Professional Development Plan

1. What is the district's mission?

- Our mission statement is to provide innovative education grounded in tradition.
- Our vision statement is to inspire students to embrace responsibility, productivity, and compassion as citizens of a global community.
- In addition, all district and school leadership collaborated to establish the meaning behind the frequently and historically used phrase "wearebeechwood." Through this collaboration, the P-12 leadership team was able to articulate the often-used phrase into "The Beechwood Way" as a means to communicate our expectations for all Beechwood students and staff. This message has been communicated and modeled to all students and staff P-12. The Beechwood Way is aimed to articulate an actionable set of principles driven by our district vision and mission. The first three action statements guide us in our decisions and work for students:
    - "We design teaching and learning focused on students."
    - "We build resilient learners and leaders who are fearless in the pursuit of excellence."
    - "We are a uniquely intimate community developing globally competitive students."
- Learners and Leaders are a set of expectations for ALL students and ALL staff.
    - We are Learners: We are fearless. We pursue excellence. We are resilient. We reflect and grow.
    - We are Leaders: We are safe. We are respectful. We are responsible. We are proud.

2. The needs assessment provides the framework 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?

Our top two professional development priorities are:
1)   Building assessment literacy and utilizing data analysis to personalize learning for all students.
2)   Increasing experiential learning for all students.

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

- Our priority one is building assessment literacy and utilizing data analysis which relates to our district goals of:
    - Personalized Learning - Aligned curriculum, data analysis to impact instruction, writing, common assessments, scope and sequence/end of grade level expectations, and AP/ACT.
    - Leadership - Building leadership amongst staff in assessment literacy and data analysis
- Our priority two is around increasing experiential learning for all students which relates to our school goals of:
    - Personalized Learning and Community Engagement - Aligned curriculum (including the EDGE program K-12)
- A presentation to the Board of Education and SBDM Councils around our professional learning and work towards these goals is linked HERE.

4. For the first priority for professional development, complete the following:

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.

- Continue building assessment literacy in planning period PLCs, team meetings, and faculty work sessions.
- Grade level/department work sessions to revise end of grade/end of course expectations and create or revise common scope and sequence documents.
- Elementary common assessments and data meetings to review.
- High school - more individual classes - Work with individual teachers and departments on the progression of: 1) development/review of end of course expectations, 2) align midterm and final to end of course expectations, 3) build interim assessments that build towards the midterm and final, and 4) use data from the interim assessments to plan for future instruction as well as differentiation.
- Have departments and grade levels review assessment data and discuss assessment practices in department work sessions, grade level team meetings, and department days.
- Continued MAP, CERT, enVision, ACT, and AP training and data check-ins.
- Update and review data spreadsheet to track individual progress and trends. Continued training for teachers on use of data sheet.
- Work with English and Math Lab (intervention) as well as the special education department on effective progress monitoring.

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

Assessment is about learning and not about the grade. Effective assessment and data analysis practices should help teachers plan for instruction.

- Educator practices – Continued refinement of course goals (end of course expectations), collaboration among departments and grade levels, continued refinement of assessments, and regularly using reliable data to not only plan for instruction but paint a picture of an individual student's learning and growth.
- Student outcomes - Increased achievement and academic growth for all students.

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.).

- What data - student writing samples, student EDGE work samples, grade level common assessments, MAP, CERT, enVision assessments, ACT, AP, Stanford 10

- Responsible for collecting data - Director of Curriculum, principals, teachers

- Frequency - Regularly as assessments are given. In addition, common assessments will be quarterly.

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.

- Completed and published end of course expectations
- Updated and aligned assessments – including a balanced assessment system when students demonstrate learning through various means
- Departmental discussions and alignment
- Teachers and students using and understanding assessment data

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

- General education teachers
- Special education teachers
- There will also be some learning by students and parents!

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)
- Conducive schedule
- Funding
- Materials
- Time

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

- Professional learning communities and team meetings
- Individual coaching
- Observations and post-observation conferences
- Department work sessions
- New teacher support/check-in system

5. For the second priority for professional development, complete the following:

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

- Continued implementation of the EDGE program
- One central electronic site for all EDGE resources
- Continue building experiential learning knowledge in planning period PLC's, team meetings, and faculty work sessions.
- Have departments and grade levels discuss experiential learning opportunities in their content area and examine student work samples for feedback
- Work with EDGE university/business partners to develop challenges (4 per year in each class)
- Review and continued updating of EDGE curriculum binders in Seminar and EDGE minor classes
- Work with individual teachers on experiential learning challenge development
- Teacher understanding of EDGE core concepts for students
- Teacher understanding/development of skill and challenge rubrics

- Additional challenge development and experiential learning training with EDGE teachers (minors and Seminar)
- EDGE Days for all classes and review of experiences in departments
- Addition of defenses of learning for 6th and 8th grades

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

- Student outcomes – All students will have meaningful, personalized experiences and will develop skills that will prepare them for post-secondary (college or career).
- Educator beliefs – All students can develop skills that will make them successful regardless of their post-secondary plans. Experiential and challenge-based learning is meaningful. Reflection and feedback is important for student growth. Quality student learning can occur when a teacher acts as a facilitator of learning. Assessment is about learning and not about the grade. Business and university partners can enrich our students' experiences.
- Educator practices – Implementation of challenges in the classroom, teaching of EDGE core concepts, and partnerships with businesses/universities.

5c. 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.).

- What data - Student EDGE work samples, 6th and 8th grade defenses of learning and tracking of core concept scores, EDGE business partner feedback, EDGE challenge maps and curriculum binder reviews
- Responsible for collecting data - Director of Curriculum, principals, teachers
- Frequency - Minimum of quarterly for EDGE student work sample review. 6th and 8th grade defenses of learning will occur annually. EDGE business partner feedback will be regularly through their classroom visits (weekly)

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.

- Completed and published EDGE site
- Updated and aligned challenge templates
- Grade level, Seminar and EDGE minor team discussions
- Student products from EDGE challenges
- EDGE days
- EDGE Expo and EDGE Showcase the evening before for families

- EDGE folders for all students (collection of evidence)/defense of learning plan
- 6th and 8th grade Defenses of Learning

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

- General education teachers
- EDGE (Seminar and minor) teachers
- Administrators
- There will also be some learning by students and parents!

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

- Conducive schedule
- Funding
- Materials
- Time
- Alignment K-12

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

- Professional learning communities and team meetings
- Individual coaching
- Observations and post-observation conferences
- Department work sessions
- EDGE support meetings
- New teacher support/check-ins
- 5th-8th grade Seminar work sessions