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**HATTIESBURG PUBLIC SCHOOLS**  
**PROFESSIONAL**  
**LEARNING PLAN**  
**2025-2026**



*Built for Greatness*

# HATTIESBURG PUBLIC SCHOOLS PROFESSIONAL LEARNING PLAN **2025-2026**

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## HATTIESBURG PUBLIC SCHOOLS VISION

The vision of Hattiesburg Public Schools is to create a **model teaching and learning environment** that graduates every student prepared for success in life, college, and the workforce.

## HATTIESBURG PUBLIC SCHOOLS MISSION

The mission of the Hattiesburg Public Schools is **to educate all students** to become productive citizens of a dynamic, global community.

## HATTIESBURG PUBLIC SCHOOLS STRATEGIC GOALS

1. **Academic Success:** Every student is proficient and showing growth in all assessed areas.
2. **Effective and Committed Staff:** Every classroom and department is led by caring, supportive, and highly effective staff.
3. **Positive School Climate and Culture:** All schools are safe, supportive, and welcoming.
4. **Family and Community Engagement:** All families and the community are informed, connected, and contribute to the success of our students and schools..
5. **Fiscal Responsibility and Sustainable Resources:** All District resources support the full implementation of the strategic plan.

## PURPOSE OF THE PROFESSIONAL LEARNING PLAN

The **purpose** of the Hattiesburg Public Schools Professional Learning Plan is to describe the professional development cornerstones, goals, and supporting strategies and actions designed to meet the specific data identified needs of Hattiesburg Public Schools. In implementing the **2025-2026** Professional Learning Plan, Hattiesburg Public Schools will adhere to the **Learning Forward Standards** through strategies, activities, and practices used to systematically support achieving **Strategic Goal 1 - Academic Success:** Every student proficient and showing growth in all assessed areas as well as **Strategic Goal 2 - Effective and Committed Staff:** Every classroom and department is led by caring, supportive, and highly effective staff.

Hattiesburg Public Schools **employs a training and professional development model to support STRATEGIC GOAL 1 - ACADEMIC SUCCESS** and foster success in the identified academic and professional areas through the building of effective teaching and high-quality instruction designed with student achievement as the primary focus.

## PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OVERVIEW

The Title I Comprehensive Needs Assessments survey results from the 2024-2025 school year were used as a data source to identify the critical needs for teachers, paraprofessionals, and administrators district-wide and at each school to determine the yearly professional development needs, goals, and strategies. Additional data, such as attendance, discipline, Mississippi Department of Education State Assessment results, Culture and Climate Surveys (*i.e.*, MRA/LiM Survey results, Capturing Kids Hearts Survey, DISC, Leadership 360 Surveys, PBIS Surveys, Program Evaluations and Surveys, etc.) and administrators/teachers input, is also used to identify key professional development needs. **Moreover, based upon identified needs, Hattiesburg Public Schools professional development, training, and support model for the 2025-2026 school year will focus on the targeted areas outlined below to encompass support and training for all staff as applicable and necessary** (*i.e.* administrators, certified and classified staff, support staff, clerical and administrative staff, etc.).

**Survey results identified the following as top professional development (PD) priorities across the district. Districtwide Professional Development Needs (Top 10 Topics Ranked):**

1. Student Engagement
2. Differentiated Instruction
3. Classroom Management
4. Instructional Strategies
5. Specific Content Area Training
6. Reading for At-Risk Students
7. Technology Integration
8. Writing Process
9. English Learners (ELs)
10. College and Career Readiness Standards (CCRS)

Additional needs included PBIS/School Culture, Ready Curriculum, Multi-Tiered Systems of Support (MTSS), and the Teacher Growth Rubric. Staff also indicated their need(s) for:

- More support in integrating technology into instruction
- Coaching on new strategies and analyzing assessment data
- Greater involvement in shaping professional learning opportunities
- Leadership Growth

**PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT OVERVIEW CONTINUED**

Moreover, based on current and past training trends and requests the areas listed below will continue to be a part of the overall focused support and training plan for Hattiesburg Public Schools staff:

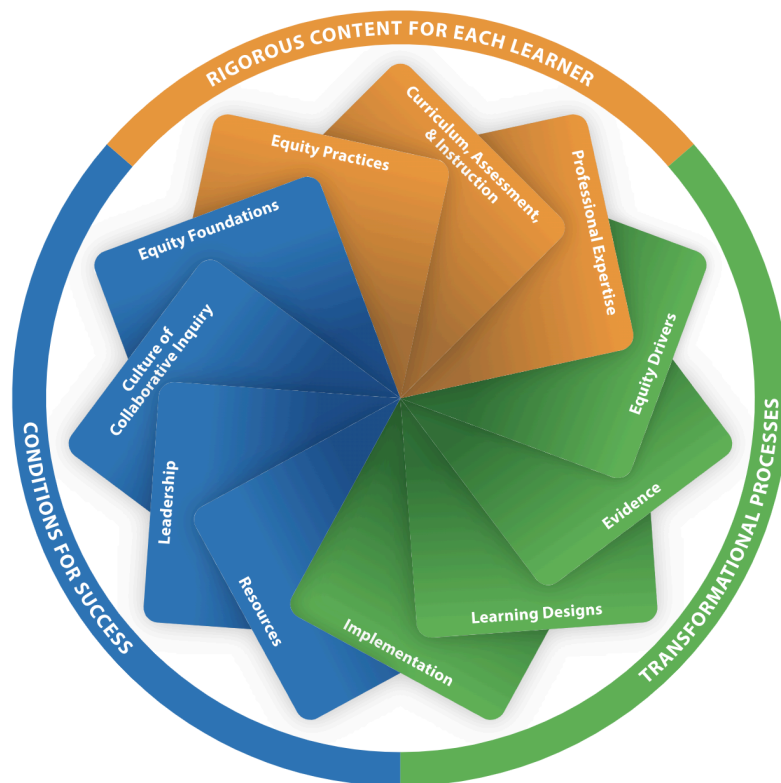
- Highly quality teaching and learning strategies (HITSm - high impact teaching strategies)
- Any program resource or district-wide teaching and learning and/or culture and climate initiatives
- Mandatory Mississippi Department of Education, Board of Trustees, and/or Legal or educationally required compliance, policies, and processes/expectations
- Differentiated Instruction (*i.e., grouping, individualized instruction, remediation, interventions, acceleration, strategies, etc.*)
- Technology - Student Engagement/Motivation, Digital Learning and Support Tools, Instructional Technology Strategies
- Utilizing data and progress monitoring tools and analysis (*i.e., common assessments, standards mastery/diagnostic, formative/summative assessments, etc.*), Data to Instruction, Data Driven Decision Making, Objective/Goal Setting and Feedback
- Research-based Instructional Strategies /Best Practices (*Questioning, Formative Assessments, Marzano Strategies, etc.*)
- College and Career Readiness Standards and Specific Content Area Knowledge (*Math, ELA, Science, History, etc.*)
- Strategies for At-Risk Learners - Multi-Tiered Systems of Support (*MTSS/RTI/EWS*), English Learner (*EL*), SPED-Inclusion/Co-teaching
- Literacy-Reading and Writing at all levels and content areas - Phonics/Phonemic Awareness, Vocabulary, Comprehension
- Classroom Management and School Culture and Climate (*i.e., Leader in Me, 7 Habits of Highly Effective People, Conscious Discipline, Positive Behavior Incentive Support-PBIS, Customer Service/Communication, Building Positive Relationships, Character Building, Leadership, etc.*)
- Educator and Professional Employee Growth, Evaluation, Improvement, Development, Leadership, etc.
- Leadership Support and Training with all Employees - Staff
- Social Emotional Learning, Capturing Kids Hearts, Building Positive Relationships
- Customer Service
- Parental and Community Engagement, Support, and Partnerships
- Creating Supportive Learning Environments/ Culturally Responsive +Inclusive Practices
- Standard Operating Procedures, Finances/Budgeting/Business/Fixed Assets, School Safety, Crisis Management, CPI/CTI, School Accountability and Accreditation
- Other training support areas as designated by administrator/supervisor to support identified district, school, department, and/or community support needs

## COMMITMENT TO PROFESSIONAL DEVELOPMENT BEST PRACTICES

Hattiesburg Public Schools is committed to addressing the identified needs of staff by providing professional learning opportunities, initiatives, actions, and strategies that adhere to the **LEARNING FORWARD STANDARDS** and champion a model of training, modeling, collaborating, and coaching support via internal and external consultants, specialists, certified and classified staff, teachers, and/or administrative leaders.

The **LEARNING FORWARD PROFESSIONAL LEARNING** principles, research, and best practices serve as the foundation of professional learning in Hattiesburg Public Schools.

The **2011 Learning Forward Professional Learning Standards were Revised in 2022** based on new research and support from the educational field and delineated into **THREE FRAMES**: *Rigorous Content for All Learners, Transformational Processes, and Conditions for Success*. Then the standards were compiled and condensed into **FIVE NEW STANDARDS**: *Equity Foundations; Equity Drivers; Equity Practices; Curriculum, Assessment, and Instruction; and Professional Expertise*.



**National Learning Forward Professional Learning Standards (Revised 2022) Resources**  
<https://standards.learningforward.org/wp-content/uploads/sites/29/2022/04/quickguide.pdf>  
<https://standards.learningforward.org/wp-content/uploads/sites/29/2023/04/advancing-outcomes-tool.pdf>

**OVERVIEW OF THE LEARNING FORWARD 2022 FRAMES & STANDARDS**

**RIGOROUS CONTENT FOR EACH LEARNER**

Standards within the **RIGOROUS CONTENT FOR EACH LEARNER** frame describe the essential content of adult learning that leads to improved student outcomes.

<p><b>EQUITY PRACTICES</b> Professional learning results in equitable and excellent outcomes for all students when educators understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.</p>	<p><b>CURRICULUM, ASSESSMENT, AND INSTRUCTION</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.</p>	<p><b>PROFESSIONAL EXPERTISE</b> Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.</p>
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**CONDITIONS FOR SUCCESS**

Standards within the **CONDITIONS FOR SUCCESS** frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

<p><b>EQUITY FOUNDATIONS</b> Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.</p>	<p><b>LEADERSHIP</b> Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning</p>	<p><b>CULTURE OF COLLABORATIVE INQUIRY</b> Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.</p>	<p><b>RESOURCES</b> Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</p>
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**TRANSFORMATIONAL PROCESSES**

Standards within the **TRANSFORMATIONAL PROCESSES** frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

<p><b>EQUITY DRIVERS</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.</p>	<p><b>EVIDENCE</b> Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.</p>	<p><b>LEARNING DESIGNS</b> Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.</p>	<p><b>IMPLEMENTATION</b> Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.</p>
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**LEARNING FORWARD FRAME 1: THE CONDITIONS FOR SUCCESS**

The **CONDITIONS FOR SUCCESS STANDARDS** describe aspects of the professional learning **CONTEXT, STRUCTURES, AND CULTURES** that undergird high-quality professional learning.

**HATTIESBURG PUBLIC SCHOOLS PRACTICES & STRATEGIES TO SUPPORT LEARNING FORWARD FRAME: CONDITIONS FOR SUCCESS**

- 1. 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.

<p><b>Professional Learning Communities (PLC)</b></p> <ul style="list-style-type: none"> <li>● Professional learning communities (<i>PreK-12</i>) meet by grade /subject area for collaboration, planning, and support</li> <li>● Grade/department level teams meet for planning and review of data in grades Pre-K-12</li> <li>● Focused faculty meetings are scheduled to review, to discuss data, to assess progress, and to follow up with research based responses plans and actions</li> <li>● Principals meet to review data, determine ways to assist teachers and/or receive professional learning on topics specified by district needs</li> <li>● Leadership, i.e., directors/supervisors, assistant principals, etc., meet to deepen understanding of effective leadership practices</li> <li>● District specialists and Curriculum support meetings to review data, strategies, and allow district-wide collaboration</li> </ul>	
<p><b>School Level Meeting Session Frequency:</b></p> <ul style="list-style-type: none"> <li>● Faculty Meetings (<i>At least 1-2 times per month</i>)</li> <li>● Subject/Grade Level PLC (<i>At least 1 times per week</i>)</li> <li>● Leadership Meeting (<i>At least 1 per week</i>)</li> <li>● PBIS Committee Meeting (<i>At least 1-2 times per month</i>)</li> <li>● MTSS/TST/EWS Meeting (<i>At least 1-2 times per month</i>)</li> </ul>	<p><b>District Level Meeting Session Frequency:</b></p> <ul style="list-style-type: none"> <li>● Administrators Meeting (<i>Monthly</i>)</li> <li>● Principals Meeting (<i>Monthly</i>)</li> <li>● Assistant Principals Academy (<i>Monthly</i>)</li> <li>● Curriculum and Instruction Meeting (<i>At least 1-2 times per month</i>)</li> <li>● District MTSS/TST/RTI Meeting (<i>Quarterly</i>)</li> </ul>

**2. 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.

- Administrators and teachers attend workshops and conferences to further their educational knowledge
- Administrators at the district and school site level establish policies and organizational structures that support ongoing professional learning and continuous growth.
- Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects
- Administrators ensure equitable distribution of resources to accomplish district and school goals
- Administrators ensure that adequate time for learning and collaboration is a part of the work day through scheduling and common grade and department level planning and meetings

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

- District resources are intentionally focused on providing supports designed to increase student achievement
- Substitutes are funded to minimize disruption of instruction as teachers attend specific required professional development workshops
- District Curriculum & Instruction staff assists school leaders and teachers in analyzing data, designing lessons and assessing instructional practices.
- District provides all certified staff with individual technology resources for instructional and professional use
- District provides a variety of professional development, i.e. online via Learning Management System (Schoology), Google Drive, modeling, coaching, and peer observations

**4. IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applied research on change and sustains support for implementation of professional learning for long term change.

- Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth
- Teachers found to be deficient in specific areas will be provided training sessions to increase their skills
- Professional development sessions are embedded in the district calendar to provide collaborative opportunities across the district; these are opportunities to analyze and interpret school site data and to design effective instructional practices
- Academic coaches will be trained to share instructional strategies that will be used district-wide
- Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms
- Curriculum specialists and external consultants will provide both individual and group support sessions for the design of effective interventions and lessons

## LEARNING FORWARD FRAME 2: TRANSFORMATIONAL PROCESSES

The **TRANSFORMATIONAL PROCESSES STANDARDS** describe process elements of professional learning, explaining how educators learn in ways that **SUSTAIN SIGNIFICANT CHANGES** in their knowledge, skills, practices, and mindsets.

### HATTIESBURG PUBLIC SCHOOLS PRACTICES & STRATEGIES TO SUPPORT LEARNING FORWARD FRAME: TRANSFORMATIONAL PROCESSES

1. **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.
  - The district provides an online student data analytics service through School Status, SAMS, i-Ready, K12ELLS, etc.
  - Data analysis is the focus of each professional learning community to determine the strength and growth areas for students and to create a plan to address the areas of concern
  - Administrators must present Self Directed Improvement Systems (*SDIS*) plans at quarterly meetings for analyzing school/department data
  - District focus on formative assessments for progress monitoring of students for instructional decisions during grade/departmental meetings
2. **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.
  - Administrators use collaborative processes in school meetings to obtain input from all stakeholders
  - Administrators review lesson planning to ensure the proper design of instruction to meet student needs
  - District and school site administrators conduct walk-throughs and classroom observations to determine the impact of instructional practices
  - Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices
  - Teachers review and discuss the data and modeling of best practices and to obtain information on the implementation of new instructional strategies
  - A district team will oversee the Multi-Tiered Systems of Support (MTSS) and Response to Intervention process and work with teachers to provide strategies for implementation of the interventions
  - Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites or district level
  - Positive Behavior Interventions Systems are implemented and documented at each school site
  - A Teacher Induction Academy is developed on a district level and school site level for teachers with 0-1 years of teaching experience to provide them support for additional strategies and professional learning opportunities
  - Model teachers serve as mentors for any teacher who is new to the Hattiesburg Public School District

**LEARNING FORWARD FRAME 3: RIGOROUS CONTENT FOR EACH OF THE LEARNER:**

The **RIGOROUS CONTENT FOR EACH LEARNER STANDARDS** describe the essential **CONTENT OF ADULT LEARNING** that leads to improved student outcomes.

**HATTIESBURG PUBLIC SCHOOLS PRACTICES & STRATEGIES TO SUPPORT LEARNING FORWARD FRAME: RIGOROUS CONTENT FOR EACH LEARNER**

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

- Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Appraisal
- Teacher Induction Academy Mentors will be assigned on site to support new teachers
- Literacy and mathematics specific training will be conducted for specified grade bands to support student achievement
- District level and school level training will be conducted to expand the knowledge of teachers and administrators around the implementation of the College and Career Readiness Standards.

HATTIESBURG PUBLIC SCHOOLS PROFESSIONAL LEARNING ACTION PLAN  
ALIGNED TO THE 2022 LEARNING FORWARD STANDARDS WITH ACTION STEPS

**CONDITIONS FOR SUCCESS LEARNING FORWARD STANDARDS 2022:**

**LEADERSHIP AND EQUITY FOUNDATIONS**

(LEARNING FORWARD 2011: LEARNING COMMUNITIES, LEADERSHIP, & RESOURCES)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p><b>LEADERSHIP:</b> Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.</p> <p><b>EQUITY FOUNDATIONS:</b> Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.</p>	<ol style="list-style-type: none"> <li>1. Teachers serve in a variety of leadership roles.</li> <li>2. The faculty is involved in planning and implementing professional learning.</li> <li>3. Administrators participate in professional learning with staff.</li> <li>4. Administrators model instructional leadership and continuous improvement.</li> <li>5. The school culture supports continuous improvement through team learning.</li> <li>6. Resources (money, materials, and time) are equitably utilized to accomplish learning goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators and teachers attend workshops and conferences to further their educational knowledge</li> <li>2. Administrators at the district and school site level establish policies and organizational structures that support ongoing professional learning and continuous growth.</li> <li>3. Teachers are given an opportunity at each school site to share in distributed leadership through chairing committees, departments or special campus projects</li> <li>4. Administrators ensure equitable distribution of resources to accomplish district and school goals</li> <li>5. Administrators ensure that adequate time for learning and collaboration is a part of the work day through scheduling and common grade and department level planning and meetings</li> </ol>	<p>Principals/Assistant Principals</p> <p>Academic Coaches</p> <p>Teachers and Support Staff</p> <p>Curriculum and Instruction Department</p> <p>Superintendent Assistant Superintendent Directors of Departments</p>	<p>Professional Learning Communities for each grade/content area PreK-12 at each school and district level</p> <p>Teacher Leadership Team (<i>agendas, minutes</i>)</p> <p>School/District Level Professional Development (<i>calendar, meeting/training schedules, agendas, sign-ins</i>)</p>

**CONDITIONS FOR SUCCESS LEARNING FORWARD STANDARDS 2022:  
RESOURCES**

(LEARNING FORWARD 2011: LEARNING COMMUNITIES, LEADERSHIP, & RESOURCES)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p><b>RESOURCES:</b> Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</p>	<ol style="list-style-type: none"> <li>1. Resources are targeted to a small number of high priority goals for student and educator learning.</li> <li>2. The school schedule allows for professional learning time during the school day.</li> <li>3. Resources are allocated for technology to support student and educator learning.</li> <li>4. The uses of resources are tracked and monitored.</li> <li>5. Multiple sources of funding are coordinated and aligned to stated learning goals.</li> <li>6. Teachers and administrators share responsibility for allocation of resources.</li> <li>7. Alignment of curriculum, instruction, assessment and professional development to college and career standards.</li> <li>8. Appropriate resources utilized in teaching and learning experiences for students (<i>classroom observations, PLC observations, Data Response Plans, etc.</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. District resources are intentionally focused on providing supports that would increase student achievement</li> <li>2. Substitutes are funded to minimize disruption of instruction as teachers attend off-site professional development workshops as applicable and funding available</li> <li>3. District C &amp; I staff assists school leaders and teachers in analyzing data, designing lessons and assessing instructional practices.</li> <li>4. District has provided all certified staff with individual technology resources for instructional use</li> <li>5. A Teacher Induction Academy is developed on a district and school level for 0-1 year teachers to provide them support for additional strategies and professional learning opportunities</li> </ol>	<p>Teachers and Support Staff</p> <p>Superintendent Assistant Superintendent</p> <p>Technology Department</p> <p>Curriculum and Instruction Department</p> <p>Instructional Technologist, and Principals</p>	<p>Staff Effectiveness Review and Feedback Information/ Survey/ Reports</p> <p>Monthly Meeting Notes, Minutes, Data, Feedback</p> <p>Needs Assessment Data</p>

**CONDITIONS FOR SUCCESS LEARNING FORWARD STANDARDS 2022:**

**CULTURE OF COLLABORATIVE INQUIRY**

*(LEARNING FORWARD 2011: LEARNING COMMUNITIES, LEADERSHIP, & RESOURCES)*

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p><b>CULTURE OF COLLABORATIVE INQUIRY:</b> Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.</p>	<ol style="list-style-type: none"> <li>1. School and district leaders create policies and organizational structures that support implementation of collegial learning.</li> <li>2. Learning teams meet regularly and frequently using agendas and protocols that focus teamwork on learning for all students.</li> <li>3. All educators participate in learning communities that align collaborative work with school improvement goals and focus on continuous improvement.</li> <li>4. Learning communities share collective responsibility for all students in the school or district.</li> <li>5. Learning community members exchange feedback about their practice with one another, visiting each other’s classrooms or work settings, and sharing resources.</li> <li>6. Learning teams develop and employ norms of collaboration and relational trust.</li> <li>7. Team members and faculties hold themselves collectively accountable for student results.</li> <li>8. Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional learning communities meet at least 1-2 times per week by grade bands or subject area based on need</li> <li>2. Grade/department level teams meet once a week for planning and review of data in grades PreK-12</li> <li>3. Focused faculty meetings are scheduled at least once per month to assess progress</li> <li>4. Principals meet 1-2 times per month to review data, determine ways to assist teachers and/or receive professional learning on topics specified by district needs</li> <li>5. Assistant principals meet monthly to deepen their understanding of leadership</li> <li>6. Academic coaches meet to review data, review strategies and to collaborate on developing district wide instructional plans</li> <li>7. Model exemplar teachers serve as mentors for any teacher new to the Hattiesburg Public Schools</li> </ol>	<p>Principals</p> <p>Curriculum and Instruction Department</p> <p>Teachers and Support Staff</p> <p>Superintendent Assistant Superintendent Principals</p>	<p>Alignment of curriculum, instruction, assessment and professional development to college and career standards.</p> <p>Rigorous uniform resources PreK-12 Appropriate resources utilized in teaching and learning experiences for students <i>(classroom observations, PLC observations, Data Response Plans, etc.)</i></p>

**RIGOROUS CONTENT FOR EACH LEARNER LEARNING FORWARD STANDARDS 2022:  
EQUITY IN PRACTICES, CURRICULUM, ASSESSMENT & INSTRUCTION,  
AND PROFESSIONAL EXPERTISE**

*(LEARNING FORWARD 2011: OUTCOMES)*

<b>LEARNING FORWARD STANDARDS 2022 DESCRIPTION</b>	<b>INDICATORS</b>	<b>ACTIONS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE</b>	<b>EVIDENCE OF SUCCESS</b>
<p><b>EQUITY PRACTICES:</b> Professional learning results in equitable and excellent outcomes for all students when educators understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.</p> <p><b>CURRICULUM, ASSESSMENT, AND INSTRUCTION:</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.</p> <p><b>PROFESSIONAL EXPERTISE:</b> Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.</p>	<ol style="list-style-type: none"> <li>1. Educator learning is focused on student learning outcomes.</li> <li>2. Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students.</li> <li>3. Learning goals are based on analysis of educator and student data.</li> <li>4. Professional learning is focused on proven effective classroom strategies and practices.</li> <li>5. Learning outcomes are aligned with educator performance standards and student learning goals.</li> <li>6. All professional learning includes appropriate follow-up.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher effectiveness and performance aligns with the standards and implementation of the Teacher Growth Rubric Teacher Appraisal</li> <li>2. Individual student goals are based on analysis of data to increase student achievement, growth, and proficiency</li> <li>3. Teacher Induction Academy Mentors will be assigned on site to support new teachers</li> <li>4. District/school training will be conducted to expand the knowledge of staff around the implementation of literacy, mathematics, the CCR Standards, and all applicable academic courses/curriculum grades PreK-12.</li> <li>5. District provides Summer and Off-Contract additional professional development</li> </ol>	<p>Assistant Superintendent and Principals</p> <p>Principals and Teachers</p> <p>Principals Director of Curriculum and Instruction, Director of Federal Programs/Early Learning Collaboration, Director of Exceptional Education, Director of Career &amp; Technical Education/ College &amp; Career Readiness, and Principals</p>	<p>Teacher Growth Rubric Review Principal Growth Rubric Professional Development Feedback, Data, and Evaluation Annual Comprehensive Needs Assessment</p>

**TRANSFORMATIONAL PROCESSES FOR LEARNING FORWARD STANDARDS 2022:  
LEARNING DESIGNS**

*(LEARNING FORWARD 2011: DATA, LEARNING DESIGNS, & IMPLEMENTATION)*

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p><b>LEARNING DESIGNS:</b> Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.</p>	<ol style="list-style-type: none"> <li>1. School and district plans focus on team and whole-school learning.</li> <li>2. Most professional learning occurs as part of the workday.</li> <li>3. Adult learners engage in using the processes they will use with students.</li> <li>4. School and district plans provide multiple practices of the new learning with feedback and coaching.</li> <li>5. Learners are actively engaged with other learning and the content during the learning process.</li> <li>6. Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrators use collaborative processes in school meetings to obtain input from all stakeholders</li> <li>2. Administrators review lesson planning to ensure the proper design of instruction to meet student needs</li> <li>3. District and school site administrators conduct walk-throughs and classroom observations to determine the impact of instructional practices</li> <li>4. Professional learning communities are conducted at each school site to analyze student data and research and evaluate research-based practices</li> <li>5. Teachers have access to online courses and professional learning opportunities to review modeling of best practices and to obtain information on the implementation of effective instructional strategies.</li> <li>6. The district/school team will oversee the Multi-Tiered Systems of Support (MTSS) and Response to Intervention process and work with teachers to provide strategies for implementation of the interventions.</li> <li>7. Individuals attending workshops or conferences will develop and present mini-workshops to departments or faculty at their school sites</li> </ol>	<p>Principals, Teachers, Support Staff</p> <p>Superintendent</p> <p>Assistant Superintendent, Director of Curriculum &amp; Instruction, and Principals</p>	<p>Principal Observations PLC Lesson Study Review District/School Level Observation Reports Professional Development Calendar, Schedules, Meeting/ Training Dates Teacher Induction Academy <i>(Calendar, agenda, sign-in)</i></p>

**TRANSFORMATIONAL PROCESSES FORWARD STANDARDS 2022:**

**IMPLEMENTATION AND EQUITY DRIVERS**

*(LEARNING FORWARD 2011: DATA, LEARNING DESIGNS, & IMPLEMENTATION)*

<b>LEARNING FORWARD STANDARDS 2022 DESCRIPTION</b>	<b>INDICATORS</b>	<b>ACTIONS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE</b>	<b>EVIDENCE OF SUCCESS</b>
<p><b>IMPLEMENTATION:</b> Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.</p> <p><b>EQUITY DRIVERS:</b> Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.</p>	<ol style="list-style-type: none"> <li>1. Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity.</li> <li>2. School and district leaders provide and align resources to initiate and sustain implementation.</li> <li>3. Leaders model outstanding practices and maintain sustained focus on the goals and strategies for achieving them.</li> <li>4. Schools and district provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice.</li> <li>5. Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations.</li> <li>6. Learners engage in reflection and provide constructive feedback on his/her own or other's practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation tools are used to determine teacher effectiveness and provide constructive feedback for growth</li> <li>2. Teachers found to be deficient in specific areas will be provided training sessions to increase their skills.</li> <li>3. Professional development sessions are embedded in the district/school calendar to provide collaborative opportunities across the district, opportunities to analyze and interpret school site data and to design effective instructional practices.</li> <li>4. Academic coaches will be trained to share instructional strategies that will be used district wide</li> <li>5. Instructional technologist will provide both individual and group training sessions for the integration of technology in classrooms</li> <li>7. Curriculum specialists will provide both individual/group support sessions for the design of effective interventions and lessons</li> <li>8. Positive Behavior Interventions are implemented and documented at each school site</li> </ol>	<p>Superintendent, Assistant Superintendent, and Principals</p> <p>Curriculum and Instruction Department and Principal</p>	<p>Administrator Feedback using data analytics report</p> <p>Usage reports of TeachBoost to provide prescriptive professional development</p> <p>Observations of Classrooms and Instruction</p>

**TRANSFORMATIONAL PROCESSES FORWARD STANDARDS 2022:  
EVIDENCE**

(LEARNING FORWARD 2011: DATA, LEARNING DESIGNS, IMPLEMENTATION)

LEARNING FORWARD STANDARDS 2022 DESCRIPTION	INDICATORS	ACTIONS/ STRATEGIES	WHO IS RESPONSIBLE	EVIDENCE OF SUCCESS
<p><b>EVIDENCE:</b> Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.</p>	<ol style="list-style-type: none"> <li>1. Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels.</li> <li>2. Teachers/teams analyze student data to make decisions about student progress and adjustments needed to increase student learning.</li> <li>3. Teachers/teams use student data to assess the effectiveness of the application of their new learning to make ongoing adjustments to increase student results.</li> <li>4. School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning.</li> <li>5. Educators develop a theory of change and a framework to evaluate professional learning.</li> <li>6. Educators work together to evaluate their learning designs, their collaboration, learning results, and the content and duration of professional learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. District provides an online data analytics service through School Status</li> <li>2. Data analysis is the focus of professional learning community sessions to determine the strength and growth areas for students and to create a plan to address the areas of concern</li> <li>3. District /School focus on formative assessments for progress monitoring of students for instructional decisions during grade/departmental meetings</li> <li>4. Lewin’s Phases of Change are utilized - unfreezing (<i>identify a need to change</i>), changing (<i>use research based strategies to make the change</i>), and refreezing (<i>implement the strategy/approach/ change effectively</i>)</li> <li>5. Administrators must present Self Directed Improvement Systems (SDIS) plans at quarterly meetings for analyzing school site data</li> </ol>	<p>Director of Technology and Instructional Technologist</p> <p>Superintendent, Curriculum and Instruction Department, &amp; Principals</p> <p>Superintendent, Curriculum and Instruction Department, &amp; Principals</p>	<p>Evidence of data driven instruction that provides student intervention, acceleration, and remediation</p> <p>Usage Reports of Programs</p> <p>Early Warning System Data (EWS/MTSS)</p> <p>Review of Progress Monitoring data</p> <p>Meeting/ Training Agendas, Minutes, Notes</p> <p>Observations and Review of Classroom Instruction and PLC Meetings Sessions</p>

**APPENDIX A**

**2025-2026 DISTRICT LEVEL TRAINING SCHEDULE OVERVIEW**

**2025-2026 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL  
TENTATIVE SCHEDULE OF DISTRICT-WIDE PROFESSIONAL DEVELOPMENT SESSIONS  
\*DATES ARE SUBJECT TO CHANGE**

**MASTER CLASS SCIENCE GRADE LEVEL - DISTRICT WIDE MEETING DATES  
LOCATION: TBD TIME: 2:00PM-4:30PM**

<b><u>SCIENCE TERM 2 DATES</u></b> October 29, 2025-5th Grade	<b><u>SCIENCE TERM 3 DATES</u></b> January 28, 2026 - 5th Grade	<b><u>SCIENCE TERM 4 DATES</u></b> March 25, 2026 -5th Grade
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**MASTER CLASS MATH AND ELA GRADE LEVEL - DISTRICT WIDE MEETING DATES  
LOCATION: TBD TIME: 2:00PM-4:30PM**

<b><u>MATH TERM 1 DATES</u></b> September 17, 2025-2nd Grade Math September 24, 2025-3rd Grade Math October 1, 2025-4th Grade Math October 2, 2025-5th Grade Math  <b><u>ELA TERM 1 DATES</u></b> September 9, 2025- 2nd Grade ELA September 11, 2025 - 3rd Grade ELA September 16, 2025 - 4th Grade ELA September 18, 2025 - 5th Grade ELA September 23, 2025 - Kindergarten ELA September 25, 2025 - 1st Grade ELA	<b><u>MATH TERM 2 DATES</u></b> October 15, 2025-2nd Grade Math October 16, 2025-3rd Grade Math October 22, 2025-4th Grade Math October 23, 2025-5th Grade Math  <b><u>ELA TERM 2 DATES</u></b> November 5, 2025 - 2nd Grade ELA November 6, 2025 - 3rd Grade ELA November 11, 2025 - Kindergarten ELA November 18, 2025 -1st Grade ELA November 13, 2024-4th Grade ELA November 12, 2025-5th Grade ELA	<b><u>MATH TERM 4 DATES</u></b> April 22, 2026 - 2nd Grade Math March 25, 2026 - 3rd Grade Math April 15, 2026 - 4th Grade Math April 16, 2026 - 5th Grade Math  <b><u>ELA TERM 4 DATES</u></b> February 18, 2026 - 3rd Grade ELA February 10, 2026 - Kindergarten ELA February 19, 2026 - 1st Grade ELA April 14, 2026 - 2nd Grade ELA April 8, 2026 - 4th Grade ELA April 15, 2026 - 5th Grade ELA
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**DISTRICT NEW TEACHER INDUCTION ACADEMY (TIA)**

**ZERO -1 YEAR EXPERIENCE (K-8 TEACHERS)**  
**LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM TIME: 3:30PM-4:30PM**  
 August 27, 2025  
 November 12, 2025  
 February 11, 2026

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**ZERO - 1 YEAR EXPERIENCE (9-12 TEACHERS)**  
**LOCATION: HATTIESBURG HIGH TIME: 4:15PM-5:15PM**  
 August 27, 2025  
 November 12, 2025  
 February 11, 2026

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**ZERO-1 YEAR EXPERIENCE (K-12 TEACHERS)**  
**LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM TIME: 4:15PM-5:15PM**  
 April 29, 2026 (OYR and 1YR)

**2025-2026 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL**  
**TENTATIVE SCHEDULE OF DISTRICT-WIDE PROFESSIONAL DEVELOPMENT SESSIONS**  
*\*DATES ARE SUBJECT TO CHANGE*

<p><b>ACADEMIC INTERVENTIONISTS/MTSS PROCESS/EWS-COURSE PERFORMANCE MEETING MEETING DATES</b>  <b>LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM</b>    <b>TIME: 1:00PM -3:30PM</b></p>	<p>August 7, 2025                  September 4, 2025                  November 6, 2025                  January 8, 2026                  April 2, 2026</p>	
<p><b>BEHAVIOR SPECIALISTS/ BEHAVIOR INTERVENTIONISTS EARLY WARNING SYSTEMS (EWS)-ATTENDANCE &amp; BEHAVIOR//POSITIVE BEHAVIOR INCENTIVE SYSTEMS (PBIS) MEETINGS</b>  <b>LOCATION: LBLC MULTI-PURPOSE ROOM</b>  <b>TIME: 9:00AM - 11:00AM</b></p>	<p>August 14, 2025                  September 11, 2025                  January 15, 2026                  April 9, 2026</p>	
<p><b>ACADEMIC/INSTRUCTIONAL COACHES - COACHING CYCLE SUPPORT MEETINGS</b>  <b>*PARTNERSHIP WITH EXTERNAL PROVIDER(S) OF PROFESSIONAL EDUCATIONAL SERVICES</b></p>	<p><b><u>DATES, TIME, AND LOCATION(S) TO BE DETERMINE</u></b>                  Monthly District Meetings with On-site Coaching Follow-up Support</p>	
<p><b>DISTRICT LIBRARIANS MEETING DATES</b>  <b>LOCATION: DESIGNATED SCHOOL SITES</b>  <b>TIME: 9:00AM-12:00PM</b></p>	<p><b><u>TERM 1 AND TERM 2 DATES</u></b>                  August 20, 2025                  September 17, 2025                  October 15, 2025                  November 19, 2025                  December 17, 2025</p>	<p><b><u>TERM 3 AND TERM 4 DATES</u></b>                  January 14, 2026                  February 25, 2026                  March 25, 2026                  April 15, 2026                  May 13, 2026</p>
<p><b>HPS EARLY LEARNING COLLABORATIVE MEETING DATES</b>  <b>LOCATION: LILLIE BURNEY LEARNING CENTER MULTI-PURPOSE ROOM</b>  <b>TIME: 2:30PM</b></p>	<p><b><u>TERM 1 AND TERM 2 DATES</u></b>                  August 20, 2025                  September 17, 2025                  October 15, 2025                  November 19, 2025                  December 17, 2025</p>	<p><b><u>TERM 3 AND TERM 4 DATES</u></b>                  January 14, 2026                  February 25, 2026                  March 25, 2026                  April 15, 2026                  May 13, 2026</p>
<p><b>DISTRICT COUNSELORS MONTHLY MEETING DATES (MONTHLY SARB-ATTENDANCE, EWS, MTSS MEETINGS)</b>  <b>LOCATION: HPSD BOARDROOM</b>  <b>TIME: 9:00AM-3:00PM</b></p>	<p><b><u>TERM 1 AND TERM 2 DATES</u></b>                  August 27, 2025                  September 24, 2025                  October 22, 2025                  November 19, 2025                  December 2025-Mid-Year Counselor 1:1</p>	<p><b><u>TERM 3 AND TERM 4 DATES</u></b>                  January 21, 2026                  February 18, 2026                  March 25, 2026                  April 22, 2026                  May 2026-End of Year Counselor 1:1</p>

**2025-2026 HATTIESBURG PUBLIC SCHOOLS - DISTRICT LEVEL  
TENTATIVE SCHEDULE OF DISTRICT-WIDE PROFESSIONAL DEVELOPMENT SESSIONS**  
*\*DATES ARE SUBJECT TO CHANGE*

<p><b>DISTRICT ADMINISTRATORS AND SUPERVISORS MONTHLY MEETING DATES LOCATION: HPSD BOARDROOM TIME: 8:30AM-3:30PM</b></p>	<p><b><u>TERM 1 AND TERM 2 DATES</u></b> July 2, 2025 August 6, 2025 September 3, 2025 October 1, 2025 November 5, 2025 December 3, 2025</p>	<p><b><u>TERM 3 AND TERM 4 DATES</u></b> January 7, 2026 February 4, 2026 March 4, 2026 April 1, 2026 May 6, 2026 June 3, 2026</p>
<p><b>DISTRICT ASSISTANT PRINCIPALS MONTHLY MEETING DATES LOCATION: HPSD BOARDROOM TIME: 8:30AM-11:30AM</b></p>	<p><b><u>TERM 1 AND TERM 2 DATES</u></b> August 13, 2025 September 10, 2025 October 15, 2025 November, 12, 2025 December 10, 2025</p>	<p><b><u>TERM 3 AND TERM 4 DATES</u></b> January 14, 2026 February 11, 2026 March 11, 2026 April 8, 2026</p>
<p><b>DISTRICT ADMINISTRATIVE PROFESSIONALS TRAINING SESSIONS *PARTNERSHIP WITH EXTERNAL PROVIDER(S) OF CUSTOMER SERVICES AND SUPPORT</b></p>	<p><b><u>DATES, TIME, AND LOCATION(S) TO BE DETERMINED</u></b> *Quarterly District Meetings with On-site Coaching Follow-up Support</p>	

APPENDIX B

PROFESSIONAL LEARNING PLAN CHECKLIST

Use this checklist to evaluate and provide feedback on professional learning plans based on key standards.

**1. Equity Practices**

- Does the plan address students' historical, cultural, and societal contexts?
- Are strategies included to leverage student strengths and assets in instruction?
- Are relationships with students, families, and communities a priority?

**2. Curriculum, Assessment, and Instruction**

- Does the plan prioritize the use of high-quality curriculum and instructional materials?
- Are there clear strategies for assessing and improving student learning?
- Does the plan include actionable steps for implementing effective instructional practices?

**3. Evidence and Data Use**

- Are data and evidence from multiple sources used to guide planning?
- Are strategies in place to measure the impact of professional learning?
- Is there a plan to report outcomes and use findings for continuous improvement?

**4. Learning Design**

- Are learning goals relevant, specific, and contextualized to school needs?
- Is the plan grounded in research-based strategies and learning theories?
- Does the design include evidence-based professional learning practices?

**5. Leadership and Culture**

- Does the plan articulate a compelling and inclusive vision for professional learning?
- Are steps included to build collaboration and collective responsibility among staff?
- Is there a plan to foster a culture of continuous improvement?

**6. Implementation and Sustainability**

- Is there a clear timeline and actionable steps for implementation?
- Are feedback loops integrated into the plan to refine strategies over time?
- Does the plan address sustainability for long-term professional growth?

**7. Resources and Support**

- Are resources allocated equitably to support professional learning goals?
- Is there a monitoring plan to assess the use and impact of resources?
- Are sufficient supports (e.g., coaching, time, funding) included in the plan?

**Overall Reflection Questions for Review:** Does the plan align with standards for professional learning? Are the strategies realistic, actionable, and aligned with school and student needs? Are there any gaps or areas for improvement?