



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Schools

Bell Central School Center
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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

1. What is the school's mission?

We, the Bell Central Educational Community, accept the privilege and responsibility of providing a safe and nurturing environment conducive to the development of each individual student, enabling them to become productive members of society.

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?

Bell Central's two top priorities are: (1) Deeper Understanding of Curriculum and (2) Deep Student Engagement in Instructional Delivery. Both of these areas have been identified in the Needs Assessment and will be addressed by the KCWP 1 Design and Deploy Standards and KCWP 2 Design and Deliver Instruction.

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

Bell Central's top professional development priorities are closely related to each of the school goals. Both areas, deeper understanding of curriculum and deep student engagement in instructional delivery, are specifically being addressed in the Proficiency, Separate Academic Indicator, and the Achievement Gap goals as evidenced by the Key Core Work Process areas 1 and 2 being cited in the strategy column of each goal. In reviewing each of these goals (proficiency targeting reading and math, separate academic indicator addressing science, social studies, and writing, and achievement gap focusing on gap students), it is apparent that all of these areas strongly align to the top two priorities in that reading, math, writing and social studies have newly revised standards; thus showing the strong connection to deeper understanding of curriculum which does not only mean having an awareness of the standards, but a rich understanding of the standards and how that influences the development of curriculum, lessons, and assessments. Deep student engagement in instructional delivery is also strongly aligned in that once you have a strong understanding of the "what students need to know" then a teacher must develop deeply engaging delivery of the content to ALL students. Deep student engagement cannot stand alone without knowing what students must know; a deeper understanding of curriculum cannot stand alone without knowing how to engage students in their own learning. Thus our district's top two priorities are completely dependent upon each other to achieve student success.

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.

Bell Central's Professional Development Objective: To provide high-quality professional development experiences that support the school's instructional improvement goals and that align with the school improvement plans is the specific objective that demonstrates the alignment to the school goals. Priority Need 1: Deeper Understanding of Curriculum - To increase the teacher's level of understanding of the standards - what specific concepts are taught at specific grade levels and what specific skills students are expected to be able to apply to those concepts. This is both a short term and long term goal in that the level of

understanding will vary among teachers based on experience, etc. Having a deeper understanding is a process and not a one time fix.

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

The intended result of Priority Need 1: Deeper Understanding of Curriculum is for classroom teachers to have a better grasp on the concepts and skills of their subject area standards and make that translate into more grade level appropriate and standards aligned instruction daily. This, in turn, would result in stronger student achievement.

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.

Indicators of success would include:* Better classroom observation/ walk-thru data* Increased student performance data* Stronger/better aligned curriculum documents (maps, units, lessons and assessments)

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

K-8 Classroom teachers and Instructional Leaders would be the intended audience.

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

Teachers and students are both impacted by this component.

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

Resources would include time for teachers to work together in the development, possibly funding to provide for release time, and instructional leaders to help facilitate the process and help create a growth mindset environment for the work.

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

Instructional coaching and support by district and school level leadership.

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.

Evidence of implementation would include: *Stronger curriculum documents - School Instructional Leaders and Peers Reviews - frequency of reviews would be quarterly *Classroom observations/ walk thrus - Principals - frequency of review of data would be quarterly

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.

Bell County District Professional Development Objective: To provide high-quality professional development experiences that enable teachers to acquire, strengthen and refine knowledge, understanding, skills and abilities and then apply them effectively in their teaching practice in order to positively impact student learning. In addition to the Bell County PD Objective of supporting the district's/school's instructional improvement goals and that align with the school and district improvement plans is the specific objective that demonstrates the alignment to the district goals. Priority Need 2: Deep Student Engagement in Instructional Delivery - to increase the teacher's understanding of deep student engagement in instructional delivery by providing a common definition of, exemplar models of, characteristics of what this may look like in practice and professional development experiences that provide research based /data proven strategies and techniques that encourage this practice for teachers and instructional leaders.

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

The intended result of Priority Need 2: Deep Student Engagement in Instructional Delivery is for teachers to utilize various research based strategies and techniques in their instructional delivery that would increase student engagement in the learning and teaching through student discourse and ownership in their learning.

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.

Indicators of success would include:* Better classroom observation/ walk-thru data* Increased student performance data* Increased student engagement in the daily classroom instruction

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

K-12 Classroom teachers and Instructional Leaders would be the intended audience.

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

Teachers and students are both impacted by this component.

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

Needed resources may include time for planning the instructional implementation, materials for the various strategies, and funding to support onsite coaching.

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

Instructional coaching and support by district and school level leadership.

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.

Evidence of implementation would include:*Classroom observations/ walk thrus - District Instructional Leaders and Principals - frequency of review of data would be quarterly

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.

Not applicable.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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