

*Belief in what matters most holds the power of creating **legacies** that matter most in the long run.*



PAYETTE SCHOOL DISTRICT #371 2025-26 PROFESSIONAL DEVELOPMENT PLAN

VISION

Students will attain success through education such that each student graduates with measurable literacy skills, math fluency, and career readiness.

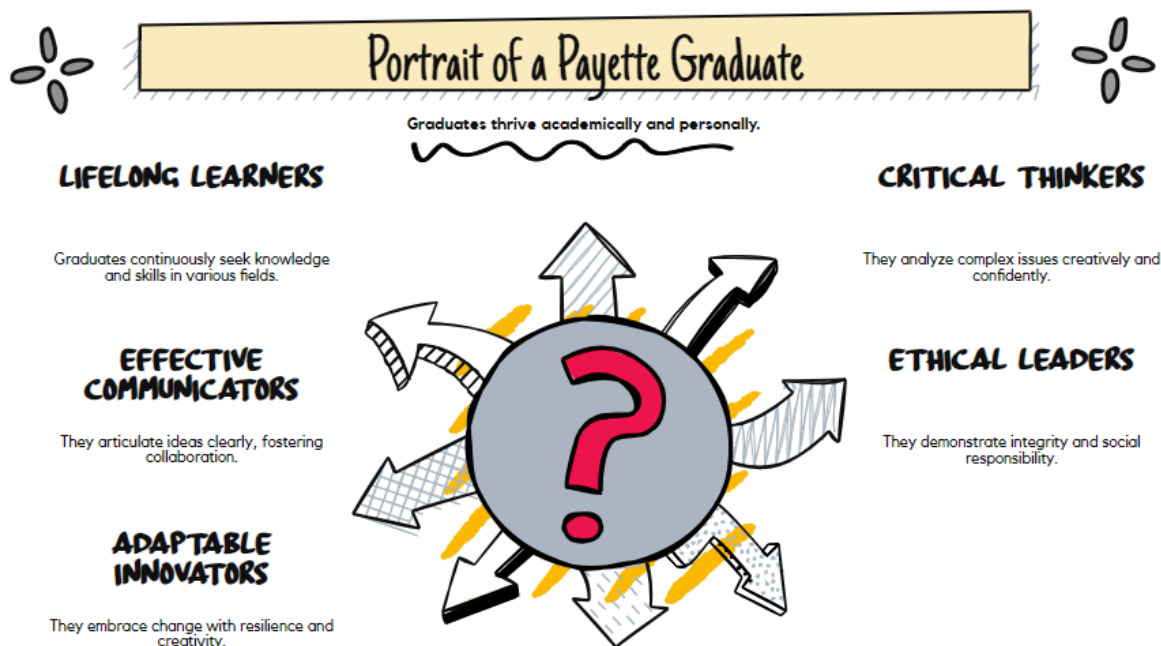
MISSION

Payette School District will provide rigorous, high quality instruction aligned to state standards in a collaborative, safe learning environment resulting in high student achievement.

CORE BELIEFS

We, the Payette School District, are bold change makers committed to fostering positive community impact and achieving high academic and personal success for every student. Aligned with our mission to provide rigorous, high-quality instruction in a collaborative, safe learning environment, and our vision that students attain measurable literacy skills, math fluency, and career readiness, we passionately equip students to excel in an ever-evolving world. Through innovative teaching and strong community partnerships, we inspire critical thinking, creativity, and effective communication. Our unwavering commitment to continuous improvement ensures that each student graduates prepared to lead and contribute meaningfully to society.

PORTRAIT OF A PAYETTE GRADUATE



PROFESSIONAL LEARNING AND SUPPORT GOALS

WHAT, SPECIFICALLY, ARE WE TRYING TO ACCOMPLISH?

- a. **Align Curriculum & Instruction** One district working to attain high academic achievement for all students by aligning Pre-K through grade 12 curriculum to state standards so that our students will graduate college or career ready.
- b. **Increase Rigor and Measure Student Achievement** One district working uniformly to increase academic rigor and regularly monitor student achievement to inform instructional practice and personalize intervention strategies.
- c. **Communicate Effectively** One district uniformly communicating in an effective manner that promotes student academic achievement and parent involvement.
- d. **Maintain Safe and Supportive Schools** One district providing transparent and ethical fiscal support for high academic achievement in buildings and grounds that are safe and promote a healthy learning environment.

INTRODUCTION

The Professional Development Plan for the Payette School District describes a vision for adult learning that is ongoing, differentiated, and responsive to the needs of all educators. The district will employ substantial professional learning opportunities for educators that are directly related to student learning outcomes and will design learning related to educator practice and curriculum development that is responsive and reflects the needs of the community that the district serves. While ambitious, these professional learning opportunities will help our educators meet the needs of all students.

LEARNING FORWARD STRATEGIES

Standards for Professional Learning			
Professional learning that increases educator effectiveness and results for all students...	Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	Resources Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	Implementation: Professional learning that increases educator effectiveness and results for all students and applies research on change and sustains support for implementation of professional learning for long-term change.	Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

FOUR PILLARS OF DISTRICT FOCUS

The Payette School District's strategic plan consists of the following four pillars. In the development of our professional development plan for the SY 2024-25 to SY 2026-27 school years, our commitment to these four pillars was paramount throughout the process. For the purposes of developing the District PD goals and action plans, identified needs were grouped together in natural relational partnerships. Teachers holding a professional certificate are provided with multiple opportunities to complete professional development non-university in-service clock hour requirements of an Idaho certificate every five years. On average, staff receive 30-40 hours of professional development each year.

PEOPLE - Safe, secure, strong relationships with students, staff, and home

PREPARATION - Academics, life skills, career exploration, leadership, and civic responsibility

PROGRESS - Continuous improvement and innovation with growth at all levels

PAYETTE - Positive and supportive community partnerships

GOAL #1:

Meeting the needs of all learners through differentiated, responsive instruction.

ESSENTIAL QUESTION: In what ways can PSD educators support all learners by providing differentiated, responsive instruction at an appropriate level of rigor? How can educators learn best practices from one another?

PSD educators support all learners by using responsive, differentiated strategies that match student readiness, interests, and needs, without compromising rigor. Grounding instruction in Marzano's High-Impact Strategies ensures consistency and effectiveness across classrooms.

Learning is most powerful when it is collaborative, job-embedded, and tied to real practice. PSD's PD plan offers a blend of core training, peer learning, and choice-based activities to meet diverse staff needs while building system-wide instructional coherence.

DIFFERENTIATED EDUCATOR LEARNING ACTIVITIES:

PD ACTIVITY	DESCRIPTION	HOURS	NOTES
MARZANO HIGH-IMPACT INSTRUCTION	In-person training on evidence-based instructional strategies with immediate classroom application	9 Hours (3 x 3 Hours)	Core training for all; sessions will include breakout groups as applicable
PLC INQUIRY CYCLES	Ongoing grad/content-level PLCs focused on student data, formative assessments, and responsive instruction	6 Hours Minimum	Site-specific; driven by team-selected student learning goals and instructional focus
INSTRUCTIONAL ROUNDS/PEER LEARNING WALKS	Teachers observe peers using high-impact strategies, followed by debrief sessions	2 Hours	Voluntary or site-selected; participants are grouped by interest/focus area
CHOICE BASED MODULES OR MICRO-CREDENTIALS	Self-paced online learning opportunities	2-6 Hours	Choice-based and self-directed; options include video modeling, reflection, and practice assignments
COACHING OR LEARNING LABS	Targeted support through 1:1 or small group coaching focused on differentiated instruction	Flexible	Available by request; tailored to individual educator goals or evaluation feedback

TOTAL HOURS PROVIDED: 18-24 hours, allowing flexibility based on educator needs and choice

DELIVERY METHODS: In-Person, virtual, asynchronous, and peer-led formats

GOAL #2:

Literacy to foster and develop effective and capable readers and writers.

ESSENTIAL QUESTION: How can a district-wide focus on literacy instruction that prioritizes purpose and transfer advance student engagement and achievement?

A district-wide focus on purposeful literacy helps students understand why they read, write, speak, and listen, and how to apply those skills across subjects and real life. Emphasizing transfer increases engagement and boosts achievement. Strategies like modeling, text-dependent questions, structured writing, and academic discourse build consistency. PSD supports this through shared expectations and flexible professional learning that blends core training with differentiated, content-specific options.

DIFFERENTIATED EDUCATOR LEARNING ACTIVITIES:

PD ACTIVITY	DESCRIPTION	HOURS	NOTES
CORE LITERACY TRAINING K-12	Asynchronous modules focused on literacy routines, purpose-driven instruction, and transfer across content areas	3 Hours	<i>Highly recommended</i> for all certified staff; flexible timing to accommodate schedules
PLC-BASED LITERACY CYCLES	Teams analyze student work, plan instruction, and implement strategies	4 - 6 Hours	Guided by site leadership; focus areas vary by team needs and student data
LITERACY ACROSS THE CONTENT AREAS	Disciplinary literacy strategies for secondary teachers	3 Hours	Strongly encouraged for 6-12 content-area teachers; includes modeling and planning tools
INSTRUCTIONAL ROUNDS (LITERACY LENS)	Peer observation and debrief focused on effective literacy practices	2 Hours	Cross-grade/content teams observe and reflect; builds common expectations
CHOICE BASED MODULES OR MICRO-CREDENTIALS	Self-paced learning on literacy practices	2-6 Hours	Participants select topics aligned to role, interest, or student data; may be completed individually or in teams.
COACHING OR LEARNING LABS	Optional in-class support for implementing strategies	Flexible	Available by request; includes co-planning, modeling, or side-by-side implementation

TOTAL HOURS PROVIDED: 18-24 hours, allowing flexibility based on educator needs and choice

DELIVERY METHODS: In-Person, virtual, asynchronous, site-based, and peer-led formats

GOAL #3:

Mathematical literacy to foster and develop effective and capable mathematicians and citizens.

ESSENTIAL QUESTION: How can a district-wide focus on literacy instruction that prioritizes purpose and transfer advance student engagement and achievement?

When math instruction is rooted in purpose and transfer, students learn to see mathematics not just as a subject, but as a tool for thinking, reasoning, and problem-solving in real-world contexts. This approach deepens conceptual understanding, increases confidence, and fosters ownership of learning.

Focusing on math discourse, problem-based tasks, modeling, and structured routines equips students to connect ideas, justify reasoning, and apply skills beyond the classroom. A shared instructional vision across grade levels ensures coherence, while flexible professional learning allows educators to meet diverse student needs.

DIFFERENTIATED EDUCATOR LEARNING ACTIVITIES:

PD ACTIVITY	DESCRIPTION	HOURS	NOTES
CORE MATH LITERACY TRAINING K-12	Asynchronous modules focused on mathematical thinking, discourse, and application	3 Hours	<i>Highly recommended</i> for all math teachers; includes examples by grade band
PLC-BASED LITERACY CYCLES	Teams analyze student work, plan math routines, and build transfer and fluency	4-6 Hours	Site-based; tied to specific math goals and student needs
MATH ACROSS THE CURRICULUM	Strategies for integrating math reasoning into science, CTE, and other subjects	2 Hours	Optional for non-math teachers; supports transfer and real-world application
LESSON STUDY OR MATH LEARNING WALKS	Observe and reflect on math instruction through a shared lens	2 Hours	Teams focus on purpose, modeling, and student engagement
CHOICE BASED MODULES OR MICRO-CREDENTIALS	Self-paced learning on best practices (number talks, building thinking classrooms, etc.)	3-6 Hours	Aligned to teacher interest, grade level, or instructional focus
COACHING OR LEARNING LABS	Optional targeted support to implement strategies in context	Flexible	Includes modeling, co-teaching, or observation/feedback cycles

TOTAL HOURS PROVIDED: 18-24 hours, allowing flexibility based on educator needs and choice

DELIVERY METHODS: In-Person, virtual, asynchronous, site-based, and collaborative formats

GOAL #4:

Activating thinkers for a complex and global society.

ESSENTIAL QUESTION: How can we build the content and pedagogical knowledge of teachers to increase interest, engagement, and achievement of all students?

To prepare students for a complex, global society, educators need strong content knowledge and flexible instructional skills. Real-world connections, critical thinking, and inquiry-based learning make instruction relevant and rigorous. When teachers use strategies that promote creativity, collaboration, and problem-solving, student engagement and achievement increase. Ongoing, job-embedded PD builds both content and pedagogical strength to support purposeful, responsive teaching.

DIFFERENTIATED EDUCATOR LEARNING ACTIVITIES:

PD ACTIVITY	DESCRIPTION	HOURS	NOTES
FUTURE-READY INSTRUCTION VIRTUAL SERIES	Asynchronous learning on inquiry, project-based learning (PBL), and real-world application.	3 Hours	<i>Highly recommended</i> for all; choice-based modules by topic or role
PLC INNOVATION CYCLES	Teams pilot, reflect, and refine instructional strategies tied to deeper thinking	4-6 Hours	Aligned to building or team goals; includes peer collaboration and feedback
CONTENT & PEDAGOGY DEEP DIVES	Discipline-specific sessions (science phenomena, CTE applications, social studies inquiry, etc.)	4-6 Hours	Focused on enhancing content delivery through authentic, student-centered practices
LEARNING WALKS OR INTERDISCIPLINARY LABS	Observe and debrief lessons that model critical thinking and global relevance	2 Hours	May include cross-discipline pairings to support transfer and interdisciplinary planning
CHOICE BOOK STUDIES OR LEARNING PATHWAYS	Self-paced learning (Creating Innovators, Designing for Deeper Learning, etc.)	3-6 Hours	Tailored to interest and role; includes reflection and optional implementation plan
COACHING & CO-DESIGN SUPPORT	Optional targeted planning for PBL, inquiry, or interdisciplinary projects	Flexible	Available to individuals or teams; supports classroom implementation and design

TOTAL HOURS PROVIDED: 18-24 hours, allowing flexibility based on educator needs and choice

DELIVERY METHODS: In-Person, virtual, site-based, and collaborative formats

MENTORING PROGRAM:

ESSENTIAL QUESTION: How can we support new teachers in building the content and pedagogical knowledge necessary to increase the interest, engagement, and achievement of all students?

New teachers thrive when they receive consistent, targeted support that helps them strengthen both what they teach and how they teach it. Through mentoring, regular reflection, and data-informed conversations, novice educators gain the confidence and capacity to design instruction that engages all learners. This program builds foundational skills while promoting ongoing professional growth in a supportive, collaborative environment.

DIFFERENTIATED EDUCATOR LEARNING ACTIVITIES:

PD ACTIVITY	DESCRIPTION	HOURS	NOTES
MENTOR ASSIGNMENT	Every new teacher is paired with a trained mentor	Ongoing	Mentors provide targeted instructional and emotional support
BI-WEEKLY MENTOR CHECK-INS	Regular coaching conversations and problem-solving	Bi-weekly	Focused on planning, classroom management, student engagement, and instructional strategies
MONTHLY MENTOR TRAININGS	Professional learning for mentors to strengthen coaching skills	Monthly	Led by TFA and district leaders; focuses on high-impact mentoring practices
QUARTERLY DATA REVIEW MEETINGS	Mentor/mentee pairs analyze student data and set instructional goals	Quarterly	Supports reflective practice and data-driven decision making

TRANSFORMING TEACHING & LEARNING

ESSENTIAL QUESTION: How can we support all instructional staff, including teachers, paraprofessionals, and other support personnel, in using technology intentionally to enhance instruction, promote engagement, and support the academic, social, and emotional development of all learners across content areas?

Effective use of technology goes beyond devices and apps, it is about using tools with intention to amplify instruction, personalize learning, and support the whole child. When staff have access to role-specific, hands-on training that aligns with district instructional

goals (literacy, math, critical thinking, differentiation), they are better equipped to create engaging, inclusive, and future-ready learning environments.

Supporting both certified and classified staff with targeted professional learning ensures consistency, builds confidence, and promotes equitable student access to high-quality digital learning experiences.

DIFFERENTIATED EDUCATOR LEARNING ACTIVITIES:

PD ACTIVITY	DESCRIPTION	HOURS	NOTES
TECH INTEGRATION SERIES	Sessions on using tools like Google Workspace, Pear Deck, Kami, and FlipGrid for engagement and formative assessment	4-6 Hours	<i>Open to ALL staff</i> ; sessions organized by experience level and grade band
ROLE-SPECIFIC WORKSHOPS	Targeted sessions for paraprofessionals, SPED Aides, EL staff, and specialists	3-4 Hours	Focus on tools to support instructional accommodations, small-group support, and SEL
PLC TECH SPOTLIGHTS	Educators share how they are using tech to support literacy, math, or critical thinking goals	2 Hours	Embedded into existing PLC time; promotes peer modeling and collaboration
DIGITAL TOOL CHOICE MODULES	Self-paced options on tools and strategies tailored to staff roles	3-6 Hours	Includes video walkthroughs, reflection, and implementation practice
MODEL CLASSROOMS & COACHING	Observe or co-teach in classrooms effectively using tech for instruction	2 Hours	Optional; scheduled based on staff interest and tech focus area
SUPPORT STAFF TECH BOOTCAMPs	Foundations in device use, digital communication, and supporting student tech use	2-3 Hours	Designed for classified staff; flexible scheduling for onboarding or ongoing needs

TOTAL HOURS PROVIDED: 18-24 hours

DELIVERY METHODS: *In-Person, virtual, self-paced, and job-embedded*

PROFESSIONAL DEVELOPMENT DAY OVERVIEW SY 2025-26

*Full-Time professional employees have an 8-Hour workday on non-student contact days. That will typically be 8 AM - 4 PM.

****PD Days are expected of ALL certified staff as a professional responsibility. These are Blackout Dates for Personal Leave**

August 11, 2025	August 12, 2025	August 13, 2025	August 14, 2025	August 18, 2025
8 AM - 12 PM <i>The Captain's Call: Setting the Course for the Year Ahead</i> 12:30 - 4 PM In Building	8 AM - 12 PM High-Impact Instruction <i>All Instructional Staff + Admin</i> 1 - 4 PM High-Impact Instruction <i>All Admin</i> 12:30 - 4 PM In Building	8 AM - 12 PM Building-Level Training 12:30 - 4 PM In Building	8 AM - 4 PM In Building	This is a STUDENT CONTACT DAY. 9 Hrs (7:30 - 4:30) AND a ½ Day 4:30 - 8:30 BACK-TO-SCHOOL NIGHT 4 PM - 8 PM ALL SCHOOLS
September 5, 2025	October 3, 2025	November 7, 2025	January 5, 2026	February 6, 2026
Virtual PD Day ALL STAFF ALL Assigned Training Completed by 3 PM (SafeSchools/Vector, Fed Progs, and Choice Board x1) ALL STAFF	8 AM - 12 PM High-Impact Instruction <i>All Instructional Staff + Admin</i> 1 - 4 PM High-Impact Instruction <i>All Admin</i> 12:30 - 4 PM In Building	8 AM - 4 PM In Building	8 AM - 4 PM In Building	8 AM - 12 PM High-Impact Instruction <i>All Instructional Staff + Admin</i> 1 - 4 PM High-Impact Instruction <i>All Admin</i> 12:30 - 4 PM In Building
April 3, 2026		May 1, 2026		
8 AM - 4 PM Building-Level Meetings, PD, Classroom Work Time Classroom Work Time		8 AM - 12 PM All Hands on Deck: Honoring Every Role, Every Win <i>All Staff</i> 12:30 - 4 PM Building-Level Meetings, PD, Classroom Work Time		