



2021-22 Phase Three: Professional Development Plan for Districts_09292021_11:07

2021-22 Phase Three: Professional Development Plan for Districts

Hardin County Schools
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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?

The mission of the Hardin County Schools Instructional Services Department is to continuously improve learning and performance of all students, staff, and community, by providing support to align research-based curriculum, instruction, and assessment with national, state and district standards. Opportunities are provided for the professional growth of certified and classified employees that support the mission of the Instructional Services Department. The mission of Hardin County Schools is the "Success of Every Student Every Day".

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?

One of the top priorities for professional development is in the area with Problem/Project Based Learning. Teachers need to be better equipped to provide students with opportunities for students to actively engage in real-world and personally meaning projects. Staff members also need training in this area concerning dynamic and ever-changing STEM career fields. Another critical area for professional development continues to be in the area of reading. Data continues to show a decline in the proficiency rate for students in the area of reading. Based on the most recent i-Ready diagnostic, only 45% of students are on grade level for reading in the third grade. After analyzing data at the 5th grade level, 26% are on grade level. By ninth grade, approximately 26% of students are on grade level in this area.

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

The priority for PD with Problem/Project Based Learning relates to various district goals. For instance, the initiative is aligned with Goal 2: By 2025, Hardin County Schools will increase the percentage of Science Proficient/Distinguished from 28.9 % to 48.3% (elementary), 24.4 % to 45% (middle), and 32.3% to 50.8% (HS); will increase the percentage of Social Studies Proficient/Distinguished from 41.4% to 57.4% (elementary) and 56.1% to 68.1% (middle); and will increase the percentage of Writing Proficient/Distinguished from 52.6% to 65.5% (elementary), 27.8% to 47.5% (middle), and 59.6% to 70.6% (HS) . Another related goal is with transition readiness for Goal 5: By 2025, Hardin County Schools will increase the Transition Indicator (Academic & Career) from 66 to 74.5. Concerning the top priority in the area of reading, the professional development relates to the district Goal 1: By 2025, Hardin County Schools will increase the percentage of Reading Proficient/Distinguished from 51.9% to 65% (elementary), 56.9% to 68.7% (middle), and 44% to 59.3% (HS). Another related goal is that of Goal 4: Goal 4: By 2025, Hardin County Schools will increase the percentage of Students with Disabilities scoring Proficient/Distinguished in Reading from 25.9% to 46,1% (elementary), 19.3% to 41.3%

(middle), and 9.9% to 34.5% (HS) and will increase the percentage of Students with Disabilities scoring Proficient/Distinguished.

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.

Professional development will be done for staff members to learn best practices in authentic, inquiry-based project and problem based learning (PBL/PrBL), school culture, and technology that work together. During the second and third year of follow-up Professional Development, principals, teachers, and staff will have an opportunity to continually sharpen skills, share best practices, and network with like-minded professionals from around the country. During year four, school and district leaders will attend the National Leadership Summit to foster a community amongst our network members, affording multiple opportunities to develop leadership mindsets for deeper learning and learn tangible practices that will guide their New Tech Network school on a path of continuous improvement.

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

By implementing PBL/PrBL a learning environment of all students will experience deeper learning and be college and career ready. Please see attached for learning outcomes.

ATTACHMENTS

Attachment Name



Problem/Project Based Learning Outcomes

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.

Various forms of data will be collected to determine the level of success. Examples of data include lesson plans, walk-through data, photos of students working, work samples, and pre and post assessments. In addition, the percentage of students who are college and career ready will be an indicator of success. Various commitment criteria for successful implementation include cultural outcomes: connected, engaged, challenged; skills (communication, writing, assessment, collaboration, college and career ready); and attributes (various settings and opportunities, collaborative learning environment, technology plan, college and career ready and critical thinking assessments).

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

The targeted audience for Problem/Project Based Learning will be certified staff members in grades 3-12.

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

Students, Teachers, Principals, District Leaders, and the community in general will be impacted by this component of professional development. By teachers providing additional opportunities for students, this will directly increase student proficiency levels. In addition, students will use their ability to use STEM to communicate, problem solve, integrate, evaluate, and increase information to improve learning in all subject areas. Staff members will gain additional training about dynamic and ever-changing STEM career field while having the tools necessary to implement Problem/Project Based Learning opportunities. The community will be impacted by our students being college and career ready and readily equipped for the competitive global marketplace.

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

Training from Discovery Education and New Tech Network will be needed to support this initiative. In addition, STEM Coaches and Teacher Leaders will be necessary to help support implementation and training. Concerning materials, hands-on kits will be required for problem/project based learning. Additional Chromebooks and Chromebook carts will be acquired. The professional development timeline will be a minimum of 5 years with ongoing training as needed for continued implementation. Funds from a DoDEA (Department of Defense Education Activity) Military-Connected Academic and Support Programs (MCASP), ESSER, and Title II funds will be utilized to support this professional development initiative.

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

During the three years of ongoing PD implementation, there will be two 1-day site visits with the New Tech Principal/Director and Lead Teachers. These full day coaching visits focus on strategic planning, assessing school progress, and developing an adult learning plan for the school. The leadership team also will have access to ongoing remote support from their network coach. Additional site visits

will focus on core aspects of the model such as assessing multiple learning outcomes, developing a positive culture, and designing high quality projects. School teams will also have remote access to a coach. Support through the network for teachers is personalized and differentiated, designed to meet each teacher where they are and support them in predictable obstacles and skills, such as designing entry events, rubric assessment, scaffolding, supporting collaboration, and strategies for student presentation and exhibition of learning.

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.

The professional development will be monitored for evidence of implementation through a data tracker set up for each school indicating assessment results and trends. In addition, an Echo Platform will be used which is a robust, feature-rich learning system designed to support innovative instructional strategies like PBL, personalized learning, and high differentiated instruction. Echo allows teachers to create courses and content that students and parents can access digitally. Lesson plans, student work samples, and walk-through data will also be monitored for evidence of implementation.

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.

One specific objective for Orton-Gillingham Professional Development as aligned to district goals is to ensure instructional modifications are made based upon immediate feedback. In addition, another objective is to ensure that all uses of assessment data use information to benefit student learning. Another objective is to use formative and summative evidence to inform what comes next for individual students and groups of students.

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

In the area of literacy, teachers will have an opportunity to attend Orton-Gillingham Multi-Sensory Literacy training. One outcome intended is to have a more consistent approach to literacy instruction across the district. In addition, students will have opportunities for multi-sensory experiences to best meet their needs. An emphasis will be on making sure Phonological Awareness and Phonics are key components to

help close gaps and assure more students continue reading on or above grade level.

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.

Such things as i-Ready, Phonological Awareness continuums, Phonics continuums, and fluency data will be analyzed to determine that the goals and objectives have been achieved. Also, an Orton-Gillingham walk-through instrument has been developed to monitor implementation. A data tracker has also been developed and will be used as an indicator of success.

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

The targeted audience will be K-2 teachers in addition to interventionists and special education teachers at all levels. Classified staff members will receive ongoing support in small group literacy instruction.

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

Concerning Orton-Gillingham training, students will be impacted by being provided with multi-sensory experiences in the area of literacy. In addition, instruction will be individualized while gaps are closed with ensuring the mastery of phonological awareness and phonics skills. This impact will continue to result in students reading on grade level.

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

Presenters from the Institute for Multi-Sensory Education will be needed for the Orton-Gillingham training. Teachers will receive 18-30 hours of training. Training materials will be acquired from the Institute and shipped prior to the training. Common presentation materials will be needed for both trainings if provided in person (microphone, laptop/Chromebook, sound system, projector, screen, etc.) Title II and ESSER will be secured as the funding source.

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

Ongoing support will be provided from the Instructional Service Department. Walkthroughs will be done in addition to members of ISD meeting with teachers and administration in Professional Learning Communities. Hardin County is also in the process of having a person trained who will be able to provide professional learning through Orton-Gillingham.




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.

An Orton-Gillingham walk-through instrument has been developed to determine evidence of implementation. In addition, teachers are required to monitor Phonological Awareness, Phonics, and fluency data that are reviewed by the administration and Instructional Services Department to determine additional needs for support and follow-up. Information will be entered into Google Sheets and a Data Tracker to help determine instructional groups, trends, and strengths and weaknesses.

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)
 Preschool PD Plan		•
 Problem/Project Based Learning Outcomes		• 4b
 Professional Development Sessions for Hardin County Schools		•