2020-2021 PROFESSIONAL DEVELOPMENT PLAN

Cleveland School District

Learning is Essential For All

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Our District

Our Vision

To develop a community of lifelong learners who are productive citizens that engage in studies that will enable them to creatively and effectively learn and apply information.

Our Mission

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Our Values

- Growth Mindset
- Equity
- Positive Culture
- Accountability

Our Goals

- Student Achievement: To focus organizational efforts and align resources to close achievement gaps and ensure all students are college or work ready.
- Positive Culture: To create a respectful, positive, district culture that is focused on teaching and learning with high expectations.
- Community Engagement: To establish trust with all stakeholders (community, parents, students, and educators) by maintaining open, honest communication and building positive relationships.
- Employee Retention: Recruit and retain highly qualified teachers and administrators that will lead schools that are safe, orderly, and high achieving.

7 Fundamentals of a Successful Wolfpack

- Data
- Planning
- Questioning
- Feedback
- Relationships
- Management
- Content Knowledge

Introduction

The purpose of the Cleveland School District's professional learning system will address rising expectations for student and educator performance and align professional development to the mission of the Mississippi College and Career Readiness Standards and the National Standards for Professional Learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for increasing these areas of performance.

The professional learning system will enhance and extend professional knowledge and practice through the application of content and strategies in the following areas:

- Support student achievement
- Evidence-based teaching

Cleveland School District's Professional Development program consists of the following areas of study:

- Assessment and Evaluation
- Classroom Management
- Instructional Strategies
- Knowledge of Content
- Special Areas
- Technology Utilization and Instructional Integration
- Test Data Interpretation and Utilization

Professional Development Requirements

Staff development opportunities should be based on the needs of the learners, as identified through an assessment process. A need may be defined as some condition, skill, knowledge, desire, or value currently lacking that, once acquired, will enhance employee job performance, personal satisfaction or productivity, and ultimately, the goals and mission. The identification of needs is an essential element for identifying gaps between the existing condition and the optimal condition.

Data is to be collected systematically to determine priorities for learning and improving attitudes, knowledge, and skills of employees and other groups impacted. The primary purpose of needs assessment is to determine areas for improvement, to identify potential participants, and to plan effective learning experiences. Those responsible for staff development should involve the personnel for whom the learning is intended in the needs assessment process.

A needs assessment can be conducted using a variety of techniques. The needs assessment must be aligned with district and department/school goal priorities.

Sources to be considered in conducting a needs assessment includes the following:

- Observed behavior on the job
- Trends in the literature
- Research study recommendations
- Interviews with constituents
- Surveys
- Federal, state, local mandates
- Evaluation data from student and program assessments, state assessment results
- Evaluation and comments from previous staff development programs
- Information from professional organizations
- Professional trends within program areas
- Within each employee group, the following is taken into consideration when identifying needs:
    - Individual-level development
    - School/department level development
    - Organizational level development

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Professional Development Model

Cleveland School District will implement a professional development program aligned with the Learning Forward Standards for Professional Learning.

Standard	Description
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.

Source. Learning Forward (n.d.)

Expectations for Implementing Professional Learning

Through our implementation of effective professional learning, the Cleveland School District has developed general expectations. This section provides an overview and links to documents that provide guidance on the following:

- Professional Learning Communities
- Scheduling & Implementing Professional Learning
- Data Tracking and Analysis
- Professional Learning Evaluation
- Instructional Coaching
- Feedback

Professional Learning Communities

Professional Learning Communities will meet regularly at each school to analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative and common summative assessments, share strategies, and research best practices.

The expectation is that this collaborative effort will support the focus on learning and produce on-going improvement in student achievement.

Guidelines regarding professional learning communities can be found in the CSD Professional Learning Communities Guidance

Scheduling & Implementing Professional Learning

Professional days are earned from July 1 through June 30. District professional development sessions will take place a minimum of two hours and up to two and one-half hours. Principals select staff to participate in these sessions. Attendees then share information gained with their building staff.

Building staff will meet in Professional Learning Communities for specialized learning as determined by building administrators.

Employees will attend all district, school, and team meetings.

A sign-in form will be available on-site at each professional development activity. To receive credit, each participant's original signature must be present on the sign-in form for each activity in which he or she participates.

Data Tracking and Analysis

Student achievement will be measured using various tools and data points.

The following will be closely monitored to measure student achievement:

- MAAP test scores, Universal screeners, Progress monitoring data through the RtI process
- ACT scores
- CSD Quarterly Benchmark Assessments

The evaluation of data will be used to identify student-learning problems and develop a data-supported action plan. Cleveland School District will implement the use of data teams to support this process. Guidance on best practices can be found here: CSD Data Manual

Professional Learning Evaluation

Each employee is required to complete a Professional Development Evaluation Form at the end of each activity. An example of an evaluation form that may be used is included in Appendix A. Information for program evaluation will be utilized to determine future staff development needs.

Instructional Coaching

Instructional coaching will be used to monitor curriculum implementation and instruction to ensure excellence in teaching that supports student achievement across subject areas and within an assigned group of schools (elementary, middle, or high). Special emphasis will be placed on ensuring that a high-quality, on-going professional development program is implemented in a manner that contributes to the development of highly effective teachers along with providing up to date documents while guiding teachers with the execution of district curriculum.

Coaches will assist with the application of best practices of pedagogy, various curriculum delivery methods, and professional development to ensure - and improve - teacher effectiveness and evaluating and reporting on the impact of building-based professional development activities pertaining to teaching and student learning.

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Feedback

Actionable feedback with teachers and students is an essential part of effective learning because it supports students' comprehension. Thus, making a major impact on instructional development and student achievement. Feedback is information that can be used to enhance performance.

The expectation for feedback will be timely, goal referenced, tangible, on-going and consistent, and transparent for both teachers and students. Cleveland School District will provide monthly professional development sessions with focus groups in this area. Building administrators will conduct sessions on the topic of feedback within each building with instructional staff.

Guidance on the evaluation of feedback can be found here: Feedback Evaluation

Professional Development Calendar of Offerings

A professional development calendar of offerings is included in Appendix A. These offerings are subject to change based on the needs of the district.

Appendix A

CSD Professional Development Calendar

Appendix B

CSD Feedback Evaluation Form

Appendix C
CSD PD Evaluation Form

Cleveland School District PD Evaluation Form

Please rate and answer the following questions according to your assessment of the session.

1. Email address *

   _____

2. School

   Mark only one oval.

   ( ) Bell Academy

   ( ) D.M. Smith Elementary

   ( ) Hays Cooper Center

   ( ) Parks Elementary

   ( ) Pearman Elementary

   ( ) Nailor Elementary

   ( ) Cleveland Central Middle School

   ( ) Cleveland Central High School

   ( ) CCDTC

3. Title of Professional Development *

   _____

4. Presenter *

   _____

5. Date *

Example: January 7, 2019

6. Number of Hours *

7. The session met content expectations. *

Mark only one oval.

- ( ) Strongly Disagree
- ( ) Disagree
- ( ) Neutral
- ( ) Agree
- ( ) Strongly Agree

8. Presenter demonstrated expert knowledge of content presented *

Mark only one oval.

- ( ) Strongly Disagree
- ( ) Disagree
- ( ) Neutral
- ( ) Agree
- ( ) Strongly Agree

9. The information shared during the presentation was beneficial. *

   Mark only one oval.

   ◯ Strongly Disagree

   ◯ Disagree

   ◯ Neutral

   ◯ Agree

   ◯ Strongly Agree

10. This professional development will impact my professional growth and student growth in terms of content knowledge, skills or both. *

    Mark only one oval.

    ◯ Strongly Disagree

    ◯ Disagree

    ◯ Neutral

    ◯ Agree

    ◯ Strongly Agree

11. How will you use the concepts in this session to support student learning/achievement? *

    _____

12. What did you enjoy most about the session? *

    _____

13. What improvements can be added to the session? *

_____

_____

_____

_____

_____

14. In what area(s) would you like additional support? *

_____

Google Forms