Oxford SCHOOL DISTRICT

Professional Development Plan
2018-2021

Brian Harvey, Superintendent

Revised August 2018

The Oxford School District Professional Development Committee is made up of curriculum directors, instructional coaches, and STEAM coaches. The role of the committee is to identify a strategic plan to support the Mississippi College- and Career- Ready Standards (MSCCRS)[1] in grades Pre-K - 12. Teachers will utilize resources identified in the strategic plan to increase student engagement and learning outcomes. The committee will continue to evaluate the implementation of the plan to ensure that high quality professional development is in order.

Committee Members

Bradley Roberson - Assistant Superintendent

Marilyn Barnes - AVID Director

Candy Mize - Director of Elementary Curriculum and
            Professional Development

Tamara Hillmer - Director of Early Childhood

Stephanie Stallings - STEAM Coordinator

Thomas Herrington - Virtual School Coordinator

Brian Buckhalter - Instructional Coach

Chasity Arbuckle - Instructional Coach

Jill Knox - STEAM Coach

Wendy Raby - STEAM Coach

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1 MSCCRS - Mississippi College- and Career- Ready Standards

Mission, Vision, and Goals

The mission of the Oxford School District Curriculum and Instruction Department is to support student and teacher learning by designing a viable curriculum and providing guidance and coaching on best instructional practices and technology tools. We seek to accomplish this mission by providing high quality professional development while creating growth mindsets in Oxford School District staff.

The Curriculum & Instruction Department's priorities are:
- To promote a growth mindset in OSD teachers
- To transform classroom instruction
- To support the OSD Portrait of a Graduate

The Curriculum & Instruction Department's goals are to:
1. *Increase student achievement by providing high quality professional development.*
   a. Professional Learning Communities
   b. Evidence of Challenged-based Learning
   c. Summer Institute of Technology (SIT) and Technology Fairs
   d. Tier leveled training based on individual needs for instructional leaders and administrators
   e. Teacher choice of professional development

2. *Integrate technology into teaching and learning.*
   a. Utilization of the SAMR[2] and TPACK[3] models to transform student learning
   b. Full implementation of the TILP[4]
   c. Enhance and support instructional practices to encourage creative thinking, expect critical thinking and problem solving, require student collaboration and communication using real world tools

Learning Forward: Standards for Professional Learning

Professional development opportunities provided by the Curriculum & Instruction Department are guided by the Learning Forward: Standard for Professional Learning.

1. Learning Communities
2. Leadership
3. Resources
4. Data
5. Learning Designs
6. Implementation
7. Outcomes

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[2] SAMR MODEL - (Substitution, Augmentation, Modification, and Redefinition)

[3] TPACK - (Technology, Pedagogical and Content Knowledge)

[4] TILP - Technology Integration Lesson Plan

Learning Communities: *How do alignment, collaboration, and collective responsibility look in this professional development?*

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvements, collective responsibility, and goal alignment.

Leadership: *How am I building capacity, promoting leadership, and providing (access to) appropriate support in this professional development?*

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.

Resources: *What resources will be utilized in this professional development?*

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

Data: *What data is being used before, during, and after this professional development and how is it being used?*

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.

Learning Designs: *How will teachers learn and meet the goals of this professional development?*

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcome.

Implementation: *What is the change I am encouraging, and how will it be sustained as a result of this professional development?*

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.

Outcomes: *What are the expectations for teachers and students, and how will they be measured after this professional development?*

Professional learning[5] that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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[5] Standards for Professional Learning

Goal 1: Increase student achievement by providing high quality professional development.

Standards for Professional Learning	Action Steps	Who is responsible?	How will action be measured?
Learning Communities	Professional Learning Communities (PLCs) will investigate and utilize best instructional practices through the following questions*: What do students need to know and be able to do? 1. How will we know when they have learned it? 2. How will we respond when they don't learn? 3. How will we respond when they already know it? * Learning By Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many, 2010 (add this citation in the reference section)	PLCs Instructional & STEAM Coaches Administrators Instructional Leaders	Agendas, Sign-in Sheets, Minutes School-level Data, Informal and Formal Teacher Observations
Leadership	OSD will promote: • shared leadership • expanding educators' knowledge, skills, and practices • growth mindset strategies • reflection The district will utilize administrators, building points of contact or experts in selected areas, coaches and cohorts for in-house professional development sessions.	Instructional Leaders & Support Staff	Agendas, Sign-in Sheets, Minutes, Surveys, Training Evaluations, PD Requests, Setmore Appointments [5], Informal and Formal Teacher Observations
Resources	The district will continue to provide job-embedded, ongoing professional development.	Business Office Instructional Leaders	Budgets Purchase Orders PD Calendar Sign-in Sheets Agendas

Data	Administrators and teachers will collect, analyze, and utilize data to create a school-wide profile of strengths and needs as measured by and aligned with: • Mississippi College- and Career- Ready Standards • Mississippi Assessment for Academic Progress (make sure this is correct) • ACT • Universal screeners • Common and formative assessments • Other multiple assessment tools. • AVID Coaching and Certification Instrument The Curriculum & Instruction Department will deliver professional development based on the teachers' needs and feedback.	Administrators Instructional & STEAM Coaches Teachers Curriculum & Instruction Department Technology Department & Instructional Leaders Directors, AVID Site Team	Assessment Reports Frontline (RTI) Data School Status Data, Program Reports, Agendas, Sign-in Sheets, Minutes, Surveys, Training Evaluations, Setmore Appointments, Technology Request PD Calendar
Learning Designs	Oxford School District will continue to provide hands-on, interactive growth opportunities for school personnel to meet the needs of the whole child through best-practices, AVID Strategies, self-identified PD, and self-reflection to promote student engagement.	STEAM Coaches, Instructional Coaches, Administrators, Teachers, Directors, AVID Coordinators and Site Team	PD Calendar, Academic & STEAM Coach Calendars, Needs Surveys, Evaluations, Setmore Appointments, SAMR Focused Technology Lesson Plans, Secondary Coaching and Certification Tool
Implementation	Instructional leaders will model best practices to improve teacher effectiveness while supporting personal professional growth resulting in continuous improvement and success for all learners.	Instructional Leaders	Observation Artifacts Lesson Plans Assessment Data
Outcomes	Oxford School District will ensure high quality professional development that improves teachers' knowledge, skills, practices, and disposition, thus increasing student growth.	Directors, Administrators, STEAM Coaches, Instructional Coaches, Superintendent	Assessment Data, Graduation Rate, Dropout Rate, Achievement Gap Data

Goal 2: Integrate technology into teaching and learning.

Standards for Professional Learning	Action Steps	Who is responsible?	How will action be measured?
Learning Communities	Professional Learning Communities will participate in ongoing collaborative professional development to transform classroom instruction.	PLCs STEAM Coaches Administrators	Agendas, Sign-in sheets, Setmore [6] bookings, school tech calendars
Leadership	Administrators and STEAM coaches will provide ongoing professional development to integrate technology into teaching and learning. Administrators will model best practices of integrating technology at staff meetings, parent meetings, and community events.	Administrators STEAM Coaches	School PD Plans, Teacher Growth Rubric??
Resources	School administrators will allocate budgetary funds to support the integration of technology into teaching a learning.	Business Office Administrators Directors Superintendent	Budgets
Data	Teachers and administrators will utilize data to guide best instructional practices through integrating technology. Customized professional development will be provided to enhance instructional practices after data analysis.	Administrators, STEAM coaches, Instructional coaches, Teachers	Student Engagement Assessment Data Setmore Calendars [6] School-level PD Plans sign-in sheets, calendar

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[6] Setmore Calendar and Appointments

Learning Designs	The SAMR [2] and TPACK [3] models will drive the technology professional development opportunities to enhance teaching and the learning process while stimulating creativity, self-discovery and effective communication. Administrators and teachers will use technology to actively engage students through challenged-based learning & STEAM activities.	OSD Personnel Consultants	PD Calendar STEAM Coach Setmore Technology Integration Lesson Plan Template Challenged-based Assessments
Implementation	Teachers will utilize the TILP [4] to infuse technology into challenged-based learning and STEAM lessons to transform teaching and learning. Instructional leaders will provide constructive feedback and reflection to support continuous improvement in practice.	Administrators, Instructional Coaches, STEAM Coaches Teachers	PLC minutes Teacher Observation TILP
Outcomes	Teachers and principals will ensure student engagement and growth through effective instructional practice that utilize technology.	Administrators Teachers STEAM Coaches	TILP Observations ELEOT

Curriculum & Instruction Department Areas of Focus

The Oxford School District Three-Year Professional Development Plan begins August 2018 and ends June 2021. Training opportunities will be developed and made available based on recognized needs and requests. CEU and SEMI credits will be offered for trainings over 5 hours (for CEUs) and 6 hours (for SEMIs) that are provided by certified approved trainers.

The instructional professional development areas of focus are:
- Professional Learning Communities
- Prioritization of Mississippi College- and Career-Ready Standards
- Proficiency Scales for Priority Standards
- Data Analysis to Drive Instruction
- Challenged-Based Learning

The technology professional development areas of focus are:
- Transformational Level Lesson Plan Development
- SAMR and STEAM
- Differentiated Professional Development
- Challenge-Based Learning
- District of Innovation