

District Comprehensive Professional Development Plan
Abridged*
2009, 2010, 2011

Mission: Hickman Mills C-1 Professional Development Committee will provide the organization to facilitate the engagement of all stakeholders in high quality professional learning through a comprehensive and cohesive plan of professional learning, open communication, collaboration, shared leadership and resources so that all students will achieve academic success in all classrooms everyday.

Goal: Increase student achievement through high quality professional development.

Data used to identify the goal:

MAP, ACT, Star Reading, Star Math scores, SuccessLink Science/Math Audit, Ed Options report, Commissioners Award for PD review

Objective 1: Sixty percent of our students will score at the Proficient or Advanced Levels in Communication Arts, Math, and Science as measured by MAP testing as a result of high quality professional development by 2011.

Strategy 1: Focus on Scientifically-Based Research strategies (Marzano) for improved instruction in all content areas.

Teachers will continue to study and implement SBR (Marzano's Instructional Strategies) through PDN cohorts on effective teaching and book studies.
Physics First - 3 week summer institute for teachers with quarterly teacher collaborative learning
10-day math and science institute for teachers
5E Learning Cycle (engage, explore, explain, elaborate, evaluate) will be implemented by math and science teachers.
Teachers will be trained in "Project Lead the Way".

Strategy 2: Involve all stakeholders in the collection, analysis, and use of student achievement data of learning and for learning.

Common classroom assessments will be created, implemented, and analyzed by teachers.
Assessments will be analyzed by teachers: PLAN, EXPLORE, ACT, AP, MAP, Star Math, Star Reading SRI, DIEBELS/ERDA, Terra Nova, End of Course, District Common Assessments, DIBELS/ERDA
Buildings will use measurable objectives to plan and evaluate PD
Teachers will learn effective use of disaggregated data in determining student learning needs.
Teachers will engage in Lesson Design using data to plan effective instruction.
The Professional Development Committee will conduct evaluations of the PDC's effectiveness
Evaluations of all professional learning days (building and departments) and Screen 19 evaluations will be conducted annually.

Strategy 3: Encourage, support, and evaluate the continuing growth of professional learning communities.

Administrators and teachers will attend a training session for PLC facilitation
PLC facilitators and Lead Teams will provide training to all teachers.
Administrators and teachers will participate in building level PLC's (i.e., collaborative lesson design, individual learning plans, analysis of student assessments).

Strategy 4: Increase instructional rigor.

Teachers will design and teach lessons that include rigorous instruction using the district curriculum guides.
Teachers will create and implement lessons aligned to the written curriculum and Depth of Knowledge (DOK).
Administrator will learn and implement effective observation using walk-thrus to identify rigorous

instruction aligned to the written curriculum and Depth of Knowledge (DOK).

Strategy 5: Continue research and implementation of best practices in Reading to Invention (RTI).

New teachers will study Ruby Payne’s work through training and a book study.
Current Ruby Payne teacher trainers will renew their certifications.
Teachers will continue to study and implement SBR (Marzano’s Instructional Strategies) through PDN cohorts on effective teaching and book studies. (See Strategy 1.3.5)
Teachers will teach to the individual needs of students to ensure implementation of differentiated instruction.
Teachers will be trained in the Career Advisory Program (CAP).
Cooperative learning (Kagan) training will be done by in-district staff certified as trainers.
Closing the Gap will focus on using disaggregated data to determine needs of implementation of differentiated instruction.

Strategy 6: Focus on communication arts and literacy strategies in all content areas.

K-3 teachers and administrators will attend all trainings for Reading First.
Teachers will work together to design effective lessons to teach vocabulary through professional learning communities (PLC).
Teachers will learn, teach, and implement the writing process, 6 + 1 evaluation and Big 6 Research Model.
Teachers will learn, teach, and implement the 6 strategies for Reading Comprehension
Teachers will know the 5 components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension)

Strategy 7: Implement and integrate technology into their classrooms.

Technology infused lesson plans will be created and shared.
Train teachers to attain self-sufficiency in using technology (i.e., Infinite Campus training, Smart Boards, CPS Clickers, eInstruction).
Student management system (lesson plans, grade book, parent portal) training will be provided for all teachers.

Strategy 8: Provide opportunities for content specific teaching strategies.

Career Consortium: Teachers will continue to learn strategies for infusing career education into lesson relevance.
February PD day will be used as training for “Power of I” and Reading First.
Teachers will attend content specific learning through continuing education (college classes), workshops and/or conferences to learn and implement instruction as measured by the MAP.
Department Meetings: Teachers will meet to collaborate regularly.

Strategy 9: Ensure implementation of the written curriculum including district common assessments.

Teachers will review and revise the district curriculum annually using student achievement data.
Training in using the curriculum guides as the basis for lesson design will be provided and the use of “e” curriculum.
Teachers will design and implement effective lesson planning aligned with the district curriculum.
ACT teaching strategies will be learned, taught, and implemented during summer institutes and continued through workshops.
AP Training: Summer Institute at Truman State – 25 teachers in grades 5-12 will increase rigor.

All administrators will learn more effective walk-through observation strategies.
Teachers will engage in 'walk-thrus' to share implementation methods

Objective 2: Teacher retention will increase 5% by 2011.

Strategy 1: Impact each building's culture by providing strategies that support a positive climate.

Continue the New Teacher Celebration
Hat's Off will be a regular part of professional development.
Teacher of the Year will be an integral part of the District Opening Day ceremonies.
Teacher, parent/community, and student surveys will continue for the purpose of assessing a variety of needs and/or conditions.
Confidential consultants will be in each building.
Teachers will learn and implement successful behavior management strategies (i.e., Fred Jones, BIST)
Diversity will be impacted amongst teachers and students through awareness trainings (i.e., Courageous Conversations, Afraid of the Dark)
Teachers will learn and implement Response to Intervention (RTI) strategies
Teachers will learn, implement strategies promoting character education.

Strategy 2: Maintain, improve, and expand the mentoring program.

Five (5) days of orientation will be provided for new teachers and mentors.
Learning sessions will be provided for new teachers
Learning sessions will be provided for 1 st , 2 nd , and 3 rd year teachers.
Enrichment opportunities will be available for new and veteran teachers: Harry Wong Fred Jones Technology
Teachers new to the district will have a year long orientation program.
Instructional facilitators will provide coaching and training.
New teachers will observe one master teacher per semester.

Strategy 3: Expand search for funding to exceed the State requirements for high quality professional development.

Grants will be used for professional development.
Title IIa
Title IV (SAFE)
Title V (technology)
Title III
Carl Perkins
Caring Communities
SPED
Administrators' professional learning
BOE Members' professional learning