



2020-21 Phase Three: Professional Development Plan for Districts_11022020_11:23

2020-21 Phase Three: Professional Development Plan for Districts

Todd County
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The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

Todd County School District Vision: Todd County Schools strive to be a district of excellence with our schools, staff and students receiving regional, state and national recognition. Todd County School District Mission: The mission of Todd County Schools is Teaching, Caring, and Serving • Teaching all students from a rigorous and aligned curriculum • Caring by building Positive mentoring relationships with all students • Serving by using varied, research-based instructional strategies that make learning relevant to the needs of our students and the community Todd County School District Belief Statement: • We believe that all students in partnership with parents, community and educators can reach proficiency in every area of education when provided a safe and nurturing environment. • We believe high expectations for students and staff are essential for high levels of performance both academically and socially. • We believe all students, staff and parents should be provided recognition for positive successes. • We believe learning should be

relevant, exciting and engaging for all students. • We believe all students should be provided appropriate interventions or enrichment that enable them to reach their highest potential in academics and extra-curricular activities. District and school leaders ensure student achievement by: 1) analyzing data to identify achievement gaps 2) designing instructional activities that are congruent with standards 3) providing intervention and enrichment programs to address academic needs; and 4) using professional learning communities to analyze student work and monitor effectiveness of instruction. The comprehensive planning process is built to create transparent plans for all stakeholders to support local schools as a community for improving learning for all students. The process serves to document and support schools as they strive to meet Kentucky's Unbridled Learning Accountability Model and measures. The goals will assist the district in decisions regarding the allocation of resources in the determining professional development and in monitoring improvement district wide. The improvement goals and strategies are identified using data from KPREP, ACT data and 2020 Impact Kentucky Working Conditions Survey.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

Based on analysis of student data, perceived educational needs of the district, growth plans, prior professional development offerings, and follow-up and survey results (2020 Impact Kentucky Working Conditions Survey), the District offers two areas and accompanying subtopics that will guide the selection and support for professional development activities: 1. Demonstrate high expectations for student learning. 2. Providing a safe, orderly and positive school environment

3. How do the identified **top two priorities** for professional development relate to district goals?

1. Demonstrate high expectations for student learning • Use of student-assessment data to guide instruction and formative assessment • Implement state curriculum and common core standards in the classroom (document in lesson plans, curriculum maps and individual student plans) • Eliminate the achievement of gap groups • Monitor and provide support for student growth for all students • Use Professional Learning Communities as the foundation for enhanced instruction •

Improve classroom assessment by creating accurate classroom assessments of all types and integrating assessment with instruction day to day with a focus on student involvement, e.g., Classroom Assessment for Student Learning (CASL) • Ensure student success by implementing a Response to Intervention (RtI) program that uses differentiated instruction, additional time, and a multi-tiered system of support 2. Providing a safe, orderly and positive school environment • Use of community collaboration in ensuring safe classrooms • Use of Positive Behavioral Intervention and Supports (PBIS) to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students and as proactive approaches to classroom management and to develop classrooms of students who are respectful, responsible, motivated, and highly engaged in meaningful tasks • Develop a Framework (Profile of a Graduate) to specify the cognitive, personal, and interpersonal competencies that students should have as benchmarks at each grade level and develop those competencies into attributes attained when students graduate Todd County Schools

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The goal of the professional development program is that it will provide for the following: • Research-based training opportunities in the design and delivery of curriculum; • Induction of training for new teachers and orientation for new employees; • On the job application of learning with follow-up and support (including growth plan review and assistance provided by evaluator concerning goals selected); • Opportunities for teachers to share ideas and strategies; • Consistent Improvement in academic performance; • Focus on College and Career Readiness and life-long learning. Objectives: Improve the ability to analyze and interpret student performance data and implement research-based strategies and differentiated instruction. • Understand and implement the state's curriculum standards and common core standards. • Participate in professional development opportunities in areas that are specific to job descriptions and improving teaching and learning.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

High-quality professional development is recognized as those experiences that systematically, over a sustained period of time, (1) enable educators to facilitate the learning of students by acquiring and applying knowledge, understanding, skills, and abilities and (2) address the instructional improvement goals of the school

district, the individual school, or the individual professional growth needs of the educator. High-quality professional development experiences shall be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional improvement goals and be aligned with the school or district improvement plan and individual professional growth plans of teachers. Formal evaluation and walkthroughs shall be aligned with professional development received and reflected in writing.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The ultimate goal for our professional development process is increased student learning and continuous, responsible self-renewal for all constituents. This goal can best be accomplished by all stakeholders working together in partnerships to create a quality environment for learning. The comprehensive plan is built around four major focus areas: written curriculum, instructional delivery, assessment, and organizational improvement.

4d. Who is the targeted audience for the professional development?

The targeted audience for professional development will include all instructional staff and administrative staff, addressing the instructional improvement goals of the school district, the individual school, or the individual professional growth needs of the educator.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

High-quality professional development experiences shall be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional improvement goals and be aligned with the school or district improvement plan and individual professional growth plans of teachers, positively impacting students at all grade levels.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Flexible Professional Development time and contracted Professional Development support, supporting the local school's instructional improvement goals and aligned with the school or district improvement plan and individual professional growth

plans of teachers. All teachers are provided with technology to support the local school's instructional improvement goals; Materials are provided that align with and support the school or district improvement plans.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Flexible Professional Development time and contracted Professional Development support, utilizing Green River Regional Educational Cooperative (GRREC) and KDE Professional Development opportunities as presented.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Several types of evaluations will be used to determine the effectiveness of the professional development program. Participants will complete the PD evaluation/ participation form to assess the quality of the workshop and the degree to which objectives have been met. Methods of collecting evaluation data are as follows: To determine needs: • Campus needs assessment survey – 2020 Impact Kentucky Working Conditions Survey • Classroom observation and walk-through data • Job description/performance expectations • Student performance data • District goals and objectives • State and Federal mandates To evaluate effectiveness: • Professional Development Evaluation Form • Student performance data • Teacher growth plans and evaluations

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The goal of the professional development program is that it will provide for the following: • Research-based training opportunities in the design and delivery of curriculum; • Induction of training for new teachers and orientation for new employees; • On the job application of learning with follow-up and support (including growth plan review and assistance provided by evaluator concerning goals selected); • Opportunities for teachers to share ideas and strategies; • Consistent Improvement in academic performance; • Focus on College and Career Readiness and life-long learning. Objectives: Improve the ability to analyze and interpret student performance data and implement research-based strategies and differentiated instruction. • Understand and implement the state's curriculum

standards and common core standards. • Participate in professional development opportunities in areas that are specific to job descriptions and improving teaching and learning.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

High-quality professional development is recognized as those experiences that systematically, over a sustained period of time, (1) enable educators to facilitate the learning of students by acquiring and applying knowledge, understanding, skills, and abilities and (2) address the instructional improvement goals of the school district, the individual school, or the individual professional growth needs of the educator. High-quality professional development experiences shall be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional improvement goals and be aligned with the school or district improvement plan and individual professional growth plans of teachers. Formal evaluation and walkthroughs shall be aligned with professional development received and reflected in writing.

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5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

High-quality professional development experiences shall be related to teachers' instructional assignments and administrators' professional responsibilities.

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5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Flexible Professional Development time and contracted Professional Development support, supporting the local school's instructional improvement goals and aligned with the school or district improvement plan and individual professional growth plans of teachers. All teachers are provided with technology to support the local school's instructional improvement goals; Materials are provided that align with and support the school or district improvement plans.

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6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

Todd County

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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