



2020-21 Madison Co. Schools Phase Three: Professional  
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2020-21 Phase Three: Professional Development Plan for Districts

**Madison County**  
**David Gilliam**  
301 Highland Park Dr  
Richmond, Kentucky, 40475  
United States of America

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## 2020-21 Phase Three: Professional Development Plan for Districts

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?

Madison County Schools, in partnership with the community, strives to equip educators and students with the skills to lead by example, develop and speak with a unique voice, and explore their academic curiosity to make a positive impact on our community and world.

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?

1. Training all classroom teachers on Jim Shipley's Continuous Classroom Improvement. Once trained, classroom teachers will begin implementation and have continuous support from building and district coaches. 2. Introducing, training, implementing, and coaching Math Design Collaborative within elementary and middle schools (first priority), then high schools. 3. Training classroom teachers in the unit planning process. Once trained, classroom teachers will begin implementation and have continuous support from building administrators and district personnel.

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

The top two priorities for professional development fully support the goals established by the district. All six required goals within the CDIP are ultimately affected by the implementation of Continuous Classroom Improvement. Likewise, the Math Design Collaborative will allow for student achievement, specifically in math, across all goals. These professional learning priorities are long-term implementation with coaching accompanying the work.

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.

Teachers will develop and implement within their classroom a continuous system of improvement where students are providing feedback on how strategies and activities used within instruction have helped or not helped their learning. Teachers will use feedback and analysis of formal assessment data to modify instructional practice, and/or modify strategies and activities used for particular instruction. Additionally, a classroom culture of teamwork, respect, and goal setting are consistently being established.

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

Intended results include establishing a positive classroom culture where students are focused on improving their own learning. Stakeholders will see increased student achievement on authentic classroom standards-based assessment, normed diagnostic assessment, and state standards assessment. Additionally, teachers will see the value in using student feedback to improve their own instructional practices.

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.

Evidence of student goal setting; Students charting their own progress; Progress toward goals set by both class as a whole and individual students; posted class goals; posted class mission statements; evidence of students providing feedback through plus/deltas; evidence of student and teacher addressing “deltas” with actionable changes to instructional practice.

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

Classroom teachers, building administrators, district administrators

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

Students, classroom teachers, building administrators, district administrators

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

CCI coaches within the building, CCI district coach, funding for training resource materials, funding for professional learning events.

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

Coaching and PLC conversations (to include planning, implementation, and evaluation); allowing teachers to visit other CCI classrooms to gain validation and spark additional ideas/ways to use the 8 steps for implementation.

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.

District walk-throughs, district coaching, and PLC meeting minutes will be monitored for evidence on implementation. District walk-throughs include teachers and building and district administrators that will visit classrooms to observe the eight steps of CCI implementation. District coaching will support classroom teachers in approved protocols for implementing the eight steps. PLC meeting minutes will

be evidence of teachers sharing class goal results and discussions of what strategies/activities may need to be added, deleted, or altered to gain maximum effectiveness within the classroom.

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.

Teachers and administrators will deepen their understanding of the standards and practices for teaching and learning mathematics, understand the power of effective formative assessment strategies and identify ways that the Mathematics Design Collaborative can support teachers with strategies for engaging in a productive struggle. Additionally, a classroom culture of partnership, respect, and growth mindset are consistently being established.

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

Intended results include improved mathematics classroom cultures where mistakes are welcome and seen as a valuable part of the learning process. Increased student achievement on formative and summative standards-based classroom assessments, normed diagnostic assessments, and state standards assessment. Teachers will implement best practices in teaching mathematics where instruction is centered around student learning based upon meeting the needs of students minute-by-minute and day-by-day.

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.

Indicators of success will include students and teachers monitoring student progress towards increased student achievement by communicating the daily learning intentions, why the information is important to learn, and identifying how students will know they have learned the target(s). There will be evidence of school goal setting based on data analysis and progress monitoring toward goal achievement during Building Implementation Meetings/PLC meetings.

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

Classroom teachers, building administrators, district administrators

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

Students, teachers, building administrators, and district administrators

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

District Math Coaches to serve schools implementing the Math Design Collaborative, funding for training resource materials, funding for professional learning events, and funding for national presenters.

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

Coaching will be available to all teachers involved in Math Design Collaborative work to support planning, monitoring of implementation, and additional resources, if needed. Professional Learning Communities or the Building and District Implementation teams will meet monthly to review teacher data, establish goals, and receive additional training to support the work for each team.

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.

Following each professional development an evaluation is completed by participants to help in determining effectiveness, monthly observation data is collected and reviewed by trainers, administrators and building teams as a part of the monitoring of evidence of implementation. District walk-throughs using the Observation Tool for Instructional Supports and Systems (OTISS) are used monthly to check the system for needs used by trained district leaders. The district wide coaches work together to complete at least monthly observations on classroom teachers to share with individual teachers and the team at the school and district levels. The teacher data collected is used in the monthly meetings to set goals and monitor the progress of the goals within the individual teams using an improvement cycle. Twice per year, the Driver's Best Practice Assessment (DBPA) is administered to assess the progress that the school is making toward full implementation of the Math Design Collaborative initiative.


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.

Priority 3 - Training classroom teachers in the unit planning process. Once trained, classroom teachers will begin implementation and have continuous support from building administrators and district personnel. Attachment includes information for items a - h.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 3rd Priority - Unit Planning	Unit Planning professional learning described.	.