Professional Learning Plan

2021-2022

NORTH BOLIVAR CONSOLIDATED SCHOOLS

"Educating our Future"

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Mission Statement

In partnership with the community, parents and students, the North Bolivar Consolidated School District is committed to excellence by challenging our students to achieve their highest potential and preparing our students to compete in an ever-changing global society.

Vision Statement

The North Bolivar Consolidated School District is a place where all students are proficient and graduate college and career ready.

2021-2022 Professional Learning Plan

The Professional Leaning Plan for the North Bolivar Consolidated School District (NBCSD) was developed in accordance with the Mississippi Professional Learning Standards (as noted in MS Public School Accountability Standard 15: The district implements a professional development program aligned with the Learning Forward *Standards for Professional Learning* (**Districts Meeting the Highest Levels of Performance are exempted.**) {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1)

The Standards for Professional Learning encompasses the *seven essential elements of professional learning* that must work together in synergy to increase educator effectiveness and results for all students.

The seven essential elements are:

- Learning Communities
- Leadership
- Resources
- Data
- Learning Design
- Implementation
- Outcomes

The *essential elements for professional learning* are illustrated on the following pages and is available by the Learning Forward Organization at https://www.learningforward.org/standards-for-professional-learning

_____   _____
School Board President   **Date**

_____   _____
Superintendent Signature   **Date**

Standards for Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement.

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.
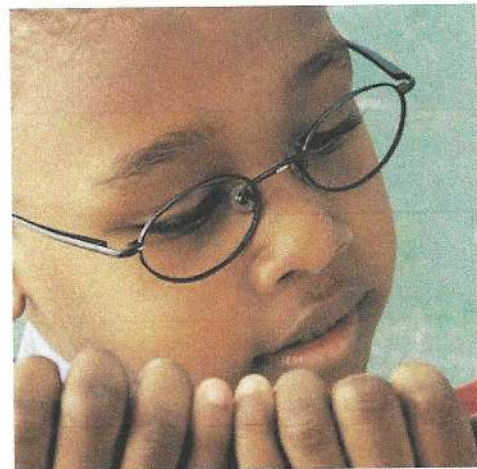

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

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.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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.

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.

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.

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.

Core Elements:
- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability

Professional Learning Actions	Evidence
Engaging in Continuous Improvement: District models and fosters grade level/subject area PLC (Professional Learning Community) meetings in schools District provides structures for fostering broader district-wide PLC's (collegial learning for teachers and principals) Frequent, consistent, and purposeful PLC meetings Protocol for PLC's established, shared and followed Agendas developed and used to focus work on student learning PLC's working collaboratively towards meeting school-wide and district strategic goals District provides training for administrators and teachers on effectively leading PLC sessions	Expectations for PLC(Professional Learning Community) development communicated verbally and in writing Sign-In Sheets, Agendas, and Minutes from district-wide PLC meetings Protocol for PLC meetings developed collectively and disseminated electronically and on paper School-wide and district strategic goals listed on agendas Sign-In Sheets, Agendas, Minutes, and handouts from trainings; SMART Goals and vision placed on meeting agendas.
Developing Collective Responsibility: Collective responsibility from administrators, faculty, and staff for achieving success of all students and the collective vision Culture of trust, openness, and sharing fostered throughout the district through the promotion of Co-teaching and Peer Observation Learning communities use reflection and data to refine practice	Teachers on grade level teams share students and provide instruction according to instructional strengths (student sign-in sheets, lesson plans, list of students Teachers receive professional learning on conducting peer observations Teachers receive professional learning on co-teaching and conducting peer observation SMART Goals and vision placed on meeting agendas

RESOURCES:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Core Elements:
- Prioritize human, fiscal, material, technology, and time resources
- Monitor resources
- Coordinate resources

Professional Learning Actions	Evidence
Prioritize human, fiscal, material, technology, and time resources: Resources applied to support SMART Goals in strategic plan for student and educator learning Resources allocated for job-embedded PL (professional learning) in the school Structure for PL during the school day provided for in school schedule District utilizes expertise of teachers, administrators, and staff in PL Resources allocated for technology to support student learning	District Strategic Plan, district and school budgets, expenditure reports, service agreements, packing slips, invoices, sign-in sheets, agendas, and minutes from district-wide PLC meetings; School-wide plans/(MCAPS) Plan Professional Learning Calendar, school calendar, school schedules Sign-in sheets, agendas, and minutes from school and district-wide PL sessions Computer equipment and tech devices purchased, budget and expenditure reports, packing slips, and invoices; School-wide plans/(MCAPS) Plan Learning reports from software purchased to support student learning
Monitor Resources: Process in place to track and monitor resources Inequities in learning needs and opportunities to learn addressed in decision-making process	Process for requisitions and purchase orders; expenditures monitored for allowableness and remaining within budget limits; user reports; documents from fixed assets inventories Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan
Create support systems and structures: All sources of funding coordinated and aligned to school/district learning goals Responsibility for allocation of resources shared among all educators	District Strategic Plan, school's district and federal budgets (MCAPS) Plan Comprehensive Needs Assessment process; survey results from administrators, faculty, and staff Fixed Asset policy followed

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.

Core Elements:
- Apply learning theories, research, and models
- Select learning designs
- Promote active engagement

Professional Learning Actions	Evidence
Apply Learning Theories and Research Models: School and district plans focus on team and whole-school learning Most professional learning occurs as part of the workday Technology enhances and extends opportunities for PL	Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan District and School Learning Forward Plans, School-wide Plans Master schedule, PLC and team meeting schedules Webinars, email communications on available PL opportunities, PowerPoint Presentations, utilizing videos, for PL, MS SOARS
Select Learning Designs: Educator and student outcomes determine best designs for delivery of professional learning Adult learners engaging in using the processes they will use with students Providing multiple practices of the new learning with feedback and coaching Professional Learning Plan includes more than one way to learn or have support for learning new practices	Educator evaluations, data revealing increase in student learning; observations student learning data Interviews with teachers and administrators Sign-in sheets, agendas, and minutes from district and school PL sessions Videos of PL sessions and teacher instruction Instructional Management Plan, District and School Learning Forward Plans, and School-wide Plans
Promote Active Engagement: Learners actively engaged with other learners and the content during the learning process Active learning processes may include writing, dialogue and discussion, demonstrations, inquiry, reflection, practice with feedback, coaching, modeling, problem solving, and constructing knowledge collaboratively Educators working in teams to collaboratively construct, analyze, evaluate, and synthesize knowledge and practices	Sign-in sheets, agendas, and minutes from district and school PL sessions Videos of PL sessions and teacher instruction Video taping of PL sessions and teacher instruction Master schedule, PLC and team meeting schedules

OUTCOMES:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Core Elements:
- Meet performance standards
- Address Learning Outcomes
- Build Coherence

Professional Learning Actions	Evidence
Meet Performance Standards: - Professional learning goals aligned to educator performance standards and student learning goals - Professional learning driven by what teachers need to know and be able to do in order to provide effective learning for every student - Learning goals based on analysis of educator and student data - Specific expectations for administrator, teacher and student performance delineated	- District Strategic Plan, School Learning Forward Plans, School-wide Plans, and Instructional Management Plan - Results of Comprehensive Needs Assessment (data analysis plans/(MCAPS) Plan - Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES processes - Interviews with teachers, administrators, and staff
Address Learning Outcomes: - Educator learning focused on student learning outcomes - Professional learning focused on proven effective strategies and practices to be implemented in classroom - Educator learning goals based on how to improve learning and growth of ALL students	- District Strategic Plan, School Learning Forward Plans, School-wide Plans, and Instructional Management Plan - Results of Comprehensive Needs Assessment (data analysis)
Build Coherence: - Learning outcomes and pedagogy aligned with educator performance standards and student learning goals - Professional learning built on earlier professional learning/what educators have already learned - Learning followed up with later, more advanced work to assure that learning leads to practice	- District and School Learning Forward Plans, School-wide Plans. Instructional Management Plan - Results of Comprehensive Needs Assessment (data analysis) - Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES processes

LEADERSHIP:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity for learning and leading, advocate for professional learning, and fosters professional learning through support systems.

Core Elements:

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structures

Professional Learning Actions	Evidence
Develop Capacity for Learning and Leading: Teachers are given leadership roles Faculty assist with planning and implementing high quality professional learning Administrators participate in professional learning with staff	Teacher leaders designated on teacher rosters Teacher presenters and facilitators listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings Teacher Professional Learning Team consisting of teachers representing each school help plan, develop, and implement professional learning Administrators serve as facilitators in district-wide PL (professional learning) sessions
Advocate for Professional Learning: Teachers articulate the benefits and intended outcomes of PL (professional learning) on teacher practice Administrators model instructional leadership, continuous improvement, and PL	Teacher presenters and facilitators listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings Administrators serve as facilitators in district-wide professional learning sessions as listed on sign-in sheets, agendas, and minutes from district-wide PLC meetings
Create support systems and structures: Administrators create a culture that supports continuous improvement through team learning Equitable time and resources allocated to support learning goal achievement Policies and procedures implemented to ensure effective professional learning	Registration forms and agendas from professional learning sessions Administrators ensure equal time for teachers to learn, apply, and reflect on new skills and strategies in grade level teams as noted on PL schedules and agendas Copies of policies, procedures, Professional Learning Plan, sign-in sheets, agendas, and minutes, PL evaluations Administrators work with teachers to develop Individual Professional Learning Plans (Mississippi Educator Professional Growth System: Teacher Growth Rubric, process) Copies of PL schedules and agendas

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.

Core Elements:

- Analyze student, educator, and system data
- Asses progress
- Evaluate professional learning

Professional Learning Actions	Evidence
Analyze student, educator, and system data: Teachers and administrators analyze student data to identify adult learning priorities at the classroom, school, and district levels Teachers/teams analyze student data to make decisions about student progress and instructional shifts needed to increase student learning Planners consider educator preparation, work performance, perceptions along with student data to set goals for educator learning School and district leaders collect and analyze data to determine changes in policies, procedures, resource allocation etc., needed to support team, school and district PL	Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan
Assess Progress: Teachers/teams use student data to assess the effectiveness of the application of new learning School leaders using data to monitor implementation of PL and its effects on educator practice and student learning Educators frequently collect and use data to make ongoing adjustments to increase results for students, educators, schools, and district	Data review schedule, sign-in sheets, agenda, and minutes from PLC meetings focused on data analysis Lesson plans, teacher made assessment results, STAR reports benchmark assessment results, state assessment results District Calendar, school board agenda and minutes listing school assessment reports

Evaluate Professional Learning: Educators developing a theory of change and a framework to evaluate professional learning Educators working together collecting data to determine changes in educator knowledge, skills, and dispositions, changes in classroom practice and changes in student learning Educators working together to evaluate their learning designs, their collaboration, learning and results, and the design, content and duration of professional learning	Completed evaluations of PL, teacher and administrator PL surveys Data review schedule, sign-in sheets, agenda, and minutes from PLC meetings focused on data analysis, learning designs, and instructional shifts; teacher observations, peer observations, Action Research Results, (Mississippi Educator Professional Growth System: Teacher Growth Rubric, process)

IMPLEMENTATION:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning

Core Elements:
- Apply change research
- Sustain Implementation
- Provide Feedback

Professional Learning Actions	Evidence
Apply Change Research: Educators committing to long-term change by setting SMART Goals and maintaining high expectations for implementation with fidelity School and district leaders providing and aligning resources to initiate and sustain implementation Leaders modeling outstanding practices and maintaining a sustained focus on SMART Goals and strategies for achieving them Leaders creating and maintaining a culture of support opportunities	Results of Comprehensive Needs Assessment (data analysis); sign-in sheets, agendas, and minutes from district and federal budget planning meetings; review of all school's School-wide plans/(MCAPS) Plan District Strategic Plan, School Learning Forward Plans, and School-wide Plans Master schedule, PLC and team meeting schedules Webinars, email communications on available PL opportunities, PowerPoint Presentations, utilizing videos, for PL, MS SOARS Interviews with teachers and administrators Sign-in sheets, agendas, and minutes from district and school PL sessions Video taping of PL sessions
Sustain Implementation: Professional learning producing changes in educator practice and student learning when it sustains implementation over time Three to five years of ongoing implementation support focusing on deepening understanding and addressing problems associated with the new practice Ongoing implementation support taking many forms but occurring at the implementation site School or district coaches providing extended learning opportunities	District and School Learning Forward Plans, School-wide Plans. Instructional Management Plan Results of Comprehensive Needs Assessment (data analysis) Videos of PL sessions and teacher instruction Interviews with teachers and administrators Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES process

Constructive Feedback:	
Educators providing specific information to assess practice in relationship to established expectations and to adjust practice to achieve those expectations Learners engaging in reflection and providing constructive feedback on his/her own or others' practices Feedback is focused, objective, relevant, valid, and purposeful Giving and receiving feedback require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement, and trusting relationships	Mississippi Educator Professional Growth System: Teacher Growth Rubric and MPES processes Administrator provide feedback on lesson plans Results of STAR and benchmark assessments Results of Peer Teacher Observations Sign-In sheets, agenda, and minutes from PL sessions on Peer Teacher Observations Statement of Instructional Reflection required on lesson plans Video tapings of trust building and team building exercises Administrator, teacher, and staff PL evaluation forms

STANDARDS FOR PROFESSIONAL LEARNING

GUIDELINES

DEFINITION

All schools and districts need to have a clear understanding of what constitutes effective professional learning. The definition below should clarify the meaning and provide common language among educators.

Adapted from a definition developed by the National Staff Development Council (now Learning Forward) and its allies and advocates who promote effective professional learning

PROFESSIONAL LEARNING — The term "professional learning" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

(A) Professional learning fosters collective responsibility for improved student performance and must be comprised of professional learning that:

> (1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;

> (2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional learning coaches, mentors, master teachers, or other teacher leaders;

> (3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that:
>> (i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
>>
>> (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
>>
>> (iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
>>
>> (iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
>>
>> (v) regularly assesses the effectiveness of the professional learning in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
>>
>> (vi) informs ongoing improvements in teaching and student learning; and
>>
>> (vii) that may be supported by external assistance.

(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:

(1) must address the learning goals and objectives established for professional learning by educators at the school level;

(2) advance the ongoing school-based professional learning; and

(3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

THE VISION

Implementation of high-quality, standards-based professional learning will build capacity for teachers and administrators to implement new curricula and increase student achievement. The definition of professional learning and the professional learning standards will enable educators to:

- Invest in quality opportunities to grow individually and collaboratively
- Enhance job-related skills
- Acquire new knowledge
- Share expertise and insights

The vision for professional learning begins with the teacher, because quality teaching is the single factor having the greatest impact on student learning. When teachers and students both learn on a daily basis, high levels of performance will follow. Teachers are assigned to learning teams /learning communities of peers at their school, with each teacher participating on at least one team. The teams, preferably ranging in size from two to eight, are organized by grade level, subject area or interdisciplinary themes.

Schools can arrange times for professional learning teams to meet in a variety of ways throughout the school workday. By meeting throughout the day, the administrator/instructional coach/ school staff developer will have the flexibility to attend several team meetings rather than just one if held before or after school. Regardless of how teams are organized or how times are arranged, the school's schedule assures teams a minimum of three times per week for collaborative professional learning.

After schools organize into professional learning teams, team members must agree to take collective responsibility for the success of the students represented by the team, e.g. grade level - all fourth graders or subject area – all high school English students. Schools may also address school improvement goals by organizing teams that accept collective responsibility for student success around a school-wide priority.

The time scheduled for the important work of professional learning teams is always focused on student learning. The work is accomplished through a cycle of continuous improvement, and meetings follow a strict protocol. Facilitated by a team leader, team members study data and explore solutions to problems. Minutes of team meetings are taken and filed to assist the team in tracking efforts, evaluating successes, and assisting with future planning.

Learning teams are focused on achieving school goals. Each school has a school leadership team comprised of the principal, representatives from all learning teams, instructional coaches, and preferably a parent, a central office representative, and a community representative. The school leadership team supports learning teams in many ways, including adopting goals, monitoring progress toward goals, establishing organization and focus of specialized learning teams, and recommending priorities for structuring and scheduling learning teams. Many schools currently have school improvement teams or site-based advisory committees; these teams may serve as the school leadership team if they accept the responsibilities for school leadership.

The principal is ultimately responsible for orchestrating the smooth operation of all learning teams and thus the achievement of the vision. The principal must be a strong instructional leader with the vision, commitment, and skill to move the school through a significant path of improvement. The principalship is a complex position, and to ensure effective teaching a principal must skillfully perform many tasks such as leading the school improvement process, ensuring educators experience effective professional learning as a part of each work day, holding educators accountable for effective teaching every day, and prioritizing resources.

The teacher teams and principals all need outstanding support to provide quality professional learning that leads to improved student learning. Each school must set goals based on student data, provide standards based professional learning as identified by learning teams and school leadership teams, provide resources, and ensure quality professional learning for all educators, including administrators and other school leaders who must lead school improvement processes.

Schools and systems must provide support that leads to successful implementation of content and strategies teachers and administrators acquire in professional learning activities. As schools and districts work toward the vision, they will utilize additional research-based professional learning strategies that are more aligned with the needs of adult learners. Studies indicate a direct correlation between increased student learning and professional learning that meets the best practices described in this vision.

RESPONSIBILITIES:
DISTRICT, SCHOOL, AND INDIVIDUAL

District Responsibilities

The North Bolivar Consolidated School District will create the capacity for ongoing professional learning by providing resources and information to schools and to individual teachers and administrators. The North Bolivar Consolidated School District will work with schools in planning and implementing a school-focused professional learning program.

In order to create the capacity for effective professional learning, the North Bolivar Consolidated School District's leadership shall:

1. establish a climate and policies in support of professional growth and learning for all employees by adopting policies and allocating sufficient resources for professional learning;

2. engage all school leaders in planned, integrated, continuous learning to improve student learning;

3. provide training and support to schools as they become learning communities;

4. conduct a professional learning needs assessment, support schools in establishing their specific professional learning needs in relation to standards and data on student achievement, and assist schools in locating available resources to meet these needs;

5. focus professional learning to enhance educator knowledge of the subject content related to state curriculum standards, use of data and assessments to inform classroom practice, and strategies to meet the needs of all students including English language learners and students with special needs;

6. establish a system to regularly evaluate the impact of professional learning on increased teacher effectiveness and improved student learning; and

7. consider professional learning implications of any comprehensive change process focused on improving student learning.

School Responsibilities

A school focused on student learning will establish an organizational structure and information system for implementing its own professional learning plan consistent with its goals and school improvement process. The school will assess its needs continuously and make adjustments in its professional learning plan. Teacher and administrator learning will be an integral part of school life, and time will be allocated for it, preferably embedded within the school day.

In order to implement an effective professional learning plan, the school leadership shall:

1. assess the professional learning needs in relation to standards and implement professional learning that meets school, system, state, and federal goals;

2. establish a process to ensure that professional learning plans are consistent with the Mississippi Standards for Professional Learning;

3. implement school, grade and/or content area professional learning communities;

4. provide time and resources for teachers and administrators to collaborate on common goals, observe examples of good practice both within and outside of the school and school district, and reflect on their practice;

5. ensure that professional growth and learning is continuous, ongoing, and job-embedded and includes follow-up and support for implementation and further learning;

6. model effective learning processes; provide opportunities to reflect on new learning and to demonstrate and share knowledge;

7. base content of professional learning on analysis of actual student performance data and educator performance;

8. provide continuous evaluation of professional learning with the results used for planning and revising for future professional learning; and

9. evaluate the professional learning's effectiveness in affecting educators' knowledge, skills, and behaviors and in increasing student learning.

Individual Educator Responsibilities

Teachers and administrators will assume responsibility for their own continuous learning and will contribute their knowledge to colleagues in their school. Individual educators will strive to create a professional learning community and to help create conditions that allow all educators to work well together. They will channel their efforts toward a clear, commonly shared purpose for student learning and toward fulfilling the school's instructional goals.

In assuming responsibility for learning, the individual educator shall:

1. deepen content knowledge related to the state curriculum standards/common core in the subjects they teach;

2. seek professional learning opportunities to access additional strategies that provide effective instruction for their students;

3. participate actively in learning communities; and

4. reflect on their own professional practices, continually evaluate the effect their instruction has on students, and use the information to modify instruction to meet identified student needs.

Priorities for Professional Learning

This plan is in effect from July 1, 2021 through June 30, 2022. The plan will be revised using the results of data analysis and the Comprehensive Needs Assessment conducted by the district in the spring of 2021.

The following priorities for professional learning for 2021-2022 will encompass:

A. Effective implementation of Mississippi College and Career Readiness Standards (CCRS) in grades K-12
B. Learning Management Systems – Google Classroom, Canvas
C. Improvement of instructional practices through professional learning centered around the Mississippi Educator and Administrator Professional Growth System: Teacher Growth Rubric and Administrator Growth Rubric,
D. Units of Instruction, Effective Reading Instruction Across the Curriculum, and Improvement of Data Analysis Skills in professional learning communities (PLCs)
E. Effective writing, thinking, and reading instruction across the curriculum
F. Effective use of technology for virtual leaning / instruction
G. Effective Student Engagement Strategies

Research-based Activities for Professional Learning

Research-based activities which will address the priorities of the professional learning plan will include:

a) District and school workshops and training sessions
b) Out of district workshops and training sessions
c) Conferences
d) Job embedded learning
e) Problem Based Learning
f) Peer Observation and Peer Coaching; Direct Observation or Video View
g) Lesson Studies
h) Professional Reading
i) Modeling
j) Reflection
k) Dialogue in PLC meetings
l) New Teacher Workshops
m) Data Analysis during PLC meetings
n) On-line instructional video viewing during PLC meetings

Topics of Focus for Professional Learning

A. In order to effectively implement the CCRS, the following topics will be included in professional learning activities:
   a) Learning the College and Career Readiness Standards
   b) Effective instructional Practices with Writing, Thinking, and Reading Across the Curriculum (Including effective note taking and summarization writing skills)
   c) Increasing Instruction and Assessment Rigor to Reflect CCRS Student Performance Expectations
   d) Higher Level Questioning Techniques
   e) Effective strategies for increasing vocabulary and improving comprehension
   f) Multi-Tiered Support System (MTSS) for Bottom 25 Percentile

B. In order to improve instructional practices, the following topics will be included:
   a) Understanding the Mississippi Educator Professional Growth System: Teacher Growth Rubric
   b) Increasing Student Engagement
   c) Strategies for Direct Explicit Instruction
   d) Effective Use of Instructional Technologies and Learning Management Systems
   e) Effectively Using Anchor Charts and Word Walls in the Classroom in the virtual setting
   f) Effective Instructional Planning
   g) Effectively Utilizing MS CCRS for ELA and Math Scaffolding Documents
   h) Implementation of Multi-Tiered Support System (MTSS) - Planning Intervention and Enrichment Activities
   i) Effective Co-Teaching in Inclusive Classrooms
   j) Best Instructional Practices for Teachers of Students with Disabilities
   k) Effective Classroom Management Strategies

C. In order to improve data analysis in the professional learning communities, the following topics will be included:
   a) Using Data to Set and Monitor Goals for Student Achievement
   b) Understanding the New Statewide Accountability Model
   c) Building an Effective Progress Monitoring System
      1. Creating In-class Assessment Items
      2. Analyzing and using Benchmark Testing Data
      3. I-Ready Progress Monitoring Assessments
      4. Case 21 Assessments (Formative and Summative Data)
      5. Online Learning Assessments – i-Ready, Study Island, USA Testprep, Edgenuity, etc.

D. In order to implement effective writing, thinking, and reading instruction across the curriculum the following will be included in professional learning activities:
   a) Reading and Writing Instruction Across the Curriculum

b) Effectively using i-Ready assessment to asses and improve reading levels
c) Incorporating Effective Literacy Strategies in the Content Area Classroom

E. In order to implement effective use of technology in instruction the following will be in included in professional learning activities:
a) Effective use of available technology in instruction
b) Effective use of the Promethean/Smart Board in instruction
c) Effectively using Zoom/ WebEx/Google Meet to enhance virtual learning / instruction

Additional topics and activities will be added to the ones listed above based upon the results of progress monitoring, ongoing need assessments, and staff observations.