

Covington County School District  
Professional Learning Plan  
2016-2017

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Professional Learning Standards

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.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. 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.
5. 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.
6. 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.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and students curriculum standards.

**PROFESSIONAL LEARNING GOAL: Describe what the individuals in the group will learn. *Special Education teachers will work in teams to dissect IEP's and apply best practices in IEP development. These same collaborative groups will work together to design high quality instructional support for special education students at each school.***

<u>Needs Assessment Results. (Why is this necessary/important?)</u>	<u>Professional Learning Standard (see above) that is being addressed</u>	<u>Who is responsible?</u>	<u>What learning model will be used by the group?</u>	<u>Timeline/Dates</u>	<u>What will be the Evidence of Success</u>
<p>During conversations in the spring of 2016 with special education teachers, Dr. Crosby determined the need for further training for special education teachers on procedures and processes.</p>	<p>Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes</p>	<p>Rachel Rogers</p>	<p>Collaborative Groups</p>	<p>Monthly September 2016 through May 2017</p>	<p>Production of high quality IEP's.</p> <p>Delivery of high quality instructional support in the LRE for each student by the sped teacher.</p> <p>Final evaluation of sessions to determine the level of growth in understanding by teachers.</p>

**Strategy/Action Step(s) Summarize what the team or group will be doing and what the predicted results.**

All Special Education Teachers will meet monthly from 3:30 – 5:00 with Rachel Rogers to cover agenda items that are central to the development of the Learning Goal:

***Special Education teachers will work in teams to dissect IEP's and apply best practices in IEP development. These same collaborative groups will work together to design highly quality instructional support for special education students at each school.***

***Each agenda will be developed using current information on the needs of the group. Teachers will provide input at each meeting on the areas that they need training and support.***

**PROFESSIONAL LEARNING GOAL: Describe what the individuals in the group will learn. *Teachers will increase their level of understanding of pedagogy, planning, and instructional delivery, assessment, and student outcomes. The collaborative groups will serve as sounding boards for new teachers to flesh out classroom issues and devise workable solutions to the problems they encounter under the tutelage of a 40 year education veteran.***

<u>Needs Assessment Results. (Why is this necessary/important?)</u>	<u>Professional Learning Standard (see above) that is being addressed</u>	<u>Who is responsible?</u>	<u>What learning model will be used by the group?</u>	<u>Timeline/Dates</u>	<u>What will be the Evidence of Success</u>
Based on teacher recruitment and retention data, CCSD has a need in the area of support for new teachers and teachers new to the district.	Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes	Susan Deen	Collaborative Groups And Imbedded coaching	Monthly August 2016 through May 2017	90 percent retention of new teachers/new to district teachers

**Strategy/Action Step(s) Summarize what the team or group will be doing and what the predicted results.**  
 All teacher new to the profession and new to CCSD will meet monthly from 3:30 – 5:00 with Dr. Perrin Lowrey to cover agenda items that are central to the development of the Learning Goal:  
***New teachers will meet monthly in collaborative groups with Dr. Perrin Lowrey facilitating the examination of pedagogy, planning, and instructional delivery. The collaborative groups will serve as sounding boards for new teachers to flesh out classroom issues and devise workable solutions to the problems they encounter under the tutelage of a 40 year education veteran.***

***Each agenda will be developed using current information on the needs of the group. Teachers will provide input at each meeting on the areas that they need training and support.***

**PROFESSIONAL LEARNING GOAL: Describe what the individuals in the group will learn. Teachers will increase their level of understanding of the Mississippi College and Career Readiness Standards by working in subject area and grade level teams to unpack the standards in order to provide rigorous, well planned instruction and assessment to insure a high level of student learning outcomes.**

<u>Needs Assessment Results. (Why is this necessary/important?)</u>	<u>Professional Learning Standard (see above) that is being addressed</u>	<u>Who is responsible?</u>	<u>What learning model will be used by the group?</u>	<u>Timeline/Dates</u>	<u>What will be the Evidence of Success</u>
The MS CCR Standards are to be implemented in school year 16-17.	Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes	Babette Duty	Collaborative Groups	Monthly August 2016 through May 2017	100 percent of teachers are teaching the MS CCR standards as shown in lesson plans and during observations by principals.

**Strategy/Action Step(s) Summarize what the team or group will be doing and what the predicted results.**

All teachers will be trained in grade level groups August 4, 2016 and will be introduced to the MS CCR Standards. These teachers will meet monthly from 3:30 – 5:00 in school level teams by grade and subject to continue this effort to meet the Learning Goal:

***Teachers will increase their level of understanding of the Mississippi College and Career Readiness Standards by working in subject area and grade level teams to unpack the standards in order to provide rigorous, well planned instruction and assessment to insure a high level of student learning outcomes.***