

# Coahoma AHS School District

## *PROFESSIONAL DEVELOPMENT PLAN*

**2016 - 2017**



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## **I. Introduction**

Learning Forward, (formerly the *National Staff Development Council*), defines professional development as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (2008). The Coahoma AHS School District will support the improvement of instructional effectiveness through the implementation of a comprehensive district professional development plan.

### **Guiding Parameters: *The Standards for Professional Learning***

The *Standards for Professional Learning* outlined by Learning Forward define the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. The standards emphasize the concept that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. Under the standards, educators are active partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness. The use of the standards to plan, facilitate, and evaluate professional learning will heighten the quality of educator learning, performance of all educators, and student learning (2012).

## **II. Components**

The professional development program for 2016-2017 will consist of the following components:

***District/School-Level Data Meetings and Professional Learning Communities:*** Data analysis sessions will be held at the district and building levels to support an ongoing focus on quality instruction for students. During the sessions, data teams will examine data, reports, and instructional objectives that were not successfully mastered and develop quality intervention and enrichment activities to meet the needs of all learners.

***New Teacher Training:*** First-year teachers will take part in several sessions throughout the year to assist them with instructional, planning, and management issues. Through professional development, mentoring, and coaching, new teachers will be provided with support to assist them in mastering their first year.

***District and School-Level Professional Development:*** District-level professional development sessions will target specific district-wide areas of need determined through an analysis of test data, observations, and needs assessments. These sessions will be conducted in whole group sessions, targeted teacher sessions, and train-the-trainer models.

**Site-Based Professional Development** Principals will work with the district to develop customized professional development plans specific to the needs of their individual schools. Professional development will be delivered via consultants, building administration, and/or the district office.

**Curriculum-Centered Principal Meetings:** Principals will meet regularly with the district leadership team to discuss matters related to curriculum and instruction.

**Out-of-District Professional Development:** On a limited basis, teachers may attend professional development sessions at off-site locations. Requests to attend out-of-district professional development must be submitted to the district office at least two weeks prior to the session to ensure sufficient processing time. Teachers must agree to conduct a session for other staff members within three weeks after the attended session. Teachers/ administrators should not attend off-site professional development until their requests have been returned with the appropriate signatures indicating approval.

**District Professional Development Policy:** Coahoma AHS School District has implemented a professional development policy to ensure that educators continuously improve their craft in an effort to positively impact student achievement.

## **II. Expectations**

The Coahoma AHS School District is required to provide district professional development program that meets accreditation standards. Attendance at professional development activities is a contractual obligation. Professional development is conducted during the regular school day, afterschool and at other scheduled times during the contract period. Professional development sign-in sheets will be used to document participation at professional development activities.

## **III. Program Evaluation**

The Coahoma AHS School District's professional development program is evaluated annually. The evaluation focuses on improvement of teaching practices and student achievement results. The ultimate purpose of the program evaluation is to determine the effects of the professional development process. Evaluation will be ongoing and will consist of session evaluations, surveys, student performance data, teacher observations, and school improvement data.

# Coahoma AHS School District Professional Development Policy

## Overview

It is the policy of the Coahoma AHS School District to support the integral connection between educator professional development and improved student achievement by ensuring that educators acquire and maintain the knowledge and skills necessary to increase student performance outcomes.

## Guiding Principles

Coahoma AHS School District has adopted Learning Forward's *Seven Standards for Professional Learning* as the guiding principles for increasing educator effectiveness:

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

## **Professional Development Opportunities**

Coahoma AHS School District provides an array of professional development opportunities to assist staff in improving their professional practices. Opportunities include:

- School-based professional development sessions
- District Job-Alike Sessions
- Online professional development
- Off-site workshops and/or conferences
- Job-embedded professional development and coaching
- School-based Professional Learning Communities
- Grade-level/subject-area team meetings

## **Documentation**

The District Office and school principal will monitor and maintain documentation of teachers' completion of required professional development hours. Additionally, records of teachers' participation will be included in their individual personnel files and MSTAR evaluations. Documentation will include sign-in sheets, agendas, handouts, Power-point presentations, and certificates of completions. Online activity must be documented with log-in information and other documentation which includes at date and time stamp.

## *Standards for Professional Learning*

### Standard 1: Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Standard Elements	District Professional Development Indicators
Data is used to determine student and educator learning needs.	<ul style="list-style-type: none"> <li>● District and building-level data meetings are held to drive professional development topics and instructional focus.</li> <li>● Needs assessments are conducted at grade and departmental levels to identify professional development needs.</li> <li>● Grade-level and department area meetings are held to determine students' needs.</li> </ul>
Shared goals for student and educator learning are identified.	
Appropriate evidence-based strategies to achieve student and educator learning goals are selected and implemented.	<ul style="list-style-type: none"> <li>● Job-alike sessions are conducted for grade-level and department area teachers to share instructional strategies for specific objectives.</li> <li>● District staff and consultants with proven records of results deliver professional development that presents evidence-based strategies for increasing student achievement.</li> </ul>
The application of learning is supported at the building and district levels with evaluation of results.	<ul style="list-style-type: none"> <li>● Administrators monitor team objectives and refine professional development to support team goals as necessary.</li> </ul>

## *Standards for Professional Learning*

### Standard 2: Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Standard Elements	District Professional Development Indicators
Leaders hold learning among their top priorities for students, staff, and themselves.	<ul style="list-style-type: none"> <li>• Monthly staff meetings are conducted with the principal that focus specifically on instruction and student learning.</li> <li>• The Principal, assistant principal, and instructional coaches attend leadership sessions to increase their leadership skills.</li> <li>• District staff participates in state-sponsored professional development to shape the district's professional development initiatives.</li> <li>• The district staff assists educators in identifying professional development needs and resources.</li> <li>• District staff assists in the development of each school's professional development plan and monitors the plan throughout the year. The plans are evaluated for effectiveness at the end of the year.</li> </ul>
Leaders set the agenda for professional learning by aligning it to classroom, school and district goals for student and educator learning.	<ul style="list-style-type: none"> <li>• District and building-level data meetings are conducted to identify students' needs and to drive professional development at the building and district levels.</li> </ul>
Leaders establish structures that support effective professional learning and ongoing continuous improvement.	<ul style="list-style-type: none"> <li>• District level staff monitors the district and building-level professional development plans to identify needs and evaluate effectiveness.</li> </ul>

## *Standards for Professional Learning*

### Standard 3: Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Standard Elements	District Professional Development Indicators
Resources are prioritized to align with identified professional learning needs.	<ul style="list-style-type: none"> <li>• Funding is identified and used for professional development initiatives, including consultants, out-of-district professional development, and other professional development resources.</li> </ul>
Time is allocated for professional learning.	<ul style="list-style-type: none"> <li>• The district allocates three professional development days throughout the year. Additionally, professional development occurs throughout the school day (job-embedded) and after school.</li> </ul>
A consistent and comprehensive process to track and monitor resources is in place.	<ul style="list-style-type: none"> <li>• Professional development resources are tracked and verified through sign-in sheets, agendas, evaluations, and budgetary review.</li> </ul>



## *Standards for Professional Learning*

### Standard 4: Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Standard Elements	District Professional Development Indicators
Data about students, educators, and systems is used to define individual, team, school, and district goals for professional learning.	<ul style="list-style-type: none"> <li>• District and building-level data meetings are used to drive professional development topics and instructional focus.</li> <li>• Needs assessments are conducted at grade and departmental levels to identify professional development needs.</li> </ul>
Data, including assessments, attendance, discipline, and graduation, is used to understand student learning needs.	<ul style="list-style-type: none"> <li>• Students' performance on district and state assessments is used to guide professional development.</li> <li>• Analysis of office referrals, alternative school placement, and other disciplinary outcomes is used to drive discipline policies and influence professional development (classroom management sessions, PBIS, etc.).</li> </ul>
Those responsible for professional learning implement and maintain standards for professional learning and use the standards to monitor, assess, and evaluate it.	<ul style="list-style-type: none"> <li>• District-level professional development coordinators conduct professional development and monitor the professional development conducted at the building level.</li> </ul>

## *Standards for Professional Learning*

### Standard 5: Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes .

Standard Elements	District Professional Development Indicators
Decisions about learning designs adequately consider learning goals, characteristics of the learners, their comfort with the learning process, and resources.	<ul style="list-style-type: none"> <li>• Professional development sessions are designed by district staff and consultants and are developed with consideration of the learners and learning goals at their core.</li> </ul>
Professional learning activities incorporate active engagement, modeling, reflection, application, and feedback.	<ul style="list-style-type: none"> <li>• Professional development activities require learners to actively participate in the learning process.</li> </ul>
Professional learning occurs in a variety of modes, including face-to-face, job-embedded, formal, and informal.	<ul style="list-style-type: none"> <li>• In addition to whole group sessions, job-embedded learning activities for teachers and administrators include analysis of student data, peer observations, co-teaching, study groups, etc.</li> </ul>

## *Standards for Professional Learning*

### Standard 6: Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Standard Elements	District Professional Development Indicators
Those responsible for professional learning commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.	<ul style="list-style-type: none"> <li>• District staff meets regularly to establish district-wide professional development goals.</li> <li>• District staff assists schools in the development and implementation of building-level professional development plans.</li> <li>• District staff monitors and provides feedback to schools on professional development initiatives.</li> </ul>
Leaders create and maintain a culture of support by encouraging stakeholders to use data to identify implementation challenges and engage them in recommending refinements	<ul style="list-style-type: none"> <li>• District staff attends and facilitates data meetings based on students' performance on district and state assessments.</li> </ul>
Professional development activities are sustained and are not episodic.	<ul style="list-style-type: none"> <li>• Professional development activities are continuous and build upon each other; they are not "clone shot" sessions.</li> </ul>
Effective feedback is provided to teachers and administrators to assess practice in relationship to established expectations and to adjust practice so that it more closely aligns with those established expectations.	<ul style="list-style-type: none"> <li>• District staff monitors instruction in schools, provides feedback to administrators and teachers, and develops professional development based on identified needs.</li> </ul>

## *Standards for Professional Learning*

### Standard 7: Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Standard Elements	District Professional Development Indicators
<p>Professional learning addresses the learning outcomes and performance expectations for students and educators; student learning outcomes define equitable expectations for all students to achieve at high levels and hold educators responsible for implementing appropriate strategies to support student learning.</p>	<ul style="list-style-type: none"> <li>• Professional development sessions focus on strategies to increase students' performance levels, with the goal of ensuring that all students perform at least at the proficient level.</li> </ul>
<p>Performance standards for teachers specify what teachers must know and be able to deliver in order to provide an effective, equitable education for all students.</p>	<ul style="list-style-type: none"> <li>• Teachers are evaluated using a rubric that addresses several critical domains, including planning and preparation, the classroom environment, instruction and professional responsibilities. Professional development is developed to address teachers' needs in the critical domains.</li> </ul>

## Coahoma AHS Professional Development 2016-2017

Topic	Objective	Actions/Strategies	Timeline	Individual Responsible	Means of Evaluation
Special Education Training	The Special Education Department and MDE personnel will work with staff and school personnel to provide inclusion, behavior and Special Education updates training.	Professional Development	August 2016 – June 2017	District Office and MDE personnel	Observations/Evaluation of Usage
Science Training	School-level coach and consultants will present information on the teacher resources that have been developed for completing effective science instruction, lesson plans, and labs.	Professional Development	August 2016 - May 2017	District Office & Consultants	Observations/Evaluation of Usage
School Guidance Counseling	Counselors will work with personnel to gain knowledge and guidance on ways to increase guidance and advisement to prepare students to be college and career ready. The professional development will be based on the ASCA (American School Counselor Association) model.	Professional Development	June 2016- May 2017	District Office and MDE	Observations/Evaluation of Usage
Literacy Training and Development	Administrators and teachers will work with coaches and consultants to develop school-wide literacy plans and Mississippi College and Career Readiness Standards Alignment for the 2015-2016 school term.	Professional Development	July 2016-May 2017	District Office, Principal, Teachers, and Consultants	Observations/Evaluation of Usage/Completed Product
Professional Learning Communities and Teacher Academics	Teachers will work in groups with coaches to implement Mississippi Curriculum Framework and Common Core Standards in the classroom for 2015-2016. (Effective Lesson Planning, Instructional Delivery, and Assessment and Data Review)	Professional Development	August 2016 – May 2017	District Office, Principal, Teachers, and Consultants	Observations/Evaluation of Usage/Data Analysis

<b>MDE Principal Evaluation Training</b>	District personnel will be provided training and will participate in the principal evaluation tool for MDE. The Mississippi State University RCU division will assist with the training.	Administrative Professional Development	August 2016- July 2017	MDE Personnel RCU Personnel District Office Principal	Observations/Evaluation of Usage
<b>Substitute Teacher Training</b>	Substitute teachers will be provided with information to effectively serve the students and staff of each of the schools throughout the school term.	District-wide Professional Development	August 2016- May 2017	District Personnel	Observation/Evaluation of Usage
<b>Leadership Training MTSS Process (Response to Intervention)</b>	District personnel will provide information and training on leadership roles and responsibilities for the district administrative teams and staff in implementing MTSS (Multi-Tiered System of Support) effectively.	Administrative Professional Development	August 2016 - June 2017	District Office & Consultants	Observations/Evaluation of Usage
<b>Culture and Learning Styles of the 21<sup>st</sup> Century Students and Teachers -Common Core State Standards Transitional Meetings (MSTAR – Teacher Evaluation Training)</b>	Teachers and administrators will use differentiated instruction to prepare and plan for effective instructional delivery and learning needs of all students. MSTAR Teacher Observation and Evaluation Training	District Wide Professional Development	August 3, 2016(initial training) Ongoing 2016-2017	District Personnel	Observation/Evaluation of Usage
<b>Beginning of the Year Building Level Orientation</b>	Principal and Lead Teacher will inform teachers of the necessary policies, procedures, and paperwork to operate during the school year. This presentation will include review of the teacher and students handbooks, tips for successful classroom management, due dates for reporting vital information, means/methods of communicating with parents, community involvement ideas/plans, and drills and procedures for	Professional Development at School Site	August 4-5, 2016	Principal and Lead Teacher	Observation/Evaluation of Usage

	preventing and handling emergencies.							
<b>Teacher Mentor/Mentee Training Beginning Teacher Support Program</b>	District Personnel will work with MDE to provide information and training to assist with the development and establishment of the New Teacher Mentor/Mentee Program.	District-wide	August 2016- May 2017	District Personnel, Principal, Lead Teacher, and Teachers	Observation/Evaluation of Usage			
<b>Planning and Preparation</b>	Teachers will use this time to plan and prepare for effective instruction, feedback on student progress, parent conferences, and collegiate grade level collaboration.	Teacher work and preparation time (Daily during planning period, except during other scheduled professional development activities)	School Year	District Personnel, Principal, Lead Teacher, and Individual Teachers	Observation/Evaluation of Usage, Curriculum Maps, Pacing Guides, Lesson Plans, and Student Progress (Grades and SATP3)			
<b>Updates and Advisory on District and School Related issues; Tips for Classroom Management; Suggestions on Effective Teaching Strategies; and other operational information.</b>	District personnel and building level administrators will inform faculty and staff of school related issues, tips for classroom management; effective teaching strategies; and other operational information.	Professional Development and Faculty Meetings (4:00 p.m. to 4:30 p.m.) <i>Early dismissal Professional Development. ( August 2016 -April 2017)</i>	Tuesday Afternoons throughout the school year	District Personnel, Principals, and Lead Teachers	Observations/Evaluation of Usage, Lesson Plans, Student Progress			
<b>Collaboration of teachers; planning for effective instruction</b>	District personnel, principals, and lead teachers will conduct and attend grade level and departmental meetings to discuss and share ideas related to planning and effective classroom instruction, special education updates and curriculum alignment.	Curriculum Team Meetings, Grade Level and Departmental Meetings to discuss teaching/learning, curriculum mapping, student progress, and overall school climate.	As scheduled by District Personnel and Building Level Administrators	District Personnel, Principal, Lead Teacher, Classroom Teachers, and Inclusion Teachers	Observation/Evaluation of Usage, Lesson Plans, Student Progress			
<b>Instructional Technology Training</b>	The instructional technologist will provide training on how to effectively use technology equipment in the classroom to aid in instructional delivery.	District-wide	As scheduled by the District	District Personnel and Technology Team	Observation/Evaluation of Usage and Certification Completion			
<b>Federal Programs Planning Meetings for Principals and Lead</b>	Federal Programs will present to building level administrators pertinent information regarding	District-wide	August 2016 October 2016	Federal Programs and building level	Evaluation of Usage			

<b>Teachers, as well as Orientation</b>	the procedures for federal programs.		November 2016 February 2017 May 2017	administrative teams	
<b>Annual Parent Meeting (Title I) and Open House</b>	The principal and lead teacher will conduct the Annual Parent Meeting and Open House. This meeting will involve informing the parents about Title I and its benefits; presentation of the results of the Needs Assessment surveys; information on how needs were identified and will be met; MCT2 and SATP2 interpretation of data; new generation assessments; and meeting the teachers.	Annual Parent Meetings and Open House (6:00 p.m. to 8:00 p.m.)	August-September 2016	Principal and Lead Teacher	Observation
<b>Highly Qualified Teacher Training</b>	District personnel will present information and professional development to all teachers working on an Interim Certificate and working towards a standard class license.	District-wide	September 2016-February 2017	District Personnel and local institutions of higher learning	Observation and certification completion
<b>Instructional Strategies that Work (Literacy Across the Curriculum)</b>	Teachers and administrators will use information about Depth Knowledge and Differentiated Instruction to understand CCSS standards and state competencies in the state frameworks and to plan and execute lessons geared toward equipping students with the skills/concepts needed to score proficient on state tests.	Professional Development and Early Dismissal	August 2016-April 2017	District Personnel and Building Level Administrators	Observation/Evaluation of Usage, Lesson Plans, Student Progress
<b>Assessment, Documentation of Records, and Communication with Parents</b>	Teachers will use this day to record and report assessment results, final documentation of students' progress, and to communicate final academic progress to parents.	Teacher Workday (Recording Assessment Results and Documenting Records)	May 2017	Principal, Lead Teachers, Classroom Teachers, Inclusion Teachers, and Office Managers	Observation and Checklist of Records and Assessments (End of Year Checklist)



***State Testing Professional Development***

<b>Date</b>	<b>Session Title</b>	<b>Target-Audience</b>	<b>Time and Location</b>
September 2016	State Test Security PD Session 1	Faculty and Staff	Data Analysis Room 3:45 p.m.
November 2016	State Test Security PD Session 2	Faculty and Staff	Data Analysis Room 3:45 p.m.
February 2017	State Test Security PD Session 3	Faculty and Staff	Data Analysis Room 3:45 p.m.
April 2017	State Test Security PD Session 4	Faculty and Staff	Data Analysis Room 3:45 p.m.

