

Streator Elementary School District #44 Professional Development Plan 2018-2019



Introduction

The Streator Elementary School District Professional Development Plan (SPDP) assumes a shared belief that focus is on student learning with professional development that is collaborative, ongoing, and visible in classrooms. The SPDP is a strengths-based model building on prior success. The overarching goal is to establish a learning culture to support adult and student development through a differentiated framework for learning.

Throughout this plan, the central purpose of professional development is to improve student learning. While educators are aware of this objective, they recognize how valuable professional development is to teachers; the plan prioritizes:

- Continued emphasis on IL Learning Standards and Assessment in the Classroom
- Increased collaborative relationships among educators
- Increased professional satisfaction and self-reflection
- Increased understanding and use of “best practices” for Creating a More Student Centered Classroom
- Increased focus on Differentiated curriculum
- Increased use of meaningful technology integration in the classroom, including less reliance on a paper based classroom
- Increased use of data driven decisions in guiding instructional practices
- Increased focus on students and staff Social/Emotional well-being
- Increased focus on students’ Sensory/Autism challenges
- Increase focus on developing well-rounded students (ESSA focus)

The nature of professional development shall remain aligned with Scientifically Based Research, shall promote explicit and systematic instructional opportunities and shall remain comprehensive in scope. Further it shall contain clear guidelines for using data to measure student achievement and guide instructional planning. The plan stipulates that

teachers are encouraged to recommend solutions, research ideas, and then pilot initiatives to recommend change. Research indicates professional development is more valuable when approached with a collegial spirit, and not in isolation– as each individual by nature is limited by background, knowledge and perspective.

This plan establishes the practice of making school work transparent so all teachers - through explicit practices- (analyzing data, reflecting on practice, and participating in learning communities) are better able to positively impact future student learning.

INTRODUCTION-----	1
I. CHARLOTTE DANIELSON DOMAINS-----	3
II. PROFESSIONAL DEVELOPMENT GOALS-----	5
III. PROFESSIONAL DEVELOPMENT COMPONENTS-----	6
IV. CERTIFICATON REQUIREMENTS-----	8
V. INDUCTION – MENTORING-----	9
VI. DISTRICT IMPROVEMENT-----	11
VII. SCHOOL IMPROVEMENT -----	11
VIII. GRADE LEVEL IMPROVEMENT-----	11
IX. INDEPENDENT IMPROVEMENT-----	11
X. LITERATURE REVIEWS-----	12
XI. TECHNOLOGY-----	12
XII. WORKSHOPS-----	12
XIII. UNIVERSITY COURSEWORK-----	12

Professional Development Plan

Streator ESD primary focus for professional development is to raise student achievement through a combination of teacher engagement that includes:

- Individual Improvement
- Grade Level Team Improvement
- School Level Improvement
- District Level Improvement

The district plans to maintain the focus by listening to, understanding, believing in and supporting teachers' in their knowledge and pedagogy. Such determination requires the system to provide teachers with meaningful opportunities to plan, research, and reflect on their profession.

District goals require time for collaboration, research, reflection and modeling/coaching. We can accomplish them by working with our available "inside" experts and "outside" consultants. As part of this process, the district's administration will be completing classroom walk-throughs to provide feedback about what "best practices" are occurring in the classrooms. All teaching staff will be encouraged to self-reflect on the Charlotte Danielson Evaluation Model, which includes the following 4 domains:

Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
 - Knowledge of Content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b. Demonstrating Knowledge of Students
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approach to learning
 - Knowledge of students' skills and knowledge
 - Knowledge of students' interests and cultural heritage
- 1c. Selecting Instructional Goals
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d. Demonstrating Knowledge of Resources
 - Resources for Teaching
 - Resources for Students
- 1e. Designing Coherent Instruction
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and Unit structure

- 1f. Assessing Student Learning
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

Domain 2: The Classroom Environment

- 2a. Creating an Environment with Respect and Rapport
 - Teacher interaction with students
 - Student interaction
- 2b. Establishing a Culture for Learning
 - Importance of content
 - Student pride in work
 - Expectations for learning and achievement
- 2c. Managing Classroom Procedures
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d. Managing Student Behavior
 - Setting expectations
 - Monitoring student behavior
 - Response to student misbehavior
- 2e. Organizing Physical Space
 - Safety and arrangement of the furniture
 - Accessibility to learning and use of physical resources

Domain 3: Instruction

- 3a. Communicating Clearly and Accurately
 - Directions and Procedures
 - Oral and written language
- 3b. Using Questioning and Discussion Techniques
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c. Engaging Students in Learning
 - Representation of content
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d. Providing Feedback to Students
 - Quality: accurate, substantive, constructive and specific
 - Timeliness

3e. Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

- Accuracy
- Use in future teaching

4b. Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c. Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d. Contributing to the School and District

- Relationships with colleagues
- Service to the school
- Participation in school and district projects

4e. Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f. Showing Professionalism

- Service to students
- Advocacy
- Decision making

Charlotte Danielson domains can be found in SPDP in the following goals:

1. Curriculum Review and Design

Design curriculum to *ELA, Science and Mathematics IL New Learning Standards* utilizing an Understanding By Design (UBD) approach for grade level Units
Develop explicit assessments for *ELA, Science, and Mathematics IL New Learning Standards* utilizing an Understanding By Design (UBD) approach for grade level Units
Establish both Time to Dialog on Horizontal and Vertical Alignment of the Curriculum and Assessment

2. Analysis of Instruction

Methods - identify, recommend and find resources to meet curricular needs
Implementation – support faculty with funding and training

Instruction – review/standardize teaching time devoted to the IL Learning Standards including the use of informal observations and coaching with effective feedback

Best Practices – conduct action research to examine best practices

3. Alignment of Curriculum and Assessment

Align teaching with updated district curriculum

Develop capacity to differentiate teaching/learning

Provide professional development for district initiatives

Integrate technology – re-tool as necessary

Data Mining – reflect/refine methods/materials based on data

Align to the IL Learning Standards and Assessments

Develop Assessments that set clear learning targets aligned to the IL Learning Standards

4. Provide Opportunities for Collaboration

Structure grade-level and school content level teams (regularly scheduled)

Structure institute days for collaborative teacher training

Target professional development to priorities (time/methods/resources)

5. Invest in our Human Resources

Recruit/induct/retain high quality professionals

Utilize ESSA grants (Title I, Title II, Title III and IDEA flow through for Professional Development- as funds allow)

Mentoring program

Teacher development (local/state/national training)

Professional Development Components

The purpose of this plan is to ensure that teachers are well supported in their professional journey as they seek information and gain strategies to increase student performance. Data mining/analysis and teacher reflective-assessment, including walkthroughs will guide teachers as they address student need. SPDP will address the following components:

Data driven improvement (teaching methods)

Align professional development with student need as identified by student data. When teachers compare learning standards with student outcomes, the results drive professional development. The target should increase teacher knowledge and improve instructional methods while meeting student need.

Data is increasingly available on multiple levels: student, classroom, school, and district. The purpose of data use in District #44 is threefold:

- 1. Measure progress, against local, state, and federal standards**
- 2. Make informed, collaborative decisions for student, school, and district improvement**
- 3. Target assistance for students, teachers, school, and district**

Assessments provide a comprehensive performance picture, reporting and analyzing the results from ALL the district's important assessments, including but not limited to state high stakes and other state tests, norm referenced tests, early literacy assessments, and any non-proprietary formative assessment. Assessments are used to inform instruction. As teachers data mine, the goal is to discover patterns using an array of data sources to garner a clear perspective about student learning. Below are assessment examples:

- AIMSWeb Plus
- PARCC
- Lexia
- Go Math online assessments
- Moby Max online assessments
- Star Reading Assessments
- RenLearn
- Portfolios
- Writing Samples
- Textbook Tests
- Teacher designed assessments

Teacher reflection improves instruction

The goal of professional development is to increase student performance. Teachers must consider changes in their practice as a means to shape student success. *The Illinois Professional Teaching Standards (IPTS)*

<http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf> provide a framework for teachers to identify standards, knowledge indicators, and performance indicators as they reflect on work, and identify areas for improvement.

Teachers and administrators **reflect** on teaching practices– by participating in informal observations and conducting self-assessments -using the IPDS as a framework:

What is going well?

What needs improvement?

What does the student data indicate about teacher effectiveness?

Collaboration

Professional development evolves when teachers embrace collective wisdom and responsibility for the success of all learners. Collaboration underlies and supports exemplary professional development. The hallmark of collaboration is the work that gets accomplished ends up being better than what individuals alone could generate. Results are often better with a crosswalk of ideas and diverse viewpoints. Collaboration ranges from teachers working together to enhance student experience (grade level and content area teams) to educators addressing long-standing school challenges (i.e., Steering committee work).

Documentation

Identifying and documenting teachers' growth illustrates and informs the impact of professional development on students and teachers. As teachers grow professionally, such documents help teachers replicate practice(s).

Sources that Evidence Teacher Development

Student assessment data, work samples

Comparison of curriculum design, informal observation data and lesson plans (indicate improvements or changes in practice)

Literature review, video or photos depicting teaching/learning

Student/teacher portfolio

The overarching goal changes teaching practices and improves student outcomes.

Continuous Process

Professional development is a dynamic process. It runs the course over months and across school years, involves an analysis of learning, and is a regular part of everyday classroom work. SPDP strives to make professional development authentic, appropriate in order to advance individuals while systematically benefiting the school district.

Professional Development Evaluation

Professional development is expected to have a positive impact on student learning. The evaluations of the district's professional development activities collect valuable information to continually improve programs. Considering teacher needs, teacher reactions, while measuring what the teacher does with the information (linking adult behaviors to student outcomes). In other words, "how effective is our professional development" can be observed by examining student learning as a result of teacher involvement with SPDP. This reflective process focuses on classroom pedagogy and student outcomes.

Licensure (information provided through the ROE 35 and ISBE.net)

Services and Information for Current or Prospective Illinois Educators

The information on the Illinois State Board of Education website (ISBE) is designed to assist prospective and current teachers, administrators, and school service personnel in the State of Illinois. Should you have specific questions regarding certification, please contact your Regional Office of Education.

The information on the *Illinois State Board of Education Website* (ISBE) is designed to assist teachers, school service personnel and school administrators in the State of Illinois. Should you have specific questions regarding certification, please contact the LaSalle County ***Regional Office of Education*** at 815-434-0780.

Follow the ISBE link (ELIS) to find certification information listed below. www.isbe.net

- ELIS- Illinois Licensure System
- Entitlement Procedures (Completion of an Illinois Approved Program)
- Foreign Applicant Information
- Forms
- Lapsed Certification Information
- Mentoring
- Middle Level Education
- National Board for Professional Teaching Standards (NBPTS)
- Reading Assignment Requirements

Induction – Mentoring

The Induction and Mentoring Program represents collaboration between the district and LaSalle County Regional Office of Education #35. Teachers with initial certificates will be assigned an experienced teacher- mentor during their first year of district service. Mentors will provide the new teachers (known as Mentees) with assistance and support in understanding what is expected of them as professionals, and support teachers with methods to meet stated expectations.

The main goal is to ensure and sustain educational excellence through a program of collegial support. Throughout the one year program, mentors will make observations, host regularly scheduled meetings (log activities), and present opportunity for shared visitation/observation, field research, reflection and skill refinement. The first year, local districts would provide mentoring, resource development, classroom management skills and other support to the novice teacher. ISBE, in cooperation with local districts and higher education, would develop opportunities for deeper study in content.

The district provides teacher orientation for new teachers. Each new teacher attends an orientation meeting prior to the start of school. At this orientation, the new cohort meets the administrative team and is guided through cultural components -unique to the district. The agenda includes topics such as our personnel, procedures and operating systems (induction & mentoring, curriculum, technology, discipline policy, student-faculty handbooks, attendance and paperwork compliance).

Concurrently, the Mentees are introduced to their mentors and enrolled into the program. Professional development is provided and ongoing to sustain maximum benefit wherein Mentees meet regularly with their mentor for one-on-one mentor sessions, and participate in regularly scheduled grade-level and/or school content area teams. Principals provide school improvement plans, copies and a schedule for the evaluation process, and monitor mentor logs. First year teachers participate in school improvement, grade-level team work and enjoy social events.

Instructional Coaching

Mentees are provided an opportunity, if needed, once per semester to observe experienced teachers in the district and are encouraged to and discuss pedagogy. Through the mentoring program, workshops, training series, and/or study groups for first year teachers will take place on a regularly scheduled basis.

This program provides systematic opportunity for contact between Mentors and Mentees to arrange classroom observations (with pre/post conferencing). Such observations will allow each partner opportunity to observe, be observed and reflect upon classroom work. There will be required meetings of Mentors and Mentees during non-teaching, teacher contracted time (before-after school, release time, early dismissal, preparation time). Mentors and Mentees will be allotted 35 hours during year I, if needed. If proximity affords Mentors and Mentees additional opportunities for interaction, including social contacts it will be encouraged, yet not a requirement of this program. Contacts are recorded in the activity log.

Each mentor is assigned a new teacher. Pre-Post Observation conferences will be conducted. The process for each observation will include: (1) the Mentee participating in a pre-observation conference, identifying the area on which the observation will be focused, (2) the Mentor/and or Mentee observing instruction and gathering data relative to the "focus" area, and (3) the Mentee and Mentor post-conferencing (reflecting) to discuss the observation data in reference to the session. The purpose of the conference is two-fold: the Mentee reflects on the lesson and the Mentor offers suggestions for improvement. As a team, the Mentor and Mentee generate an action plan that details explicitly what both parties plan to do.

District Improvement

District committee work is vital to continued professional growth and vitality of the district. Therefore, many opportunities to contribute to the field of education are available on committees. Please refer questions about Steering committee work to your building principal.

The goals of the Steering Committee were established as:

- To represent staff
- Assess needs for Professional Development
- To discuss curricular issues & to research "best practices"
- To discuss district level concerns regarding academics, social and emotional concerns
- To lead the district in educational endeavors

School Improvement

Each school has a group of teachers under the leadership of the building principal to work on SIP activities. Such activities are data driven, encourage collegiality, and are intended to change teacher pedagogy. Seek input from your building principal about membership on the School Improvement and Internal Review teams.

Grade-Level Improvement

Each teacher belongs to a grade-level team and is responsible to collaboratively plan for instruction including: CORE, objectives, materials, small group instruction, determine how to use support/resources (RtI, Title I, Aides), assignment and common formative assessments. Grade-level teams jointly discuss plans - addressing any potential concerns or areas of departure from curriculum. Team meeting activity may be recorded (resume).

Student assessment is reviewed by grade-level teams. This process begins with basic concerns or needs, and extends to self-reflective teaching practices designed to refine practice. The team also focuses on analysis of student work (including data mining), establishes tools (assessments, rubric, checklist, portfolio) to sort non-identifiable student work into categories (Exceeds, Meets, Progressing, or Warning). Conversation follows this process to suggest methods to increase student outcomes, and to recognize/replicate teacher antecedents.

Independent Improvement establish individual goals –

- Align with teacher evaluation process, school improvement plan
- Detail the plan for teacher re-licensure cycle
- Develop plan in conjunction with building administrator(s)
- Monitor progress and update plan throughout evaluation cycle

Literature Reviews

Shared book readings offer high quality opportunities to engage in interactive work with colleagues. Shared reading provides a shared knowledge base on topics of interest to group members and is recognized as an essential professional development component.

Technology

Technology remains an integral component to the competent learners' environment. Due to the nature of technology, professional development time will be devoted to technology on a regular basis. It is the intention of the district to regularly dedicate early release time for technology development, to encourage teachers to integrate technology into pedagogy.

Workshops

“Each teacher may apply for days with full pay to attend conferences, meetings, workshops, or school visitations within or outside School District #44. The Board may reimburse the teacher for the cost of tuition, fees, and mileage (SEA contract language may be subject to change)...” The ROE, district staff and/or on-site consultants present workshops. Sessions are held outside of contract time, during early release afternoons, and/or during sub-release sessions. Different topics related to the goals identified through the SIP process set the agenda. The district allocates funds to each school for professional development activities. Each teacher will have the opportunity, and be encouraged to participate in appropriate workshops (inside or outside the district). The district is deeply invested in IL Learning Standards, NGSS curriculum, instruction, and assessment work,

developing grade level and content area teams and brain based student development (intellectual, language, social emotional and motor).

University Coursework

The district encourages teachers to engage in university coursework. The district agrees to reimburse the cost of tuition up to the dollar amount stipulated within the contract. All coursework must be pre-approved through the superintendent.