

Aberdeen School District

Professional Development Plan

2017-2018

Jeff Clay, Superintendent

*This document provides direction to all Aberdeen School District staff involved in professional growth. The document is designed to be in compliance with ASD Board of Trustees’ policies and policy directives.*

**Mississippi Public School Accountability Standards 2016 states:**

***STANDARD 15***. The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning. (Districts Meeting the Highest Levels of Performance are exempted.) {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1)

**Mission of the Aberdeen School District**

The mission of the Aberdeen School District is to provide a quality education for every child every day in a safe, supportive environment where there is respect for individual differences and community values.

**Beliefs**

In pursuit of our Mission, we are guided by a set of core beliefs that is the foundation of our educational practices:

* Every child is a unique individual who deserves respect and the opportunity to learn, grow, continually improve, and succeed in both academic and extracurricular areas.
* We foster a climate of high expectations and the understanding that diversity of gender, physical or mental ability, culture, and background is a strength to be respected.
* Every child will be encouraged, motivated, and challenged to set ambitious yet realistic goals in which the standards of performance are clear and consistent and the conditions for learning are modified and differentiated.
* Parent, school, and community support are critical to the child’s success, and building relationships among these groups will be crucial for achieving our common vision.
* Students’ optimum opportunities to learn occur in a safe, nurturing environment.
* The culture of the school and community will be one that strongly encourages the setting of high expectations, the modeling of principled behavior, the acceptance of personal responsibility, and the display of professional, personal integrity, and honesty as the best example for students’ growth into responsible citizens.
* The administration, faculty, staff, students, parents, and stakeholders will hold high expectations for student learning and will model initiative and persistence as they help students achieve those expectations, demonstrating teamwork, open and honest communication, and congenial collaboration.

MOTTO: *The Right Way, Every Day, the Bulldog way!*

*Goal 1: Provide consistent, quality instruction*

*Goal 2: Expand and strengthen family and community engagement*

*Goal 3: Provide a quality education for every child, every day in a safe supportive environment*

 *where there is respect for individual differences.*

**PROFESSIONAL LEARNING NEEDS IDENTIFIED FROM THE ANNUAL CNA FOR 2017-2018 INCLUDE:**

* Effective implementation of Professional Learning Communities (PLCs)
* Effective implementation and instructional delivery of the MS College-and-Career Readiness Standards for English/Language Arts and Mathematics
* Training on various assessments
* Training on writing strategies to support the State’s literacy initiative
* Training on maximizing the use of technology for instructional enhancement
* Professional development for counselors, music teachers, librarians, teacher assistants, and tutors
* Response to Intervention and Teacher Support Team training to assist struggling learners
* Training for successful classroom management and student discipline
* Implementing quality remediation and enrichment strategies for improving learning

The Aberdeen School District’s Professional Development Plan includes components of the *Learning Forward Standards for Professional Learning* as mandated by the Mississippi Department of Education. The *Learning Forward Standards* include seven key components:

1. **Learning Communities** – Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
* Professional learning communities within grade levels, teams, and departments will be established and will meet at least twice per month to collaborate and share best instructional practices, review data, develop lesson plans, develop curriculum content, and assess and adjust pacing of instruction.
* Faculty members will meet periodically to review data, reflect on practices, discuss school-wide goals, and to assess progress on meeting those goals.
* Teacher teams will address student needs and work to resolve problems that arise with student achievement and behavior.
* Administrators will meet at least once per month to deepen understanding of instructional leadership, review various data, and to identify ways to assist teachers in improving their practice.
1. **Leadership** – Professional learning that increases teacher effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
* Teachers will develop and use their expertise by serving as members of various committees or teams through distributed leadership.
* District and building administrators will establish policies, procedures, and organizational structures that foster ongoing professional learning and continuous improvement.
* Administrators will provide ample resources to accomplish district and school goals.
* Administrators will ensure that adequate time for learning and collaboration within grades, teams, and departments is provided in the school day and calendar and will work to safeguard instructional time.
* Administrators and teachers will participate in professional development opportunities to further their knowledge and increase effectiveness.
1. **Resources** – Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
* School interventionists will provide services to struggling learners.
* Professional consultants and coaches will assist school personnel with planning and evaluating learning and with coaching to enhance instructional delivery.
* The District will fund opportunities for professional learning through workshops and conferences, use of an online software program, and use of professional consultants and coaches.
* The District will support professional learning through technology by providing upgrades to computer labs, purchasing iPad carts and other devices, utilizing an online software program, and purchasing interactive whiteboards.
1. **Data** – Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
* Data analysis will be conducted in faculty meetings and in professional learning communities by teams, grade levels, and departments and at the administrative level to determine strengths and weaknesses in student achievement.
* Specific student strengths and weaknesses will be evaluated in each building by teams, grade levels, and departments so that interventions can be provided.
* Data will be used to differentiate instruction for meeting individual student needs.
	+ - ASD is a data driven district. NWEA, CASE 21, Classworks, and STAR provide data to be used in PLCs to improve learning for students and adults. District curriculum team members provide data to instructional staff regularly as common assessments and benchmark assessments are scored and the data disaggregated. Administrators meet with the superintendent and assistant superintendents to review nine weeks data. Then, the administrators meet with their leadership teams and school level PLCs to review data. They identify areas of strength and weaknesses that guide professional learning activities and learning goals.
* Common assessments and benchmark data will be used to monitor student progress in curriculum mastery, to sustain continuous improvement of teacher practice, and to drive instruction for increasing student performance.
1. **Learning Designs** – Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
* Administrators will review lesson plans, provide meaningful feedback, and make observations of instruction to help determine level of skill acquisition by students.
* District personnel will be surveyed and evaluated to determine needs for future professional development.
* Professional learning communities will be organized and implemented to research, evaluate, and collaborate on best research-based practices.
* Teachers and Academic Coaches will conduct peer observations and provide feedback to one another about their practice.
* The use of interactive white boards will promote collaborative educator learning as writing demonstrations, sample lesson delivery, group problem solving, and modeling take place.
* Support provided by district administrators, professional consultants, coaches, and trainers will assist with transitioning through new evaluation instruments and the statewide curriculum and assessment changes.
* District administration will provide mentoring for beginning administrators.
* Administrators and teachers will collaborate on lesson plan design, critiquing student work, and data analysis during team, grade level, and departmental meetings.
* Teams or individual teachers who participate in out-of-district training sessions (workshops and conferences) will return to the District to share resources and information from the training session in order to build capacity among colleagues.
* A system of Positive Behavioral Intervention and Supports (PBIS) will be implemented at each school.
* District-wide collaborative meetings among administrators and teachers will support the standardization and streamlining of best practices throughout the District.
* Administrators and teachers will provide Multi-Tiered System of Supports(MTSS) through the functioning of Teacher Support Teams in each grade as decisions are made to assist struggling learners and to promote student achievement.
1. **Implementation** – Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
* Teachers will participate in professional development that helps them learn to use prior knowledge of students’ interests and backgrounds to assist with planning and delivering meaningful lessons to which students can relate.
* Professional development will be provided to equip teachers with strategies for differentiating instruction based on individual student needs.
* Professional development will be provided to help teachers deepen their knowledge of classroom management in order to facilitate student success.
* Training in the use of technology will be provided to increase educator productivity and efficiency.
* Professional development for teachers will be provided to enhance and deepen their depth of knowledge in specific curriculum content and pedagogy.
* District and building administration will conduct frequent walk-through observations and formal evaluations to monitor instruction and to provide meaningful feedback about student learning.
1. **Outcomes** – Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
* Principal and teacher performance and effectiveness will align with outcomes of performance through the use of the MS Educator and Administrator Professional Growth System.
* The Aberdeen School District will support new teachers in their attaining the desired goals and outcomes of the District.
* Training will be provided by the District to assist teachers in achieving desired outcomes while serving students with special needs and students identified as English Learners (EL).
* Administrators and teachers will participate in parent conferences to communicate outcomes of student performance as related to assessments, attendance, discipline, and other student data.
* Parent-teacher meetings will be hosted throughout the school year to foster school-home relationships and to promote positive outcomes as related to student achievement.

**MS Educator and Administrator Professional Growth System**

The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with clear, specific, actionable, and timely feedback to inform continuous improvement. A well-designed and well implemented educator effectiveness system provides critical information to the Mississippi Department of Education (MDE), local districts, and schools to inform professional learning and improve student outcomes. The system is comprehensive and specific in identifying strategies and practices that align with improved student learning.

The system includes a development scale from 1 to 4. These four levels are designed to enable teachers (usually with the aid of an administrator) to identify their current level of performance for a specific strategy and set goals for operating at higher levels within a given period of time. The system rewards growth and enhances continuous improvement in teaching, professional learning and student learning.

**The following are domains and standards for teachers:**

***Domain I: Lesson Design***

1. Lessons are aligned to standards and represent a coherent sequence of learning

2. Lessons have high levels of learning for all students

***Domain II: Student Understanding***

3. Assists students in taking responsibility for learning and monitors student learning

4. Provides multiple ways for students to make meaning of content

***Domain III: Culture and Learning Environment***

5. Manages a learning-focused classroom community

6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning

7. Creates and maintains a classroom of respect for all students

***Domain IV: Professional Responsibilities***

8. Engages in professional learning

9. Establishes and maintains effective communication with families/guardians

**The following are domains and standards for administrators:**

***Domain I: Shared Vision, School Culture, and Family Engagement***

1. Implements a shared vision

2. Maintains a supportive, secure, and respectful learning environment

3. Engages in courageous conversations about diversity

4. Welcomes families and community members into the school

***Domain II: Teaching and Learning***

5. Supports the development and implementation of Mississippi standards-based lesson and unit plans

6. Implements effective instructional strategies to meet student learning needs

7. Tracks student-level data to drive continuous improvement

8. Uses disaggregated data to inform academic intervention

***Domain III: Staff Development***

9. Provides actionable feedback

10. Coaches and implements learning structures

11. Provides leadership opportunities

12. Develops a highly-effective leadership team

***Domain IV: Strategic Planning and Systems***

13. Develops and implements strategic plans

14. Monitors progress toward goals

15. Effectively manages professional time

16. Aligns and manages the school’s resources

***Domain V: Personal Leadership & Growth***

17. Demonstrates self-awareness, reflection, and ongoing learning

18. Demonstrates resiliency in the face of challenge

19. Communicates with stakeholders

# **Summary**

A systematic, ongoing program of instructional alignment, development, revision, monitoring, and evaluation is crucial to ensuring the success of every learner. The professional development plan is comprised of the knowledge, skills, dispositions, and processes to explore by the professional staff. It includes professional learning and monitoring of the educators’ growth towards professional standards. The District ensures optimum focus and connectivity by articulating and coordinating the professional development plan from pre-kindergarten (PreK) through grade 12.

*It is the intention of ASD to meet all accountability standards required by state law and regulations.*