



# 2023-2024 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

**Approved:**

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**Jason Harris, Ph.D.**  
Superintendent

**Date**

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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 Overview

Standards for Professional Learning outline the characteristics of professional learning that lead 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 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 and individualized online learning opportunities through the Association of Supervision & Curriculum Development (ASCD), multiple opportunities will be given during the summer for teachers 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 in 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.

## Standards for Professional Learning

### CONDITIONS FOR SUCCESS

#### *Equity Foundations*

Educators establish a vision for equitable access to high-quality professional learning, create structures to ensure such access, and sustain a culture that supports the development of all staff members.

#### *Culture of Collaborative Inquiry*

Educators commit to and drive continuous improvement, engage in collaborative learning, and take shared responsibility for improving learning for all students.

#### *Leadership*

Educators establish a compelling and inclusive vision for professional learning, ensure a coherent system of supports to build individual and collective capacity, and advocate for professional learning by making both the impact of professional learning and their own learning visible to others.

#### *Resources*

Educators allocate resources for professional learning, prioritize their use to achieve a vision for equitable outcomes for all students, and monitor the impact of resource investments.

### TRANSFORMATIONAL PROCESSES

#### *Equity Drivers*

Educators reflect individually and collectively to identify and address their own biases, support and collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that accelerate ambitious outcomes for all educators and students.

#### *Evidence*

Educators use evidence and data from multiple sources to plan and monitor their learning and assess its impact on students.

#### *Learning Designs*

Educators set relevant and contextualized learning goals and apply the science of learning to implement evidence-based learning designs.

#### *Implementation*

Educators understand and apply research on change management theory, engage in and learn from feedback processes, and implement and sustain professional learning that leads to long-term educator, student, school, and system outcomes.

### RIGOROUS & INCLUSIVE CONTENT

#### *Curriculum, Assessment, and Instruction*

Educators understand and implement the school or district's curriculum, select and use

high-quality instructional materials, and strengthen content expertise for their area of responsibility.

*Reaching Each Student*

Educators recognize each student's particular assets and aspects of identity, understand students' contexts and conditions, and serve as advocates for and partners with diverse students, families, and communities.

## **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 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 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), and the Gulf Coast Education Initiative Consortium (GCEIC), 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.

The Columbia School District also provides opportunities to learn virtually to accommodate a variety of time constraints. All CSD teachers have access to ASCD's extensive virtual resources. CSD also provides and encourages teachers to complete Social/Emotional learning (SEL) opportunities through the Yale Center for Emotional Intelligence and will train select staff members to serve as SEL facilitators on each campus through the Yale Ruler program. Additionally, special services teachers have access to LRP DirectStep virtual training modules.

### District Profile

Name of District: Columbia School District  
 Address: 613 Wildcat Way, Columbia, MS  
 District Code: 4620  
 Superintendent: Jason Harris, Ph.D.

#### Demographics

Name of School	School Code	Grades	Student Enrollment	Staff Members
Columbia Primary	012	Pre-K-2	466	42
Columbia Elementary	004	3-5	338	34
Jefferson Middle School	016	6-8	373	36
Columbia High School	008	9-12	469	41
CSD TOTALS			1648	152

#### 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
2021-2022	B	667	50%	64%	53%	57%	76%	68%	61%	58%	93.2	>95%

\*Due to the disruption of COVID-19, schools and districts kept 2018-19 accountability rating for the 2019-2020 and the 2020-2021 school years.

School Year	Accountability Status	Graduation Rate
2021-2022	B	93.2
2020-21	B	91.0
2019-20	B	87.7
2018-19	B	94.3
2017-18	B	88.4

#### Teacher Quality:

The Every Student Succeeds Act (ESSA) eliminates the “highly qualified” teacher requirements under No Child Left Behind (NCLB). Under ESSA, educators employed in schools supported with Title I funds must meet state certification requirements. For the 2022-2023 school year, the CSD had no licensed teachers with emergency or provisional licenses. The CSD has 17 staff members who have earned National Board Certification.

## Needs Assessment

Every spring, in compliance with federal guidelines, the Columbia School District asks for responses to the Comprehensive Needs Assessment survey from all staff members. The CSD provided numerous opportunities for all stakeholders to respond to a variety of survey items in the spring of 2023 to make informed instructional decisions. One hundred twenty-nine staff members responded, 42 from Columbia Primary, 27 from Columbia elementary, 28 from Jefferson Middle School, and 32 from Columbia High School.

Respondents were asked to express an opinion on statements using a 4-point Likert scale, indicating “Strongly Agree,” “Agree,” “Disagree,” “Strongly Disagree.” The survey questions were designed to determine the respondents’ comfort level with a variety of possibilities, including instructional issues. Data were 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 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-reported. The following areas were identified as having the most need:

- Student Engagement
- Successful Inclusion Strategies
- Differentiated Instruction
- Classroom Management
- Using Technology to Enhance Instruction

## **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
6. Social/Emotional Learning (SEL)

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
- \* Self-Reflection and Observation
- \* On-line courses and modules

## **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 for any comprehensive change process focused on improving student learning.

### **School Responsibilities:**

A school focused on student learning establishes an 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 adjusts 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 2023-2024**

**Conditions for Success**

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p><b>Equity Foundations</b></p>	<ul style="list-style-type: none"> <li>● Establish a vision for equitable access</li> <li>● Create structures to ensure equitable access</li> <li>● Sustain a culture of support for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a compelling vision for equitable professional learning by analyzing data related to race, gender, ethnicity, language, ability, and opportunities for all students and educators.</li> <li>● Individually and collaboratively conduct a thorough examination of policies and practices to determine the barriers that prevent equitable access to professional growth and learning.</li> <li>● Directly name the inequities that exist in specific professional learning contexts and commit to changing state, district, province, or school structures, policies, or practices that are barriers to teaching and learning.</li> <li>● Collaboratively create and sustain an inclusive, diverse organizational culture that promotes learning for each educator and student.</li> <li>● Educate and motivate all staff to collectively commit to equity.</li> </ul>	Superintendent	Annually
<p>Educators establish a vision for equitable access to high-quality professional learning, create structures to ensure such access, and sustain a culture that supports the development of all staff members.</p>			CSD Admins	Annually
			Principal	Ongoing
			Dist. Admins	Ongoing
			CSD Admins	Ongoing

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<b>Culture of Collaborative Inquiry</b>	<ul style="list-style-type: none"> <li>● Commit to and drive continuous improvement</li> <li>● Engage in collaborative learning</li> <li>● Take shared responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Possess a deep understanding of the interrelatedness of the Standards for Professional Learning and how collaborative teams can use the standards to advance continuous improvement.</li> <li>● Sustain a culture of learning and inquiry through their own commitment to continuous improvement and support of their colleagues' ongoing learning and development.</li> <li>● Understand the power of making one's own practice visible and shareable to improve the collective efficacy of all educators to ensure all students experience academic success.</li> <li>● Participate in school-based collaborative inquiry teams to implement, support, and assess evidence-based and inclusive instructional strategies to achieve the goal of academic success for each student.</li> <li>● Use continuous improvement frameworks, tools, and resources to support teachers and leaders working together to identify common challenges and proposed strategies for improvement.</li> <li>● Collaboratively analyze which of their collective efforts have an impact and take responsibility as a team to continue to improve for the sake of every student they serve.</li> <li>● Support formal and informal ways to recognize teacher leaders who develop and amplify teacher agency, voice, and commitment to collective</li> </ul>	<p>Principal</p> <p>Principal/ District Leadership Team (DLT)</p> <p>Principal/DLT</p> <p>Teachers</p> <p>Principal/DLT</p> <p>Principal</p> <p>Principal</p>	<p>Ongoing</p> <p>Ongoing,</p> <p>Ongoing/PD days</p> <p>Ongoing @ PLCs</p> <p>Beginning of school year, PLCs, PD Days</p> <p>Ongoing</p> <p>Ongoing</p>

<p>Educators commit to and drive continuous improvement, engage in collaborative learning, and take shared responsibility for improving learning for all students.</p>		<p>improvement.</p>		
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Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Establish a compelling vision for professional learning</li> <li>● Ensure a coherent system of support</li> <li>● Advocate for professional learning</li> </ul>	<ul style="list-style-type: none"> <li>● Model transparency about their own learning, both individually and in collaboration with others.</li> <li>● Assess alignment across the vision for professional learning and the associated strategic priorities, policies, and practices and adjust as appropriate.</li> <li>● Design and align structures of support using research and evidence about educator needs, the science of learning, and high-quality professional learning.</li> <li>● Advocate for resources, including time, funding, and human resources, to ensure access to timely, relevant, meaningful professional learning for all educators.</li> <li>● Provide sustained support, structures, and resources for a culture of continuous learning cycles focused on grade- or content-level, school, or system wide challenges.</li> <li>● Ensure that rigorous summative and formative evaluations as well as data and evidence about student and adult learning outcomes inform professional learning improvement efforts.</li> </ul>	DLT/Principal	Ongoing
Educators establish a compelling and inclusive vision for professional learning, ensure a coherent system of supports to build individual and collective capacity, and advocate for professional learning by making both the impact of professional learning and their own learning visible to others.			Principal	Ongoing
			Principal/SLT CSD Admins	Plan revised annually Annually/ Ongoing
			Principal DLT	Quarterly Data Meetings
			DLT/Principal	Quarterly



Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p><b>Resources</b></p> <p>Educators allocate resources for professional learning, prioritize their use to achieve a vision for equitable outcomes for all students, and monitor the impact of resource investments</p>	<ul style="list-style-type: none"> <li>Allocate resources</li> <li>Prioritize resource use to achieve equity</li> <li>Monitor the impact of resource investment</li> </ul>	<ul style="list-style-type: none"> <li>Analyze level-appropriate (system, district, school) investments in professional learning and track impact on teacher and leader growth, retention, and student achievement.</li> <li>Invest in the professional learning necessary to ensure implementation of high-quality curriculum and culturally relevant instructional materials.</li> <li>Invest in mentoring and coaching to provide support to educators in high-needs schools.</li> <li>Allocate resources to ensure educators have access to technology tools to expand their access to high-quality professional learning and build their capacity to use technology with students.</li> <li>Create building-level schedules that provide time for teachers to meet in grade-level or subject-specific teams weekly.</li> <li>Monitor resource use to track how funds and time are used and whether investments are leading to intended results.</li> <li>Advocate for sustained funding for initiatives that demonstrate impact for students most at risk of experiencing learning gaps or leaving school.</li> </ul>	<p>DLT – Key members (e.g., C&amp;I, Fed Prog, Tech.)</p> <p>C&amp;I Team / Teachers</p> <p>C&amp;I Team / Teachers</p> <p>District/Site Administrative Evaluators</p> <p>DLT/Principal/SLT</p> <p>Principals CSD Admins</p> <p>Principals CSD Admins</p>	<p>Spring - Summer of each school year (depending on data availability)</p> <p>Annually formally / ongoing informally</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>

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Transformational Processes				
Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<b>Equity Drivers</b>	<ul style="list-style-type: none"> <li>● Reflect individually and collectively</li> <li>● Support and collaborate with diverse colleagues.</li> <li>● Cultivate beliefs, knowledge, and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a deep understanding of their unique social, cultural, economic, and political context of learning.</li> <li>● Engage in individual and collective reflection on bias and privilege and how it operates often unconsciously in various educational social, cultural, racial, and political contexts.</li> <li>● Examine and name stereotypes, bias, and the institutional structures and policies that drive behaviors related to inequity.</li> <li>● Enable and facilitate shifts in mindsets about the need for asset-based approaches to teaching as well as inclusive and equitable learning designs and practices.</li> <li>● Learn about culturally sustaining and anti-racist ideas and strategies, hold themselves to measurable outcomes that reflect these practices, and build capacity for self and colleagues to engage in equity-focused professional learning conversations, including giving and receiving feedback.</li> <li>● Plan and engage in professional learning related to culturally sustaining pedagogy, affirming instructional practices, relationship-building strategies, and multiple learning designs that increase access to</li> </ul>	DLT/Principal	Annually
			All Administrators	Ongoing
			All staff Principals/ Teachers Principal/Dist. Admin	Ongoing
			All Staff	Ongoing
			All Staff	Ongoing

<p>Educators reflect individually and collectively to identify and address their own biases, support and collaborate with diverse colleagues, and cultivate beliefs, knowledge, and behaviors that accelerate ambitious outcomes for all educators and students.</p>		<p>learning for adults and students.</p>		
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Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<b>Evidence</b>	<ul style="list-style-type: none"> <li>● Use evidence and data from multiple sources.</li> <li>● Use data to plan and monitor learning.</li> <li>● Measure impact.</li> </ul>	<ul style="list-style-type: none"> <li>● Disaggregate student data in various ways to identify trends based on characteristics of student identity, including race, language, gender, socioeconomic status, and ethnicity.</li> <li>● Use identified needs to set learning goals for students, and establish adult learning goals based on student goals.</li> <li>● Demonstrate alignment of learning goals and assessments for students and educators to broader school or system wide vision, mission, values, and beliefs.</li> <li>● Invest in educator and community capacity for understanding how research, evaluation, assessment, data, evidence, and measurement impact student learning.</li> <li>● Apply research and evidence to select relevant professional learning models and practices to achieve educator and student goals.</li> <li>● Protect time for teams to review and analyze student work and data collaboratively.</li> <li>● Use formative and summative student data to identify, implement, and sustain educator practices that ensure an inclusive learning environment for all students.</li> <li>● Commit to visible and shareable data collection and analysis to create responsive and personalized professional learning.</li> <li>● Evaluate outcomes and assess progress and impact of professional learning against short- and long- term student, educator, classroom, school, and system goals and strategic priorities.</li> </ul>	<p>DLT/Principal</p> <p>Teachers</p> <p>C&amp;I Team /Principal</p> <p>CSD Admins</p> <p>C&amp;I Team / Principals</p> <p>Teachers</p> <p>Teachers</p>	<p>Quarterly</p> <p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Quarterly</p> <p>Quarterly</p>

<p>Educators use evidence and data from multiple sources to plan and monitor their learning and assess its impact on students.</p>				
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<p><i>implementation of professional learning for long-term change.</i></p>				
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Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<b>Learning Designs</b>	<ul style="list-style-type: none"> <li>● Select relevant and contextualized goals.</li> <li>● Apply the science of learning.</li> <li>● Implement evidence-based learning designs.</li> </ul>	<ul style="list-style-type: none"> <li>● Create specific, aligned student and educator learning goals based on evidence about student needs and informed by the content and concepts covered in high-quality curriculum or instructional materials.</li> <li>● Consider student and educator learning goals to design and scaffold learning with rigorous content and active learning that supports transfer of the learning to practice over time.</li> <li>● Apply evidence-based professional learning designs that develop content expertise, pedagogical content knowledge and skills, and deeper relationships with students and colleagues.</li> <li>● Use immersive learning designs that provide adults opportunities to experience new learning from the perspective of their students and reflect on what that experience means for potential changes in their classrooms.</li> <li>● Match learning opportunities to multiple points in the school year and in curriculum implementation, and provide sustained ways to practice new learning, skills, and strategies with ongoing feedback, support, and coaching.</li> <li>● Leverage technology and digital learning designs to increase flexibility and personalization to advance teacher practice and student learning.</li> <li>● Model and promote active engagement to construct, analyze, evaluate, and synthesize new knowledge and practices that</li> </ul>	DLT/Principal	Ongoing
			Teachers/ Principals	Quarterly
			Teachers/ Principals	Ongoing
			CSD Admins	Ongoing
			PLC Chairs/ Principals	Annually
			PD Specialist	Weekly
			All Staff	Ongoing

Educators set relevant and contextualized learning goals and apply the science of learning to implement evidence-based learning designs.		will positively impact all students.		
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Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
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<b>Implementation</b>	<ul style="list-style-type: none"> <li>● Apply research on change management theory.</li> <li>● Engage in and learn from feedback.</li> <li>● Implement and sustain professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate research about theoretical, technical, and adaptive change into professional learning policies, practices, and models to support and sustain effective implementation.</li> <li>● Adopt a science of learning contextual focus for system wide and school-based professional learning to ensure a clear and direct application rather than solely a technical, theoretical focus.</li> <li>● Support the development of highly skilled educators and ensure clear measures are in place to monitor progress.</li> <li>● Develop common and clear expectations that define effective practices so that feedback is focused, relevant, valid, and consistent over time.</li> <li>● Use supervisor and peer feedback, coaching, and continuous learning and improvement strategies to build capacity, strengthen relationships. and improve professional growth.</li> <li>● Review content and professional learning standards-based implementation tools, role guides, resources, and assessments to determine alignment and coherence with individual, school, and system strategic priorities.</li> <li>● Implement a continuous improvement process through a variety of modalities (e.g. collaborative learning teams, coaching, peer feedback, seminars) focused on achieving clearly defined student and educator learning goals.</li> </ul>	<p>DLT/Principal</p> <p>PD Specialist</p> <p>CSD Admins</p> <p>Principals</p> <p>CSD Admins</p> <p>CSD Admins</p>	<p>Ongoing</p> <p>PLCs/ PD Days</p> <p>Ongoing</p> <p>Ongoing</p> <p>Quarterly</p> <p>Annually</p>
Educators understand and apply research on change management theory, engage in and learn from feedback processes, and implement and sustain professional learning that leads to long-term educator, student, school, and system outcomes.				

<b>Rigorous &amp; Inclusive Content</b>			
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Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<p><b>Curriculum, Assessment, and Instruction</b></p> <p>Educators understand and implement the school or district's curriculum, select and use high-quality instructional materials, and strengthen content expertise for their area of responsibility.</p>	<ul style="list-style-type: none"> <li>● Understand and implement curriculum.</li> <li>● Select high-quality instructional materials.</li> <li>● Strengthen content expertise.</li> </ul>	<ul style="list-style-type: none"> <li>● Study upcoming curriculum units with grade-level or subject-specific teams to anticipate likely challenges.</li> <li>● Analyze disaggregated student assessment data to plan, adjust, and differentiate curriculum units based on the needs of all students.</li> <li>● Collaboratively analyze student and educator work and data to inform curriculum, instruction, and assessment policies and practices to ensure an inclusive and student-centered learning environment.</li> <li>● Explore how the curriculum is most effectively implemented using technology tools to support a variety of teaching formats (synchronous, asynchronous, virtual, hybrid, and in-person).</li> <li>● Develop a deep mastery of discipline-based knowledge to inform the effective use of high-quality curriculum and instructional materials.</li> <li>● Apply pedagogical content knowledge in a variety of settings to personalize learning and maximize academic outcomes for all students.</li> <li>● Understand how the Standards for Professional Learning, teaching and leadership standards, and discipline-based standards align to support the school, district, or organization's vision and goals for instructional excellence.</li> </ul>	<p>DLT/Principal</p> <p>Teachers/ Principals</p> <p>CSD Admins/ Principals</p> <p>PD Specialist/ CSD Admins</p> <p>CSD Admins</p> <p>Teachers</p> <p>CSD Admins/ Principals</p>	<p>Weekly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

Standard	Indicators	Actions/Strategies	Person(s) Responsible	Timeline
<b>Reaching each student</b>	<ul style="list-style-type: none"> <li>● Recognize student assets and aspects of identity</li> <li>● Understand student context and conditions.</li> <li>● Serve as partners and advocates.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand diverse student contexts and access to all learning supports needed to accelerate student identity and learning assets in access, opportunities, and outcomes.</li> <li>● Explore how an aspect of student identity offers opportunities to customize teaching and learning and what specific instructional strategies will ensure particular students have access and opportunity to learning.</li> <li>● Study how to create a safe and inclusive learning environment that recognizes social and emotional as well as cognitive aspects of learning.</li> <li>● Build trusting educator-student, student-peer, and educator-family relationships that value each student's assets to support academic learning and positive social and emotional development.</li> <li>● Support appropriate social and emotional learning with practices that focus on the development of the whole child.</li> <li>● Develop and sustain family engagement by cultivating family partnerships to support student learning in and out of school.</li> <li>● Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and reciprocal partnerships.</li> </ul>	Teachers	Ongoing
Educators recognize each student's particular assets and aspects of identity, understand students' contexts and conditions, and serve as advocates for and partners with diverse students, families, and communities.			Teachers	Ongoing
			All Staff	Ongoing
			All Staff	Ongoing
			Teachers	Ongoing
			All Staff	Ongoing
All Staff	Ongoing			

