

Tupelo Public School District

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To: David Meadows
From: Diana Ezell
Date: May 16, 2011
Re: Summer Training

Memo

The purpose of Tupelo Public School District's professional development is to improve student learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement. The professional learning system is designed to enhance and extend professional knowledge and practice through the application of content and strategies. Professional learning is the means, by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning. Summer training for instructional personnel will focus on:

- I. Academic Systems
 - a. Curriculum
 - i. Writing Curriculum
 - ii. Curriculum Guides
 - iii. Pacing Guides
 - iv. Common Core State Standards
 - b. Instruction
 - i. Lesson Planning
 - c. Assessment
 - i. Writing Common Assessments
 - ii. Common Assessments
- II. Behavior Systems
 - a. Progressive Discipline Matrix
 - b. Classroom Management
 - c. Positive Behavior Supports
- III. Appraisal Systems

May 27-28

Teachers involved in the summer curriculum project will receive training in developing curriculum documents. Included will be instruction on writing standards, objectives,

essential questions, test items, and performance level descriptors. Additionally, teachers will learn to develop timelines and identify depth of knowledge levels for objectives and standards. The staff will be trained in the principles and mechanics of writing assessments and in developing rubrics to assess learning.

June 21-22

Principals and assistant principals will receive training on using the TPSD Progressive Discipline Matrix. Included in the training will be defining minor and major infractions, investigating incidents, ensuring tier supports in place, and consistent consequences for misbehaviors. Principals and assistant principals will develop training modules for classroom management, school discipline plans, and the TPSD Progressive Discipline Matrix. The site administrators will deliver those training modules at the beginning of school at the school sites. Parents and community members will be provided information through parent academies and community groups.

June 28-29

Training for site administrators and Positive Behavior Supports (PBS) teams will include PBS components such as behavior instruction, classroom skills, the district's expectations (Be Respectful, Be Responsible, and Be Safe), and behavior expectations by location, verbal de-escalation, and creating a safe and welcoming environment and culture. Principals, Assistant Principals, and teachers will develop "The First 20 Days" plan for each site.

July 12-16

Principals, Assistant Principals, and central office administrators will review, discuss, and develop consensus on the appraisal process focusing on recognizing efficient, effective, relevant teaching while supporting teachers in identifying and defining professional growth.

July 19-23

Tupelo Teacher Induction (2 days) - Teachers new to TPSD will attend "The Tupelo Teacher" professional development module which includes an overview of the district's mission, operating principles, and strategic plan, differentiated instruction, RTI, PBS, Dyslexia, school board policies, Code of Ethics, and the definition of the Tupelo Teacher. New Employee Orientation will be embedded in the induction training.

July 26 -

Once the summer curriculum project is completed, teachers and principals will be trained to use the curriculum documents to design effective, efficient, and relative instruction. Modules will include lesson planning, using curriculum guides and pacing guides to design instruction, and assessing student learning using rubrics, common assessments, and progress monitoring. Parents and community members will be provided information through parent academies and community groups.