



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

Harlan County
Brent Douglas Roark
251 Ball Park Rd
Harlan, Kentucky, 40831
United States of America

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The purpose of this diagnostic is to support the district 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 district's mission?

Our Mission is to empower ALL STUDENTS for the choices and challenges of the 21st Century.

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

1. Improve the use of technology related to the virtual learning platform for all educational staff.
2. Implement the Striving Readers Comprehensive Literacy (SRCL)

grant initiatives for professional literacy learning with all educational staff for the 2020-2021 school year.

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

1. Integration of technology across the curriculum via virtual learning platforms ensures success in all areas of the content for the challenges of the 21st century. 2. The Striving Readers Comprehensive Literacy grant consists of professional development with all educational staff to enhance and refine the knowledge and skills to support high levels of learning for all students. Professional development is standards-based, results-driven, systemic, ongoing, and embedded into the daily routine of educators.

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

Educational staff will attend professional development that focus on tools and techniques for implementing the Odysseyware virtual learning platform employed by the Harlan County School. Through professional development opportunities, educational staff will gain knowledge of how to integrate various technological components such as Odysseyware, Zoom, Google and Google Meet into instruction.

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

To use appropriate technology to design, plan and implement instruction in order to support the learning needs of the student. To improve the students' ability to access content, resources and materials. To increased the ability to interact with their students through real time interactions and provide necessary feedback.

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.

Improved student performance and increased educational staff interactions when in-person contact isn't permitted.

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

All Educational Staff and district leaders.

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

Educational staff, students, parents/families and district leaders.

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

Staff, technology, time and opportunities

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

Common planning time, peer support and tech support.

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.

Student participation, assessments, student/parent feedback.

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

Teachers will attend and participate in various professional development offerings that focus on literacy learning and techniques for implementing writing across the curriculum. Professional Development opportunities, teachers will gain knowledge of how to integrate various literacy components into instruction in such a way as to improve students understanding of and performance in literacy tasks.

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

Teachers, administrators and other school staff will acquire, enhance or refine the knowledge, skills and dispositions necessary to create and support high levels of literacy learning for all students.

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.

Improved student performance across the curriculum, improved attitude toward literacy learning, increased teacher/student enjoyment of literacy events.

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

Teachers

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

Teachers are impacted through the professional learning that is standards-based, results-driven, systemic, ongoing and embedded into the daily routine of educators. Students are impacted through the intentional implementation of literacy learning into the classroom across the curriculum at all grade levels.

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

Being a Writer and Being a Reader Resources, LDC modules and PLC meetings.

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

PLC meetings to discuss and support staff throughout the implementation process. LDC alignment documents, modules and workshops to ensure teachers are implementing the program with fidelity.

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.

Professional Learning Logs as part of the SRCL grant will be monitored by the district and used as evidence for meeting grant requirements.

6. Optional Extension: If your district 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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