Ballard County 2020-21 Phase Three: Professional Development Plan for Districts

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Ballard County
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The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

In partnership with and in service to our community, the mission of Ballard County Schools is to prepare every student to be a successful individual.

2. The needs assessment provides the framework for **all** 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 first professional development goal for the 2020-21 school year, was to provide teachers the necessary training to fully integrate new technology into the

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classroom. Ballard County Schools fielded Chromebooks for students PK-12 in August. Our second professional development goal for the 2020-21 school year was to provide training on delivering high quality virtual instruction to all students.

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

During the COVID pandemic, Ballard County School strives to deliver viable instruction and provide continuity as the mode of instruction continues to change from in-person learning to virtual learning. Ballard County teachers are providing both in-person and virtual learning to ensure student needs are met at all levels. The goal is for Ballard County Schools to provide everywhere, all-the-time-learning to all students using technology to leverage instruction. The Goal is to increase the effectiveness of instructional delivery through the use of technology providing for greater student learning outcomes.

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.

1. All instructional staff will receive basic training on how to operate the teacher and student Chromebooks by August 15, 2020. 2. All instructional staff will 6 modules of training on the Infinite Campus, Campus Learning, learning management system by August 7, 2020.

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

Teachers and students are able to successfully navigate using the new Chromebooks and Campus Learn.

4c. 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.

1. All teachers and students across all grade levels function independently when using technology. 2. Students across all grade levels are capable of logging into and understanding the flow of Campus Learn. 3. Teachers are capable of using Campus Learn to manage the instructional workflow. 4. Parents are capable of using Campus Learn. 5. Their is evidence of continuity of learning for the 2020-21 school year as evidenced by classroom assessments and pacing guides.

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

Teachers and administrators PK-12

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, school level administrators, District IC Coordinator, District Technology Coordinator and the Instructional Supervisor.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Title I and Title II funding, CARES funding, connectivity at home or school for teachers, Campus Learning modules, Chromebooks for teachers and administrators and 1.5 days of professional development.

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

Each school has a technology coach providing on going support. The technology coaches have developed an online classroom for teachers to share information and provide access to coach created learning modules. Teachers are meeting regularly in professional learning communities to discuss student learning outcomes and implementation of the technology plan.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Principals are conducting walk-throughs during in-person learning and during virtual lessons using Charlotte Danielson's frameworks for working in a digital environment. Student participation, grades and missing assignments are monitored daily by teachers and designated personnel within each building. Principals report to the superintendent weekly any trends or concerns.

5a. For the second 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.

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1. All instructional staff and building level administrators will complete Tech 101 and Tech to Learn training and development an understanding of delivering virtual instruction by July 26, 2020. 2. All teachers will demonstrate a level of proficiency with Google Classroom, Google Suite, Edpuzzle, Screencastify and recording and uploading video lessons by August 12.

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

Teachers are able to deliver quality instruction using technology in a virtual environment. Student learning is sustained as the mode of instruction (in-persona and virtual) changes frequently.

5c. 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.

1. All teachers and students are capable of using Google classroom and Suite 2. Teacher self-efficacy increases as related to delivering virtual instruction 3. Teachers can successfully record, edit and upload video lesson using YouTube. 4. Teachers can deliver a lesson using Google Meet, Zoom or Teams.

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

Teachers and administrators PK-12

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, school level administrators, District Technology Coordinator and the Instructional Supervisor.

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

Title I and Title II funding, CARES funding, connectivity at home or school for teachers, Campus Learning modules, Chromebooks for teachers and administrators and four days of professional development.

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

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Each school has a technology coach providing on going support. The technology coaches have developed an online classroom for teachers to share information and provide access to coach created learning modules. Teachers are meeting regularly in professional learning communities to discuss student learning outcomes and implementation of the technology plan.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

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6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)