdisciplinary instruction, instructional strategies, differentiated instruction
- Assessment -- design and use of performance assessments, using data for instructional decision making and improvement planning
- Teacher Supervision and Professional Development -- designing and implementing an integrated approach to professional development and supervision/evaluation for effective teaching, developing professional development master plans, professional development portfolios for teachers and administrators
- Administrator Evaluation -- professional growth/evaluation process for effective leadership (principals and superintendents)
- School Leadership -- leadership skills, group process skills, communication skills, supervisory skills, instructional leadership
- Group Collaboration -- group development, group process, group relationships and function, communication, decision making, shared leadership
- School Improvement Planning -- visioning and local education improvement plan development, implementation, and evaluation

- Training and Support for Mentor Teachers
- Coaching/Mentoring for School Principals
- The Artist's Way-coaching for creativity
- Administrative Searches – Principals, Special Education Directors

Independent Consultant/Facilitator for State Department of Education, Concord, New Hampshire Projects Including

Special Education Management Team * Special Education Advisory Committee * Certification Standards Task Forces * Professional Development Forums * Recruitment and Retention of Quality Educators Initiative * Highly Qualified Teacher Requirements of No Child Left Behind

PRESENTATIONS

Presentations Made to School Districts, at State Professional Association Conferences, to the State Board of Education, and to other Organizations

A Systems Approach to Teacher-Leader Effectiveness

Managing Change: The Focus on Data

Designing Knowledge Work and Performance Assessment

Developing a Culture for Professional Learning

A Systems Approach to Enhancing Professional Practice and Improving Student Learning

Theories of Adult Development: Implications & Applications for Leadership and Supervision

Theories of Adult Development: Implications for Mentoring/Coaching

Perceptions of New Hampshire Teachers and Supervisors Regarding Teacher Supervision & An Integrated Model for Teacher and School Improvement

Teacher Supervision in the 90's and the Future

Teams as Effective Mediums for Leadership & Change in Schools

School-based Governance & Positive Climate

Learning Styles: Implications for Instruction

Multiple Intelligences: Meeting the Needs of All Learners

School Improvement in New Hampshire

HONORS

Distinguished Graduate Teaching Award, Plymouth State University 2014
 Phi Delta Kappa, Educational Honorary Society, Profile Chapter, Plymouth State College
 Kappa Delta Pi, Educational Honorary Society, Keene State College