

2024-2025



Professional Development Plan

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Dr. Rob Picou, Superintendent

Board of Trustees

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Mr. Jon Milstead, Secretary
Mrs. Sherry Davis, Member
Mr. Paul Mize, Member

District Mission

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

Strategic Plan Goals

- 1. Increase student achievement across the district**
- 2. Provide a safe, secure, and orderly environment in all schools**
- 3. Attract and retain all stakeholders**
- 4. Maintain sound financial stability**
- 5. Ensure ALL graduates are career/college ready**

The Tupelo Public School District's professional development program is guided by established standards and frameworks to enhance educator effectiveness and student achievement. Aligned with the directives of the district mission and strategic goals set by the Board of Trustees, our program is rooted in evidence-based practices and principles such as the Learning Forward Standards for Professional Learning. These standards ensure that our initiatives promote collaborative learning communities, effective leadership, resource utilization, and data-driven decision-making. By adhering to these standards, we strive to continuously improve teaching practices and support the diverse needs of our students.

Focus Areas

Our professional learning initiatives are grounded in evidence-based practices and aim to deepen educators' knowledge and refine their instructional strategies. Key focus areas include:

- Support of Student Achievement: Implementing effective practices to enhance academic outcomes across all student demographics.
- The Science of Evidence-Based Teaching: Integrating research-driven methodologies into classroom practices to maximize learning effectiveness.
- The Science of Learning: Applying insights from cognitive science to optimize teaching and learning experiences.
- The Art of Teaching for Learner Success: Cultivating pedagogical approaches that cater to diverse learning needs and foster student engagement.
- Support of Social-Emotional Well-being: Equipping educators with strategies to nurture students' social-emotional development, fostering a positive classroom environment.
- Support of Mental Health in the Classroom: Providing resources and training to address mental health challenges among students, promoting overall well-being.

Strands of Study

The Professional Development program is structured around eight essential strands of study, ensuring comprehensive coverage of critical areas:

- Assessment and Evaluation
- Classroom Management
- Instructional Strategies
- Knowledge of Content
- Technology Utilization and Instructional Integration
- Test Data Interpretation and Utilization
- Equity of Educational Opportunities for Diverse Learners
- Special Areas (addressing specific educational needs or initiatives)

Professional Development Requirements

Professional development opportunities within the Tupelo Public School District are driven by the identified needs of our educators, aiming to enhance job performance and overall

productivity. Needs assessments prioritize learning areas and align closely with the district's strategic priorities as outlined by the Board of Trustees.

Mississippi Department of Education Requirements

The Tupelo Public School District is committed to meeting the professional development requirements mandated by the Mississippi Department of Education (MDE) to maintain accreditation standards. These requirements ensure that our district's professional development program aligns with state regulations and supports the continuous growth and effectiveness of our educators.

Educator License Renewal

Educator license renewal is the personal responsibility of each individual staff member. While participation in the district's professional development program is mandatory, it is distinct from the requirements for educator license renewal. Educators are responsible for managing their own license renewal process through the Mississippi Department of Education. For comprehensive information on Educator License Renewal, staff members are encouraged to refer directly to official resources provided by the Mississippi Department of Education.

Time Requirements

Professional days are earned from July 1 through June 30. Faculty meetings are staggered throughout the week for different buildings, with staff members meeting in professional learning communities for specialized learning on faculty meeting days for up to one and a half hours. Employees are required to attend all district, school, and team meetings.

Teacher Mentoring and Support Plan (2024-2025)

The Teacher Mentoring and Support Plan aims to support new teachers through mentoring and induction to enhance retention and boost student achievement. Key components include:

- **Mentor Selection:** Mentors are selected based on teacher effectiveness data by committees comprising instructional coaches and administrative teams.
- **Role of the Mentor:** Mentors maintain mentoring portfolios, meet monthly with mentees, and attend monthly professional development sessions.
- **Building Leadership Support:** Principals coordinate monthly mentor-mentee meetings, provide new teacher orientations, and frequently observe new teachers to offer actionable feedback.
- **Evaluation of Program Success:** Annual feedback from principals, instructional coaches, mentors, and new teachers is used to assess program success and inform improvements.

Monthly Professional Development Schedule

A detailed monthly professional development schedule outlines specific topics and follow-up activities aimed at enhancing instructional practices and supporting student learning.

Professional Learning Communities (PLCs)

PLCs at Tupelo Public School District serve as structured forums for collaborative learning and professional growth among educators. These sessions are designed to enhance collective teacher efficacy and improve student outcomes through focused discussions and data-driven decision-making. PLCs occur regularly and include planning and debriefing sessions to ensure continuous reflection and goal-setting.

Technology Integration in Professional Development

We prioritize the integration of advanced technology into our professional development programs to enhance instructional effectiveness and support educators in creating dynamic learning environments. Our approach includes:

- **Online Learning Management Systems:** Professional development sessions include training on effectively utilizing online learning management systems to facilitate student online studies. Educators learn how to navigate these platforms, create and manage coursework, and engage students through interactive activities. This training ensures that teachers can leverage these systems to track student progress and provide timely, data-driven feedback.
- **1:1 Chromebook Initiative:** As part of our professional development, teachers receive training on maximizing the use of Chromebooks in the classroom. This includes strategies for integrating Chromebooks into daily instruction, personalizing learning experiences for students, and utilizing various educational apps and tools. The goal is to ensure that teachers are proficient in using technology to enhance student engagement and learning outcomes.
- **Data Management Software:** Our professional development program includes comprehensive training on using data management software to monitor and analyze student performance. Teachers learn how to interpret data, identify learning gaps, and adjust their instructional strategies accordingly. This data-driven approach empowers educators to make informed decisions that positively impact student achievement.
- **Online Curriculum Supports:** Teachers are provided with professional development opportunities to explore and utilize various online curriculum supports, including interactive textbooks and digital resources. Training sessions focus on integrating these tools into lesson plans to create engaging and effective learning experiences. Educators learn how to enhance their instruction with digital content, fostering a more interactive and student-centered classroom environment.

By incorporating these technological resources into our professional development programs, the Tupelo Public School District ensures that educators are well-equipped to use technology effectively in their teaching practices. This commitment to technology integration prepares teachers to meet the diverse needs of their students and to create innovative, technology-rich learning environments.

Parent Conferences and Family Engagement

Schools will hold parent conferences and provide family engagement support to foster a collaborative relationship between educators and families, enhancing student success and community involvement. This includes various activities and events designed to engage parents and families actively in the educational process:

- **Family Nights and Special Events:** These events provide opportunities for parents to learn about curriculum updates, effective home study strategies, and ways to support their children's education. They also offer a platform for parents to ask questions and interact with teachers and school staff in an informal setting.
- **MTSS (Multi-Tiered System of Supports) Meetings:** These meetings involve parent-invited teams that collaborate to support students needing additional tutorial services or interventions. The MTSS framework ensures that students receive timely assistance tailored to their specific needs, with parents playing a crucial role in the process.
- **Parent Teacher Organizations (PTOs):** PTOs are actively involved in organizing various learning events and activities throughout the school year. These events not only support student learning but also build a strong sense of community and partnership between families and schools.

By integrating these diverse supports, the Tupelo Public School District aims to create a robust and inclusive environment that promotes continuous engagement and collaboration between families and educators. This holistic approach is key to fostering student success and building a supportive community around each school.

Professional Learning Plan

- Certified personnel shall support the district plan.
- All professional learning activities must be pre-approved in the district.
- Each employee shall maintain all documents reflecting the completion of professional learning programs, whether an outside organization or the district provided such programs.
- Approved professional learning activities shall relate to the following focus areas:
 - Assessment and Evaluation
 - Classroom Management
 - Special Education Topics
 - English Learners Instruction and Assessment Needs
 - Instructional Strategies
 - Knowledge of Content
 - Technology Utilization and Instructional Integration
 - Test Data Interpretation and Utilization
 - Special Areas
 - Staff Appraisal Process and Procedures
 - Social-Emotional Support

- Mental Health in the Classroom

Registration for Professional Development Activities

All professional development activities must be pre-approved by the district to ensure alignment with educational objectives and strategic priorities. Educators are required to register for these activities through the district's designated registration system. Each employee is responsible for maintaining comprehensive documentation that demonstrates the completion of professional learning programs, whether conducted internally or by external organizations.

Documentation Plan

Documentation for professional development activities includes the following:

- Professional Development Days: Participants must sign in at each activity to confirm attendance.
- Continuing Education Units (CEUs): CEU credits are earned through accredited institutions, with conversion based on instructional hours. Documentation for CEU credits must align with district-approved courses.

Program Evaluation

Program evaluations are conducted at the conclusion of each professional development activity. Participants are required to submit a Professional Development Evaluation Form, providing feedback that is crucial in assessing program effectiveness and identifying areas for improvement. Insights from evaluations inform future staff development initiatives to ensure alignment with district goals and standards.

Alignment of MTGR and Learning Forward Standards

The Tupelo Public School District's professional learning system is designed to align with both the Mississippi Teacher Growth Rubric (MTGR) standards and the Learning Forward Standards for Professional Learning, ensuring a comprehensive and effective approach to professional development. The MTGR standards, which encompass domains such as Planning, Instruction, and Learning Environment, are directly linked to the Learning Forward standards to create a cohesive framework for teacher growth. For example, the MTGR's focus on objectives and alignment, assessment and data usage, and lesson structure directly correspond to Learning Forward's Outcomes, Data, and Implementation standards. This alignment guarantees that our professional learning activities are data-driven, outcomes-focused, and practically implemented in classroom settings. By integrating these standards, we ensure that our professional development initiatives are evidence-based, meet federal funding requirements, and support continuous improvement in teaching and student achievement.

Linking Mississippi Teacher Growth Rubric (MTGR) to Learning Forward Standards for Professional Learning

To ensure our professional development aligns with both state and national standards, we have mapped the Mississippi Teacher Growth Rubric (MTGR) components to the Learning Forward Standards for Professional Learning. This alignment facilitates a comprehensive and effective approach to teacher growth and student achievement.

Domain I: Planning

MTGR Component	Learning Forward Standard	Explanation
Objectives and Alignment	Outcomes	Ensuring objectives align with state standards and student needs supports the outcomes of professional learning.
Assessment and Data Usage	Data	Using assessments to monitor progress and adjust instruction is crucial for data-driven professional learning.
Learning Experiences	Learning Designs	Designing engaging, standards-aligned lessons reflects the need for thoughtful learning designs in PD.

Domain II: Instruction

MTGR Component	Learning Forward Standard	Explanation
Lesson Structure and Pacing	Implementation	Effective lesson structure and pacing are key to implementing professional learning strategies.
Standards and Objectives	Outcomes	Aligning instruction with standards and objectives is integral to achieving desired student outcomes.
Motivation	Implementation	Using strategies that motivate and engage students reflects the practical application of professional learning.

Explanation and Modeling	Learning Designs	Clear explanations and modeling in the classroom mirror the importance of well-designed learning experiences in PD.
Questioning	Learning Communities	Encouraging questioning and discussion fosters a community of practice among educators.
Academic Feedback	Data	Providing specific feedback supports continuous improvement and data-driven instruction.

Domain III: Learning Environment

MTGR Component	Learning Forward Standard	Explanation
Classroom Culture	Learning Communities	Establishing a positive classroom culture supports collaborative and supportive learning communities.
Managing Student Behavior	Implementation	Effective behavior management strategies are essential for the successful implementation of professional learning.
Physical Environment	Resources	Organizing the physical environment to support learning highlights the importance of adequate resources in PD.

At Tupelo Public School District, our commitment to professional development is rooted in our dedication to fostering a culture of learning and collaboration. By equipping educators with evidence-based practices, innovative strategies, and ongoing support, we empower them to effectively meet the diverse needs of our student community. Through structured mentoring, comprehensive professional learning communities, and rigorous program evaluations, we continuously strive to improve teaching and learning outcomes. Together, we embrace the

challenges and opportunities of education, ensuring that every student achieves their full potential in a supportive and enriching environment.

Appendix A

PROFESSIONAL DEVELOPMENT EVALUATION FORM

SESSION NAME:	LOCATION:
DATE:	INSTRUCTOR

PLEASE CIRCLE THE APPROPRIATE NUMBER FOR EACH QUESTION. WE ARE ASKING FOR FEEDBACK; FEEL FREE TO MAKE BOTH POSITIVE AND NEGATIVE COMMENTS. SUGGESTIONS FOR IMPROVEMENT WILL BE GRATEFULLY ACCEPTED.	
1 –STRONGLY DISAGREE 2-DISAGREE 3-NEUTRAL 4-AGREE 5-STRONGLY AGREE	
1. The session presented met content expectations.	<u>1</u> 2 3 4 5
Comments: _____	_____
2. Trainer(s) demonstrated expert knowledge of content presented.	<u>1</u> 2 3 4 5
Comments: _____	_____
3. There was an appropriate use of participant-directed and trainer-directed activities.	<u>1</u> 2 3 4 5
Comments: _____	_____
4. Sessions were conducted on time, and breaks were given appropriately.	<u>1</u> 2 3 4 5
Comments: _____	_____
5. The interaction between participants and trainer(s) was appropriate and comfortable for the purpose of the workshop.	<u>1</u> 2 3 4 5
Comments: _____	_____
6. The registration process for this event was clear and easy to follow.	<u>1</u> 2 3 4 5
Comments: _____	_____
7. Confirmation of registration and directions to the event were clear and arrived in a timely manner.	<u>1</u> 2 3 4 5
Comments: _____	_____
8. The refreshments and/or meal provided were appropriate to the event and of high quality.	<u>1</u> 2 3 4 5
Comments: _____	_____
9. Facilities were comfortable and appropriate for purposes.	<u>1</u> 2 3 4 5

Appendix B

District Professional Development Day

District professional development days will be focused on curriculum updates, teacher training, technology support, and other district initiatives, as needed.

- July 29-31, 2024
- October 17-18, 2024
- January 6, 2025
- May 23, 2025

Appendix C

Mentor Collaboration Log

Mentor Name:			
Mentee Name:			
School:			
Grade/ Subject Mentee Teaches:			
Date:			
Type of Collaboration (Select all that apply.):			
Analyzing student work	Communicating with parents	Creating classroom culture	Developing professional goals
Discussing curriculum	Using technology	Providing resources	Planning a lesson
Discussing student assessment	IEP development	Modeling lesson	Observing classroom instruction
Reflecting	Observing another teacher	Pre/ Post-observation conference	Teacher table/ Tier 2 instruction
Other:			

- **Feedback:**

- **Key Points/ Notes:**

- **Next Steps:**

- **Next Meeting Date:**

Mentee Signature:	
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Mentor Signature:	
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