



Empowering children today for a better tomorrow.

Professional Development Plan

2026-2027

Professional Development 2026/2027

Meeting Time: Professional Learning Community Activities Wednesdays 2:30 to 4:00

Marion County School District Policy:	GAD	Professional Development Plan
	GADA	Professional Staff Continuing Education
	GADD	Beginning Teacher Support Program

Program Description/Overview: “Differentiated Professional Development” is designed to provide learning opportunities for teachers to continue to grow and develop as educators. It is also designed to be flexible to allow for school and team leaders to provide PD in the areas needed each month based on their school and teacher needs. In the spirit of aspiring to become a community of learners who value the power of knowledge to inform, inspire, and transform lives, this program will both expose and allow for application with feedback to teachers regarding a number of key concepts and issues that are embedded within the construct of effective instructional practices designed to effectively coach all students to maximum success. Additionally, teachers should develop an understanding of the implications and consequences that curriculum and instruction decisions have on the individual curriculum, instructional delivery, assessment, student growth, resources (including all stakeholders) and their role in the classroom, integration of the arts, integration of reading skills development across the curriculum, current trends in education, and the art and science of staying in the profession. Professional Development sessions target specific needs of teachers and staff for a variety of subgroups, such as Science, Pre-AP/AP, ELA, Math, Middle School Concepts, to name a few.

Continuing Education Credits: MCSD will partner with William Carey University transfer professional development activities into continuing education units (CEU).

Program Standards: Core standards are directly reflective of the [Learning Forward Standards for Professional Development](#).



Standards for Professional Learning

<i>Professional learning results in equitable and excellent outcomes for all students when educators ...</i> EQUITY PRACTICES ... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. CURRICULUM, ASSESSMENT, AND INSTRUCTION ... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. PROFESSIONAL EXPERTISE ... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	RIGOROUS CONTENT FOR EACH LEARNER
<i>Professional learning results in equitable and excellent outcomes for all students when educators ...</i> EQUITY DRIVERS ... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. EVIDENCE ... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. LEARNING DESIGNS ... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. IMPLEMENTATION ... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	TRANSFORMATIONAL PROCESSES
<i>Professional learning results in equitable and excellent outcomes for all students when educators ...</i> EQUITY FOUNDATIONS ... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. CULTURE OF COLLABORATIVE INQUIRY ... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. LEADERSHIP ... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. RESOURCES ... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	CONDITIONS FOR SUCCESS

JULY	2026-2027 School Calendar		JANUARY
S M T W T F S	Every Wednesday from August 5, 2026 - May 19, 2027 will be early release for Staff Development.		S M T W T F S
1 2 3 4	JULY 2026		1 2
5 6 7 8 9 10 11	Independence Day Break July 3		3 4 5 6 7 8 9
12 13 14 15 16 17 18	Staff Development July 27-29		10 11 12 13 14 15 16
19 20 21 22 23 24 25	First Day of School July 30		17 18 19 20 21 22 23
26 27 28 29 30 31	SEPTEMBER 2026		24 25 26 27 28 29 30
ST 25	Labor Day Break Sept. 4-7		31 19T 17S
AUGUST	*231 day employees must work 2 days of the following dates		FEBRUARY
S M T W T F S	*Sept. 4, Oct. 19, 20, 21, 22, 23 Feb. 15*		S M T W T F S
1	OCTOBER 2026		1 2 3 4 5 6
2 3 4 5 6 7 8	1st Nine Weeks Tests Sept. 29-Oct. 1		7 8 9 10 11 12 13
9 10 11 12 13 14 15	Fall Break Oct. 19-23		14 15 16 17 18 19 20
16 17 18 19 20 21 22	NOVEMBER 2026		21 22 23 24 25 26 27
23 24 25 26 27 28 29	Thanksgiving Break Nov. 23-27		28 19T 18S
30 31 21 T 21 S	DECEMBER 2026		MARCH
SEPTEMBER	2nd Nine Weeks Tests Dec. 16-18		S M T W T F S
S M T W T F S	Early Release Dec. 18		1 2 3 4 5 6
1 2 3 4 5	Christmas & New Year Break Dec. 21-Jan.1		7 8 9 10 11 12 13
6 7 8 9 10 11 12	JANUARY 2027		14 15 16 17 18 19 20
13 14 15 16 17 18 19	Staff Development Day Jan. 4-5		21 22 23 24 25 26 27
20 21 22 23 24 25 26	Classes Resume Jan. 6		28 29 30 31 17T 16S
27 28 29 30	Martin Luther King Jr. Day Jan. 18		APRIL
20 T 20 S	FEBRUARY 2027		S M T W T F S
OCTOBER	President's Day Feb. 15		1 2 3
S M T W T F S	Staff Development Feb. 16		4 5 6 7 8 9 10
1 2 3	MARCH 2027		11 12 13 14 15 16 17
4 5 6 7 8 9 10	3rd Nine Weeks Tests Mar. 10-12		18 19 20 21 22 23 24
11 12 13 14 15 16 17	Spring Break Mar. 15-19		25 26 27 28 29 30 22T 22S
18 19 20 21 22 23 24	Good Friday Mar. 26		MAY
25 26 27 28 29 30 31	Staff Development Mar. 29		S M T W T F S
17T 17S	APRIL 2027		1
NOVEMBER	MAY 2027		2 3 4 5 6 7 8
S M T W T F S	West Marion Graduation May 21 - 6:00 P.M.		9 10 11 12 13 14 15
1 2 3 4 5 6 7	East Marion Graduation May 21- 8:00 P.M.		16 17 18 19 20 21 22
8 9 10 11 12 13 14	4th Nine Weeks Tests May 21-25		23 24 25 26 27 28 29
15 16 17 18 19 20 21	Early Release May 25		30 31 17T 17S
22 23 24 25 26 27 28	Memorial Day May 31		JUNE
29 30	Report Cards and Progress Reports		S M T W T F S
16T 16S	Board Approved:		1
DECEMBER	Potential Make-up Days, if needed:		2 3 4 5 6 7 8
S M T W T F S			9 10 11 12 13 14 15
1 2 3 4 5			16 17 18 19 20 21 22
6 7 8 9 10 11 12			23 24 25 26 27 28 29
13 14 15 16 17 18 19			30 31 17T 17S
20 21 22 23 24 25 26			JUNE
27 28 29 30 31			S M T W T F S
14T 14S			1 2 3 4 5
Classes Resume			6 7 8 9 10 11 12
Staff Development			13 14 15 16 17 18 19
Early Release			20 21 22 23 24 25 26
Holidays			27 28 29 30
Nine Weeks Test			

Professional Association Affiliations:

AASA, American Association of School Administrators (www.aasa.org)
AASL, American Association of Librarians (www.aasl.org)
ACEI, Association for Childhood Education International (www.acei.org)
ACTE, Association of Career and Technical Education (www.acte.org)
ACTFL, American Council on the Teaching of Foreign Languages (www.actfl.org)
AECT, Association for Educational Communications and Technology (www.aect.org)
AERA, American Educational Research Association (www.aera.org)
AESA, Association of Educational Service Agencies (www.aesa.us)
AFT, American Federation of Teachers (www.aft.org)
AMLE, Association for Middle Level Education (www.amle.org)
ASBO, Association of School Business Officers International (www.asbointl.org)
ASCD, Learn, Teach, Lead (www.ascd.org)
ASCA, American School Counselor Association (www.schoolcounselor.org)
ASIS International, Advancing Security Worldwide (www.asisonline.org)
CEC, Council for Exceptional Children (www.cec.sped.org)
CEFPI, Council of Educational Facilities Planners International (www.cefpi.org)
CoSN, Council for School Networking (www.cosn.org)
ISTE, International Society for Technology in Education (www.iste.org)
NAEA, National Art Education Association (www.arteducators.org)

NAESP, National Association of Elementary School Principals (www.naesp.org)
NAEYC, National Association for the Education of Young Children (www.naeyc.org)
NAfME, National Association for Music Education (www.nafme.org)
NAGC, National Association for Gifted Children (www.nagc.org)
NASSP, National Association of Secondary School Principals (www.nassp.org)
NBEA, National Business Education Association (www.nbea.org)
NASSET, National Association of Special Education Teachers (www.naset.org)
NCSS, National Council for the Social Studies (www.ncss.org)
NCTE, National Council of Teachers of English (www.ncte.org)
NCTM, National Council of Teachers of Mathematics (www.nctm.org)
NEA, National Education Association (www.nea.org)
NISL, National Institute for School Leaders (<https://ncee.org/nisl-program/>)
NSDC, National Staff Development Council (www.nsdc.org)
NSBA, National School Boards Association (www.nsba.org)
NSTA, National Science Teachers Association (www.nsta.org)
PTA, National Parent Teachers Association (www.pta.org)
SETDA, State Educational Technology Directors Association (www.sedta.org)
USDLA, United States Distance Learning Association (www.usdla.org)

Technology Competencies: Teachers are expected to demonstrate mastery and appropriate application of related technology such as, but not limited to, word-processing, PowerPoint, online research, and spreadsheet data analysis as it pertains to improving instructional delivery and continued growth as a professional educator. Technologies are constantly changing, and as a result, educators must be in tune with current technologies and their potential applicability/enhancement to learning. Core objectives are reflective of the revised National Educational Technology Standards for Teachers.

Techniques/Methods: Students will experience evidence-based student-centered learning opportunities that challenge them within their Zone of Proximal Development (ZPD). (Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press) Guided teaching, small group, and whole group interaction, demonstration, cooperative learning, modeling, reflection, discussion, professional portfolio, and peer-coaching will be coupled with implementation and feedback via observation and student growth.

Evaluation: In conjunction with success indicators stated in the integrated National Staff Development Standards and the National Educators of Technology for Teachers Standards, teachers will maintain a professional portfolio that will require documentation of progress and a future reference/resource. Not only will there be formative, authentic assessments for individual activities, but follow-up observations by administrators, peers, and coaches (instructional) will document the progress of developing teacher capacities. The Association for Supervision and Curriculum Development Professional Development Planning Survey (See Appendix D) will attend the whole school and individualized action plans. Comparative data for school-wide implementation success will also be used to determine adjustments in scheduled activities.

Intensive Support: Intensive support will be provided for New (inexperienced) Teachers, Out-of-field Teachers, and Ineffective Teachers. These sessions will be provided biweekly and aligned with one of the three topical strands. Sessions will be designed based on teacher needs. Sessions will also be concurrent and conducted at the district level.

Creating Positive Experiences for Students (Positive classroom/School Culture):

- Choosing to create a positive classroom and working environment.
- How student engagement changes unwanted behaviors.
- Customer/Stakeholder satisfaction
- Promoting your classroom
- Building trust with students and parents
- Collaborating with your subject area and grade level teachers to plan consistent instruction in the Standards.
- Developing a culture of support for teachers and students
- Effectively recognizing students and staff for Positive Impacts made to the school and classroom. (PBIS)

Continue to Develop

- Managing Whole Group Behavior
- Managing difficult student behaviors
- Identifying the causes of behaviors and targeting them with appropriate interventions
- Analyzing and understanding discipline data

Research Based Instructional Strategies, High Engagement Strategies, and Planning:

- Intentional planning and consistent instruction
- Collaborative/Cooperative Learning strategies
- Utilizing HQIM in an effective, yet creative and engaging way.
- Providing effective feedback
-

Continue to Develop

- Establishing Unit Learning Goals
- Differentiation
- Celebrating student work
- Active Learning vs Passive Learning
- ELA and Writing Strategies
- Research based instructional strategies based on John Hattie research for effect size
- Content area specific strategies

Using Assessment Data to guide planning, instruction, and interventions:

- Having a positive attitude toward assessments. Understanding the role assessments play in the instructional process.
- Measuring the impact research based instruction has on student achievement

Continue to Develop

- Building quality assessments from learning goals
- Analyzing Assessment Data (understanding proficiency, growth, etc. and what to do)
- Tier I, II, & III
- MTSS Overview and Components
- Three Tier Instructional Model
- Teacher Support Team (TST)
- Documentation Packet Information
- Individualized Reading Plan (IRP)
- Implementation of Intervention Support to include English Language Learners and Distance Learning
- Using with the Early Warning System to impact accuracy and effectiveness of TST
- iReady and maximizing its impact on student growth
- EMS common assessment nad Benchmarks

Title: ***Creating Positive Experiences for Students (Positive classroom/School Culture):***

Dates: Wednesday's Professional Development Days during the 2026-2027 School year

Time: 2:30 - 4:00

Location: Varies

Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Instructional Coach, Academic Support Coordinator, and MDE Consultants

CEU: (10 hours or 1 CEU)

These sessions will be aligned with the Strategic Plan and teacher-centered. Principals will lead many of these with teachers leading others. They will be district-wide with locations being rotated from school to school. There will be sessions that pull specific grades from the groupings above in order to specialize topics specific to the needs of those teachers. These sessions will also have a horizontal curriculum alignment focus focusing on curricular content, resources, and practices. Specialized sessions targeting sub-groups like AP, Science (5, 8, 9-12), etc., will participate in sessions as well.

During this series of trainings, participants will:

- Examine the basic aspects of what constitutes evidence-based classroom management practices
- Gain an understanding of the power of positive praise and how to foster a positive classroom culture
- Explore a variety of evidence-based learning strategies that target content delivery, standards mastery, and increasing student success on performance (subject specific) tasks that drive student engagement
- Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels to reach all students
- Moving from classroom management to a model classroom: PBIS or Behavior Matrix and the Power of Positive Engagement

As a result of this course participants will be able to:

- Engage students, parents, and fellow staff members in positive interactions that promote the school and their classrooms
- Plan and Implement best practices for classroom management and student engagement that are shared
- Use evidence-based strategies to promote greater student growth through student engagement and positive classroom culture

Resources

- District Strategic Plan
- School-wide PBIS/Behavior Matrix and MTSS Behavior Framework
- Evidence-based classroom management and student engagement strategies
- Aligned Social-Emotional Learning (SEL) resources
- MDE guidance documents and district-approved instructional resources

Evaluation

- Active participation in professional learning activities and collaborative discussions
- Classroom observations, walkthroughs, or instructional coaching feedback
- Participant reflection on the implementation of learned strategies
- PGS Rubric Evaluation

Title: *HQIM, Evidence Based Instructional Strategies, and Planning:*

Dates: Wednesday's Professional Development Days throughout the 2026-2027 School year

Time: 2:30 - 4:00

Location: Varies

Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Instructional Coach, Academic Support Coordinators, and MDE Consultants

CEU: (10 hours or 1 CEU)

These sessions will be aligned with the Strategic Plan and teacher-centered. Principals will lead many of these with teachers leading others. They will be school specific and will be scheduled district-wide with locations being rotated from school to school. There will be sessions that pull specific grades from the groupings above in order to specialize topics specific to the needs of those teachers. These sessions will also have a horizontal curriculum alignment focus focusing on curricular content, resources, and practices.

Specialized sessions targeting sub-groups like AP, Science (5, 8, 9-12), etc., will participate in sessions as well.

During this series of trainings, participants will:

- Examine the basic aspects of what constitutes evidence-based.
- Examine effect size and examine instructional strategies with high effect size
- Explore High Quality Curriculum (content specific) and work to emulate such curriculum focus and processes leading to student success that engage students in the learning process
- Explore a variety of evidence-based instructional practices (i.e. Cooperative Learning, Centers,, Literacy Strategies, Math Application, Flipped Classroom, Interactive Notebooks, Google Classroom, to name a few)
- Gain a working understanding of how to move from teacher, to facilitator, to coach
- Explore various evidence-based learning strategies to apply in a variety of learning situations and grade levels to reach all students

As a result of this course participants will be able to:

- Use Google documents as a means of collaborating
- Plan and Implement best practices that are shared
- Use evidence-based strategies to promote greater student growth

Resources:

- District Strategic Plan, Curriculum Guides, HQIM
- Evidence-based instructional strategy resources
- PBIS/Behavior Matrix and MTSS Framework
- MDE guidance documents and district-approved instructional resources
- Google Workspace for Education and other district-approved instructional technology tools
- PLC protocols and collaborative resources

Evaluation:

- Active participation in collaborative learning activities and professional discussions

- PGS Rubric Evaluations or coaching feedback
- Participant reflection on the implementation and impact of instructional strategies
- Professional Development Evaluation Survey

Target Audience: Elementary and/or Secondary Teachers

Title: *Using Assessment Data to guide planning, instruction, and interventions:*

Dates: Wednesday's Professional Development Days during the 2026-2027 School year

Time: 2:30 - 4:00

Location: All Schools

Presenter: Superintendent, Curriculum Director, Principals, MTSS Coordinator/Chairperson, and select Teachers

CEU: 10 hours or 1 CEU

These sessions will help all stakeholders master the process of implementing MTSS effectively. Participants will focus on various components of the MTSS process in order to plan effective interventions to meet the needs of students in MTSS while maximizing student growth. They will explore proper documentation of students in MTSS. They will review effective intervention strategies as a means of monitoring the student growth process. Participants will review various evidence-based practices that are proven to work with interventions and applications for planning.

During these sessions participants will:

- Explore what research says about Response to Intervention and its impact on student growth
- Review the components of the MTSS Process and how to interpret, plan, monitor for student progress
- Review the key procedures for MTSS as a teacher-friendly method to ensure student success using data
- Develop effective Tier I instruction
- Develop effective Tier interventions for Tier II & III students

As a result of this course the participant will be able to:

- Implement effective researched based instructional strategies with proper documentation
- Incorporate evidence-based strategies that differentiate interventions based on student specific needs
- Adjust interventions based on data interval results
- Grow students in MTSS on Performance Level on Spring MAAP

Resources:

- MTSS procedures
- District assessment data
- MAAP reports
- Universal screening data
- Intervention logs
- Progress-monitoring tools

Evaluation:

- Participant surveys
- Classroom implementation checks

Target Audience: Elementary and/or Secondary Teachers, Interventionists, Remedial Teachers, Academic Support Coordinators