

Covington County School District
Professional Learning Plan
2017-2018

Approved by CCSD Board of Education October 9, 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.

CCSD PROFESSIONAL LEARNING Plan 2017-2018

Standard	Indicators	Action Steps	Person Responsible	Timeline
Professional Learning Communities	<ul style="list-style-type: none"> ○ School and district leaders create policies and organizational structures that support implementation of collegial learning. 	District Leadership Team that ensures that goals are aligned to improving student outcomes.	Deputy Superintendent/Federal Programs Director	Ongoing (once monthly)
<i>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective reasonability, and goal alignment.</i>	<ul style="list-style-type: none"> ○ Learning teams meeting regularly and frequently using agendas and protocols that focus teamwork on learning for all students. 	Grade-level professional learning communities that focus on cross curricular initiatives that focus on instructional effectiveness.	Principal/Lead Teacher	Weekly
	<ul style="list-style-type: none"> ○ All educators participate in professional learning communities that align collaborative work with school improvement goals and focus on continuous improvement. 	Subject area professional learning communities that focus on vertical alignment of instruction based on the subject standards or benchmarks to include use of text books and supplemental materials.	Principal/subject chair	Weekly
	<ul style="list-style-type: none"> ○ Learning communities share collective responsibility for all students in the school or district. ○ Learning community members exchange feedback about their practice with one another, visiting each other's classrooms or work settings, and sharing resources. 	School level leadership teams that focus on the action steps established based on data to support increased student achievement.	Principal	Monthly
	<ul style="list-style-type: none"> ○ Learning teams develop and employ norms of collaboration and relational trust. ○ Team members and faculties hold themselves collectively accountable for student results. 	District Level Professional Learning Teams that further	Admins assigned as PLC facilitators	Monthly

	<ul style="list-style-type: none">○ Leaders create policies and provide support aligned with an explicit vision and goals for successful learning communities.	the grade level work being done at the schools		
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Standard	Indicators	Action Steps	Person Responsible	Timeline
Leadership <i>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.</i>	<ul style="list-style-type: none"> ○ Teachers serve in variety of leadership roles. ○ Faculty is involved in planning and implementing professional learning. ○ Administrators participate in professional learning with staff. ○ Administrators model instructional leadership and continuous improvement. ○ The school culture supports continuous improvement through team learning. ○ Resources (money, material and time) are equitably utilized to accomplish learning goals. 	Teacher serve in leadership capacity in grade level and subject area teams at each school.	Principal	Ongoing
		Teachers' input is sought to inform shared decision making.	Principal/School Leadership Team	Periodically as needed
		Time is allocated within the Master Schedule for teams to meet.	Principal	Ongoing
		DLT will assist the principals in prioritizing needs and allocating resources as needed.	DLT and principals	Ongoing

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<p>Resources</p> <p><i>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</i></p>	<ul style="list-style-type: none"> ○ Resources are targeted to small number of high priority goals for student and educator learning. ○ School schedule allows for professional learning time during the school day. ○ Resources are allocated for technology to support student and educator learning. ○ The uses of resources are tracked and monitored. ○ Multiple sources of funding are coordinated and aligned to stated learning goals. ○ Teacher and administrators responsibility for allocation of resources. 	<p>Human resources will be focused to the areas in which each person is an expert. Professional learning will be geared to build capacity in various individuals throughout the district who will serve as coaches for other staff.</p> <p>Time is provided within the Master Schedule at each school for team meetings.</p> <p>Monetary resources are allocated to address the needs found using the needs assessment.</p>	<p>District Leadership Team</p> <p>Principal</p> <p>Superintendent/ Principals</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p>

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<p>Data <i>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.</i></p>	<ul style="list-style-type: none"> ○ Teachers and principals unravel student data to determine adult learning needs at each school. ○ Teachers/teams analyze student data to make decision about student progress and adjustments needed to increase student learning ○ Teacher/teams use student data to assess the effectiveness of the application of the new adult learning to make ongoing adjustments to increase student results. ○ School leaders use data to monitor implementation of professional learning and its effects on educator practice and student learning. ○ Educators develop a theory of change and a framework to evaluation professional learning. ○ Educators work together to evaluate their learning designs, collaboration, learning and results, and the design, content and duration of professional learning. 	<p>Data Analysis/Needs Assessment</p>	<p>District Leadership Team</p>	<p>As soon as data is available</p>
		<p>School Level Professional Learning Teams</p>	<p>DLT with Principals</p>	<p>Fall 2017</p>
		<p>School Level PLC</p>	<p>DLT with Principals</p>	<p>Annually formally/ ongoing informally</p>
		<p>Principals guide this process through School Status Feedback, provide feedback to teachers after PGS observations.</p>	<p>DLT with Principals</p>	<p>Ongoing</p>
		<p>District Leadership Team analyze data to identify adult learning priorities in each school per standard on PGS.</p>	<p>District Administrators and Principals</p>	<p>Ongoing</p>
		<p>Administrators seek evidence that differentiated adult learning changes teacher practice</p>		
		<p>PLC's evaluate effectiveness of changes implemented</p>	<p>Teachers</p>	<p>Ongoing</p>

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<p>Learning Designs <i>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</i></p>	<ul style="list-style-type: none"> ○ School and district plans focus on team and whole-school learning. ○ Most professional learning occurs as part of the workday. ○ Adult learners engage in using the processes they will use with students. ○ School and district plans provide multiple practices of the new learning with feedback and coaching. ○ Learners are actively engaged with other learners and the content during the learning process. ○ Educators work in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices. 	<p>CCSD and schools will provide all staff with high-quality, job-embedded, differentiated professional learning to support school improvement.</p>	<p>DLT and Principals</p>	<p>Ongoing</p>
		<p>Professional Learning Calendar</p>	<p>DLT</p>	<p>Annually</p>
		<p>PLC’s take place during the school day or during extended Mondays.</p>	<p>Principals and Teachers</p>	<p>Ongoing</p>
		<p>Peer observations and district level PLC meetings.</p>	<p>CCSD teachers and admins</p>	<p>Ongoing</p>
		<p>Administrators or coaches provide new PL and follow-up.</p>	<p>Principals and District Admins</p>	<p>Ongoing</p>
		<p>Administrators use School Status Feedback for recording observations and specific feedback differentiated to each teacher.</p>	<p>School Status and Principals/Admins</p>	<p>Fall 2017</p>

<p>Implementation</p>	<ul style="list-style-type: none"> ○ Educators commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. ○ School and district leaders provide and align resources to initiate and sustain implementation. ○ Leaders model outstanding practices and maintain a sustained focus on the goals and strategies for achieving them. ○ Schools and districts provide three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice. ○ Educators provide specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations. ○ Learners engage in reflection and provide constructive feedback on his/her own or others' practices. 	<p>CCSD and principals will utilize the PGS process and coaching to identify instructional staff that do not improve their practice to make non-renewal decisions.</p> <p>Principals will set school level goals in ELA and math; teachers and principals will set student level goals in ELA and math. Progress monitoring data will be used as real time data along with MAAP data.</p> <p>Continued implementation support of ELA and math standards; begin training on new MS Science Standards.</p> <p>Teachers and principals will utilize post conferences to reflect on practice and instructional successes.</p>	<p>DLT and principals</p> <p>School leadership teams and teachers</p> <p>DLT and district PLC facilitators</p> <p>Principals and teachers</p>	<p>Ongoing</p> <p>Beginning, middle and end of school year</p> <p>Based on MDE established timeline for implementation</p> <p>Ongoing</p>
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Standard	Indicators	Action Steps	Person Responsible	Timeline
Outcomes <i>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</i>	<ul style="list-style-type: none"> ○ Educator learning is focused on student learning outcomes. ○ Professional learning is driven by what teachers need to know and be able to do in order to provide effective learning for all students. ○ Learning goals are based on analysis of educator and student data. ○ Professional learning is focused on proven effective classroom strategies and practices. ○ Learning outcomes are aligned with educator performance standards and student learning goals. ○ All professional learning includes appropriate follow up. 	CCSD and school will use PGS data to monitor how professional learning changes teacher practice.	DLT and principals	Ongoing
		Professional learning goals take student learning data and teacher performance data in to account.	DLT and SLTs let by principals	Fall 2017
		Professional learning goas are linked to student learning goals in a district professional learning plan.	DLTL	Fall 2017
		Principals and DLT will be trained on PGS for Admins and Teachers through S-RESA		

