JCPS 2022-23 Phase Four: Professional Development Plan for Districts

2022-23 Phase Four: Professional Development Plan for Districts for School Year 2023-2024

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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 <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> 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 <u>KRS 158.6451</u> 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 <u>High-Quality Professional Learning.</u>

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.

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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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Data from the JCPS needs assessment identified two priorities to support continuous improvement: (1) professional development on the new K-8 reading and math curriculum and (2) professional development that supports teacher's practices around deeper learning. Data from the needs assessment revealed that the district is still recovering from the impact of COVID and professional learning is needed to support students in accelerating their proficiency rates in Reading and Math as well as improve student engagement by providing vibrant learning experiences for all students that contribute to their Backpack of Success Skills. The Winter MAP assessment results show that 29.7% of students met their benchmark (60th percentile) in Math and 3.54% in Reading. There is close to a 30 percentage point difference between African American and White students in reaching the benchmarks. In addition, students are still struggling to engage in school as evidenced by 30% of students being chronically absent. Building teacher's capacity to provide vibrant learning experiences will increase student engagement.

3. How do the identified **top two focus areas** requiring professional development relate to district goals?

Both priorities address the District's three pillars: Racial Equity, Culture and Climate, and Backpack of Success Skills. 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. In addition, these priorities address and support the goals identified in our 2022-2023 Comprehensive Improvement Plan around improving reading and math proficiency rates, closing the achievement gap, as well as our strategies outlined in our Learning Future State.

4a. For the first focus area, 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 short term objective is to provide professional development to 100% of K-8 teachers implementing our new EL Education and Illustrative Math (IM) curriculum. This professional development will focus on ensuring that teachers can implement the curriculum with fidelity, thereby improving student proficiency rates and reduce achievement gaps in Reading and Math in the long-term.

4b. What are the intended results of the professional development as related to the specific objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

The intended result is to have 100% of K-8 teachers who teach reading and math to be trained in the new curriculum, with a support plan in place to provide additional coaching as needed, so that the curriculum can be implemented with fidelity.

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Student proficiency rates in reading and math should improve and achievement gaps should be reduced.

4c. How will professional development be monitored for evidence of implementation?
i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.).

There are a number of strategies in place to monitor for evidence of implementation, including:

- Exit surveys - conducted after each professional development to assess quality and improvement efforts and used by PD providers in designing future sessions to meet the needs of adult learners.
- 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. District and school leadership teams have protocols to review the data and decide next steps. Specific related data indicators include chronic absenteeism, backpack artifacts, defenses, and transition readiness.
- 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 conducts a non-evaluative collaborative systems check. In collaboration with the Assistant Superintendents and Executive Administrators, the school leadership team will prioritize feedback and co-design next-steps.
- Comprehensive Systems Reviews (CSRs): Schools are reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The overall goal of the CSRs is to provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes.
- Academic School Division Meetings: Zone/Level Asst Sup. teams meet monthly to 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 on a monthly basis.

4d. 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. **Please describe in detail.**

Indicators of success will include but are not limited to: the number of educators trained, the number of coaching sessions held to support educators, fidelity of

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implementation as evidenced by classroom observations, and student proficiency rates in reading and math as measured by the MAP assessment.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

All JCPS educators in grades K-8 who teach reading or math.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

District is committing close to $20 million for curriculum materials and professional development to support the implementation of new K-8 reading and math curriculum. In collaboration with the vendors, divisional support staff are allocated for developing the process and logistics to accommodate the PD sessions.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Elementary MATH:

- Math Summit for PD for teachers and coaches focused on best practices in math and intervention through games
- Onboarding new hires to IM through streamlined math PD after start of school
- Differentiated pathways for schools implementing IM (year 1, year 2, etc)
- Monthly Math Academy sessions based on teacher feedback and identified needs
- Gold Day support for teachers, coaches, and leaders through virtual sessions
- Coaching and PLC support to schools as requested by school leaders and/or coaches
- Meeting with teacher teams to plan and co-teach lessons with reflective debriefing
- Consultation with school leaders on areas of growth for math teaching and learning, followed by tailored PD

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- Contract with AV-Math Recovery for content-focused professional learning to support Core and tiered intervention
- Faculty meeting/embedded PD at school request on elements of Math Workshop
- AIC meeting sessions to provide ongoing support for coaches

Elementary ELA:

Ongoing support will be provided by various role groups through multiple types of training formats: coaching, mentoring, and modeling. This support will be delivered throughout the year during:

-monthly ELA academies, curriculum implementation support cohorts to support building AIC's curriculum knowledge, book studies to build knowledge of curriculum and teacher cohorts for LETRS.

Middle MATH:

Ongoing professional learning and support will be provided to AICs, Department Chairs, Teacher Leaders & Teachers prior to and throughout the school year.   These Professional Learning Opportunities will Include:

- Math & ELA Institute
- Monthly Math Academy
- Teacher Leader Cohort Meetings
- Systems at Work School-Based Meetings
- Department Chair Meetings

Professional learning will be provided by a combination of JCPS teachers, JCPS district math team and outside consultants.

Middle ELA:

Ongoing professional development will be provided for various role groups (AICs, Department Chairs, New/ExistingTeacher Cohort Leaders, and Teachers) prior to and throughout the school year. Training may entail any/all of the following:

- Monthly ELA Academy
- Department Chair Meetings

Professional learning will be grounded in Classroom and Climate, Racial Equity, and intentional opportunities to create authentic Backpack connections.

High MATH:

Ongoing professional learning and support will be provided to AICs, Department Chairs, and Teachers prior to and throughout the school year.

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These Professional Learning Opportunities will Include:

- Summer Academy
- Monthly Math Academy (focused on effective math teaching practices):// www.nctm.org/Conferences-and-Professional-Development/Principles-to-Actions-Toolkit/Resources/7-EffectiveMathematicsTeachingPractices/
- Math Content Academy (focused on teachers revisiting content & learning progressions)
- Systems at Work in Math (school-based support meetings & trainings determined by individual need/focus)
  - Math Workshop
  - Coaching Cycles
  - On-the-Spot Coaching opportunities
  - Standards & Practices Implementation Support, etc.
- Department Chair Meetings

Professional learning will be provided by a combination of JCPS teachers, JCPS district team, and additional outside consultants.

High ELA:

Intentional and ongoing professional development aligned to grade-level standards and district initiatives will be provided by JCPS professionals and district partners prior to and throughout the school year.

Professional learning opportunities will include:

- Monthly ELA Academies

- Department Chair Meetings

5a. For the second focus area, 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 short term objective is to develop a professional learning system that provides common understanding of deeper learning and deeper learners constructs with clear exemplars to improve shared understanding districtwide. The long term objective is to build teacher capacity in designing vibrant learning experiences with and for students, thereby increasing student engagement.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?
The intended result is to improve teacher practice in implementing deeper learning approaches and strategies, thereby creating more vibrant learning experiences and

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contributing to improving student engagement, reducing chronic absenteeism, and improving the quality of artifacts in students' backpack of success skills.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

There are a number of strategies in place to monitor for evidence of implementation, including:

- <u>Exit surveys</u> - conducted after each professional development to assess quality and improvement efforts and used by PD providers in designing future sessions to meet the needs of adult learners.
- <u>Vital Signs</u> 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. District and school leadership teams have protocols to review the data and decide next steps. Specific related data indicators include chronic absenteeism, backpack artifacts, defenses, and transition readiness.
- <u>Formative Systems Reviews</u> (FSRs) 2 times per year: In order to support a clearly defined focus on three pillars and six systems, a district team conducts a non-evaluative collaborative systems check. In collaboration with the Assistant Superintendents and Executive Administrators, the school leadership team will prioritize feedback and co-design next-steps.
- <u>Comprehensive Systems Reviews</u> (CSRs): Schools are reviewed on a 3- year cycle by an independent review team utilizing a research-based approach. The overall goal of the CSRs is to provide an independent and research-based review of a school's instructional systems and to examine the impact on student experiences, perceptions, and outcomes.
- <u>Academic School Division Meetings</u>: Zone/Level Asst Sup. teams meet monthly to review district actions for schools, provide feedback, and discuss emerging common needs across schools.
- <u>Principal Professional Learning Communities</u> (PPLCs) – Each zone/level Assistant Superintendents use this structure to bring principals together in small groups to discuss ideas, challenges and share ideas on a monthly basis.

5d. 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. **Please describe in detail.**

Short term indicators of success will include attendance at the Deeper Learning Symposium and other deeper learning professional development offerings. For long term indicators of success, we will track progress in the goal areas of

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Transition Readiness, Proficiency, and Separate Academic Indicator within the CDIP. 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. Non-academic data such as chronic absenteeism and student perceptions of engagement and sense of belonging as measured by the JCPS Comprehensive School Survey will be monitored as indicators of success for long term change.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

All educators

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, 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 **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

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 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,

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4) Measure the effectiveness of the key professional learning initiatives in changing teacher practice in the classroom using standardized classroom observation data collected at regular intervals (Guskey Level 4),

5) Increase demand for professional learning related to teacher practice and teacher career pathways annually,

6) Differentiate professional learning both knowledge and experience levels and provide choices for teachers based on differentiated

needs for key district-wide professional learning initiatives,

7) 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,

8) Provide time for job-embedded professional learning during the school day, and

9) Train PD facilitators on the components of high quality PD and the Standards for Professional Learning to ensure adult learning experiences mirror student learning experiences.

6. Optional Extension: If your district has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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

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Attachment Summary

Attachment Name	Description	Associated Item(s)