



## PROFESSIONAL DEVELOPMENT PLAN/CALENDAR 2017-18

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

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

**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 National Staff Development Council’s Standards (See 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:**

AASA, American Association of School Administrators ([www.aasa.org](http://www.aasa.org) )  
AASL, American Association of Librarians ([www.aasl.org](http://www.aasl.org))  
ACEI, Association for Childhood Education International ([www.acei.org](http://www.acei.org))  
ACTE, Association of Career and Technical Education ([www.acte.org](http://www.acte.org) )  
ACTFL, American Council on the Teaching of Foreign Languages ([www.actfl.org](http://www.actfl.org))  
AECT, Association for Educational Communications and Technology ([www.aect.org](http://www.aect.org))  
AERA, American Educational Research Association ([www.aera.org](http://www.aera.org))  
AESA, Association of Educational Service Agencies ([www.aesa.us](http://www.aesa.us))  
AFT, American Federation of Teachers ([www.aft.org](http://www.aft.org))  
AMLE, Association for Middle Level Education ([www.amle.org](http://www.amle.org))  
ASBO, Association of School Business Officers International ([www.asbointl.org](http://www.asbointl.org))  
ASCD, Learn, Teach, Lead ([www.ascd.org](http://www.ascd.org))  
ASCA, American School Counselor Association ([www.schoolcounselor.org](http://www.schoolcounselor.org))  
ASIS International, Advancing Security Worldwide ([www.asisonline.org](http://www.asisonline.org))  
CEC, Council for Exceptional Children ([www.cec.sped.org](http://www.cec.sped.org))  
CEFPI, Council of Educational Facilities Planners International ([www.cefpi.org](http://www.cefpi.org))  
CoSN, Council for School Networking ([www.cosn.org](http://www.cosn.org))  
IRA, International Reading Association ([www.reading.org](http://www.reading.org))  
ISTE, International Society for Technology in Education ([www.iste.org](http://www.iste.org))  
NAEA, National Art Education Association ([www.arteducators.org](http://www.arteducators.org))  
NAESP, National Association of Elementary School Principals ([www.naesp.org](http://www.naesp.org))  
NAEYC, National Association for the Education of Young Children ([www.naeyc.org](http://www.naeyc.org))  
NAFME, National Association for Music Education ([www.nafme.org](http://www.nafme.org))  
NAGC, National Association for Gifted Children ([www.nagc.org](http://www.nagc.org))  
NASSP, National Association of Secondary School Principals ([www.nassp.org](http://www.nassp.org))  
NBEA, National Business Education Association ([www.nbea.org](http://www.nbea.org))  
NASET, National Association of Special Education Teachers ([www.naset.org](http://www.naset.org) )  
NCSS, National Council for the Social Studies ([www.ncss.org](http://www.ncss.org))  
NCTE, National Council of Teachers of English ([www.ncte.org](http://www.ncte.org))  
NCTM, National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org))  
NEA, National Education Association ([www.nea.org](http://www.nea.org))



NISL, National Institute for School Leaders ([www.nisl.org](http://www.nisl.org))  
NSDC, National Staff Development Council ([www.nsd.org](http://www.nsd.org))  
NSBA, National School Boards Association ([www.nsba.org](http://www.nsba.org))  
NSTA, National Science Teachers Association ([www.nsta.org](http://www.nsta.org))  
PTA, National Parent Teachers Association ([www.pta.org](http://www.pta.org))  
SETDA, State Educational Technology Directors Association ([www.sedta.org](http://www.sedta.org))  
USDLA, United States Distance Learning Association ([www.usdla.org](http://www.usdla.org))

**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.

**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. Unit Planning that works for me	15.

**July 2017**

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
<b>10 Unit</b>	<b>11 Unit</b>	<b>12 Unit Planning</b> Title: <i>Exemplar Unit Development Training: Changing our Mindset to long-term</i>		<b>13 Unit</b>
				14



<p><b>Planning</b></p>	<p><b>Planning</b></p>	<p><i>planning</i></p> <p><b>Date:</b> 07-10 through 15-2017 (all day), 08-16-2017, 08-23-2017, 08-30-2017, 09-13-2017, 09-20-2017, 10-19-2017 (all day), 10-25-2017, 11-01-2017, 11-15-2017 11-29-2017, 12-06-2017, 01-10-2018, 01-31-2018, 02-07-2018, 02-21-2018, 03-07-2018, 04-11-2018</p> <p><b>Description:</b> <i>These sessions will focus on both designing and reviewing units of learning to ensure the highest quality of exemplar units are in play in all our grade levels. There will be an additional focus on vertical alignment of content, resources, and instructional practices. Teachers will fine tune curricular focuses such as anchor text continuum, performance based tasks continuum, and writing focus across grade levels. These teachers will both organize and direct our path over the next few years as we move from “good to great.” Facilitators for each session will guide teachers, helping them build resources, and plan evidence-based learning strategies that reflect high quality vertical alignment.</i></p> <p><b>Location:</b> Each School</p> <p><b>Presenter:</b> Michael Day, Heather Martin, Amie Powell, Principals, and Select Teachers</p> <p><b>CEU:</b> .1 per hour (total of .7 for each full day)</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> <li>● Understand how to access and share items through Google</li> <li>● Create and share exemplar units of instruction/learning</li> <li>● Gain an understanding of how Mississippi Exemplar Units are designed to enhance student learning</li> <li>● Learn how to set up a Units of Learning using the Exemplar Templates</li> <li>● Analyze unit and lesson plans to find ways to transpose existing units</li> </ul> <p>As a result of this course participants will be able to:</p> <ul style="list-style-type: none"> <li>● Use Google to collaboratively create units of instruction</li> <li>● Use the Exemplar Unit template promoted by MDE</li> <li>● Evaluate resources for appropriateness in relation to vertically aligning student outcomes with performance-based tasks</li> </ul> <p><i>Target Audience: Elementary and Secondary Teachers</i></p>	<p><b>Planning</b></p>	
<p>17</p>	<p><b>18</b> <b>AP Training</b></p>	<p><b>19</b> <b>AP Training</b></p>	<p><b>20</b> <b>AP Training</b></p>	<p>21</p>



24	<b>25</b> <b>New Teacher Academy</b>	<p>Title: <i>New Teacher Academy: Let the Journey of Excellence Begin</i></p> <p>Date: 7-25/26-2017, 10-26-2017, 01-05-2018, 02-24-2018</p> <p>Time: 8:00 - 4:00, 2:30-4:00</p> <p>Location: Central Office Board Room</p> <p>Presenter: Michael Day, Heather Martin, Amie Powell (Special Guest Speaker)</p> <p>Slots: 20</p> <p>CEU: .1 per hour (.7 per day)</p> <p><b>During this series of trainings, participants will:</b></p> <ul style="list-style-type: none"> <li>● Examine the basic aspects of classroom management</li> <li>● Gain an understanding of the power of positive praise and how to foster a positive classroom culture</li> <li>● How to get motivated and stay motivated, and transfer that energy to students</li> <li>● Moving from classroom management to a model classroom: PBIS and the Power of Positive Engagement</li> <li>● Explore the aspects of a model classroom</li> <li>● Gain a working understanding of how to move from teacher, to facilitator, to coach</li> <li>● Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels</li> </ul> <p><b>As a result of this course participants will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use Google documents as a means of collaborating</li> <li>● Use formative/summative assessments to track student learning through an adaptive digital platform</li> <li>● Use Google add-ons to work smarter and to address diverse student needs</li> <li>● Approaches to unit planning with a digital mindset to increase collaboration, access to information, and streamline planning transition into delivery</li> </ul> <p><i>Target Audience: All new teachers 1-3 years of experience</i></p>	27 District PD	28 District PD
31				



<b>District PD (Addendum) Plans for Best Practices (Attached)</b>				
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August 2017				
Monday	Tuesday	Wednesday	Thursday	Friday
	1 <b>District PD</b>	2 Students Return	3	4
7	8	9 PD- School Specific Operational Procedures	10	11
14	15 <b>Principal PD:</b> <i>Creating a Culture of Support for Teachers</i>	16 <b>Collaborative Unit Planning</b>	17	18



21	22	23 <b>Collaborative Unit Planning</b>	24	25
28	29 <b>Principal PD:</b> <i>Data-driven Leadership</i>	30 (20 Day Student Deadline) <b>Collaborative Unit Planning</b>	31	





## September 2017

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	<p>6</p> <p>Title: <i>Data Mining: Using Data to drive Instruction</i></p> <p>Date: 09-06-2017, 10-11-2017, 12-13-2017, 01-24-2018, 02-28-2018, 03-28-2018</p> <p>Time: 2:30 - 4:00</p> <p>Location: All Schools</p> <p>Presenter: Superintendent, Curriculum Director, Principals, and select Teachers</p> <p>Slots: 20</p> <p>CEU: .1 per hour</p> <p style="text-align: center;">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 data sets 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.</p>	7	8



		<p>During this session participants will:</p> <ul style="list-style-type: none"> <li>• Explore what research says about data management and its impact on student growth</li> <li>• Review the basic components of data sets and how to interpret, plan, monitor for student progress</li> <li>• Experience multiple methods of data rooms in action</li> <li>• Create/Practice how to plan for data intervals, including setting up students for success via self-awareness of growth and goal setting</li> <li>• Review the key procedures for RTI as a teacher-friendly method to ensure student success using data</li> <li>• Use/analyze several real data sets to plot lesson planning/pacing</li> </ul> <p>As a result of this course the participant will be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Incorporate evidence-based strategies that differentiate interventions based on student specific needs</li> <li>• Adjust interventions based on data interval results</li> <li>• Use culminating data to predict MAAP</li> </ul> <p><i>Target Audience: Elementary and/or Secondary Teachers</i></p>		
11	<p>12 Principal PD: <i>Leading a Culture Celebrating Growth</i></p>	<p>13 <b>Collaborative Unit Planning</b></p>	14	15



18	19	20 <b>Collaborative Unit Planning</b>	21	22
25	26 <b>Principal PD</b> <i>Leading an Instructional Strategies Focused Culture</i>	27 <b>*Staff Celebration* 2:30-5:00</b>	28	29



October 2017

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	<p>Title: <b><i>Best Practices: Evidence-based teaching/learning strategies</i></b></p> <p>Date: 10-04-2017, 10-18-2017, 11-08-2017, 01-17-2018, 02-14-2018, 03-14-2018</p> <p>Time: 2:30 - 4:00</p> <p>Location: Varies</p> <p>Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Academic Coaches and MDE Consultants</p> <p>Slots: 20</p> <p>CEU: (.1 x 6 sessions = .6 CEU's)</p> <p><i>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 curricula 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.</i></p> <p><b>During this series of trainings, participants will:</b></p> <ul style="list-style-type: none"> <li>● Examine the basic aspects of what constitutes evidence-based</li> <li>● Gain an understanding of the power of positive praise and how to foster a positive classroom culture</li> <li>● Explore a variety of evidence-based instructional practices (i.e. Cooperative Learning, Centers, PBIS, Literacy Strategies, Math Application, Flipped Classroom,</li> </ul>	5	6



		<p>Interactive Notebooks, Google Classroom, to name a few)</p> <ul style="list-style-type: none"> <li>● Moving from classroom management to a model classroom: PBIS and the Power of Positive Engagement</li> <li>● Gain a working understanding of how to move from teacher, to facilitator, to coach</li> <li>● Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels to reach all students</li> </ul> <p><b>As a result of this course participants will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use Google documents as a means of collaborating</li> <li>● Plan and Implement best practices that are shared</li> <li>● Use evidence-based strategies to promote greater student growth</li> </ul> <p><i>Target Audience: All staff</i></p>		
9	<p>10 <b>Principal PD</b> <i>Managing (leadership) time so instruction stays your top priority</i></p>		12	13
16	17	<p>18 <b>Teacher-Lead “Best Practices”(K-3) (4-6) (7-8) (9-12): All Subject Specific</b></p>	19	20
23	<p>24 <b>Principal PD</b> <i>It’s not too late to spark</i></p>	<p>25 <b>Collaborative Unit Planning</b></p>	<p>26 New Teacher Academy</p>	27



	<i>positive change and growth</i>			
30	31			

November 2017				
Monday	Tuesday	Wednesday	Thursday	Friday
		1 <b>Collaborative Unit Planning</b>	2	3



6	7 Principal PD	8 Teacher-Lead "Best Practices"(K-3) (4-6) (7-8) (9-12): All Subject Specific	9	10
13	14	15 Collaborative Unit Planning	16	17
20	21	22 Thanksgiving Holiday	23	24
27	28 Principal PD	29 Collaborative Unit Planning	30	

December 2017				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6 Collaborative Unit Planning	7	8
11	12 Principal PD	13 <i>Data Mining: Using Data to drive Instruction</i>	14	15



18	19	20 Christmas Break	21	22
25	26	27 Christmas Break	28	29

January 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3 <b>Students Return</b>	4	5 New Teacher Academy
8	9 Principal PD	10 <b>Collaborative Unit Planning</b>		11 12
15	16	17 Teacher-Lead "Best Practices"(K-3) (4-6) (7-8) (9-12): All Subject Specific		18 19





22	23 Principal PD	24 <i>Data Mining: Using Data to drive Instruction</i>	25	26
29	30	31 <b>Collaborative Unit Planning</b>		

February 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7 <b>Collaborative Unit Planning</b>	8	9
12	13 Principal PD	14 Teacher-Lead "Best Practices"(K-3) (4-6) (7-8) (9-12): All Subject Specific	15	16
19	20	21 <b>Collaborative Unit Planning</b>	22 New Teacher Academy	23
26	27 Principal PD	28 <i>Data Mining: Using Data to drive Instruction</i>		



### March 2018

March 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7 <b>Collaborative Unit Planning</b>		8 9
12	13 Principal PD	14 Teacher-Lead "Best Practices"(K-3) (4-6) (7-8) (9-12): All Subject Specific		15 16
19	20	21 <b>*Staff Celebration* 2:30-5:00</b>		22 23
26	27 Principal PD	28 <i>Data Mining: Using Data to drive Instruction</i>		29 30

### April 2018

April 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4 Easter Break	5	6



9	10 Principal PD	11 <b>Collaborative Unit Planning</b>	12	13
16	17	18 <b>Wednesday School PLC - Principal Lead</b> The Principal PLC events are left blank purposely so Principals can work with staff to prepare for, deliver and review any/all end-of-year assessments.	19	20
23	24 Principal PD	25 <b>Wednesday School PLC - Principal Lead</b>	26	27
30				

May 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2 <b>Wednesday School PLC - Principal Lead</b>	3	4
7	8 Principal PD	9 <b>Wednesday School PLC - Principal Lead</b>	10	11
14	15	16 <b>Wednesday School PLC - Principal Lead</b>	17	18



21	22 Principal PD	23	24	25
28	29	30	31	

June 2018				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26 Leadership Team Retreat	27 Leadership Team Retreat	28 Leadership Team Retreat	29

July 2018				
Monday	Tuesday	Wednesday	Thursday	Friday



2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			