Chattooga County School System
Professional Learning Plan and Evaluation

The Chattooga County School District does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices.

The Chattooga County School District has established a professional learning plan based on the performance of its students, staff, and the impact of its educational programs. The instructional practices and funding for the professional learning plan support a pervasive commitment to equity in academic areas and instruction for all students. To address the challenges faced by the educational system and fully implement the vision of the school system, there must be accountability at all levels of the organization to improve student achievement and school effectiveness. The district is committed to a philosophy of respect and high expectations for all students, parents, teachers, and other staff. The district is also committed to providing all children residing in the county with a free and adequate education regardless of race, national origin, sex, disability, family status or place of residence.

District Mission and Vision Statements

Mission: Enable all students to become productive, contributing citizens who can communicate effectively, gather, and use information, make responsible decisions, utilize technology, and adapt to the challenges of the future.

Vision: Prepare students for success through a rigorous education with high academic standards in schools where students want to learn, parents want their children to attend, and teachers want to teach.

Guiding Principles

1. Our students, personnel, and parents deserve a safe, inviting, non---threatening learning environment where they are treated with dignity and respect within an environment that promotes student learning.

2. Teachers, administrators, parents, the community, and students share the responsibility for academic success.

3. Students learn best when they are actively engaged in the learning process.

4. The commitment to continuous improvement is imperative if our schools are going to enable students to become confident, self---directed, life---long learners.

5. Student achievement should be the primary focus of all decisions impacting the work of the school.

Chattooga County School District Major System Priorities

1. Student Achievement: Establishing internationally competitive standards for student performance and accountability, in collaboration with technical colleges, institutions of higher learning, and the business community to ensure that all students are challenged and prepared for rigor in a diverse and technologically rich society.
2. Continuous Improvement: Attracting, retaining, and training highly effective teachers, principals, and support staff, while ensuring that all students receive a high-quality education.
3. Stakeholder Involvement: Increasing parental, community, and business involvement as partners in the educational process, while utilizing the district's existing public education facilities by establishing evening/weekend education programs for interested Chattooga County residents.
4. Efficient and Effective Operational Procedures: Ensuring that all students and staff have a safe and secure environment for teaching and learning.

Organization and Structure for Professional Learning

According to the Georgia Department of Education, "Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills and dispositions necessary to create and support high levels of learning for all students."

Professional learning in the Chattooga County School District is organized in two areas: district level and school level. District level professional learning focuses on the improvement of job-related knowledge, skills, and behaviors of all employees. The district level model for professional learning is through professional learning programs, workshops, and meetings delivered in face-to-face and virtual models. School level professional learning focuses on instructional effectiveness. The school level model for professional learning is through Professional Learning Communities and site-based support workshops as described in all School Improvement Plans (SIP).

The district and school level professional learning programs base the professional learning on the following priorities:

Student data.
Analysis of student achievement data.
School graduation rates.
College and Career Ready Performance Index (CCRPI)
District/School Surveys/Needs Assessments
Classroom observation trends.
Teacher Evaluation Models.
Ongoing formal and informal student assessment.
Identification and use of enhanced and differentiated instructional strategies that emphasize rigor in the content areas.

Enhancement of subject content expertise.
Integrated use of classroom technology that enhances teaching and learning.
Classroom management.
Parent Involvement and School Safety.

Organization of staff into Professional Learning Communities.
Providing participants with the support and resources necessary to ensure there is implementation of new knowledge and skills to the workplace.
Aligning, monitoring, documenting, and evaluating the effectiveness of professional learning provided.

These priorities are aligned with the following Teacher Assessment on Performance Standards (TAPS) and the Leader Assessment on Performance Standards (LAPS).

TAPS

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning
The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 3: Instructional Strategies
The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Standard 4: Differentiated Instruction
The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 5: Assessment Strategies
The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6: Assessment Uses
The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Standard 7: Positive Learning Environment
The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Standard 8: Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.

Performance Standard 9: Professionalism
The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Performance Standard 10: Communication
The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

LAPS

Performance Standard 1: Instructional Leadership
The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate
The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Performance Standard 3: Planning and Assessment
The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

Performance Standard 4: Organizational Management
The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Performance Standard 5: Human Resources Management
The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

Performance Standard 6: Teacher and Staff Evaluation
The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

Performance Standard 7: Professionalism
The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Standard 8: Communication and Community Relations
The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

State Requirements for Professional Learning

Professional Learning Goals (PLGs) are designed to enhance professional performance. Professional Learning Goals shall be developed by all educators who are not identified within one of the six categories requiring a Professional Learning Plan and who have received a summary performance rating of Proficient (Satisfactory) or Exemplary.
The educator should write a minimum of one measurable goal to focus on during the school year. A measurable goal states what the teacher will do in a way that allows a reader to tell whether the goal was met. The goals and results will be stored in TKES or LKES platform.

Professional Learning Plans (PLPs) are designed to address the needs of educators. Professional Learning Plans are required for all educators who fall into one of these categories:
Induction
Teaching out-of-field (non-renewable certificate)
New position
Out of the profession for a period of one year or more
Moving into the state
Evaluation performance of Needs Development, Ineffective, or Unsatisfactory

Remediation Plans (That include a PLP) are required for any educator receiving a rating that must be reported to the GAPSC (ineffective or Needs Development TEM or LEM rating, or an unsatisfactory rating)

The Chattooga County School System believes that effective professional learning and evaluation practices encourage and support new and experienced educators in their continuous effort to improve instruction, implement curriculum effectively, and appropriately respond to student learning needs. Effective evaluation informs decision-making, demonstrates evidence of success, and allows for appropriate revisions to meet staff and student needs.

The success of professional learning relies on the entire school community. School and district leaders, including administration and teachers, play an important role in identifying improvement goals, planning professional learning and development initiatives to accomplish the goals, and evaluating the effectiveness of these efforts. Administrators support teachers in their professional learning by providing needed resources and structured time set aside for professional learning. Teachers work collectively, along with administrators, to plan professional learning at the school and district level. Students, parents, and the community-at-large are involved in professional development through the School Improvement Plan, school climate surveys and the Title IIA Needs Assessment. Evaluation of professional learning will be monitored through classroom walkthroughs and teacher evaluations.

The practice of planning of professional learning connected to student achievement data and identified teacher needs provides opportunities for supporting the improved performance of students and staff through results-driven professional learning, which is standards based, job-embedded and collaborative. System-wide standards-based professional learning in specific content and instructional strategies based on identified needs assures that all students are given the opportunity to master critical course content.

Georgia Department of Education certification renewal rules require the demonstration of the impact of professional learning on educator performance and/or student achievement. The Teacher Keys Effectiveness System (TKES) provides data to measure the impact of professional learning on educator performance and/or student achievement. To renew, educators evaluated using TKES must meet minimum evaluation requirements based on the certificate held at the time of recertification. The Leader Keys Effectiveness System (LKES) is a system of multiple measures, which together provide a stronger assessment of building leader effectiveness than each of the measures alone. Educators evaluated using LKES must meet minimum evaluation requirements in order to recertify. Educators not evaluated using TKES/LKES do have performance evaluations. Goals for these educators are established and assessed using the Local Units of Administration Manual (LUA's) performance evaluation system. LUAs are encouraged to use additional sources of data to inform development of PLPs and PLGs. Summative performance data is the minimum required but using additional data sources assures stronger PLPs and PLGs.