

Professional Development Plan

Overview

This Professional Development (PD) Plan for the _____ describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. _____ strives to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Needs and Goals

_____ leadership team relies on the Ohio Standards for Professional Development when designing High Quality Professional Development (HQPD). _____ analyzes multiple sources of data to determine the focus and content of professional development including student achievement data, school report card data, data from teacher observations and evaluations, the Highly Qualified Teacher Components Rating Tool Rubric and stakeholder survey results, including student, parent, and teacher surveys.

During the _____ school year, _____ PD will focus on several topics based on this data including (but not limited to): English Language Arts and Math content and instruction; early literacy; meeting the needs of diverse learners through the use of effective differentiation and intervention strategies; Universal Design for Learning (UDL); college and career readiness; formative assessment and the use of data to inform instruction; the Ohio Improvement Process (OIP) 5-step process; and parental collaboration and engagement. Additionally, _____ has provided training to ensure compliance with all safety and security regulations.

PD topics are further differentiated for each grade level or department. Also, teachers have the opportunity to truly individualize their PD by choosing breakout sessions to attend.

Structure and Calendar

Each teacher will be required to participate in 40 hours of professional development. Department sessions with respective principals are required. The remaining hours will be accumulated through district offerings in which individual breakout sessions are chosen by the teacher. This hybrid approach allows for a consistent, grade-level or content-area focus in departments, while still offering the opportunity for teachers to individualize their professional development.

Department and District PD will be offered in both face-to-face and online formats.

The _____ PD Calendar for face-to-face sessions is below. Online offerings are available throughout the year.

2016-17 Department PD		
Department	Convocation	Fall PD
Elementary K-3	August 15	November 10

Middle School 4-6	August 16	Math October 6 ELA/Sci/SS/Electives Nov 10
Junior High 7-8	August 16	ELA September 29 Math October 6 Sci/SS/Electives Oct 12
English Language Arts	August 16	November 9
Math	August 17	October 7
Science	August 17	October 13
Social Studies	August 18	November 11
Electives	August 15	November 17
Credit Recovery	August 15	October 12
Department of Exceptional Children (DEC)	K-8 August 17 HS August 18	October 14
LIFT	August 15	Attending with respective content/grade level departments
English Language Learners (ELL)	August 16	October 20

2016-17 District PD Schedule
September 20
September 22
September 28
October 4
October 19
November 14

_____uses both internal and external experts to facilitate PD. Teacher leaders and members of the leadership team are often selected to facilitate PD. Several external experts have also been contacted for Professional Development services for the _____ school year including: Searle Enterprises (Universal Design for Learning, and Causes of Academic and Behavior Issues); Parenting Partners (parent engagement); Dr. Ed Thomas from Dimension 2000 (Math instruction); LeDerrick Horne and Margo Izzo (Working with students with hidden disabilities); and SON Ministries (poverty training).

In addition, _____ has developed a model for evaluation that links together a teacher's individualized professional goals to classroom observations/walkthroughs and a PD library. During the classroom observations, supervisors ensure that strategies from PD are incorporated into instruction.

Monitoring

The effectiveness of PD will be monitored through feedback from PD sessions, data reported from TBTs and BLT/DBT on an ongoing basis, and student assessment data from OTELA, OSTs and _____ quarterly assessments. Reports are also collected monthly from Classroom Observation reports to evaluate the extent to which the topics from PD are implemented in classrooms and the impact on student achievement.

After each PD event, _____ conducts an evaluation by surveying teachers that participated. This feedback is used to determine future professional development topics, as well as the value that each outside entity brings to _____ staff to weigh the benefits of future consultation agreements.

Topics

Meeting the Needs of All Students

During the _____ school year, a major PD goal is to support teachers in identifying students in need of additional support and to provide necessary interventions. Sessions will be offered at Convocation, Department PD and District PD.

Many sessions will be offered about data analysis and intervention strategies. Margaret Searle from Searle Enterprises will focus on meeting the needs of diverse learners through UDL and student self-monitoring in a district PD session on September 28.

Exceptional Children

The Department of Exceptional Children offer targeted PD specifically focused on supporting teachers working with exceptional children. Particular topics will include:

- Writing high quality IEPs
- Measurable Postsecondary goals and annual IEP goals
- Secondary transition planning for students with disabilities
- Progress monitoring

Additionally, DEC teachers will participate in a PD session on October 14 with LeDerrick Horne and Margo Izzo discussing strategies to be successful working with students with disabilities.

LEP

The TESOLs work alongside general education teachers who work with ELL students in an effort to be prepared for the new ELPA21 standards, emphasizing the training of the general education teachers on how best to serve and reach their ELLs in the classroom, and to allow general education teachers to better understand how to assess and assist ELLs in a more effective manner.

These collaborative trainings will continue to expand and this will remain a focus as the LEP department grows. The following staff training will be offered to all instructional staff and may include non-teaching staff, administration, and ELL teachers:

- An ELL module will outline basic academic needs, how to read a Limited English Proficiency (LEP) Plan, how to work with ELLs and their assigned TESOL and other classroom strategies.
- A LEP/SIOP (Sheltered Instruction Observation Protocol) Toolbox will include SIOP based strategies with guided videos for classroom implementation.
- Representatives from the TESOL team will attend the annual TESOL conference as an additional PD opportunity.

Data to Inform Instruction

The target PD goal is to inform instruction based on data, including formative and summative assessment scores.

- _____ will provide training in the development, administration and interpretation of formative assessments and item analysis. This will include sessions at face-to-face and online PD, as well as the creation of training modules for 24 hour access.
- Through the School Improvement Facilitator, _____ will provide targeted training and support to TBTs based on reported and observed needs.
- BLTs and DLTs will regularly review TBT forms and adjust PD accordingly.
- PD will also include using data to monitor the progress of subgroups of students with different learning styles, special learning needs and limited English proficiency.

Parental Collaboration and Engagement

PD will be offered to educate teachers, pupil services personnel, principals, and other staff, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Training will be provided in involving parents in their child's education, especially parents of limited English proficient and immigrant children.

- The Parent Liaison will meet regularly with the _____ Parent Advisory Committee to develop additional strategies and PD to share with teachers.
- _____ is pursuing a contract with Parenting Partners to develop a systemic approach to improving parent engagement.

Leadership

_____ offers professional development activities designed to improve the quality of principals and other administrators. Topics include effective leadership, data analysis, assessing needs and providing support for students and teachers, and many of the same instructional strategies shared with teachers, with an emphasis on implementation as instructional leaders. Opportunities are also available for coaching for current and potential administrators to become outstanding managers and educational leaders.

Instructional Leadership Team meetings will be held on the following dates: August 8-9, September 13, October 11, November 15, January 24, February 28 and May 16.

Additional topics

PD related to the following topics will also be offered during the _____ school year:

- Technology training
- Content knowledge and instruction, with particular emphasis on English Language Arts and Mathematics
- Early literacy in grades K-3 and the Third Grade Reading Guarantee
- Strategies to promote College and Career Readiness