



2018-2019
Professional
Learning Plan

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

—Dylan William

CSD Professional Learning Plan

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District Vision

The vision of the Columbia School District is to provide an educational system which enables all students to become productive citizens who contribute to the betterment of society.

District Mission

The mission of the Columbia School District, an educational organization with active community involvement, is to ensure that all students reach their potential and become responsible, productive citizens through quality education that provides challenging academic and extra-curricular activities.

Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.

–Learning Forward

CSD promotes the tenets of life-long learning for all of its employees. CSD encourages and expects all employees to engage in professional learning opportunities and develop themselves accordingly by keeping current with trends, research, and best practices in their respective fields. The district will facilitate seven professional learning days and two half-days throughout the year based on district-identified needs and/or goals. All staff members are expected to attend. Ongoing professional learning will be embedded, school-based, and differentiated with respect to the topics relevant to instruction, or other specific areas, identified through a variety of needs assessments, formative teacher observations, peer observations, self-assessments, etc.

In addition to the seven Professional Learning days, multiple opportunities will be given during the summer for teacher to attend specialized professional development targeting needs determined by surveys and analysis of testing data. Teachers will be compensated when funds are available.

CSD will implement a professional learning program aligned with the Learning Forward Standards for Professional Learning and adopts the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward.

When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.

When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

When educator practice improves, students have a greater likelihood of achieving results.

When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

Purpose for the standards:

- The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.
- Professional standards state the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels.

Development

- The development of the standards is based on three underlying assumptions:
- Educator learning: By making learning the focus, those who are responsible for professional learning will concentrate their efforts on ensuring that learning for educators leads to learning for ALL students, not just some. For too long, practices associated with professional learning have treated educators as individual, passive recipients of information, and school systems have expected little or no change in practice.
- Educator effectiveness: When professional learning incorporates the indicators of effectiveness defined in its standards, educator effectiveness and student learning increase. Increased educator effectiveness makes possible a shift from current reality to the preferred outcomes of enhanced student learning results — a goal to which all educators subscribe
- Student and educator excellence: The Standards for Professional Learning have as their core purpose to increase the effectiveness and equity of education for all students regardless of their circumstance or postal code. Additionally, the standards describe a set of expectations for effective professional learning to ensure equity and excellence in educator learning.

Prerequisites

There are several prerequisites for effective professional learning. These prerequisites reside where professional learning intersects with professional ethics. The prerequisites are:

- Educators' commitment to all students is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices.

- Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions; however, it cannot be effective if educators resist learning.
- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold their students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results.
- Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs.

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.

Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results.

Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

Core Elements:

1. Engage in continuous improvement
2. Develop collective responsibility
3. Create alignment and accountability

The following are indicators for this standard:

- School and district leaders create policies and organizational structures that support implementation of collegial learning.
- Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students.
- All educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement.
- Learning communities share collective responsibility for all students in the school or district.
- Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources.
- Learning teams develop and employ norms of collaboration and relational trust.
- Team members and faculties hold themselves collectively accountable for student results.
- Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.

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.

Leaders throughout the K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.

Core Elements:

1. Develop capacity for learning and leading.
2. Advocate for professional learning.
3. Create support systems and structures.

The following are indicators for this standard:

- Teachers serve in a variety of leadership roles.
- Faculty is involved in planning and implementing professional learning.
- Administrators participate in professional learning with staff.
- Administrators model instructional leadership and continuous improvement.
- The school culture supports continuous improvement through team learning.

Resources

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

Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.

Core Elements:

1. Prioritize human, fiscal, material, technology, and time resources
2. Monitor resources
3. Coordinate resources

The following are indicators for this standard:

- Resources are targeted to small number of high priority goals for student and educator learning.
- School schedule allows for professional learning time.
- Resources are allocated for technology to support student and educator learning.
- The uses of resources are tracked and monitored.
- Multiple sources of funding are coordinated and aligned to stated learning goals.
- Teachers and administrators take responsibility for allocation of resources.

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.

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can.

Core Elements:

1. Analyze student, educator, and system data
2. Assess progress
3. Evaluate professional learning

The following are indicators for this standard:

- Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels.
- Teachers/ teams analyze student data to make decisions about student progress and adjustments needed to increase student learning.
- Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results.
- School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.
- Educators develop a theory of change and a framework to evaluate professional learning.
- Educators work together to evaluate their learning designs, collaboration, learning and results, and the design, content and duration of 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.

Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.

Core Elements:

1. Apply learning theories, research, and models Select learning designs
2. Promote active engagement

The following are indicators for this standard:

- School and district plans focus on team and whole-school learning.
- Most professional learning occurs as part of the workday.
- Adult learners engage in using the processes they will use with students.
- School and district plans provide multiple practices of the new learning with feedback and coaching.
- Learners are actively engaged with other learners and the content during the learning process.
- Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.

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.

The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed new learning into practice. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

Core Elements:

1. Apply change research
2. Sustain implementation
3. Provide constructive feedback

The following are indicators for this standard:

- Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.
- School and district leaders provide and align resources to initiate and sustain implementation.
- Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them.
- Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice.
- Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.
- Learners engage in reflection and provide constructive feedback on his/her own or others' practices.

Outcomes

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

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

Core Elements:

1. Meet performance standards
2. Address learning outcomes
3. Build coherence

The following are indicators for this standard:

- Educator learning is focused on student learning outcomes.
- Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.
- Learning goals are based on analysis of educator and student data.
- Professional learning is focused on proven effective classroom strategies and practices.
- Learning outcomes are aligned with educator performance standards and student learning goals.
- All professional learning includes appropriate follow up.

Professional Learning Resources

The allocation of time is a priority for effective professional learning to occur in our schools. It is the one resource we all need, but no one can afford. To address the issue of “time”, Columbia School District may utilize paraprofessionals and/or substitute teachers to fill-in for regular teachers in general and/or special education classes in order to “buy” time and enable these teachers to plan or learn together as a team/professional learning community.

CSD will also utilize common planning time when possible to allow teachers who teach the same students or who teach the same grade level, or same subject, to collaborate with each other, share information, and plan for instruction. External providers may provide instructional/data/leadership coaching on a consultative basis throughout the year and/or when needed.

In addition to embedded professional learning time, CSD will set aside seven days and three half-days through the year that are focused on professional learning. These days may be school or district directed based on identified needs, respectively. School and/or district personnel may facilitate these professional learning days or educational consultants may assist when needed to offer focused professional learning opportunities/consulting for which they have expertise.

In some cases, school/district personnel may attend focused professional learning opportunities out-of-district. CSD personnel regularly participate in training opportunities offered by agencies such as the Mississippi Department of Education (MDE), the Southern-Regional Educational Service Agency (S-RESA), as well as other providers. CSD expects personnel to take interest in educational initiatives at the state and/or national level and seek learning opportunities that keep them well informed on the latest trends in research and best practices.

District Profile

Name of District: Columbia School District
 Address: 613 Wildcat Way, Columbia, MS
 District Code: 6420
 Superintendent: Jason Harris

Demographics

Name of School	School Code	Grades	Student Enrollment	Staff Members
Columbia Primary	012	Pre K-2	468	32
Columbia Elementary	004	3-5	406	26
Jefferson Middle School	016	6-8	366	31
Columbia High School	008	9-12	441	32
CSD TOTALS				121

State Accountability Information

School Year	Grade	Points	Reading Proficiency	Reading Growth All	Reading Growth Low 25%	Math Proficiency	Math Growth All	Math Growth Low 25%	Science Proficiency	US History Proficiency	Graduation Rate	Participation Rate
2016-2017	C	587	37%	62%	62%	33%	59%	62%	57%	64%	86.1	96%

School Year	Accountability Status	Graduation Rate
2017-18		88.4
2016-17	C	86.1
2015-16	B	89.2
2014-15	B w/waiver	90.1
2013-14	B w/ waiver	83.2
2012-13	B w/ waiver	84
2011-12	Successful	79

Teacher Quality

NCLB Measure	2016-2017
Percent of Core Teachers Who are Highly Qualified	97%
# of Teachers with Emergency/Provisional Certification	0

Needs Assessment

In the spring of 2018, Columbia School District conducted a Comprehensive Needs Assessment using an online survey tool. Eight hundred and ninety-nine (899) respondents from three stakeholder groups and four schools responded to the survey. FIGURE 1 below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percent-age distributions.

Participate(s)	Number of responses	Percentage of total responses
Faculty/Staff	80	9%
Parent/Community	101	11%
Student	718	80%

Respondents from three stakeholder groups (Faculty/Staff, Parent/Community, and Student) were asked to express an opinion on statements using a 4-point Likert scale, indicating “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree.” Some questions asked respondents to choose among a variety of options (i.e. topics of professional development) or to write in responses to open-ended statements. The survey items were divided into the following sections: Federal Programs, Curriculum and Instruction, Family and Community, School Context and Organization, and Professional Development. Two overall open-ended questions were also included. Data was compiled by school and by stakeholder group, then combined to create a district summary.

It is important that curriculum, instruction, and assessment (CIA) are aligned in order to ensure success. Items in the needs assessment were written in such a manner as to help identify areas within the CIA framework where professional development is needed and some items were simply self-report. The following areas were identified as having the most need:

- Providing for Special Needs (SPED, ELL)
- Effective Instructional Strategies
- Differentiated Instruction
- Learning From My Peers
- Using Data to Drive Instruction
- Student Engagement

2018-2019 Columbia School District Professional Development Goals

1. Teacher Development
 - * Teacher Professional Development focused on most critical needs
 - * CSD New Teacher Induction
2. Student Development
3. Data Driven Decision Making
4. Professional Learning Communities
5. Instructional Leadership

Activities which will address the priorities of the professional development plan will include:

- * District and school workshops and training sessions
- * Out of district workshops and training sessions
- * Conferences
- * Seminars
- * Peer Observation and Coaching
- * On-line courses and module

Responsibilities: District, School, and Individual

District Responsibilities:

The Columbia School District will create the capacity for ongoing professional learning by providing resources and information to schools and to individual teachers and administrators. The CSD will work with schools in planning and implementing a school- focused professional learning program.

In order to create the capacity for effective professional learning, the CSD leadership shall:

1. Establish a climate and policies in support of professional growth and learning for all employees by adopting policies and allocating sufficient resources for professional learning.
2. Engage all school leaders in planned, integrated, continuous learning to improve student learning;
3. Provide training and support to schools as they become learning communities;
4. Conduct a professional learning needs assessment, support schools in establishing their specific professional learning needs in relation to standards and data on student achievement, and assist schools in locating available resources to meet these needs;
5. Focus professional learning to enhance educator knowledge of the subject content related to state curriculum standards, use of data and assessments to inform classroom practice, and strategies to meet the needs of all students including English language learners and students with special needs;
6. Establish a system to regularly evaluate the impact of professional learning on increased teacher effectiveness and improved student learning; and
7. Consider professional learning implication of any comprehensive change process focused on improving student learning.

School Responsibilities:

A school focused on student learning establishes organizational structure and information system for implementing its own professional learning plan consistent with its goals and school improvement process. The school assesses its needs continuously and makes adjustments in its professional learning plan. Teacher and administrator learning is an integral part of school life, and time is allocated for it, preferably embedded within the school day.

In order to implement an effective professional learning plan the school leadership shall:

1. Assess the professional learning needs in relation to standards and implement professional learning that meets school, system, state, and federal goals;
2. Establish a process to ensure that professional learning plans are consistent with the Mississippi Standards for Professional Learning;
3. Implement school, grade and/or content area professional learning communities; (PLC Teams are listed for each school in this document.)
4. Provide time and resources for teachers and administrators to collaborate on common goals, observe examples of good practice both within and outside of the school and school district, and reflect on their practice;

5. Ensure that professional growth and learning is continuous, ongoing, and job- embedded and includes follow-up and support for implementation and further learning;
6. Model effective learning processes; provide opportunities to reflect on new learning and to demonstrate shared knowledge;
7. Base content of professional learning on analysis of actual student performance data and educator performance;
8. Provide continuous evaluation of professional learning with the results used for planning and revising for future professional learning; and
9. Evaluate the professional learning's effectiveness in affecting educators' knowledge, skills, and behaviors and in increasing student learning.

Individual Educator Responsibilities:

Teachers and administrators assume responsibility for their own continuous learning and contribute their knowledge to colleagues in their school. Individual educators strive to create a professional learning community and to help create conditions that allow all educators to work well together. They channel their efforts toward a clear, commonly shared purpose for student learning and toward fulfilling the school's instructional goals.

In assuming responsibility for their learning, the individual educator shall:

1. Deepen content knowledge related to the state curriculum standards/common core in the subjects they teach;
2. Seek professional learning opportunities to access additional strategies that provide effective instruction for their students;
3. Participate actively in learning communities; and
4. Reflect on their own professional practices, continually evaluate the effect their instruction has on students, and use the information to modify instruction to meet identified student needs.

Professional Learning Plan 2018-2019

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p>Learning Communities</p> <p><i>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</i></p>	<ul style="list-style-type: none"> • School and district leaders create policies and organizational structures that support implementation of collegial learning. • Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students. • All educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement. • Learning communities share collective responsibility for all students in the school or district. • Learning community members exchange feedback about their practice with one another, visiting each other’s classrooms or work settings, and sharing resources. • Learning teams develop and employ norms of collaboration and relational trust. • Team members and faculties hold themselves collectively accountable for student results. • Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities. 	<ul style="list-style-type: none"> • District-level leadership team that ensures that goals are aligned to improving student outcomes. • Grade-level and/or subject-area professional learning communities focusing on instructional effectiveness. • School-level professional learning community focuses on using data to make decisions • School-level professional learning community focuses on effective leadership and teaming • Professional learning sessions that occur on PL Days 	<p>Superintendent</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Dist Office</p>	<p>Ongoing (twice monthly)</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>PL Days</p>

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
Leadership	<ul style="list-style-type: none"> • Teachers serve in variety of leadership roles. • Faculty is involved in planning and implementing professional learning. • Administrators participate in professional learning with staff. • Administrators model instructional leadership and continuous improvement. • The school culture supports continuous improvement through team learning. • Resources (money, materials and time) are equitably utilized to accomplish learning goals. 	<ul style="list-style-type: none"> • Teachers serve as grade-level, subject-area, and committee chairpersons/leaders. • Teachers' input is gained through surveys and face-to-face meeting. • Understanding the "Bridge Scale" for use in Linking Assessment Scales session • Teachers facilitate PL in small group settings (e.g., PLCs, organized PL sessions) • Teachers share ideas/best practices within PLCs. • Needs are assessed through surveys and observations by principals. • Time is allocated within school days for teachers to meet in teams. • Unified forms for documenting. 	Principal	Ongoing
<i>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.</i>			Principal/DLT	Annually through survey, ongoing informally
			Principal/DLT	Ongoing/specified calendar days
			Teachers	
			DLT/Principal	On Annually through survey, ongoing informally going
			Principal	Beginning of school year and ongoing

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p>Resources</p> <p><i>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</i></p>	<ul style="list-style-type: none"> • Resources are targeted to small number of high priority goals for student and educator learning. • School schedule allows for professional learning time during the school day. • Resources are allocated for technology to support student and educator learning. • The uses of resources are tracked and monitored. • Multiple sources of funding are coordinated and aligned to stated learning goals • Teachers and administrator's responsibility for allocation of resources. 	<ul style="list-style-type: none"> • The district will utilize staff proficient in particular areas to offer on-site workshops and provide ongoing support for implementation of new skills/practices through partnerships with external providers/consultants. • Time is allocated within school days for teachers to meet in teams. • 3-5 high-priority goals are outlined in the schools' dropout-restructuring plans • Technological resources are available for teacher and student use. • Technology use is monitored through self-report in annual teacher needs assessment data and in observation data from MS Professional Growth Model. • Funding streams are coordinated to focus on core resources that are shown to be effective. 	<p>DLT/Principal</p> <p>Principal</p> <p>Principal/SLT</p> <p>DLT/Tech Director/Principal DLT</p> <p>DLT/Principal</p>	<p>Ongoing</p> <p>Beginning of year and ongoing</p> <p>Plan revised annually, timelines for goals detailed in plan</p> <p>Ongoing</p> <p>Annually (Spring) and ongoing through observation</p> <p>Annually (Spring-Summer)</p>

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p>Data</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels. Teachers/teams analyze student data to make decisions about student progress and adjustments needed to increase student learning. Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results. School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning. Educators develop a theory of change and a framework to evaluate professional learning. Educators work together to evaluate their learning designs, collaboration, learning and results, and the design, content and duration of professional learning. 	<ul style="list-style-type: none"> Data Analysis/Needs Assessment Analysis (State assessment data is analyzed at school level, teacher level, and student level) Data PLCs Administrators provide feedback to teachers following observations/walkthroughs and seek evidence of change in practices in subsequent observations/walkthroughs. Administrators seek evidence that recommended/prescribed professional learning changes teacher practice PLCs evaluate effectiveness of changes implemented 	<p>DLT – Key members (e.g., C&I, Fed Prog, Tech.)</p> <p>C&I Team / Teachers</p> <p>C&I Team / Teachers</p> <p>District/Site Administrative Evaluators</p> <p>DLT/Principal/SLT</p> <p>Teachers</p>	<p>Spring - Summer of each school year (depending on data availability)</p> <p>Annually formally / ongoing informally</p> <p>Annually formally / ongoing informally</p> <p>Ongoing</p> <p>Ongoing</p>

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p>Learning Designs</p> <p><i>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</i></p>	<ul style="list-style-type: none"> • School and district plans focus on team and whole-school learning. • Most professional learning occurs as part of the workday. • Adult learners engage in using the processes they will use with students. • School and district plans provide multiple practices of the new learning with feedback and coaching. • Learners are actively engaged with other learners and the content during the learning process. • Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices. 	<ul style="list-style-type: none"> • CSD and school will provide all staff with high-quality, job-embedded, differentiated professional learning to support school improvement. • PL Calendar • PLCs take place during the school day. Peer observations • Administrators and coaches provide new PL and follow-up 	<p>DLT/Principal</p> <p>PL/C&I Administrator</p> <p>Principals/ Teachers</p> <p>Principals/ Teachers</p> <p>Principal/Dist. Admin</p>	<p>Ongoing</p> <p>Annually (summer)</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p>Implementation</p> <p><i>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.</i></p>	<ul style="list-style-type: none"> • Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. • School and district leaders provide and align resources to initiate and sustain implementation. • Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them. • Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice. • Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations. • Learners engage in reflection and provide constructive feedback on his/her own or others' practices. 	<ul style="list-style-type: none"> • CSD and school will identify and support staff who are struggling and remove staff who fail to improve their professional practice. • Student-level goal setting occurs for ELA/Reading and Math • Implementation support for new standards • Implementation support for new instructional resources • Implementation of literacy strategies for upper elementary to HS • Teachers reflect on PL experiences / best practices. These reflections are stored online in each teacher's portfolio. 	<p>DLT/Principal</p> <p>Principal/SLT /Teacher</p> <p>C&I Team /Principal</p> <p>C&I Team / Technology / Principals /</p> <p>C&I Team / Principals</p> <p>Teachers</p>	<p>Ongoing</p> <p>Beginning and Middle of each SY</p> <p>Ongoing</p> <p>PL Days and ongoing embedded support</p> <p>Aligned to MDE rollout</p> <p>Ongoing</p>

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
Outcomes	<ul style="list-style-type: none"> • Educator learning is focused on student learning outcomes. • Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students. • Learning goals are based on analysis of educator and student data. • Professional learning is focused on proven effective classroom strategies and practices. • Learning outcomes are aligned with educator performance standards and student learning goals. • All professional learning includes appropriate follow up. 	<ul style="list-style-type: none"> • CSD and school monitors the extent that professional learning changes teacher practice. • Professional learning goals take student learning data and teacher performance data into account • Professional learning goals are linked to student learning goals in a district professional learning plan. 	DLT/Principal	Ongoing
<i>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</i>				

