



Date April 1, 2013

Appendix 000-10-3
April 29, 2013

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: Preliminary District PD Plan 2013-14

I. Introduction

- A. Introduction: Presentation of the preliminary District Professional Development Plan 2013-14. In alignment with Superintendent Cheatham's Entry Plan, this PD Plan will be revised after Dr. Cheatham has gathered and analyzed information from listening and learning meetings. This PD plan will also be influenced with additional feedback from principals.
- B. Presenter: Brad Kose
- C. Background Information: Research demonstrates that quality professional learning is an important factor in improving teaching and learning. The end goal of professional learning is to improve the four overarching student learning priorities of the District: attendance, behavior, growth, and achievement. With the re-establishment of a Department of Professional Development in 2010-11, MMSD has created a District-wide Professional Development (PD) Plan the past two years and will continue this collaborative practice for the 2013-14 school year.
- D. Action Requested: none

II. Summary of Current Information

- A. Synthesis of Topic: The professional learning priorities for 2013-14 are improving practices on both academic and behavior sides of the Multi-tiered System of Support (MTSS) Triangle. More specifically, these priorities are in (a) literacy/English Language Arts and Common Core State Standards and (b) Positive Behavior Supports/Social Emotional Learning. An essential part of this professional learning involves their integration with a MTSS, the Danielson Framework for Teaching, and culturally & linguistically responsive practices. Math will also remain a focus at the secondary level and a summer focus for elementary. Our student data demonstrate the need to focus professional learning on Tier I "core" practices within a MTSS, where the needs of 80-90% of students should be met.

- B. Recommendations: The Professional Learning Priorities for 2013-14 are:
- Integrating Literacy/English Language Arts/ Common Core State Standards (CCSS) with a MTSS*, Danielson, and Culturally & Linguistically Responsive (CLR) Practices
 - Integrating Positive Behavior Support(PBS)/Social Emotional Learning (SEL) standards with a MTSS, Danielson, and CLR practices
 - Integrating Math/CCSS with a MTSS, Danielson and CLR Practices (summer PD focus elementary)

III. Implications

- A. Budget: Funding support for the plan already exists or is proposed in the Superintendent's Budget.
- B. Achievement Gap Plan: The District PD Plan supports strategies of the Plan.
- C. Implications for the Organization: The District PD plan is crucial for District coordinated and quality professional learning. Improved teacher quality results in improved student learning.

IV. Supporting Documentation

- A. Preliminary District Professional Development Plan 2013-14

MMSD Professional Learning Preliminary District Plan 2013-2014

*Presented to the Board of Education
April 1, 2013*

Background/Purpose

Research demonstrates that quality professional learning is an important factor in improving teaching and learning. With the re-establishment of a Department of Professional Development in 2010-11, MMSD has created a District-wide Professional Development (PD) Plan the past two years and will continue this collaborative practice for the 2013-14 school year. Rather than each District Department and school developing a separate plan (which leads to inconsistent practices, scheduling conflicts, etc.), this District PD plan outlines the District professional learning priorities and parameters to help school and district staff plan, design, and deliver high quality professional learning.

Process

The process for developing this PD plan will be in sync with the new Superintendent's Entry Plan. This preliminary plan is the best thinking at this time. Since January, dialogue and engaged participation from all District instructional departments, along with input from principals and staff through surveys and conversation, have guided the development of the preliminary PD plan.

The PD Plan will continue to be shaped and tweaked as Dr. Cheatham learns more about the District, District administrators have further dialogue, and principals and teachers have additional input.

Distinguishing Professional Learning from Teaching Priorities

Time for professional learning is scarce. Research demonstrates sustained and coherent professional learning is crucial to improving practice. Therefore, it is important to focus District professional learning on a few high leverage areas. In practical terms, it is better to have in-depth professional learning in a few areas than a fragmented, piecemeal "mile-wide and inch deep" approach.

Although some teaching areas may not be professional learning priorities for 2013-14, it does not mean they should not be present in teaching and learning in the classroom. For example, while literacy is a higher priority than math for 2013-14, both literacy and math remain priorities in teaching and learning in the classroom.

Professional Learning Priorities for 2013-14

- Integrating Literacy/English Language Arts/ Common Core State Standards (CCSS) with a MTSS*, Danielson, and Culturally & Linguistically Responsive (CLR) Practices
- Integrating Positive Behavior Support(PBS)/Social Emotional Learning (SEL) standards with a MTSS, Danielson, and CLR practices
- Integrating Math/CCSS with a MTSS, Danielson and CLR Practices (summer PD focus elementary)

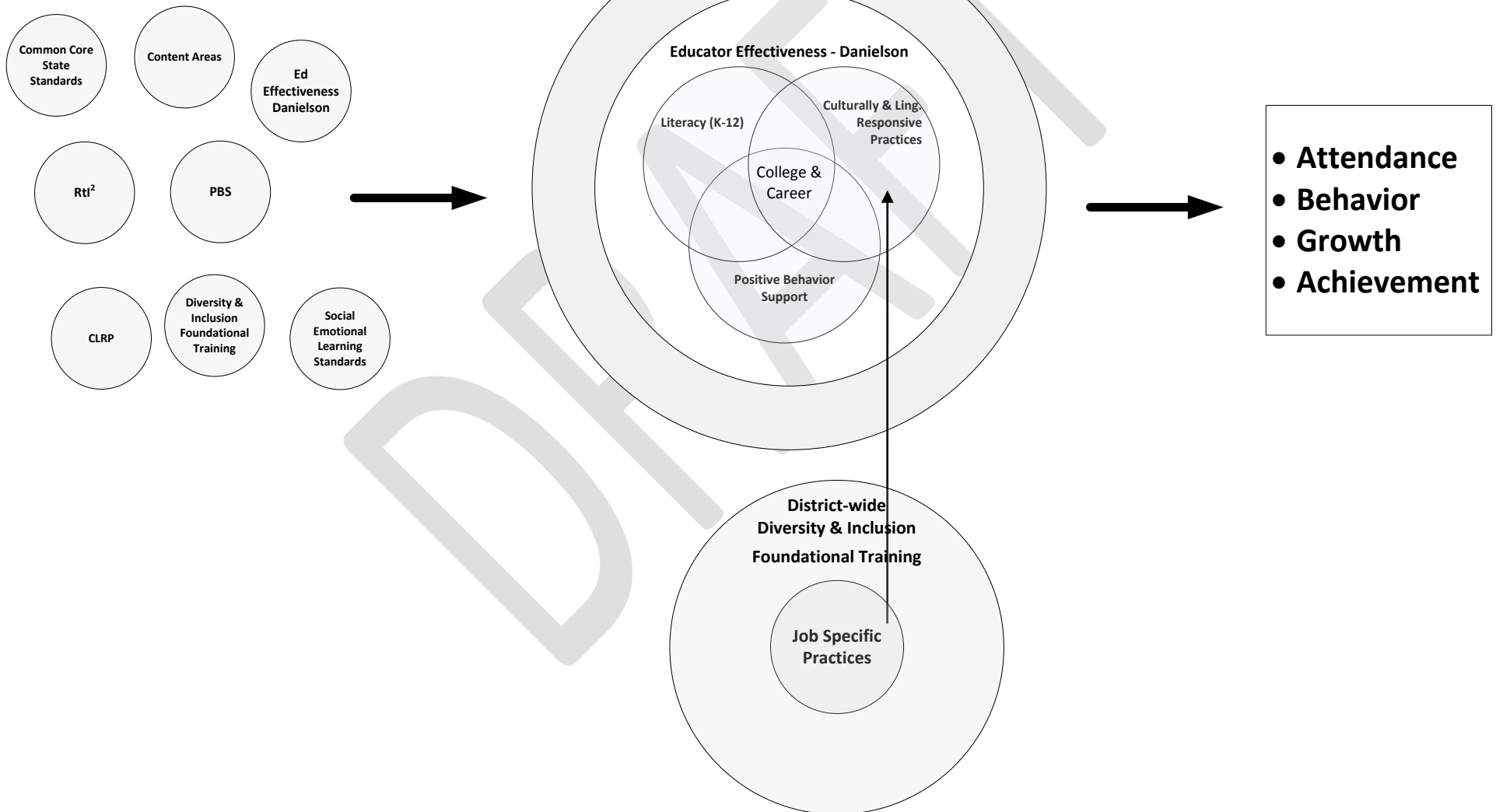
*MTSS = Multi-tiered System of Support or Response to Instruction & Intervention (RtI²)

MMSD Professional Learning Priorities 2013-14

From Fragmentation & Silos

To Professional Learning Coherence

To Improved Student Learning



- Attendance
- Behavior
- Growth
- Achievement



Multi-Tiered System of Support

Every student achieving, everyone responsible

Academic and Learning Systems

Positive Behavior Support and Social-Emotional Systems

Tier III: Comprehensive/Intensive Interventions

Services for students who need Individualized Interventions in addition to or in place of Tiers I and II

Tier II: Strategic Interventions

Services for students who need more support/extensions in addition to Tier I

Tier I: Core Curriculum and Instruction

Services for all students

Tier III: Tertiary Practices

Intensive Individualized Interventions

Services for students who need Individual Interventions beyond Tiers I and II

Tier II: Secondary Practices

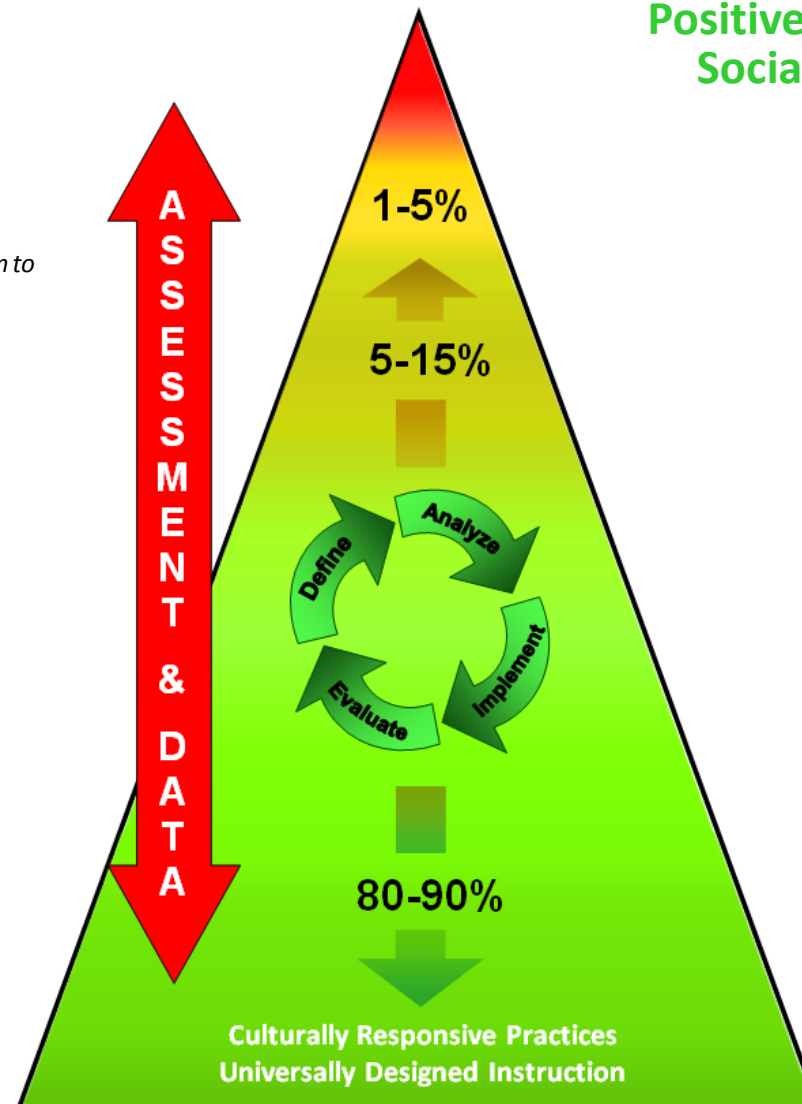
Targeted Small Group Interventions

Services for students who need more support in addition to Tier I

Tier I: Universal Practices and

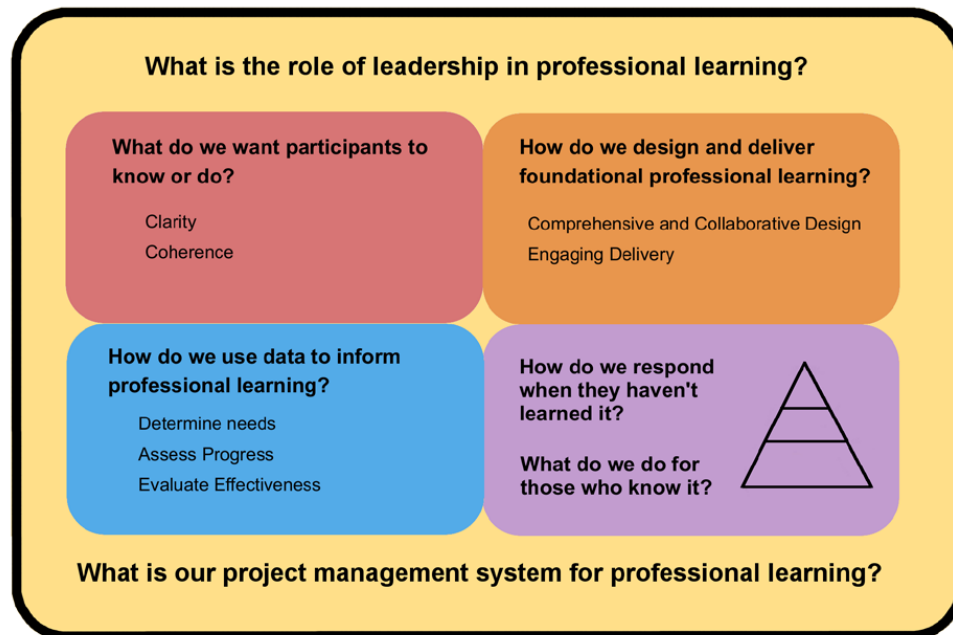
Social-Emotional Learning Standards

Services for all students



Key Questions and Indicators in MMSD Professional Learning

Influenced by Response to Instruction and Intervention (RtI²) and Learning Forward Professional Learning Innovation Configurations (2012)



- **Leaders** (principals, APs, coaches) are essential to leading and creating the conditions for professional learning.
- **District project management**
 - Clear roles and responsibilities
 - Develop a comprehensive plan in advance (e.g., schedules)
- **Participant Outcomes**
 - Clarity of expectations and timeline for implementing curriculum, practices, and assessments
 - Clarity of what is required, recommended or discretionary
 - Coherence of how practices fit together as a whole; alignment to student learning
- **PD Design and Delivery**
 - Multi-disciplinary School Support Teams (SST) support particular schools
 - Quality learning design (e.g., study groups, coaching, instructional rounds)
 - Learning cycle: learn, practice, feedback/coaching, assess progress, reflect
 - Continuous and sustained over time
 - Job-embedded opportunities for immediate application
 - Collaborative – professional learning communities/groups
 - Engaging Delivery
- **Data** (student, educator, systems data) inform professional learning
- **Differentiated** and/or “tiered” professional learning as appropriate
 - Intensive support
 - Advanced opportunities

MTSS (Rtl ²) Tier	PD Priority Area	PD Desired Outcomes	PD Description
Tier I especially Tier II, III	General MTSS practices	<ul style="list-style-type: none"> • schools fully implementing a school-based leadership team (SBLT), grade-level, instructional, or Department teams, and Student Support & Intervention Team. • schools will provide a multi-tiered system of supports to meet all students' needs. That is, schools implement the logistics of district-aligned core, supplemental, and intensive instruction. • schools will conduct universal screening at least 3 times a year, diagnostic assessments as needed to match instruction, monthly progress monitoring for those receiving supplemental, and biweekly or weekly progress monitoring for those who are receiving intensive instruction. • school teams will meet regularly in collaborative groups to examine building wide data after each screening to consider the effectiveness of core instruction. Teams also meet in an ongoing way to examine progress monitoring data. (Data-based decision making using the problem-solving cycle). 	<p>School Support Teams (District)</p> <ul style="list-style-type: none"> • MTSS bootcamp, Spring 2013 • Ongoing training <p>School-based Leadership Teams (SBLTs)</p> <ul style="list-style-type: none"> • Building on 4 foundational training days from 2011-13... • Available summer training • 2 days of training during 2013-14 • Major data analysis/problem solving in October, February, and May • School support team (SST) customized and technical support in SBLT meeting planning, facilitation, and feedback <p>Grade level, Department or Instructional Teams</p> <ul style="list-style-type: none"> • Led by SBLTs • SST support when feasible <p>Student Support & Intervention Team</p> <ul style="list-style-type: none"> • Building on Spring 2013 PD... • School support team (SST) customized and technical support in SSIT meeting planning, facilitation, and feedback <p>Ongoing Data Dashboard Training Opportunities</p>

Tier 1	Educator Effectiveness - Danielson Teachscape Training	<ul style="list-style-type: none"> All instructional staff understand the EE-Danielson practices, expectations and timeline by September, 2013. All evaluators pass Teachscape Observer Certification by September, 2014 (required for evaluating staff in 2014). All instructional staff implement Danielson practices with fidelity 	<p>Minimum Requirements:</p> <ul style="list-style-type: none"> All instructional staff complete a Teachscape online orientation during August 28 or 29. <p>Desired</p> <ul style="list-style-type: none"> Instructional staff complete Teachscape training. 2 PACs or 2 Edgewood Credits will be offered for completing training (participants pay for Edgewood Credits).
Tier I	K-5 Danielson – Literacy – Culturally & Linguistically Responsive Practices	<ul style="list-style-type: none"> K-5 staff are implementing the K-5 literacy CCSS and curriculum (Mondo) with fidelity K-5 Instructional staff are integrating Danielson, literacy, and CLR practices with fidelity K-5 staff are analyzing and using PALS, AIMSweb, Mondo, MAP, and WKCE assessments to guide instructional decisions 	<ul style="list-style-type: none"> K-5 PD August 28 or 29, depending on school Mondo provided leadership PD for principal/IRTs Mondo provided site-visit PD for K-5 teachers District developed PD facilitator guides for staff meetings or grade level meetings, SST support scheduled Ongoing IRT PD through SSTs Instructional Rounds Various diversity & inclusion training opportunities
Tier I	6-12 Danielson – Disciplinary Literacy – ELA - CLR Practices	<ul style="list-style-type: none"> 6-12 ELA staff will be implementing CCSS and the curriculum companion All instructional staff integrate Danielson, disciplinary literacy and school-wide literacy/AVID strategies, and CLR practices 	<ul style="list-style-type: none"> Summer PD for 6-12 staff June 17,18 AVID critical reading and writing strand training Use MMSD PD Days, PCT for ongoing PD for CCSS and Curriculum Companion for ELA staff On-site coursework to 6-12 staff for reading specialist licensure (pending)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tier I</p>	<p>Social-emotional learning standards</p> <p>Positive Behavior Supports</p> <p>Mental Health (Tier III)</p>	<p>All staff – Mental Health</p> <ul style="list-style-type: none"> • awareness mental health issues and supports available • awareness of impact of trauma on students and how to respond to it <p>Elementary and Middle Schools</p> <p>2013-14</p> <ul style="list-style-type: none"> • All schools using PBS practices • All students receiving Second Step curriculum, aligned to SEL standards <p>2014-15</p> <ul style="list-style-type: none"> • SEL standards on the report card • All classrooms integrating Second Step across all content areas <p>High School</p> <p>2014-15 – integrating SEL into curricula and planning for full implementation</p> <p>2015-16 – all schools fully implement SEL instruction for all students</p>	<ul style="list-style-type: none"> • Summer PD – Responsive Classrooms/Developmental Designs • August 28 or 29 – site-based PD on SEL, mental health for all staff • SEL/PBS: Ongoing support from school PBS coaches, District SSTs • Mental Health ongoing support from School Psychs, Social Workers, 10-12 minute modules on trauma that can be used throughout the year
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<p>Tier I</p>	<p>Danielson – Math – CLR Practices</p>	<p>Elementary – all staff are implementing CCSS, Investigations curriculum with fidelity and integrating math, Danielson, and CLR practices Middle – integrating CCSS using CMP 2 curriculum, math practices, Danielson, and CLR practices High - integrating CCSS and aligning and developing district-wide curriculum grades 9-11, math practices, Danielson, and CLR practices</p>	<p>Summer institutes – (K-8)</p> <ul style="list-style-type: none"> • K-5 Investigations • K-8 Math Knowledge and Practices (2 versions) <p>Elementary: Site-based PD through SST math coach, rotating sub</p> <p>Middle: Math specialist training; SST math coach during PCT, rotating sub</p> <p>High: sub release, PCT, Dept. meeting PD – development of core curriculum aligned to CCSS, instruction, assessments</p>
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