



## 2021-22 Phase Three: Professional Development Plan for Districts\_09242021\_12:19

2021-22 Phase Three: Professional Development Plan for Districts

**Jefferson County**  
**Martin "Marty" Pollio**  
3332 Newburg Rd  
Louisville, Kentucky, 40218  
United States of America

---

**Table of Contents**

2021-22 Phase Three: Professional Development Plan for Districts ..... 3

## 2021-22 Phase Three: Professional Development Plan for Districts

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district's mission?

To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments

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?

As noted in the Needs Assessment diagnostics completed, JCPS has completed a round of MAP testing this school year, and the data continue to support these two critical areas as priorities.

- 1) Covid-recovery in relation to racial equity
- 2) Covid-recovery in relation to deeper learning

Overall achievement declined in both Reading and Math from the Winter 2019-20 (pre-COVID). Parallel to national trends, the decline was more pronounced in Math. While percent of students meeting the national norm in Reading declined from 48.9% to 45.4%, in Math the percent declined from 43.5% to 34.1%. When examining student groups, we see significant declines in Math for all student groups. Hispanic/Latinx students show the most decline with a 5% decline in Reading and an 11% decline in Math

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

Racial Equity Plan Focus: The disproportionality data in both academic and non-academic areas tells us we must continue our intense support and implementation of the district Racial Equity Plan and goals.

- 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.

Our District 2021 Racial Equity plans aims to increase the percent of staff participating in culturally responsive PD opportunities from 29% in 2020-2021 to 50% in 2023-2024. Equity Institutes and Implicit Bias trainings are provided annually to administrators, teachers, and other staff. With a new strategic plan being developed, new goals will be established in the upcoming year. Another goal is that 100% of administrators and teachers include a racial equity goal in their professional growth plans.

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

By increasing the number of staff participating in culturally responsive PD opportunities, we aim to reduce implicit bias and increase the use of culturally responsive teaching practices. Ultimately, our intent is to improve the academic and

## non-academic outcomes for students of color.

---

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.

In addition to the metrics in the 2021 District Racial Equity Plan, the indicators of success within the CDIP will be progress in the areas of the Growth goal and the Achievement Gap goal.

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

All JCPS staff

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

All staff and students

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

Funding is critical to support this and the District has set aside rapid response funds (3 million in ESSER funds, for example) to help schools immediately following return to in-person school to address professional learning. In addition, the district is re-examining the funding formula to improve equitable dollars across schools.

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

JCPS has a dedicated Diversity, Equity, and Poverty (DEP) staff that leads the work on professional development and support. They have created tools such as the Racial Equity Analysis Protocol (REAP) for all staff, and the Equity Monitoring Progress Tool (EMPT) for schools and the Affirming Racial Equity (ARE) tool for PLCs. DEP resource teachers support the schools with their implementation and monitoring of culturally responsive teaching practices. In addition, PLCs are monitored by the Teaching and Learning department in the following ways: 1) Administer and analyze self-assessment for PLC implementation, 2) Ensure all schools are implementing the JCPS PLC Framework and understand the roles/responsibilities at each level (e.g., Admin, AIC, Teacher Leader), 3) Create modules for each focus area of PLCs for the different role groups to assist with development of high-functioning collaborative teams, 4) Differentiate learning opportunities for schools at the different phases of PLC implementation, 5) Develop measurement tool and evidence collection system to determine individual professional learning needs of schools and teachers

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.

Exit surveys are conducted after the professional developments to assess quality and improvement efforts. The monitoring tools noted above- REAPs, EMPTs, and AREs are being monitored and analyzed for additional supports. The DEP district resource teachers are also conducting classroom observations when possible to gather evidence of the student experience. The district vital signs, which include academic, non-academic, and perception data are disaggregated by student group. The REAPS are reviewed and analyzed by a district REAP committee.

It is also important to highlight the other JCPS monitoring processes that are in place:

- Formative Systems Reviews (FSRs) 2 times per year: In order to support a clearly defined focus on three pillars and six systems, a district team will be deployed to the school to conduct a non-evaluative collaborative systems check. In collaboration with the Assistant Superintendents and Executive Administrators, the leadership team will prioritize feedback and co-design next-steps.
- Vital Signs every 6 weeks: Monitors progress regarding key performance indicators (KPI) in the areas of Learning and Climate/Culture, discuss trends, and identify needed additional support. Vital Signs also establish next steps needed to improve outcomes and create a sense of ownership among leadership team members.
- Comprehensive Systems Reviews (CSRs): Schools are reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The goals of the CSRs are to 1) provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes and 2) provide valuable information to school leaders in guiding improvement planning, as well as provide beneficial information to the JCPS community-at-large in sharing insights and innovations across the district. • Academic School Division Weekly Meetings: Zone/Level Asst Sup. teams review district actions for schools, provide feedback, and discuss emerging common needs across schools.
- Principal Professional Learning Communities (PPLCs) – Each zone/ level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas.
- Corrective Action Plan Progress Reports: Each month, District leaders provide progress notes and upload associated evidence for key action items outlined in the 10 corrective action plans.

Jefferson County

These monitoring reports align with the District Master Calendar routine, ensure that CAP monitoring systems continue and serve as a succession planning resource. Additionally, Cabinet reviews CAP updates that are focused on high risk/high impact action items to provide opportunities for feedback and course corrections. While JCPS has been formally released from our corrective action plan, these monitoring systems ensure high levels of implementation and accountability.

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.

Instructional Planning and Practice for Deeper Learning: Develop a professional learning system that provides common understanding of deeper learning and deeper learners constructs with clear exemplars to improve shared understanding districtwide.

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

To improve teacher practice in implementing deeper learning approaches and strategies and to improve student learning.

5c. 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 indicators of success within the CDIP will be progress in the goal areas of Transition Readiness, Proficiency, and Separate Academic Indicator. In addition to the state required goals, JCPS indicators of success will also include data from the Backpack of Success Skills and 5th, 8th, and 12th grade defenses.

5d. Who is the targeted audience for the professional development?

All educators

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

All staff and students

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

Dedicated staffing and funding for professional development and the Deeper Learning Symposium are the key resources needed for the work. The district has

created the Deeper Learning Resource team and funded the annual Deeper Learning Symposium since 2018.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Multiple divisions are involved in the supports for professional development, but especially, the Curriculum Design and Learning Innovation team (CDLI), the IT3 Digital Innovation Team, and the Diversity, Equity, and Poverty division.

In addition, the Professional Development and Learning Office is working on several focus areas to improve professional development across the district including the following:

- 1) Align all school-based professional learning to the District's strategic plan and the school's data,
- 2) Increase teachers' perception of positive changes in their own professional practice annually,
- 3) Incorporate appropriate learning designs for maximizing success at stated learning objectives for professional learning from selected volunteer district offices,
- 4) Develop and administer a set of standardized teacher perception surveys for use at the end of professional learning sessions for the five largest district-wide professional learning initiatives (determined by participation rates),
- 5) Measure the effectiveness of the three largest professional learning initiatives in changing teacher practice in the classroom using standardized classroom observation data collected at regular intervals (Guskey Level 4),
- 6) Increase demand for professional learning related to teacher practice and teacher career pathways annually,
- 7) Differentiate professional learning both knowledge and experience levels and provide choices for teachers based on differentiated needs for the five largest district-wide professional learning initiatives (as determined by participation rates),
- 8) Use data about the effectiveness of professional learning offerings to drive decisions about professional learning planning, including what services should be offered, changed, or eliminated,
- 9) Provide time for job-embedded professional learning during the school day for all teachers (e.g., professional learning initiatives (as determined by participation rates)

5h. 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.

CSR rating on System 3: With all schools being on a 3 year review cycle on the Comprehensive Systems Reviews (CSR), our goal is to see all schools move into the



Jefferson County

“Evident” category for System 3. In 2019-20, 17% of schools were in the “Beginning” stage and 83% were in the “Emerging” stage for this system based on a composite data of classroom observations, student work, teacher survey, and student focus groups. These systems reviews at each school provide system-level evidence of the impact of professional development on the student experience. The Accountability, Research, and Systems Improvement Department coordinates this data collection. Trained school reviewers provide an objective and evidence-based analysis of the processes, procedures, and interconnected systems that lead to student experiences and outcomes. The CSR team is composed of practitioners and researchers with a robust array of experience, including: teacher, assistant principal, principal, early childhood education data manager, curriculum specialist, statewide director of school development and transformation, AdvancED Accreditation team member, Public Policy Director, and KDE Research Analyst. The team includes experience from a retired Assistant-Superintendent, a retired principal, and a peer principal. The review team provides expertise in school leadership, program evaluation, student support-structures for learning, as well as teacher engagement and retention strategies.

In addition, the Formative Systems Reviews, conducted 2 times per year provide interim check-ins between CSRs. In order to support a clearly defined focus on three pillars and six systems, a district team is deployed to the school to conduct a non-evaluative collaborative systems check. In collaboration with the Assistant Superintendents and Executive Administrators, the leadership team will prioritize feedback and co-design next-steps.

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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------