

Tupelo Public School District



Professional Development Handbook 2009 - 2010

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Tupelo Public School District Mission Statement

The Tupelo Public School District serves the community by engaging each student in an excellent education, provided by a highly-qualified staff, which promotes continuous learning, supports the development of skills required for ongoing success in a rapidly changing global environment, and stimulates robust and effective participation in society.

**THE FOCUS OF TUPELO PUBLIC SCHOOL DISTRICT'S
PROFESSIONAL DEVELOPMENT IS IMPROVING STUDENT LEARNING.**

**STUDENT LEARNING INCLUDES STUDENT ACHIEVEMENT,
ACADEMIC PERFORMANCE, AND POSITIVE BEHAVIOR.**

Operating Principles

All that we do in the Tupelo Public School District is closely connected to and measured against a set of guiding principles. The Tupelo Public School District strives to be:

- **Student-centered** in any decisions that we make or actions that we take; we will focus on building the spirit of students to embrace education.
- **Open, honest, and transparent** about our reasons for our actions, our approaches, our successes, and our short-comings.
- **Respectful and appreciative** of ideas, feelings, aspirations, and of differences in backgrounds, points of view and desires.
- **Customer-oriented** in all of our actions.
- **Focused on quality** in all aspects of our operations.
- **Innovative and entrepreneurial** in seeking, experimenting with, and adapting promising educational ideas and practices that will lead to excellent teaching and learning at the highest level.
- **Accountable** to our students, their families, our community, and to each other.
- **Relentless** in our pursuit of excellence.
- **Team-oriented** and committed to shared beliefs.

TPSD Strategic Plan Goals:

1. Ensure a safe and healthy educational environment.
2. Promote community knowledge of, involvement in, and support for the TPSD pursuit of excellence.
3. Implement and sustain comprehensive programs that address the needs of all students.
4. Ensure the budget supports the goals of the district.
5. Support quality teaching that inspires students to achieve at their highest potential.

THE TUPELO TEACHER

The Tupelo Teacher communicates a vision of success in the classroom, focusing on both the child and the future. The teacher knows the curriculum and utilizes imaginative and challenging methods for instruction. Continually working to better instruction, the Tupelo Teacher participates as a member of the larger learning community and practices professional habits. He/she clearly communicates classroom expectations and fosters a relationship with students and families. Most of all, the Tupelo Teacher models and promotes ethics and integrity in professional and personal activities.

Attributes of The Tupelo Teacher:

Demonstrates a vision for success in classroom

- Makes a difference for the future
- Inspires lifelong learning
- Values quality and works for every child and colleague to achieve success
- Maintains excellent physical and mental wellness effectively modeling appropriate behavior for students and colleagues
- Imparts a desire to make a difference in the lives of young people
- Encourages students to be independent and confident learners, to think outside the box, and to develop habits of learning for a lifetime

Knows the curriculum and utilizes imaginative and challenging methods for instruction

- Teaches with enthusiasm and patience
- Develops intelligence and creativity
- Knows and practices superior instruction
- Conveys a broad knowledge of curriculum and is able to create and refine a rigorous curriculum
- Uses a variety of informative data and assessment tools to design and plan for student growth
- Emphasizes the history, structure, and real-world applications of the subject

Practices professional habits as members of the larger learning community

- Thinks systematically while planning, teaching, and learning
- Continues to learn, to grow, and to contribute to the profession, and serves as a mentor to new teachers
- Utilizes various instructional strategies and stays abreast of current issues
- Reflects on practice to deepen knowledge, to expand repertoire of skills, and to incorporate new findings into instruction
- Works with other professionals on instructional policy, curriculum development, and staff development

Communicates classroom expectations

- Maintains intellectual goals
- Builds and cultivates positive relationships with children, colleagues, families, and community without discriminations
- Articulates expectations and is accessible to students, parents, and community members
- Utilizes discipline and classroom management techniques consistently and effectively
- Sets high expectations and standards for academic excellence
- Builds partnerships with community groups and businesses
- Works collaboratively with parents to engage them productively in the work of the school

Models and promotes ethics and integrity in professional and personal activities

- Exhibits true love of educating all children
- Exhibits an excellent work ethic (works until the work is done), reliable
- Respects and cares about children and their families
- Displays high standards of professional conduct and is a positive influence in the community
- Maintains confidentiality and respects the rights of others
- Reveals the courage to do the right things under all circumstances
- Affirms a desire to make a difference in the lives of young people
- Shows sensitivity to an individual's circumstances and needs, demonstrating empathy and understanding

The 2009-2010 TPSD Professional Development Team

A special note of appreciation is due this team for the successful completion of this plan.

NAME	POSITION	LOCATION
Baker, Irene	ELL Coordinator	TPSD
Baker, Ruth	Teacher	TMS
Barton, Paula	Teacher	Lawhon
Buchanan, Anita	Lead Teacher	Early Childhood Education Center
Carlisle, Shannon	Teacher	Thomas Street
Carroll, Christy	Principal	Lawhon
Collins, Kay	Principal	Church Street
Cox, Samantha	Teacher	Pierce Street
Curlee, Mac	Principal	THS
Easter, Tabitha	Teacher	Church Street
Ezell, Diana	Assistant Superintendent	TPSD
Franks, Linda	Academic Coach	Carver
Gregory, Teresa	Teacher	Lawndale
Harrell, Andrea	Academic Coach	Lawndale
Henderson, Jo Ann	Technology Specialist	Technology
Hopkins, Leigh Ann	Academic Coach	Lawhon
Hurt, Lauren	Technology Specialist	Technology
Jackson, Krystjan	Teacher	Rankin
Mattox, Julie	Teacher	THS
Morgan, Rhonda	Teacher	Filmore Center
Parham, Jodie	RTI Coordinator	TPSD
Smith, Alexandria	Teacher	Parkway
Smith, Julia	Teacher	Career Center
Stanford, Joy	Teacher	Carver
Warriner, Dale	Director of Federal Programs and Assessment	TPSD
West, Patricia	Teacher	Milam
Willis, Sherry	Teacher	Joyner
Wright, Mary Ruth	Director	SPED

PROFESSIONAL DEVELOPMENT TEAM GOALS:

- To design a professional learning system that supports student learning and the goals of the Tupelo Public School District
- To provide a variety of professional learning opportunities and designs during contract hours
- To recognize time and effort invested in working on district, school, and department teams (involved in student learning)
- To support participation in graduate level studies and the national board for professional teaching standards process

PROFESSIONAL DEVELOPMENT IN THE TUPELO PUBLIC SCHOOL DISTRICT

Introduction

The purpose of the Tupelo Public School District's professional learning system 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 in the following areas:

- Support of student achievement
- The science of evidence-based teaching
- The science of learning
- The art of teaching for learner success

The Tupelo Public School District's Professional Development program consists of eight strands of study:

- Assessment and Evaluation
- Classroom Management
- Instructional Strategies
- Knowledge of Content
- Technology Utilization and Instructional Integration
- Test Data Interpretation and Utilization
- Special Areas
- Staff Appraisal Process and Procedures

Professional learning is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria. All approved professional learning shall be aligned to the following standards developed by the National Staff Development Council:

National Staff Development Council Standards for Staff Development

Context Standards

Staff development that improves the learning of all students:

Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Professional Development Requirements

Although educator license renewal is no longer based on participation in the district's approved professional development plan, the district is required by law and accreditation standards of the Mississippi Department of Education to provide a professional development program. All district staff members have the professional and contractual responsibility to participate in the district, school, and individual components of the Tupelo Public School District's Professional Development Plan.

The Tupelo Public School District utilizes a 191 day teacher contract. Four of the 191 contract days are designated as paid professional development days. Teachers can participate in professional development activities that are scheduled at various times on differing days through the fall, spring, and summer. Two professional development days are used for professional development at the school level. The principal has the discretion to have his or her staff satisfy all four professional development days on the district level. Recognizing that teachers are learners, the district does not limit its employees to the four paid days of professional development. Teachers and others may take available courses for CEU credit or for personal growth without compensation from the district.

Additionally, teachers may be required by their principals to attend meetings as allowed by TPSD board policy.

TPSD Board Policy GCMC-9/26/00

PARENT CONFERENCES, STAFF MEETINGS, AND SCHOOL MEETINGS

For the purpose of effective two-way communications and professional development, principals are authorized to schedule staff meetings that will require attendance by all school personnel with the exception of those staff members excused by the principal. An agenda should be prepared and circulated by the principal prior to the staff meeting. Wednesday of each week will be reserved by staff members for the purpose of staff meetings that will be called as needed by the principal. Staff meetings should not extend beyond one and one-half hours. The principal may call additional staff meetings as specific needs arise.

Except in cases of emergency, the principal will not call staff meetings on Friday, on a day immediately preceding a holiday, or on a day when teacher attendance at school is not required.

The principal will not require attendance of classified personnel in staff meetings that will extend their work week beyond forty hours.

Definitions:

- **Professional Learning**—a coordinated set of planned learning activities that are based on research, are standards-based and continuous.
- **Certified Instructional Support Personnel**—individuals other than classroom teachers or administrators who support teaching and learning through direct contact with students, such as media specialists and counselors.
- **Learning Teams**—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.
- **Study Groups**—a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.
- **Professional Learning Plan**—outlines the professional development program of activities for a district, school, or individual that is based on student data.
- **Mentoring/Coaching**—means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- **Focused Faculty Meeting**—focused meeting in which there is a focus and purpose of professional learning.

Time Requirements

- Beginning with the 2009-2010 school year and each school year thereafter, all certified employees of Tupelo Public School District shall complete a minimum of sixty (60) hours of approved professional development each year.
- The 60-hours professional learning requirement must be fulfilled between the last contract day of a given school year and June 30 of the next school year (ex. May 27, 2009 – June 30, 2010).
- No hours will carry over to the next year.
- Employees will attend all district, school, and team meetings even if they have accumulated the minimum 60 hours.
- Approved professional learning activities, which occur outside instructional hours of outside the employee's annual contract days may apply toward the 60-hour minimum professional learning requirement.
- Any employee who misses any part of regularly scheduled professional learning activities for any reason (including sickness) must make up that time in other approved professional learning activities so that the 60 required hours of professional learning are earned during the approved timeframe.

Professional Learning Plan

All schools and certified personnel shall develop and implement a professional learning plan.

- The school plan shall support the TPSD strategic plan.
- Individual plans (certified personnel) shall support the district and/or school plans.
- All professional learning activities must be pre-approved in the district.
- Each employee shall maintain all documents which reflect completion of professional learning programs, whether such programs were provided by an outside organization or by the district.
- Each faculty/administrator in the school/district shall have an individual professional learning plan that has been developed in cooperation and collaboration with the employee and the school and/or district.
These individual plans shall include but are not limited to:
 - Two (12 hours) district professional development days
 - Two (12 hours) of school professional development days
- Beginning in the 2009-2010 school year, sixty (60) approved professional learning hours annually will be required to renew a teacher or administrator contract.
- Approved professional learning activities shall relate to the following focus areas:
 - Assessment and Evaluation
 - Classroom Management
 - Instructional Strategies
 - Knowledge of Content
 - Technology Utilization and Instructional Integration
 - Test Data Interpretation and Utilization
 - Special Areas
 - Staff Appraisal Process and Procedures

- **Examples include but are not limited to the following:**
(must be pre-approved by principal and or superintendent and does not include the work done during the regular instructional day)
 - Conferences/workshops/institutes
 - Mentoring/peer coaching
 - Study groups/learning teams
 - National Board for Professional Teaching Standards Certification and Recertification
 - Distance learning/on-line opportunities
 - Internships
 - State/district/school programs
 - College/university course work
 - Action research
 - Individually-guided as noted in the individual professional learning plan
 - Grade level and/or vertical team planning to integrate subject areas
 - Team work to analyze student data
 - Team work to develop academic improvement plans or individual education programs
 - Developing assessments for learning (formative assessments)
 - Professional book studies
 - Developing student-centered units tied to the TPSD academic standards and student learning expectations
 - Developing intervention strategies to support remediation
 - Developing and/or revising curricula maps and/or pacing guides
 - Pursuing study as noted in individual professional learning plan
 - Focused (professional learning) faculty meetings

- **Specific activities which do not qualify, include but are not limited to:**
 - Making and putting up bulletin boards
 - Clerical work associated with IEPs, data entry, lesson plans, reports, etc.
 - Administrative faculty or team administrative meetings. (disseminating information, scheduling, housekeeping, etc.)
 - Parent conferences
 - Cleaning and/or organizing
 - Filing
 - Grading

Individual Professional Learning Requirements

Annual requirement is a minimum of sixty (60) clock hours per year for all certificated staff. Select activities from the categories listed.

- 1) Required professional learning activities (One professional development day is equal to six (6) hours of professional learning credit):
 - a. System professional development programs (Required 2 days)
 - b. School professional development programs (Required 2 days)
 - c. Individual professional learning activities developed by employee and his/her immediate supervisor and relating to the employee's evaluation
- 2) Focused Faculty Meetings (maximum of 24 clock hours per year)
- 3) Team/Committee work (maximum of 24 clock hours per year)
 - a. Serving on a district committee that reflects working on student learning (textbook, report card, advisory, etc.)
 - b. LSC
 - c. SIT/LRP
 - d. TST
 - e. PBS
 - f. Grade level and/or vertical team planning
- 4) Workshops, conferences, and seminars (maximum of 24 clock hours per year)
 - a. Each hour of approved training received by certified personnel related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional learning.
 - b. Any certified person who provides approved professional learning may count one hour professional learning credit for each one (1) hour of time spent in presenting professional learning content (except those paid trainers teaching approved flex day courses).
- 5) Writing and research (maximum of 24 clock hours per year)
 - a. Publication of articles in professional publications
 - b. Presentation of research paper at professional meetings
- 6) Innovations (maximum of 24 clock hours per year)
 - a. Innovative programs or pilots approved in advance by principal and superintendent
 - b. Funded and implemented grants
- 7) Peer observation: (maximum of 24 clock hours per year)
Must be approved in advance by principal and superintendent
- 8) Individual Professional Reading: (maximum of 24 clock hours per year)
Reading must relate to improving instruction in employee's assignment, must be approved by principal, and must turn in a learning journal in order to receive credit

- 9) College Courses for graduate or audit credit: (must be taken in field of education) A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as ten (10) hours of professional learning, if the college credit:
 - is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching;
 - is part of the requirement for the teacher to obtain additional certification in a subject matter;
 - no more than half of the required 60-hours of professional learning time may be met through college credit hours.
- 10) Book Study: (maximum of 24 clock hours per year)
Credit awarded for individual professional reading, collaborative study, and discussion
- 11) Peer Coaching: (maximum of 24 clock hours per year) Credit awarded for actual observation time in addition to actual clock hours of pre- and/or post- observation conference and coaching/discussion
- 12) Action Research: (maximum of 24 clock hours per year) Credit awarded based on a maximum set in advance by the school principal and superintendent
- 13) Mentoring a New Teacher: (maximum of 24 clock hours per year) Credit awarded for actual clock hours spent in mentoring a new teacher that can be documented through meeting agendas, minutes, and/or learning journals
- 14) Online Training courses: (maximum of 24 clock hours per year) Pre-approved by principal
- 15) Any CEU credits may be applied toward the 60 hours credit (maximum of 24 clock hours per year).
- 16) Other: Must be approved by principal and superintendent with maximum credit established prior to activity.

Employees will attend all district, school and team meetings even if they have accumulated the required sixty (60) hours.

Mississippi Department of Education Professional Development Requirements

- A district professional development program is required by law and must meet accreditation standards of the Mississippi Department of Education.
- All district personnel have a contractual obligation to participate in the district professional development program. License renewal options are separate from the required district professional development program.
- Districts may elect to provide CEU opportunities *in addition to* the contractually required program with participation on a voluntary basis.
- TPSD will offer courses for CEU credit in conjunction with courses offered for professional development credit. Some courses will be offered only for CEU credit. TPSD **cannot** approve and grant CEU certificates. CEU certificates for TPSD approved CEU courses can only be obtained from an institution such as ICC, based on the prior approval of the course.

Educator License Renewal

- Educator license renewal is the sole and personal responsibility of individual TPSD staff members. Information provided in this manual is general in nature and should not be used as the primary source for information.
- Complete information about Educator License Renewal can be found at http://www.mde.k12.ms.us/ed_licensure/pdf/Licensure%20Guidelines%20revised%2010-08.pdf

Gaining Approval for a Professional Development Activity

To receive approval for a professional development activity:

- The activity must meet the listed professional development parameters and be sponsored by a TPSD administrator.
- A plan for the professional activity must be developed. The plan must include:
 - Goals and objectives for the activity
 - An explanation of how the activity meets one or more of the “strands of study”
 - An explanation of how the activity meets the overall professional development goals of the district
 - Description of each day’s activities
 - A schedule of learning tasks for each day
 - Expected outcomes for the professional development activities
 - Completion of the Professional Day Template
- The plan must be submitted in advance to the superintendent for review.

Registration for Professional Development Activities

Participation in approved professional development activities will be limited based on the type of workshop. Pre-registration is required for all workshops. Walk-in participation will not be approved and professional development credit cannot be awarded. If a participant cannot attend, he or she will need to explain to his or her principal and go to <https://gосignmeup.tupeloschools.com> to drop the class at least 24 hours prior to the class. All absences will be reported to principals and become part of the employee’s permanent record. No shows for a class prohibit others from attending class. EMPLOYEES ARE REMINDED NOT TO BRING CHILDREN TO CLASS OR TO THE AREA WHERE THE CLASS IS HELD. NO CELL PHONES OR OTHER ELECTRONIC DEVICES SHOULD BE USED DURING CLASS TIME.

Documentation Plan

Professional Development Days

Registration for professional development days can be completed online at <https://gosignmeup.tupeloschools.com>. Two different forms are used as part of the professional development attendance verification and documentation system:

- A sign-in form will be available on site at each professional development activity. To receive credit, each participant's original signature must be present on the sign-in form for each activity in which he or she participates.
- The Implementation Activities/Follow-Through Plan form must be completed by each participant. For workshops that provide less than ½ (.5) CEU credits the Implementation Activities/Follow-Through Plan will be used to document additional instructional contract hours to earn .5 CEU credits so that the participant can earn the state-required minimum unit of .5 CEU credits per professional development activity.
- Awarding of continuing education units is a function of universities, etc. that have been approved to issue continuing education unit credit. Conversion of time to a CEU equivalent is generally based on one hour of instructional contact time being equal to 1/10 (.1) continuing education unit. For example, a workshop with scheduled times of 8:30 a.m. to 3:30 p.m. with a one hour lunch break would convert to 3/5 (.6) continuing education unit credit.

Professional Learning Hours

The employee will maintain records of professional hours earned in addition to professional development days and focused faculty meetings. Hours must be approved by the employee's supervisor. The record of hours must be turned into the supervisor by the end of the contract year as directed by the employee's supervisor. Completion of 60 hours (which includes 24 hours of professional development days) of professional learning is a requirement of certified staff and will be reflected in the career appraisal process.

Program Evaluation

Each employee is required to complete a Professional Development Evaluation form at the end of each activity. The form may be completed at:

<http://vovici.com/wsb.dll/s/2e9bq33da8> for 2008-2009 and

<http://vovici.com/wsb.dll/s/2e9bq3ae9b> for 2009-2010.

Current courses available for Professional Development credit and the TPSD Course Catalog can be viewed at https://gosignmeup.tupeloschools.com/dev_students.asp

Professional Development Strands and Tiers

The courses required for TPSD professional development fall within eight strands of study. Each strand of study is further divided into at least four tiers of courses with each tier having course content related to the specific strand of study. The tiers of courses are designed to provide increased depth and complexity of study and practice in the content of the specific strand.

Progression through the tiers of study is designed to:

- Deepen knowledge of content
- Expand use of evidence-based instructional skills and strategies
- Provide consistent support in the implementation of skills in the classroom
- Increase utilization of assessment tools and data to improve student achievement
- Address the unique learning needs of individuals
- Facilitate focus on effective management of resources, behaviors and the classroom

Description of Professional Development Tiers

In addition to courses required by the district, specific courses will be developed to meet the unique professional development needs of individual schools and departments. The principal or department head is responsible for gaining professional development credit approval for courses. These building and/or departmental courses will add to the required courses for the individuals assigned to the specific building or department.

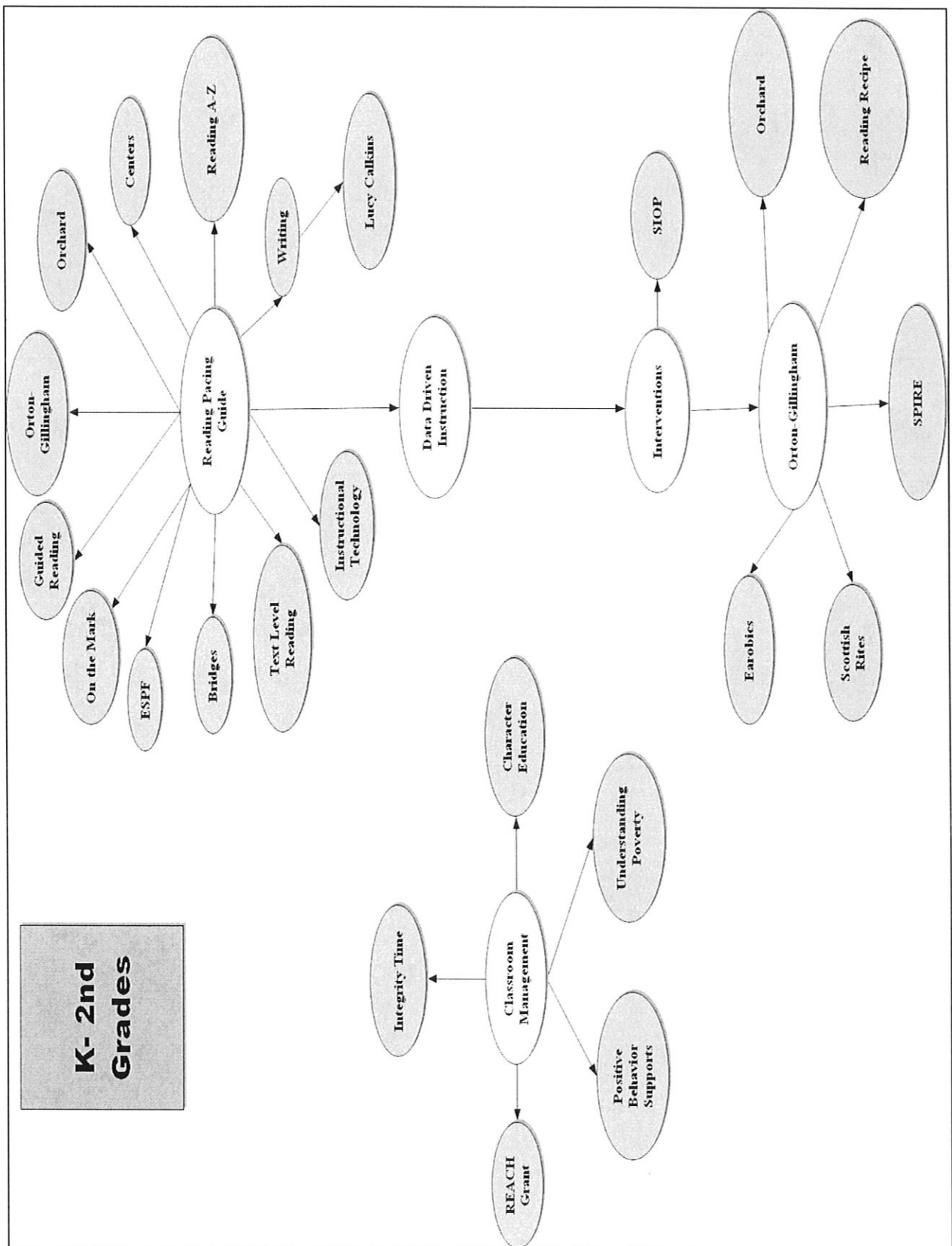
Tier 1 Course Content	In general, content of Tier 1 professional development courses will provide the learner with the opportunity to gain knowledge of the expectations of the district, school, or department in a given strand. The course content will support beginning, dependent learners at the initial stage of learning in making connections between course content, professional practice, and the delivery of quality services to students.
Tier 2 Course Content	In general, course content of Tier 2 professional development courses will provide the learner time for review of knowledge of content and the opportunity to observe the utilization/application of the content as modeled by a mentor-level practitioner. Tier 2 course content will also support the skilled practitioner in moving from dependence toward independence by supporting the learner during classroom application of designed, pre-determined connections between content knowledge, evidence-based practice, and delivery of quality educational services to students.
Tier 3 Course Content	In general, course content and processes for Tier 3 professional development courses will provide the learner with an opportunity to model specific practices and strategies that have been integrated by the learner for use in applying the course content and processes in making varied, original connections between the knowledge of content, evidence-based practices and delivery of quality educational services to students.
Tier 4 Course Content	In general, course content and processes for Tier 4 professional development courses will provide the learner with an opportunity to identify, create, and establish unique strategies for applying knowledge of content and evidence-based practices across multiple strands and diverse learners. The course content and processes will support the learner in making new connections between and among various evidence-based practices and content strategies for use in delivery of quality services to students.

Each strand of study reflects an evidence-based topic that focuses on areas for growth and enhancement by staff members in supporting the delivery of quality educational services for students. Collectively, the eight strands provide substance to the goals and objectives of the TPSD Professional Development Program while defining and clarifying expectations for professional knowledge of content and instructional practice.

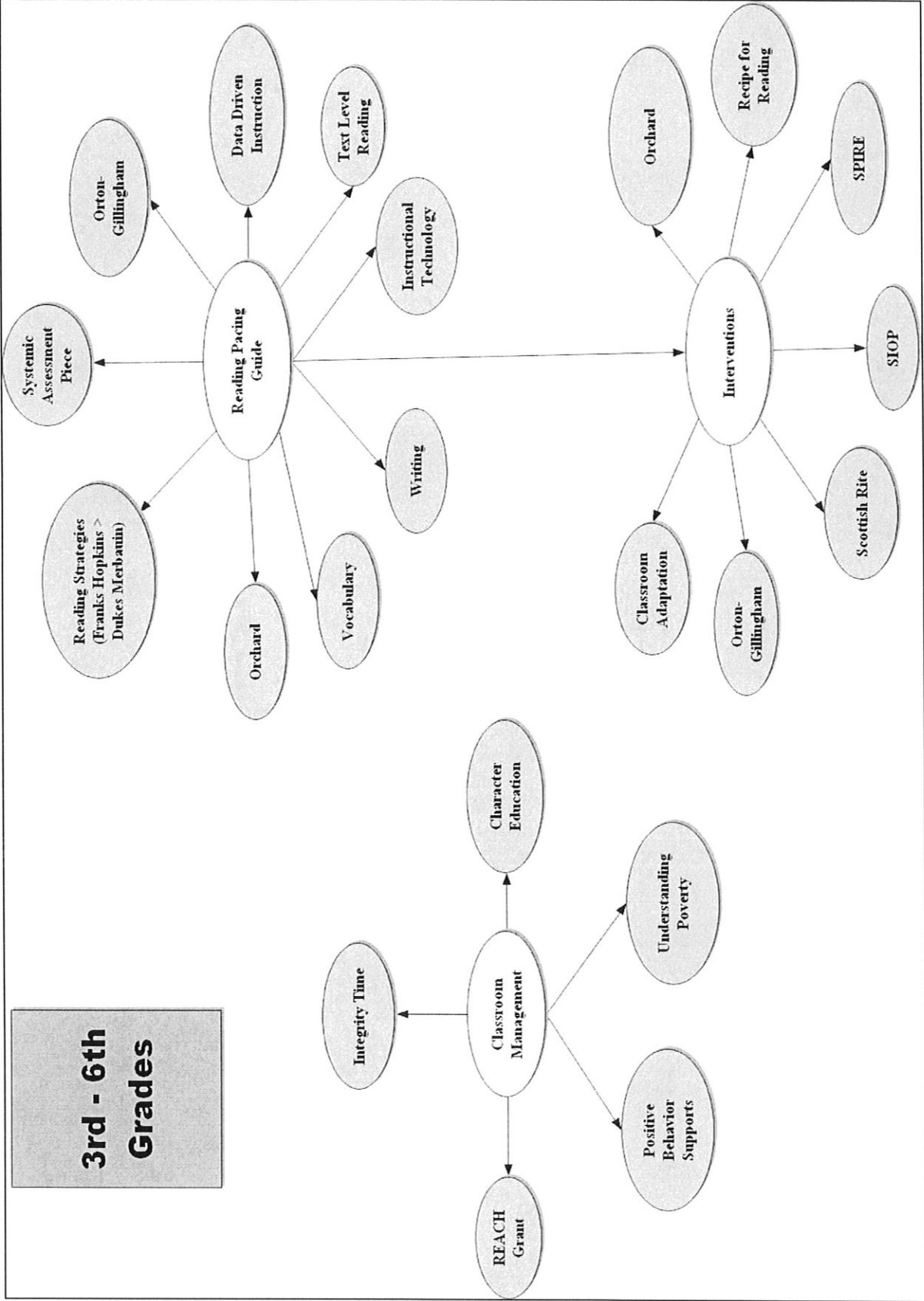
As each strand of study is divided into tiers that provide the titles of specific professional development activities, the TPSD expectations for proficient professional practice are emphasized by the depth and complexity of the courses in each tier as professional learners progress from novice to mentor levels of application. The overall goal of tiers across eight strands of study is to provide the professional learner opportunities to learn, practice, and utilize quality practice at proficient levels across all strands of study.

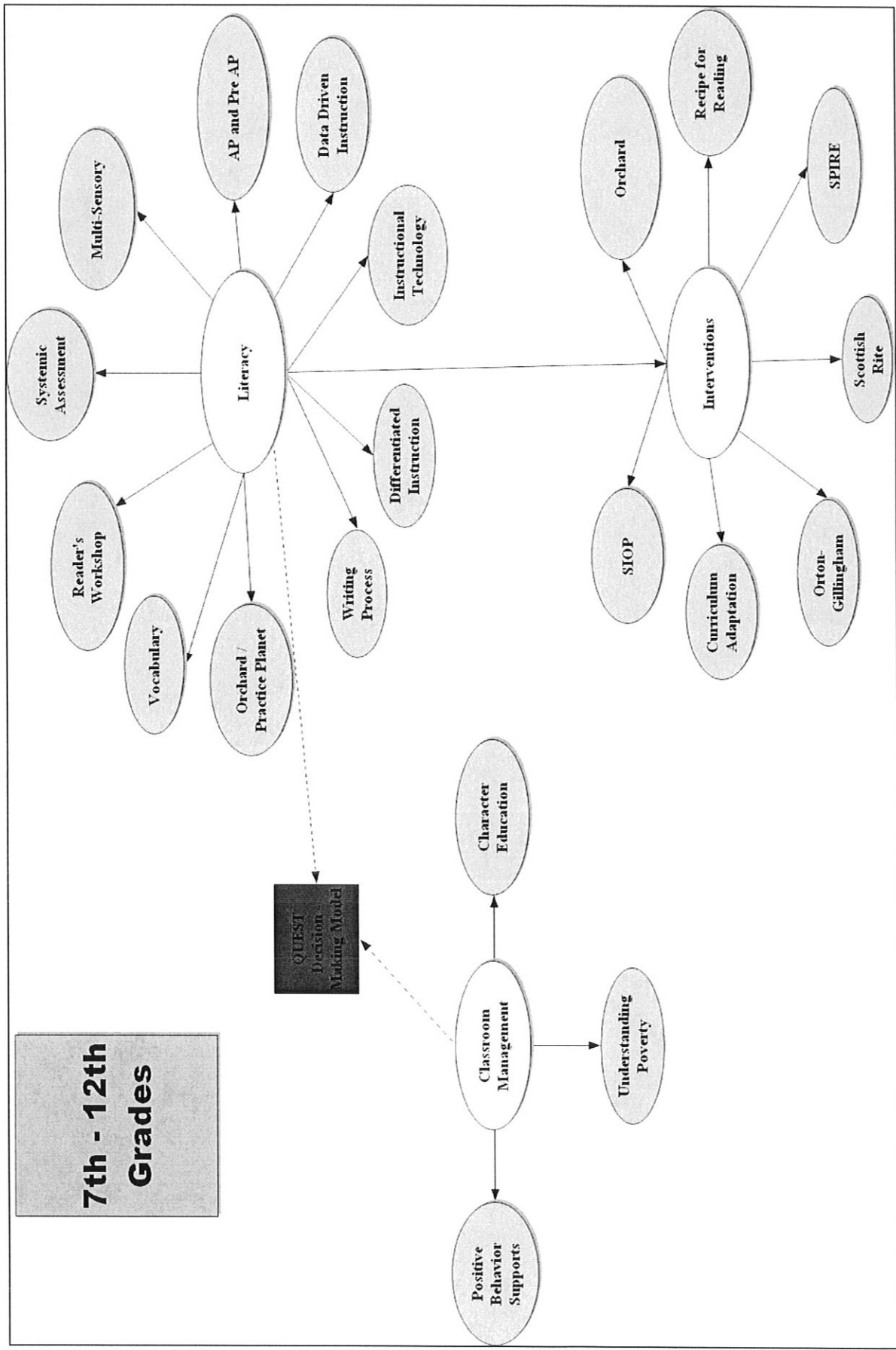
Focus on Achievement

The following pages reflect the focus of professional learning within the Tupelo Public School District.



3rd - 6th Grades





Tupelo Public School District
Professional Development
Implementation Activities/Follow-Through Plan

Name of Participant: _____ School: _____
 Topic: _____
 Location: _____
 Date: _____ Time: _____

Implementation Activity (follow-up):

Plan for Evaluation of Implementation Activity

PARTICIPANT – Complete this section.

_____	Assessment and Evaluation	_____	Technology Utilization and Instructional Integration
_____	Classroom Management	_____	Test Data Interpretation and Utilization
_____	Instructional Strategies	_____	Special Areas
_____	Knowledge of Content	_____	Staff Appraisal Process and Procedures

Presenter's Signature: _____

Tupelo Public School District
Professional Activity Evaluation Form

Title _____ Date _____

Presenter _____ Location _____

- A. Please respond to each statement by circling the appropriate rating:
- | | | | | | | |
|---|---|---|---|---|---|----------------|
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| From this session, I gained new knowledge and insight. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| The format of the session was well-designed. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| The program presenters were interesting and well prepared. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| I was satisfied with the quality/amount of interaction between the presenters and the participants. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| The material (A. V., handouts, etc.) were of good quality. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| The concepts presented in the session were practical and useful. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |
| Overall, I was very satisfied with the quality of the session. | | | | | | |
| STRONGLY DISAGREE | 1 | 2 | 3 | 4 | 5 | STRONGLY AGREE |

B. Complete the following: *As I think about this session,*

I liked.....

I would have preferred.....

