



PROFESSIONAL DEVELOPMENT PLAN/CALENDAR 2018-19

Professional Development Events 2018-19 Google Folder

Meeting Time: Wednesdays 2:30 to 4:00
Specified Seminars may run 1-7 Days
New Teacher Academy days

Marion County School District Policy:	GAD	Professional Development Plan
	GADA	Professional Staff Continuing Education
	GADD	Beginning Teacher Support Program

Program Description/Overview: “Differentiated Professional Development” is designed to introduce new and alternate route teachers to the concepts and issues associated with teaching. In the spirit of aspiring to become a community of learners who value the power of knowledge to inform, inspire, and transform lives, this program will both expose and allow for application/with feedback to teachers regarding a number of key concepts and issues that are embedded within the construct of effective instructional practices designed to effectively coach all students to maximum success. Additionally, teachers should develop an understanding of the implications and consequences that curriculum and instruction decisions have on the individual curriculum, instructional delivery, assessment, student growth, resources (including all stakeholders) and their role in the classroom, integration of the arts, integration of reading skills development across the curriculum, current trends in education, and the art and science of staying in the profession. Professional Development sessions target specific needs of teachers and staff for a variety of subgroups, such as Science, Pre-AP/AP, ELA, Math, Middle School Concepts, to name a few.

Continuing Education Credits: MCSD will partner with William Carey University to transfer professional development activities into continuing education units (CEU). A Memo of Understanding will be agreed upon that details the roles, responsibilities, and procedures for CEU’s to be issued.

Program Standards: Core standards are directly reflective of the [Learning Forward Standards for Professional Development](#) (Appendix A) and the [National Staff Development Council’s Standards for Staff Development](#) (Appendix B).

The National Staff Development Council’s Standards for Staff Development are guided by three questions:

- What are all students expected to know and be able to do?
- What must teachers know and do in order to ensure student success?
- Where must staff development focus to meet both goals?

According to NSDC, staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.

Professional Association Affiliations:

<p>AASA, American Association of School Administrators (www.aasa.org)</p> <p>AASL, American Association of Librarians (www.aasl.org)</p> <p>ACEI, Association for Childhood Education International (www.acei.org)</p> <p>ACTE, Association of Career and Technical Education (www.acte.org)</p> <p>ACTFL, American Council on the Teaching of Foreign Languages (www.actfl.org)</p> <p>AECT, Association for Educational Communications and Technology (www.aect.org)</p> <p>AERA, American Educational Research Association (www.aera.org)</p> <p>AESA, Association of Educational Service Agencies (www.aesa.us)</p> <p>AFT, American Federation of Teachers (www.aft.org)</p> <p>AMLE, Association for Middle Level Education (www.amle.org)</p> <p>ASBO, Association of School Business Officers International (www.asbointl.org)</p> <p>ASCD, Learn, Teach, Lead (www.ascd.org)</p> <p>ASCA, American School Counselor Association (www.schoolcounselor.org)</p> <p>ASIS International, Advancing Security Worldwide (www.asisonline.org)</p> <p>CEC, Council for Exceptional Children (www.cec.sped.org)</p> <p>CEFPI, Council of Educational Facilities Planners International (www.cefpi.org)</p> <p>CoSN, Council for School Networking (www.cosn.org)</p> <p>IRA, International Reading Association (www.reading.org)</p> <p>ISTE, International Society for Technology in Education (www.iste.org)</p> <p>NAEA, National Art Education Association (www.arteducators.org)</p>	<p>NAESP, National Association of Elementary School Principals (www.naesp.org)</p> <p>NAEYC, National Association for the Education of Young Children (www.naeyc.org)</p> <p>NAfME, National Association for Music Education (www.nafme.org)</p> <p>NAGC, National Association for Gifted Children (www.nagc.org)</p> <p>NASSP, National Association of Secondary School Principals (www.nassp.org)</p> <p>NBEA, National Business Education Association (www.nbea.org)</p> <p>NASET, National Association of Special Education Teachers (www.naset.org)</p> <p>NCSS, National Council for the Social Studies (www.ncss.org)</p> <p>NCTE, National Council of Teachers of English (www.ncte.org)</p> <p>NCTM, National Council of Teachers of Mathematics (www.nctm.org)</p> <p>NEA, National Education Association (www.nea.org)</p> <p>NISL, National Institute for School Leaders (www.nisl.org)</p> <p>NSDC, National Staff Development Council (www.nsd.org)</p> <p>NSBA, National School Boards Association (www.nsba.org)</p> <p>NSTA, National Science Teachers Association (www.nsta.org)</p> <p>PTA, National Parent Teachers Association (www.pta.org)</p> <p>SETDA, State Educational Technology Directors Association (www.sedta.org)</p> <p>USDLA, United States Distance Learning Association (www.usdla.org)</p>
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Technology Competencies: Teachers are expected to demonstrate mastery and appropriate application of related technology such as, but not limited to, word-processing, PowerPoint, online research and spreadsheet data-analysis as it pertains to improving instructional delivery and continued growth as a professional educator. Technologies are constantly changing and as a result educators must be in-tune with current technologies and their potential applicability/enhancement to learning. Core objectives are reflective of the revised National Educational Technology Standards for Teachers.

Techniques/Methods: Students will experience evidence-based student-centered learning opportunities that challenge them within their Zone of Proximal Development (ZPD). (Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.:

Harvard University Press) Guided teaching, small group, and whole group interaction, demonstration, cooperative learning, modeling, reflection, discussion, professional portfolio, and peer-coaching will be coupled with implementation and feedback via observation and student growth.

Evaluation: In conjunction to success indicators stated in the integrated National Staff Development Standards and the National Educators of Technology for Teachers Standards, teachers will maintain a professional portfolio that will serve as both documentation of progress and a future reference/resource. Activity-specific rubrics will be used to determine levels of successful implementation of knowledge and skills. Not only will there be formative, authentic assessments for individual activities, follow-up observations by administrators, peers, and coaches (instructional) will document progress of developing teacher capacities. The Association for Supervision and Curriculum Development Professional Development Planning Survey (See Appendix D) will allow for whole school and individualized action plans to be implemented. Comparative data for school-wide implementation success will also be used to determine adjustments in schedules activities.

Additional Resources: [MDE Menu of Services](#)

Needs Assessments: All staff provided prioritized professional development needs that were factored into this plan with the specific intent of meeting the needs of all employees as they grow professional capacities. The following were identified by teachers and staff as highest priorities:

1 Best Practices for evidence-based learning	2 Data-Driven Decision Making	3. Cross-Curricular Writing Strategies	4. Google as Teaching/Learning Tool	5. Classroom Management
6. iReady and maximizing its impact on student growth	7. Linking learning to performance tasks	8. Standards based bulletin boards	9. Working effective/efficient Centers	10. Linkit and EDAMS Item Bank assessment platforms
11. Cooperative Learning and Student Engagement	12. Project-based Learning	13. Curriculum Matrix and Instructional Planning Tools/Resources	14. MDE Updates and changes	

If teachers attend all sessions listed they will be recommended for CEU totals by each Professional Development Strand.

Ranked Needs Assessment Items are divided into the four color-coded Professional Development Strands below:

<p>1. Evidence-based <u>learning strategies</u>:</p> <p><i>Language Arts</i></p> <ul style="list-style-type: none"> ● Engaging Students in the Writing Process ● Reading Comprehension -- Literary Analysis ● Six Traits of Writing ● Phonics Mastery ● Effective Literacy Circles <p>Math</p> <ul style="list-style-type: none"> ● Developing math-rich conceptual math experiences ● Creating Performance Task that allow students to demonstrate multiple SMP's <p>Science</p> <ul style="list-style-type: none"> ● Understanding the new Science Framework ● Making the most of Lab-based applications in 5th, 8th, and upper level sciences 	<p>2. Best Practices for evidence-based <u>teaching practices</u>:</p> <ul style="list-style-type: none"> ● Classroom Management ● Effective Centers ● Differentiation ● SBBB (Celebrating student work) ● Effective use of Technology ● Knowing and Maximizing resources to produce a High Quality Curriculum for students (working with what you have and supplying what you need (resources and support) to build a teacher-friendly and student impactful experience ● Co-Teaching for all students 	<p>3. Interventions that get results: <u>MTSS/RTI evidence-based practices</u>:</p> <ul style="list-style-type: none"> ● <i>iReady</i> and maximizing its impact on <i>student growth</i> ● Evidence-based <i>Behavior Interventions</i> ● Evidence-based strategies for <i>closing skills gaps</i> ● <i>Intervention Planning</i> Teacher-Friendly, Student-focused (IEP, IMP, BIP, ELL Etc.) <p><i>Advanced Interventions/Programming</i></p> <ul style="list-style-type: none"> ● Gifted Strategies that maximize student performance in all classes ● Pre-AP and AP: Creating the College Experience 	<p>4. Data-Driven Decision Making:</p> <ul style="list-style-type: none"> ● <i>Getting the right data</i> and making the right decisions (avoiding data overload) ● Using Data to build student specific learning goals ● Maximizing positive impact with screeners and benchmark assessments in the <i>TST process</i> ● Using growth targets, and learning goals to monitor student growth for inclusion and self-contained ● Using with the <i>Early Warning System</i> to impact accuracy and effectiveness of TST
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Title: *Evidence-based learning strategies (Content)*
Dates: 8/29, 9/19, 10/24, 11/14, 12/5, 1/09, 1/20, 2/20 (8 sessions x 1.5 = 12 hours or 1.2 CEU)
Time: 2:30 - 4:00
Location: Varies
Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Academic Coaches and MDE Consultants

CEU: (.1 x 6 sessions = .6 CEU's)

These sessions will be aligned with the Strategic Plan and teacher-centered. Principals will lead many of these with teachers leading others. They will be district-wide with locations being rotated from school to school. There will be sessions that pull specific grades from the groupings above in order to specialize topics specific to the needs of those teachers. These sessions will also have a horizontal curriculum alignment focus focusing on curricular content, resources, and practices. Specialized sessions targeting sub-groups like AP, Science (5, 8, 9-12), etc., will participate in sessions as well.

During this series of trainings, participants will:

- Examine the basic aspects of what constitutes evidence-based
- Gain an understanding of the power of positive praise and how to foster a positive classroom culture
- Explore a variety of evidence-based learning strategies that target content delivery, standards mastery, and increasing student success on performance (subject specific) tasks
- Build capacities to interpret, deconstruct, and construct content-specific standards and performance tasks as related to MAAP Assessment Blueprints and scaffolding documents
- Explore High Quality Curriculum (content specific) and work to emulate such curriculum focus and processes leading to student success
- Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels to reach all students

As a result of this course participants will be able to:

- Use Google documents as a means of collaborating
- Plan and Implement best practices that are shared
- Use evidence-based strategies to promote greater student growth
- Develop in depth content capacities that improve both focus and efficiency in student growth and development

Target Audience: All staff

Title: *Best Practices: Evidence-based teaching practices (Process)*
Dates: 8/15, 9/26, 10/3, 10/17 (all day), 11/07, 1/16, 2/13 (6 x 1.5 hours = 9 hours + 7.5 hours = 16.5 hours or 1.6 CEU)
Time: 2:30 - 4:00
Location: Varies
Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Academic Coaches and MDE Consultants

CEU: (.1 x 6 sessions = .6 CEU's)

These sessions will be aligned with the Strategic Plan and teacher-centered. Principals will lead many of these with teachers leading others. They will be district-wide with locations being rotated from school to school. There will be sessions that pull specific grades from the groupings above in order to specialize topics specific to the needs of those teachers. These sessions will also have a horizontal curriculum alignment focus focusing on curricular content, resources, and practices. Specialized sessions targeting sub-groups like AP, Science (5, 8, 9-12), etc., will participate in sessions as well.

During this series of trainings, participants will:

- Examine the basic aspects of what constitutes evidence-based
- Gain an understanding of the power of positive praise and how to foster a positive classroom culture
- Explore a variety of evidence-based instructional practices (i.e. Cooperative Learning, Centers, PBIS, Literacy Strategies, Math Application, Flipped Classroom, Interactive Notebooks, Google Classroom, to name a few)
- Moving from classroom management to a model classroom: PBIS and the Power of Positive Engagement
- Gain a working understanding of how to move from teacher, to facilitator, to coach
- Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels to reach all students

As a result of this course participants will be able to:

- Use Google documents as a means of collaborating
- Plan and Implement best practices that are shared
- Use evidence-based strategies to promote greater student growth

Target Audience: All staff

Data Mining: Using Data to drive Instruction (Monitoring)

Dates: 8/22, 09/05, 10/10, 12/12, 01/07 (all da), 1/23, 2/27, 03/06, 03/18 (all day), 03/27 (8 x 1.5 hours = 12 + 15 = 27 hours or 2.7 CEU)

Time: 2:30 - 4:00
Location: All Schools
Presenter: Superintendent, Curriculum Director, Principals, and select Teachers

CEU: .1 per hour

These sessions will help all stakeholders master the process of using data to drive instruction. Participants will focus on various data sets to dig into in order to plan instruction to meet the needs of student while maximizing student growth. They will explore the key datasets at their disposal and how to interpret it. They will review student engagement in their own data as a means of monitoring the student growth process. Participants will review various evidence-based practices that are proven to work with data analysis and applications for planning.

During this session participants will:

- Explore what research says about data management and its impact on student growth
- Review the basic components of data sets and how to interpret, plan, monitor for student progress
- Experience multiple methods of data rooms in action
- Create/Practice how to plan for data intervals, including setting up students for success via self-awareness of growth and goal setting
- Review the key procedures for RTI as a teacher-friendly method to ensure student success using data
- Use/analyze several real data sets to plot lesson planning/pacing

As a result of this course the participant will be able to:

- Use adaptive platforms (iReady, STAR, Study Island, SuperKids, LinkIt, and EADMS) to provide diagnostic screeners, and benchmark assessments to monitor progress of students' standards/skills mastery
- Incorporate evidence-based strategies that differentiate interventions based on student specific needs
- Adjust interventions based on data interval results
- Use culminating data to predict MAAP

Target Audience: Elementary and/or Secondary Teachers

Interventions that get results: MTSS/RTI evidence-based practices

Dates: 9/12, 10/17, 11/28, 02/06, 03/20, 04/10 (6 x 1.5 hours = 9 hours or .9 CEU)

Time: 2:30 - 4:00
Location: All Schools
Presenter: Superintendent, Curriculum Director, Principals, and select Teachers

CEU: .1 per hour

These sessions will help all stakeholders master the process of using data to drive instruction. Participants will focus on various data sets to dig into in order to plan instruction to meet the needs of student while maximizing student growth. They will explore the key datasets at their disposal and how to interpret it. They will review student engagement in their own data as a means of monitoring the student growth process. Participants will review various evidence-based practices that are proven to work with data analysis and applications for planning.

During this session participants will:

- Explore what research says about Response to Intervention, Teacher Support Systems, and the Tier Processes
- Review the basic components of data sets and how to interpret, plan, monitor for student progress
- Experience multiple methods interventions for both grade/age appropriateness and content (standards) specific
- Create/Practice how to plan for data intervals, including setting up students for success via self-awareness of growth and goal setting
- Explore evidence-based behavioral interventions
- Research and pilot procedures for implementing successful behavioral intervention plans
- Explore evidence-based techniques on transitioning students through the Tier processes
- Research Conscious Discipline Techniques and plan for integration into PBIS systems

As a result of this course the participant will be able to:

- Link data to decisions made for students who are at-risk, even beyond the Early Warning System
- Incorporate evidence-based strategies that differentiate interventions based on student specific needs
- Adjust interventions based on data interval results
- Create and implement a school-wide PBIS program
- Use culminating data to predict MAAP

Target Audience: Elementary and/or Secondary Teachers

New Teacher Academy

Title: *New Teacher Academy: Let the Journey of Excellence Begin*
Date: 7/30, 7/31, 2 Additional dates TBA (4 Days total)
Time: 8:00 - 4:00, 2:30-4:00
Location: Central Office Board Room
Presenter: Wendy Bracey, Michael Day, Heather Martin, Amie Powell (Special Guest Speaker)
CEU: .1 per hour (.7 per day)

During this series of trainings, participants will:

- Examine the basic aspects of classroom management
- Gain an understanding of the power of positive praise and how to foster a positive classroom culture
- How to get motivated and stay motivated, and transfer that energy to students
- Moving from classroom management to a model classroom: PBIS and the Power of Positive Engagement
- Explore the aspects of a model classroom
- Gain a working understanding of how to move from teacher, to facilitator, to coach
- Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels

As a result of this course participants will be able to:

- Use Google documents as a means of collaborating
- Use formative/summative assessments to track student learning through an adaptive digital platform
- Use Google add-ons to work smarter and to address diverse student needs
- Approaches to unit planning with a digital mindset to increase collaboration, access to information, and streamline planning transition into delivery

Target Audience: All new teachers 1-3 years of experience

June 2018

Monday	Tuesday	Wednesday	Thursday	Friday
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4	5	6	7	8
11	12	<i>13</i>	14	15
18	19	20	21	22
25	26	27 Leadership Retreat: Focus book: <i>Grit</i>	28	29

July 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	6	6
9	10	11	12	13
16	17	18	19	20
23 Grant ELA	24 Grant ELA	25 SMWI Writing Grant Grades 7-10 ELA	26 Literary Analysis 2-12 ELA	27 Literary Analysis 2-12 ELA
30/31 New Teacher Academy				

August 2018

Monday	Tuesday	Wednesday	Thursday	Friday
		1 District PD Convocation at WMH 8:00-9:30	2 District PD <i>Writing Symposium ½ Day</i> <i>with SMWI</i>	3 District PD
6 District PD	7 <i>Students Return</i>	8 Principal Directed	9	10
13	14 Principal PD: <i>Creating a Culture of</i> <i>Support for Teachers</i>	15 <i>Best Practices: Evidence-</i> <i>based teaching practices</i> <i>(Process)</i>	16	17
20	21	22 <i>Data-Driven Decision</i> <i>Making</i>	23	24
27	28 Principal PD: <i>Data-driven Leadership</i>	29 <i>Evidence-based learning</i> <i>strategies (Content)</i>	30	31

September 2018

Monday	Tuesday	Wednesday	Thursday	Friday
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3	4	5 <i>Data-Driven Decision Making</i>	6	7
10	11 Principal PD: <i>Leading a Positive Culture by Celebrating Growth</i>	12 <i>Interventions that get results: MTSS/RTI evidence-based practices</i>	13	14
17	18	19 Evidence-based learning strategies (Content)	20	21
24	25 Principal PD <i>Leading an Instructional Strategies Focused Culture</i>	26 Best Practices for evidence-based teaching practices New Teacher Academy	27	28

October 2018

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3 Best Practices for evidence-based teaching practices	4	5
8	9 Principal PD	10 <i>Data-Driven Decision Making</i>	11	12
15	16	17 <i>Interventions that get results: MTSS/RTI evidence-based practices</i>	18 Best Practices for evidence-based teaching practices --All Day	19
22	23 Principal PD <i>spark positive change and growth</i>	24 <i>Evidence-based learning strategies</i>	25	26
29	30	31		

November 2018

Monday	Tuesday	Wednesday	Thursday	Friday
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			1	2
5	6 Principal PD	7 Best Practices for evidence-based teaching practices	8	9
12	13	14 Best Practices for evidence-based teaching practices	15	16
19 Thanksgiving Holiday	20 Thanksgiving Holiday	21 Thanksgiving Holiday	22 Thanksgiving Holiday	23 Thanksgiving Holiday
26	27 Principal PD	28 <i>Interventions that get results: MTSS/RTI evidence-based practices</i>	29	30

December 2018

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5 <i>Evidence-based learning strategies</i>	6	7
10	11 Principal PD	12 <i>Data-Driven Decision Making</i>	13	14
17	18	19 Christmas Break	20 Christmas Break	21 Christmas Break
24 Christmas Break	25 Christmas Break	26 Christmas Break	27 Christmas Break	28 Christmas Break

January 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4

	Christmas Break	Christmas Break	Christmas Break	Christmas Break
7 <i>Data-Driven Decision Making</i>	8 Students Return	9 <i>Evidence-based learning strategies</i>	10	11
14	15	16 Best Practices for evidence-based teaching practices	17	18
		New Teacher Academy		
21	22 Principal PD	23 <i>Data-Driven Decision Making</i>	24	25
28	29	20 <i>Evidence-based learning strategies</i>	31	

February 2019				
Monday	Tuesday	Wednesday	Thursday	Friday

				1
4	5	6 <i>Interventions that get results: MTSS/RTI evidence-based practices</i>	7	8
11	12 Principal PD	13 Best Practices for evidence-based teaching practices	14	15
18	19	20 <i>Evidence-based learning strategies</i>	21	22
25	26 Principal PD	27 <i>Data-Driven Decision Making</i>	28	

March 2019

Monday	Tuesday	Wednesday	Thursday	Friday
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				1
4	5	6 <i>Data-Driven Decision Making</i>	7	8
11	12	13 Spring Break	14	15
18 (All Day) <i>Data-Driven Decision Making</i>	19	20 <i>Interventions that get results: MTSS/RTI evidence-based practices</i>	21	22
25	26 Principal PD	27 <i>Data-Driven Decision Making</i>	28	29

April 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5

8	9 Principal PD	10 <i>Interventions that get results: MTSS/RTI evidence-based practices</i>	11	12
15	16	17 Wednesday School PD - Principal Lead The Principal PLC events are left blank so Principals can work with staff to prepare for, deliver and review any/all end-of-year assessments.	18	19
22	23 Principal PD	24 Wednesday School PD - Principal Lead	25	26
29	30			

May 2019

Monday	Tuesday	Wednesday	Thursday	Friday
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		1 Wednesday School PD - Principal Lead	2	3
6	7 Principal PD	8	9	10
13	14	15 Wednesday School PD - Principal Lead	16	17
20	21 Principal PD	22	23	24
27	28	29	30	31

June 2019

Monday	Tuesday	Wednesday	Thursday	Friday
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3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25 Leadership Team Retreat	26 Leadership Team Retreat	27 Leadership Team Retreat	28

July 2019				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			