



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

2019-2020
Office of Teaching and Learning
Professional Development Plan

Dr. Errick L. Greene,
Superintendent

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About JPS

JPS Mission

At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

JPS Vision

Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

JPS Core Values

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

Equity

Our vision of equity, put simply, is "all means all." We ensure equity by celebrating each scholar's individuality, interests, abilities and talents; providing each scholar in each school with equitable access to high-quality instruction, courses, and resources; and holding high expectations for all scholars to graduate college-ready and career-minded. Similarly, we recognize and value the individual abilities, experiences and talents of our staff; providing all staff with equitable access to opportunities for development and growth; and ensuring that such opportunities are provided through clear and transparent processes.

Excellence

High expectations for our scholars help to prepare them for college and career paths. High expectations from and for all adults foster ownership, consistency, and transparency. Every member of our district performs with an attention to detail and the quality that each task demands in order to achieve great outcomes.

Growth Mindset

Our leaders—scholars and staff—thrive in environments where belief in their abilities is affirmed. Everyone in the organization embraces the ideal that effort and perseverance lead to success.

Relationships

It is essential to develop relationships through mutual respect of culture, social context, and community. This allows us to create a community of safety, trust, productive vulnerability, and genuine connection as we celebrate successes and value opportunities for constructive feedback.

Relevance

Scholars experience relevant education that is engaging, motivating, and inspiring, leading to a lifelong commitment to learning. Our scholars must learn to connect with each other, the larger community, and the 21st-century world, ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.

Positive & Respectful Cultures

Scholars and staff thrive in learning environments where growth and achievement are the highest priorities and climates are safe, positive, and respectful. These environments engage and excite all scholars, leaving them hungry for more knowledge. All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

JACKSON PUBLIC SCHOOLS

Office of Teaching and Learning

Professional Development Plan Overview

Professional Development Mission

The Jackson Public School District Office of Teaching and Learning seeks to create skilled, reflective practitioners by providing learning opportunities for employees to acquire new skills and knowledge. With the collaboration of educational stakeholders, we will initiate a district wide system of strategic professional development that encompasses ongoing, planned, comprehensive job-embedded experiences.

Statement of Purpose

The purpose of the Jackson Public School District Professional Development Plan (PDP) is to encourage and support certified and classified personnel in their continuous effort to grow professionally. Professional development is differentiated to meet individual and district needs relevant to the teaching and learning process. It also promotes successful outcomes for student. Therefore, the dual focus of the PDP is continuous improvement in the quality of teaching and learning and to serve as the Jackson Public School District's assurance that all teachers will participate in extensive professional development designed to meet the learning needs of its students- the PDP links professional development to student achievement.

Professional Development Goals

The goals of implementing the *Standards for Professional Learning* are to outline the characteristics of professional learning that lead to the following:

1. Effective teaching practices
2. Supportive leadership
3. Improved student results
4. Results-driven high quality professional development activities

The goals of professional development are consistent with five commitments outlined in the ***JPS Strategic Plan***:

- Commitment #1: A Strong Start
- Commitment #2: Innovative Teaching and Learning
- Commitment #3: Talented and Empowered Teams
- Commitment #4: Joyful Learning Environments
- Commitment #5: A Culture of Accountability and Excellence



Professional Development Model

In an effort to ensure that the conditions needed for successful professional development are fulfilled, JPS has adopted Learning Forward's Standards for Professional Learning to guide its professional development model. This model is directly focused on the development of new knowledge, skills, and practices necessary to achieve student learning goals, which consists of seven key components:

1. **Learning Communities** - Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. **Leadership** - Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. **Resources** - Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. **Data** - Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. **Learning Designs** - Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. **Implementation** - Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
7. **Outcomes** - Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

All district and building level professional development activities must be filtered through the Professional Development Model and approved prior to delivery (see Appendix A). In addition, all schools and departments must have an agenda and the sign-in sheets for all building level/department professional development activities.

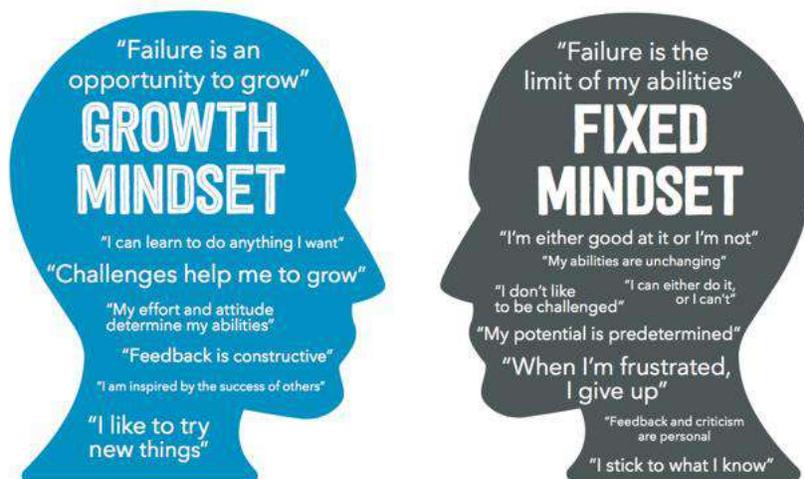
Strategies to Achieve Goals

- A. **Classified Personnel:** Classified employees are encouraged to attend professional development relevant to their job responsibilities and attend all mandatory district-related trainings.
- B. **Certified Personnel:** Certified employees are encouraged to attend professional development relevant to their job responsibilities and attend all mandatory district-related trainings.
- C. Professional development/learning is defined as any professional growth training for certified and/or classified staff. The activity must have significant intellectual or practical

content and its primary objective must be to increase the participant's professional competence as an employee. The activity must deal primarily with matters related to the practice of professional responsibility or ethical obligations of the employee.

- D. Professional credit may accrue through participation in professional offerings sponsored by the school district.
- E. An instructional hour of credit will, in all events, consist of a minimum of sixty (60) minutes.
- F. All coaches and “other employees” must be trained in CPR (certification updated annually – policy JDL)
- G. The Office of Teaching and Learning will provide direct support to K-12 teachers. The Office of Teaching and Learning Curriculum Leads will conduct trainings as needed or requested by schools. These support services include job-alike training, textbook training, demonstration of model classrooms and classroom observations. To ensure fidelity of these trainings, the Office of Teaching and Learning will monitor implementation of strategies introduced in all professional development activities sponsored by the department.

Individual Growth: Ultimately, employees will acquire the skills to develop an Individual Professional Development Plan (IPDP) as a reflection of their individual learning and growth. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. This plan provides structure and serves as documentation of the outcomes of the professional development activities in which the employee participates. The IPDP is designed to chart the course of actions the employee needs to take to reach his/her goals. The IPDP is an optional tool and its intent is not to be punitive; the instrument will not be used for evaluation purposes. See *Appendix C*



New Teacher Induction Program

Beginning teachers often have an abundance to learn and to do immediately at the start of their new jobs, that they may find it difficult to take time from their work to seek out the assistance they need. They often believe they are expected to do the same work as a veteran teacher and because of this they often do not want to reveal their concerns and problems for fear of looking incompetent.

The administration and Board of Trustees of Jackson Public Schools believe that mentoring is an investment in the success of both beginning teachers and the students whose lives teachers will touch throughout their careers. Thus, support for novice teachers is provided through a New Teacher Induction Program for those teachers with 0-3 years of experience. Participants attend monthly meetings designed to enhance the development of beginning teachers through their first years and to facilitate the development of their knowledge and skills necessary for successful teaching. *See Appendix D*

Retired teachers are hired to provide beginning teachers with support through mentorship. Mentors participate in training before and during the school year, observe and conference with their assigned mentees, conduct demonstration lessons and coach and write reports about their mentees' performance.

Monthly professional development sessions are conducted for each group (i.e., mentors and new teachers). *See Appendix D*

Teacher Retention

To ensure that all students have “teachers with the subject-matter knowledge and teaching skills necessary to help them achieve to high academic standards, regardless of their individual learning styles or needs,” (ESEA title II, Part A, 2006), the Jackson Public School District provides on-site support to in-service teachers and additional resources to limited service teachers. Limited Service Teachers possess a college degree but are not certified by the Mississippi Department of Education. Services to support these aspiring teachers to become credentialed include workshops focusing on effective test-taking skills and PRAXIS test preparation trainings.

Professional Development Management System

Beginning in early Fall 2018 employees were introduced to and trained on the use of Frontline Education Professional Growth Management System (PGMS), an on-demand, online professional development management system that serves as a resource to create a highly personalized learning experience. The goal of the usage of this system is to help certified and classified employees improve their practice and, in turn, raise student achievement.

Effective use of the Frontline Education PGMS enhances professional development in various aspects. The Frontline professional learning activity proposals are aligned with Learning Forward Standards. The PGMS offers access to online peer to peer collaboration groups built around topics, needs, interests and location. Teachers may earn district credit for professional development

participation and qualify to earn continuing education credits (CEUs), when applicable, to support them in licensure renewal. Non-certified employees will also be able to sharpen their skillset through the use of job-specific online videos.

The facilitation of face-to-face professional development combined with online video PD comprise the district's blended professional development delivery model.

Comprehensive Needs Assessment Survey

The Jackson Public School District Office of State and Federal Programs disseminated an online Comprehensive Needs Assessment (CNA) survey to employees, students and parents. A Comprehensive Needs Assessment (CNA) is a process used to identify needs and challenges that impede the performance of a school or district. The CNA can be used to determine the underlying causes of underperforming schools or districts and can be instrumental in setting priorities for future action.

The results of the 2018 *Faculty* section of the CNA survey provided a foundation for critical areas of professional development which will improve teacher effectiveness in meeting the needs of all students and areas directly connected with the tenets of the *Learning Forward Standards for Professional Learning*. Responses from 1,725 faculty members helped identify professional growth needs.

- 63.3% of JPS faculty indicated the need for additional training on how to utilize appropriate strategies to meet specific learning needs of students in their classroom instruction.

The following results were recorded in response to professional development provided during the 2018 – 2019 school year:

- 74.3% indicated follow-up professional development was provided after each professional development opportunity.

The areas of professional development identified as a top personal priority for improvement yielded the following results:

- 29.2% - Meeting the needs of diverse learners in all Content Areas
- 23.0% - Learning Centers in all Content Areas
- 22.2% - Differentiate Instruction
- 20.2% - Student Engagement and Motivation/Classroom Climate
- 15.1% - K-12 Writing Continuum Across Content Areas

To address these identified needs, the Office of Teaching and Learning will seek resources to accommodate each identified focus area in an effort to improve student learning by increasing teacher effectiveness and embedding instructional practices into the daily activities occurring in the classroom and by providing a safe, learning environment for students and teachers. If all efforts are implemented with fidelity and with the full support of all stakeholders, the ultimate result will be a greater percentage of students meeting and exceeding standards.

Data Analysis

Spring 2019 MAAP Assessment Results

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement in English Language Arts (ELA), Mathematics, Science, and US History. Students are assessed in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology I, English II, and US History. The results of all MAAP assessments provide information to be used for the improvement of student achievement.

The Mississippi Department of Education MAAP ELA and Math data will be analyzed to identify the deficit areas where instructional support is needed.

STAR Reading and Math Screeners

Universal screening assessments will be administered to all students at least three times during the year to provide an especially critical “first look” at individual students. STAR Early Literacy (Kindergarten Readiness Assessment), STAR Reading, and STAR Math data will be used in determining the skills focus for teacher training across all disciplines.

Collaboration Meeting

The Office of Teaching and Learning will establish on-going monthly meetings with the District's assistant superintendents to review and discuss current school data, develop strategies to address priority areas of weaknesses and promote academic discourse among central office personnel directly involved with school day-to-day operations.

APPENDICES

Jackson Public Schools Professional Development Model



Learning Forward Standards for Professional Learning

Office of Teaching and Learning District 80% Day Professional Development Topics 2019-2020		
Date	Professional Growth System Connection	Professional Development Focus
August 27, 2019	Standard 1	Lesson Planning and Alignment to MS-CCRS
September 24, 2019	Standard 5	Managing a Learning-Focused Environment
October 22, 2019	Standard 3	Student Understanding <i>(metacognitive strategies)</i>
November 19, 2019	Standard 2	High Levels of Learning <i>(learning centers/work stations)</i>
January 28, 2020	Standards 1 & 4	Lesson Design and Providing Multiple Ways for Students to Make Meaning <i>(DI and student choice)</i>
February 25, 2020	Standards 1, 3, & 6	Instructional Technology/ Alternatives to Test Prep (Part I) <i>(managing classroom resources effectively for student learning)</i>
March 24, 2020	Standards 1, 3, & 6	Instructional Technology/ Alternatives to Test Prep (Part II) <i>(managing classroom resources effectively for student learning)</i>



Individual Professional Development Action Plan Worksheet
 School Year 20____ - ____

Name:	Position:
School/Department:	Years of Experience in Position:

Action Plan		Record of Completion		
PROFESSIONAL DEVELOPMENT STRATEGIES (read, write, research, participate in, observe, attend, collect, develop, mentor, evaluate...)	RESOURCES/ SUPPORTS NEEDED	EVIDENCE OF COMPLETION (folder, material, notes, journal, log, video, certificate)	EARNED NUMBER OF CLOCK HOURS	DATE ACHIEVED
I will:				



Individual Professional Development Action Plan

School Year 20____ - ____

Name:	Position:
School/Department:	Years of Experience in Position:

GOAL AREA:

(i.e., Instruction, Classroom Management, Interpersonal Skills, Professional Responsibilities, Communication, Leadership Development, Job-Specific Training)

School Improvement Goal:

Personal Growth Goal:

Desired Outcomes

Personal: *(area of self-improvement of knowledge/skills/performance, products, evidence of learning, use of skills acquired)*

Student Impact: (connection/contribution to the learning environment)

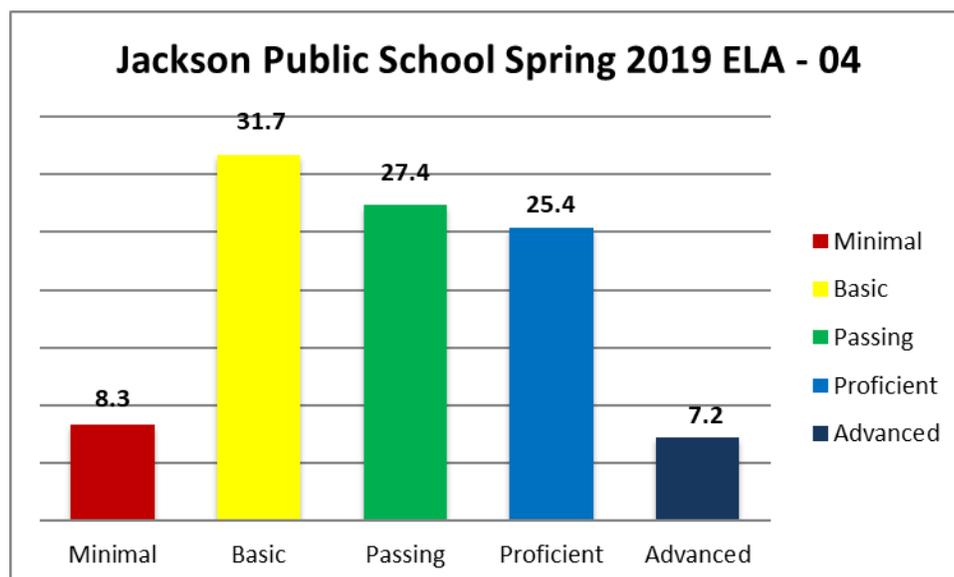
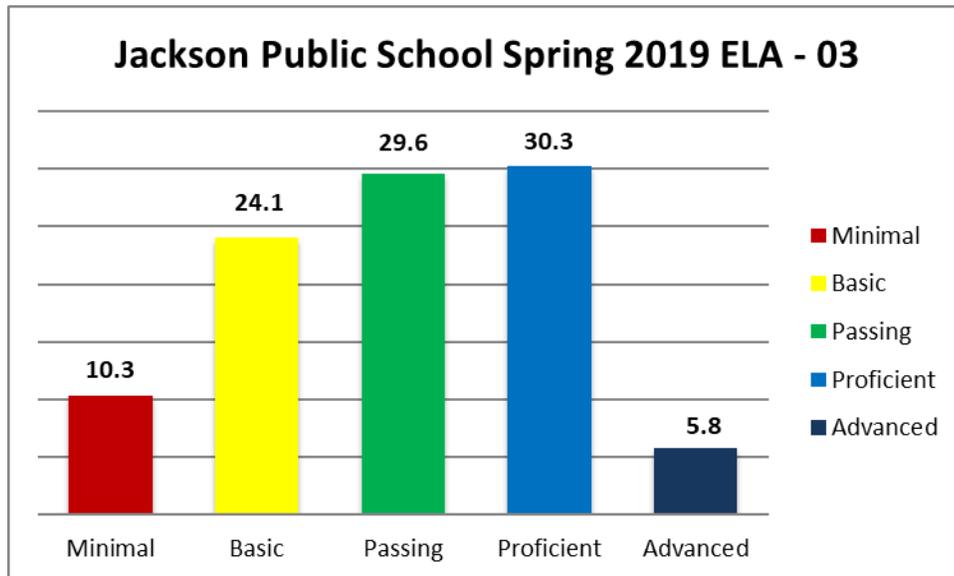
New Teacher Induction Professional Development Calendar

September 2019 “Data Driven Instruction”	
Elementary	September 10, 2019
Secondary	September 17, 2019
October 2019 “The Power of a Positive Classroom”- MDE	
Elementary	October 9, 2019
Secondary	October 9, 2019
November 2019 “Escape the Classroom”- MDE	
Elementary	November 6, 2019
Secondary	November 6, 2019
December 2019 “Celebrate The Successes”	
Elementary and Secondary	December 17, 2019
February 2020 “Project-Based Learning”	
Elementary	February 11, 2020
Secondary	February 18, 2020
May 2020 New Teacher Induction Program Ceremony (Black Tie Gala)	

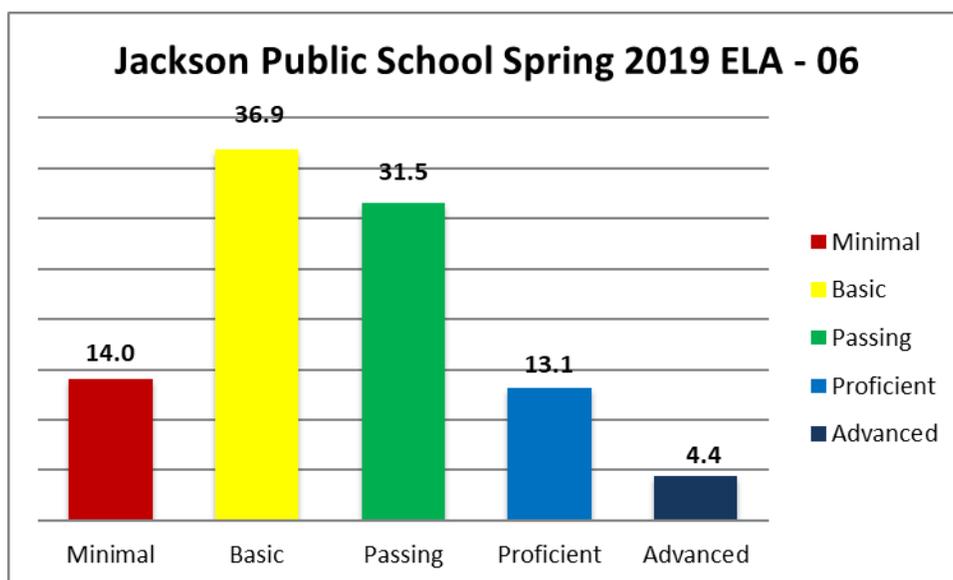
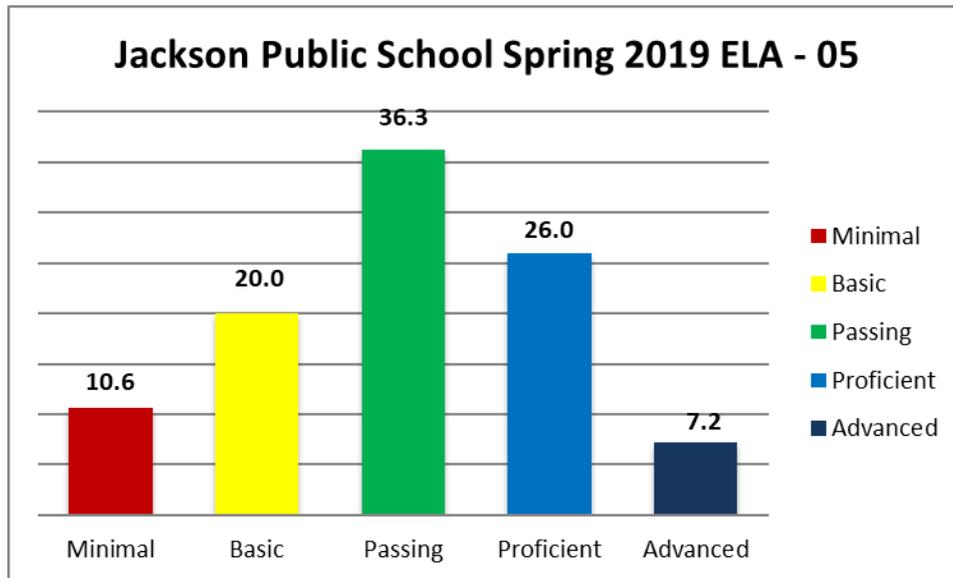
**New Teacher Induction
Monthly Mentor Meeting Calendar**

October 2019		Location/Time
October 16, 2019		Board Room 9:00 am – 11:00 am
November 2019		Location/Time
November 13, 2019		TBD 9:00 am – 11:00 am
December 2019		Location/Time
December 11, 2019		TBD 9:00 am – 11:00 am
January 2020		Location/Time
January 15, 2020		TBD 9:00 am – 11:00 am
February 2020		Location/Time
February 12, 2020		TBD 9:00 am – 11:00 am
March 2020		TBD
March 11, 2020		TBD 9:00 am – 11:00 am

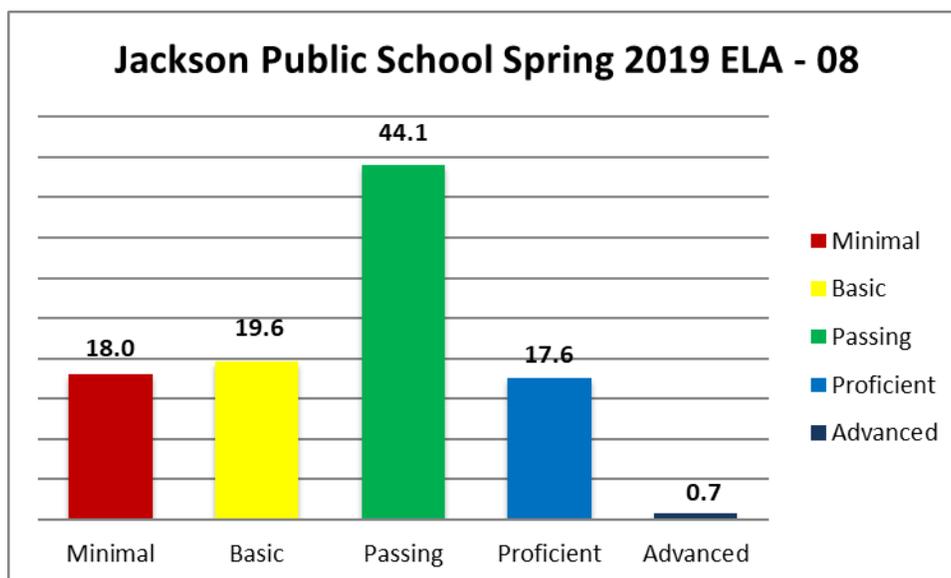
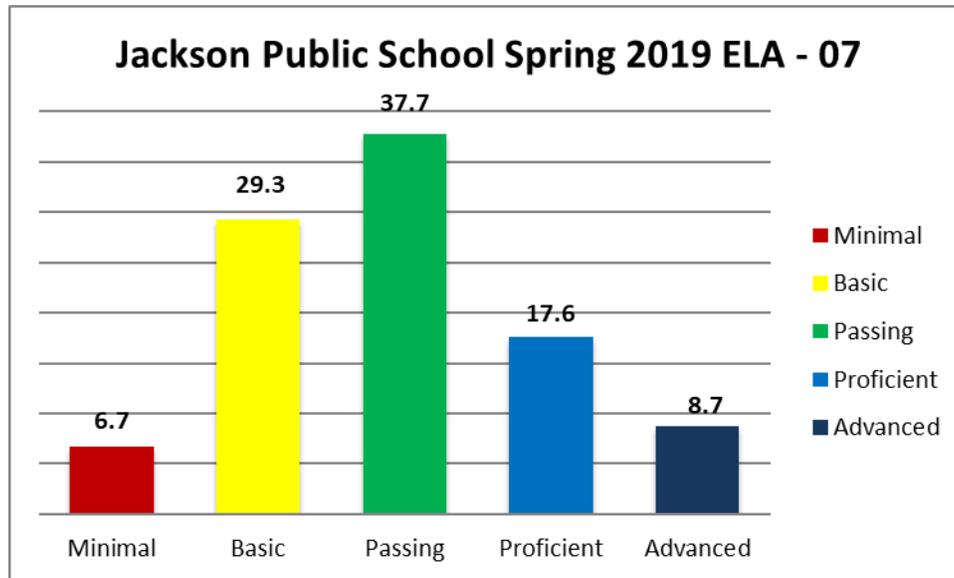
MAAP (Mississippi Academic Assessment Program)



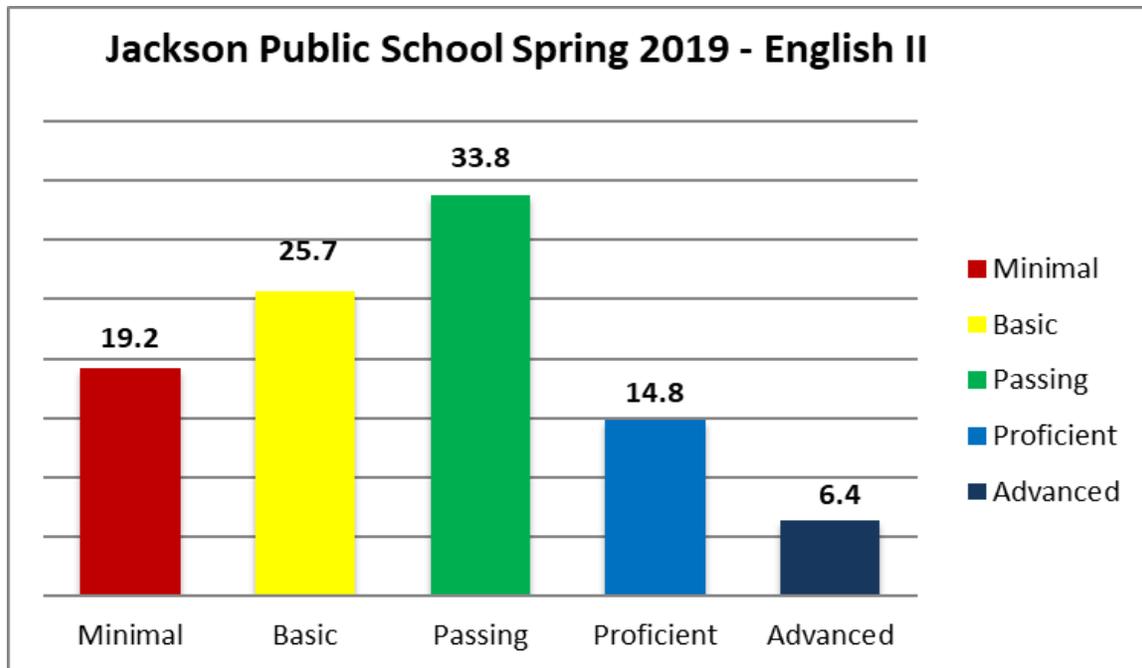
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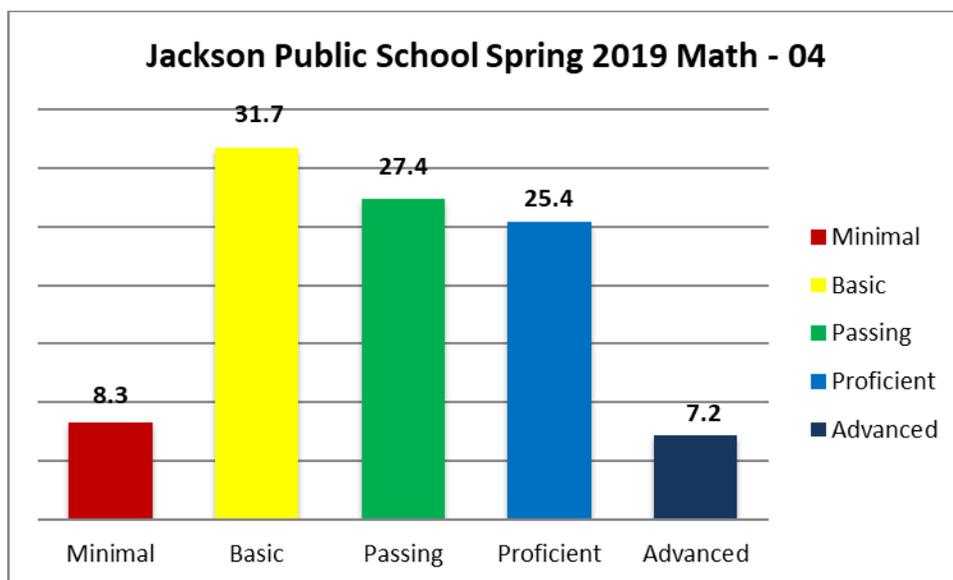
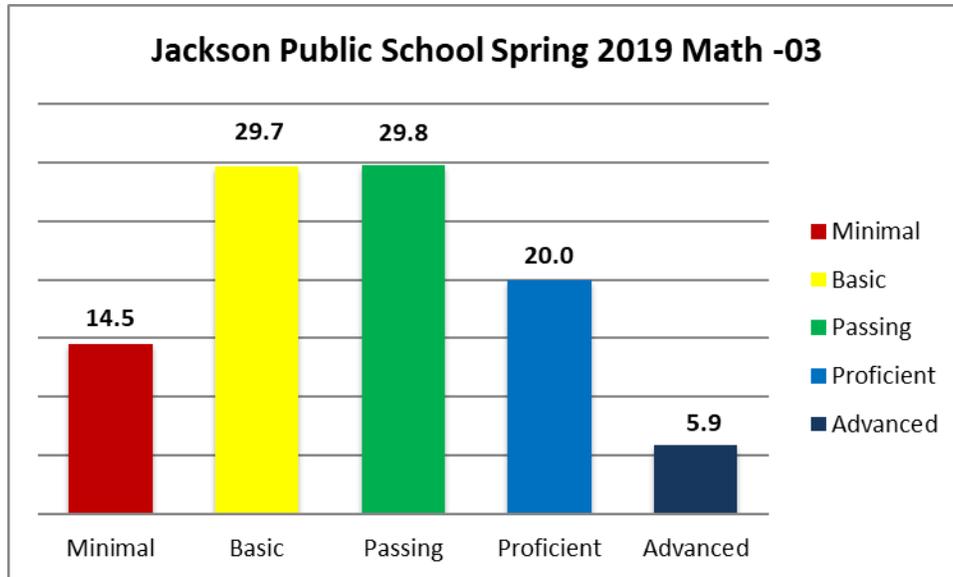
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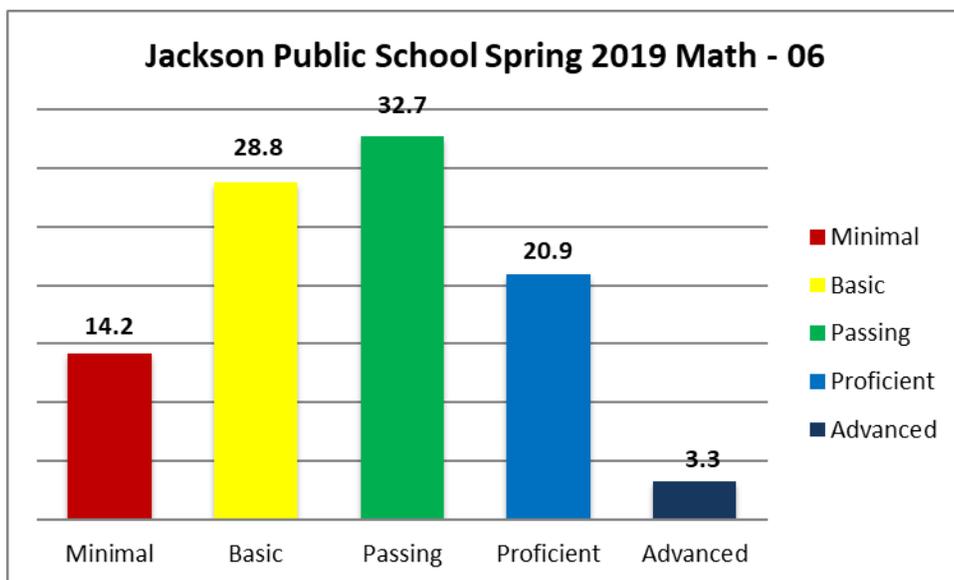
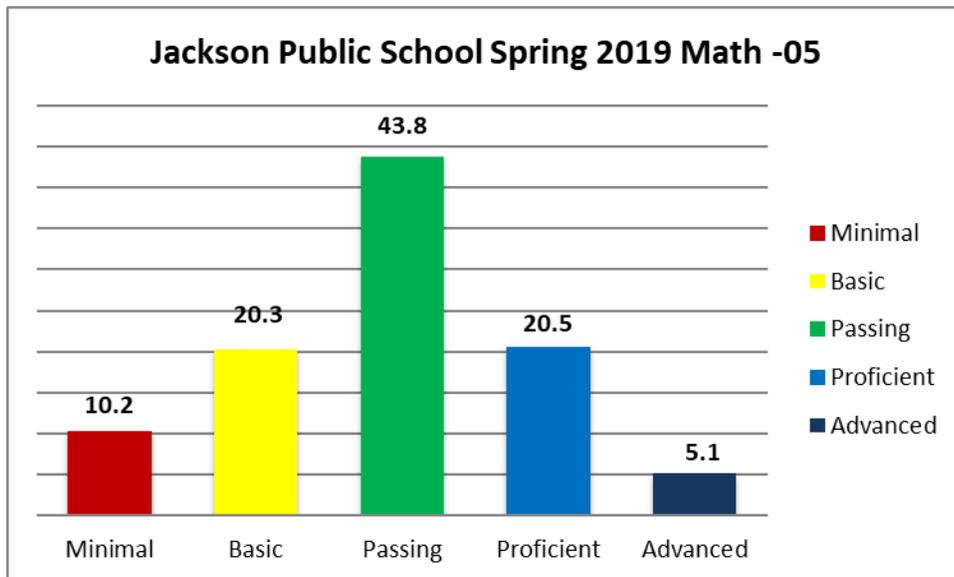
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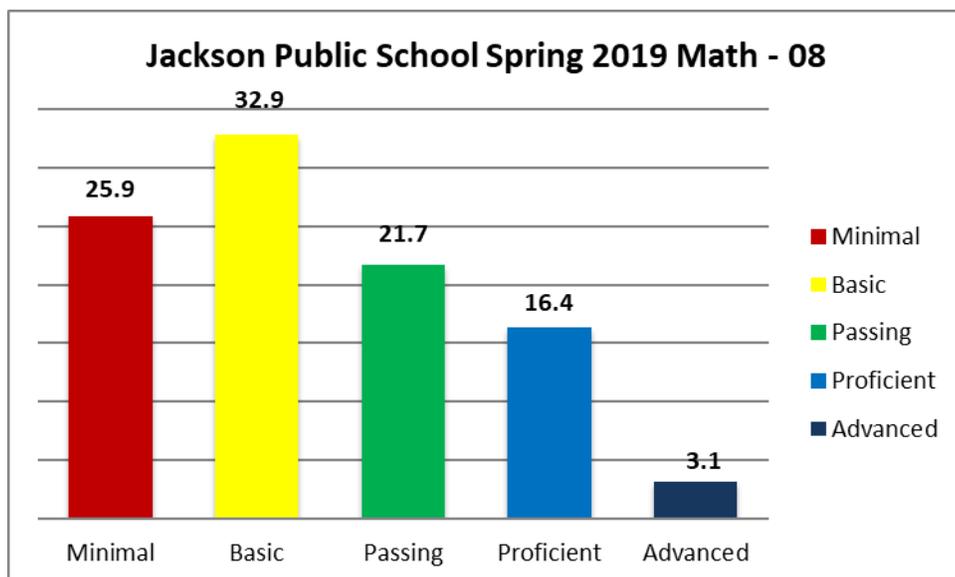
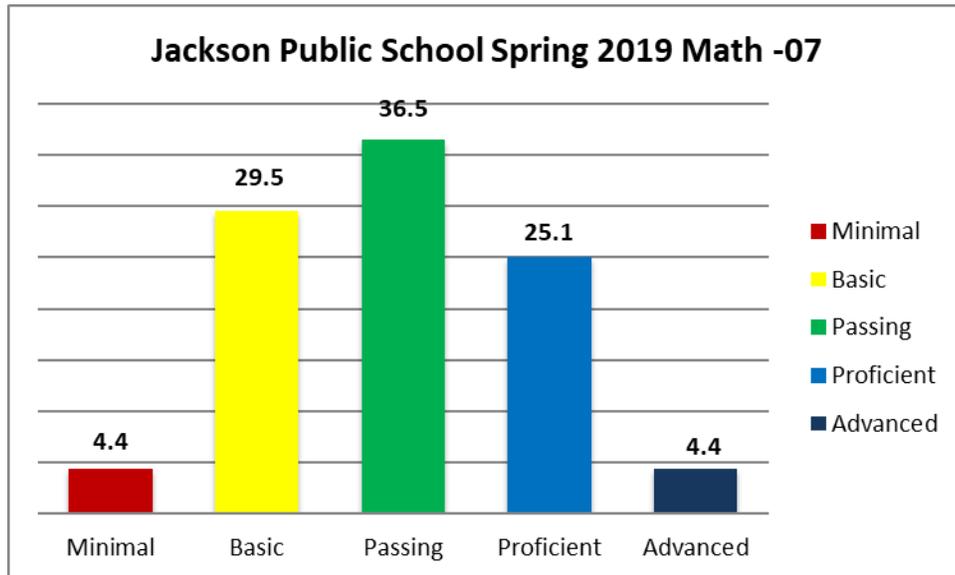
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