



## 2021-22 Phase Three: Professional Development Plan for Schools\_11012021\_10:34

2021-22 Phase Three: Professional Development Plan for Schools

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## 2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

To ensure that all students receive the knowledge and skills to be prepared for education and life.

2. The needs assessment provides the framework for **all** schools 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 school's **top two priorities** for professional development that support continuous improvement?

Reducing novices and increasing proficiency in math for all students. Reducing novices and increasing proficiency for our students with disabilities.

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

As part of our school vision, we want students to be successful not only in education, but also in the skills and competencies necessary to be successful in life. This is especially true for reading and math skills. We want all students to be proficient in these areas.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Increase student knowledge and understanding through inquiry based instruction. Focusing on our questions and improving our planning by pre-planning though provoking questions, utilizing excellent sources, and including performance tasks requiring student processing and understanding. Using the Understanding by Design PD materials and literacy.

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

Better quality lessons that force students to engage intellectually will cause a major growth in their thinking capacity.

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.

Better quality lessons that force students to engage intellectually will cause a major growth in their thinking capacity.

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

All teachers in all subject areas.

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

Students, Teachers, Administrators

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

Understanding by Design online materials; books such as Understanding by Design, Creating Cultures of Learning, and Inquiry Design Model: Building Inquiry in Social Studies; videos; and paid PD time.

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

Constant support and feedback for teachers through our weekly PLC meetings and coaching discussions after observations.

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.

Through classroom observations, class visits, and PLC discussions. Also through data from formative assessments, summative assessments, and state assessment results.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

According to teacher observations utilizing the Danielson Framework, it was obvious that teachers were struggling to perform at accomplished and exemplary levels in 2B, 3B, and 3C which largely came down to a classroom culture where students were visibly thinking, collaborating in ways to truly further their own learning and that of peers, and move learning forward. While this was first noticed in math classes, it was also noticed in other subject areas. Therefore, teachers requested professional learning centered around improving their classroom culture and making sure that students were thinking visibly so that assessment and feedback were more accurate and misconceptions could be addressed in a timely manner. Therefore, a two day teacher training was provided for professional

learning on creating a culture of thinking, where teachers developed classroom expectations and learned visible thinking routines.

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

Improved classroom culture and improved test scores. We believe that by increasing opportunities for students to think and discuss, they will grow in their capacity to learn.

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.

Increased student performance on the Kentucky Summative Assessment.

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

Teachers and Staff

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

Teachers, Students and Parents.

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

Several texts on Making Thinking Visible and Creating a Culture of Thinking by Ron Ritchhart....2 Summer PD Days.

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

Faculty meetings, individual teacher/principal coaching sessions, and support through weekly PLC meetings.

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.

Through weekly class observations, students participation, students grades, and parent feedback and survey data.

6. Optional Extension: If your school 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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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