



Professional Learning Communities and Professional Development

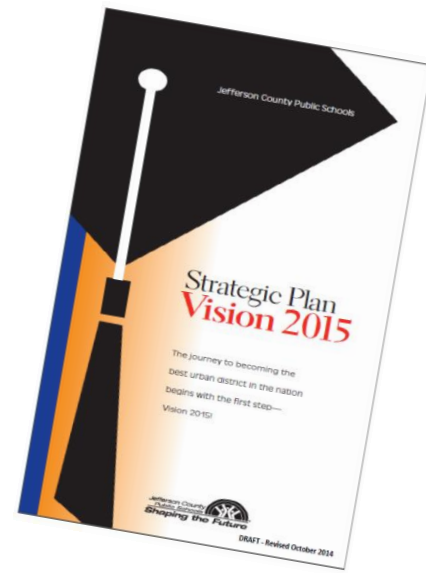
Next Generation Teachers, Leaders and Learners

**Jefferson County Board of
Education**

August 10, 2015



Connecting to our Strategic Plan



Strategy 4.1.1 Professional Learning Communities (PLCs)

Build capacity of **PLCs** in the areas of differentiated instruction and assessment literacy while **promoting a collective vision** for and **shared ownership** of **student success**.

Key Indicator: Increased average ratings on Professional Responsibilities scale on PGES classroom observations

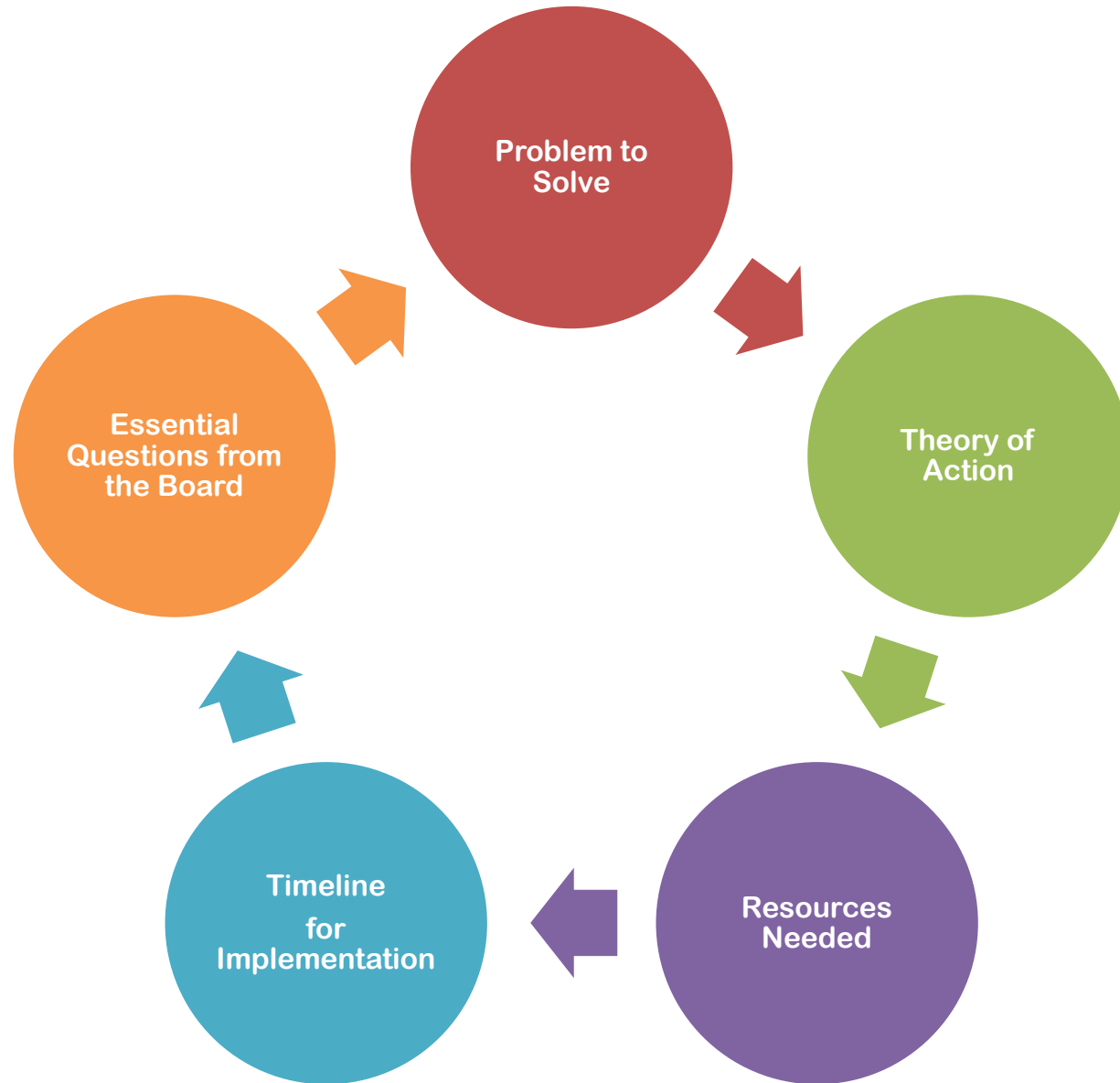
Strategy 4.1.2 Professional development

Develop a **system** of ongoing, responsive **professional learning** that promotes professional growth and aligns to the educator effectiveness system and equitably **supports improved student learning, growth, and development**.

Key Indicator: Increase in the percentage of teachers reporting participating in professional learning



Clear Analysis Of Our Progress



Problem to Solve


Meet the varied needs of our diverse student population by building capacity in our teachers and principals

- **1,698 Teachers** out of **6,380** with 5 years or less experience (**26.5%**)
- **60 New Principals (Leaders)** out of **172** schools in the last three years (**34.9%**)
- **49%** of **All JCPS Students (Learners)** are performing at the proficient level in Reading and Math combined

• Based on 2014 KPREP Results



Theory of Action

 If we create communities of professionals inside schools where teachers collaborate, with leader support, in meaningful ways to support each learner and become stronger professionals in the process

Professional Learning Communities




Theory of Action

- If we implement a system (PGES) that connects teacher/leader growth, evaluation, student growth and professionalism to the PGES/EGS definition of “Next Generation Professionals” and develop supports and structures that ensure the system works

Ongoing and job embedded professional learning experiences that are aligned to the Professional Growth and Effectiveness System



Theory of Action

 If we create an aligned system that ensures that every leader and teacher understands and implements required standards-based teaching, learning and assessment

Instructional learning supports for principals




Theory of Action

Then we will increase achievement of
“Next Generation Learners” and meet
accountability goals for 2015-16:

- Achievement – 62.3
- Gap – 58.2
- CCR – 69.0
- Graduation Rate – 83.2



Next Generation Teachers and Leaders



Strategies Contained in our District Plan to Increase Learning through More Effective Instruction in More Classrooms More of the Time so that Each Student Graduates Prepared and we become the Best Urban School District in America				
Close the Opportunity Gap	NG Leaders, Teachers and Learners	Priority School (and Transformation Zone) Differentiation	Third Grade Pledge	Encircle Each Student with Support
<ul style="list-style-type: none"> DIPP—Name, Claim and Reclaim Transition Supports/Profile Sheets Concerted Cultivation Cultural Competence Support/Equity Training Literacy Support—CLOSE Reading PD; Fluency PD and Scaffolding PD PLC Phases Early Childhood Restructure, Quality Controls and “Centering” Extended Learning Plans—ATTAIN; Summer Boost, Kindergarten College, We Succeed ESL Newcomer “Re-Visioning” and International Academies ECE Plan—Corrective Action + Achievement + Strategic Placement 	<ul style="list-style-type: none"> PLC Phases PGES/EGS Alignment Alignment of Curriculum Maps, District Wide Assessments and Grading Teacher growth system Pre-K through 12th Grade DATA driven decision making in PLCs and classrooms Data Analysis Teams (Friday Sessions) National Institute of School Leadership Cohorts Standards 	<ul style="list-style-type: none"> Priority and Transformation Report Cards—with differentiated support and attention from Asst. Supes and ETCs Meaningful Feedback to Schools <ul style="list-style-type: none"> Consultancy Teams—RED FLAG School Improvement Academy (Phase Two) Transformation Zone Watchlist—Data Analysis Differentiation Feedback Site Visits for Behaviors (SRT and PBIS) 	<ul style="list-style-type: none"> Bellarmine Urban Literacy Institute (K-3rd grade—15 low performing schools) Summer Boost (Targeting First and Second Grade students) Kindergarten Summer College (incoming Kindergarten students) Early Childhood Initiative (Sharon Darling-Hammond NCFL)) Early Childhood Concerted Cultivation events Close Reading Professional Development Advancement Intervention System—Name, Claim and Reclaim through the 	<ul style="list-style-type: none"> Louisville Linked PBIS/SRT SRT Mental Health Initiative Crisis Management Task Force DPAC Pilot at Trunnel Data Dashboards on SRT, Behavior, Lost Instructional Time Online Teacher Trainings Positive Action Centers ECE and ESL Collaboration with Academic Supports Proactive—Code of

Building Capacity in Next Generation Teachers

- Phase IV PLC Work – Assessment Literacy
- Phase II – Differentiated Instruction
- Bellarmine Literacy Project
- SREB Middle School Project
- KDE IT Grant



Building Capacity in Next Generation Teachers

- Aligned Curriculum, Assessment and Grading Systems
- Curriculum Cycle PD System
- Data Analysis Teams
- Just in Time PD



Building Capacity in Next Generation Leaders/Principals

- National Institute for School Leadership (NISL)
- Consultancy Team Visits
- School Improvement Academy
- Individualized Coaching
- Principal Communication Committee
- SBAT Leadership Networks



Questions from the Board

