



EAST TALLAHATCHIE SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

From Adult Learning to Student Impact

DISTRICT PLAN | 2026-2027

Prepared for districtwide implementation
Raymond Russell, Superintendent



DOCUMENT CONTROL AND APPROVAL

Document	Professional Development Plan
Implementation cycle	2026-2027
Owner	Office of the Superintendent and designated district program lead
Applies to	Charleston Elementary School, Charleston Middle School, Charleston High School, and all district programs
Review cycle	Reviewed at least annually and revised when law, policy, data, or district priorities change
Purpose	Establish a coherent professional learning system that strengthens employee practice, leadership capacity, implementation quality, and student outcomes.

This document is an operational plan for East Tallahatchie School District. Applicable federal and state law, Mississippi Department of Education guidance, and current ETSD board policy control if any conflict exists.

Raymond Russell, Superintendent / Date

Board President / Date

Program Lead / Date

Board Approval Date and Minute Reference

Purpose and Theory of Action

If ETSD identifies a small number of high-leverage learning needs from student, employee, and implementation evidence; provides sustained learning with modeling, practice, feedback, collaboration, and coaching; and holds teams accountable for applying new learning, then adult practice will improve and students will experience stronger instruction and support.

STANDARD Professional development is not measured by attendance alone. Success requires evidence of learning, implementation, feedback, and impact.

2026-2027 Professional Learning Outcomes

Outcome	Expected Change
Instruction	Consistent standards-aligned planning, explicit instruction, checks for understanding, grade-appropriate tasks, and responsive reteaching.
Literacy and mathematics	Stronger foundational skills, disciplinary literacy, writing, academic vocabulary, reasoning, fluency, and problem solving.
Data use	Weekly PLC analysis of standards, student work, common assessments, subgroup evidence, and response to learning.



Professional Development Plan

Outcome	Expected Change
Student support	Effective MTSS, behavior support, attendance intervention, mental health awareness, disability/504/EL access, and safe classrooms.
Leadership	Higher-quality observation/feedback, coaching, meeting leadership, implementation monitoring, and corrective action.
Operations/compliance	Accurate records, ethics, safety, confidentiality, technology security, fiscal controls, and role-specific procedures.

Governance

Role	Responsibility
Superintendent	Approves priorities, expectations, calendar, protected time, and accountability; reviews impact.
Curriculum Coordinator/program leaders	Design aligned learning, identify facilitators/resources, monitor implementation, and evaluate evidence.
Principals	Diagnose school needs, lead job-embedded learning, protect PLC time, provide feedback, and document follow-through.
Instructional coaches/teacher leaders	Model, co-plan, facilitate, observe, give feedback, curate exemplars, and support transfer to practice.
Employees	Participate actively, apply learning, seek feedback, submit required evidence, and evaluate usefulness/impact.



Needs Assessment and Priority Setting

District and school professional learning plans are built from triangulated evidence, not a single survey or preference list. The district will review:

- MAAP, benchmark, diagnostic, common assessment, grades, credits, graduation, and readiness evidence.
- Student work and classroom evidence from walkthroughs, observations, coaching, and lesson artifacts.
- Attendance, behavior, safety, climate, family engagement, and student-support evidence.
- Program monitoring, audit, compliance, technology, facilities, transportation, and fiscal findings.
- Employee self-assessment, licensure/endorsement needs, turnover, vacancies, induction needs, and leader feedback.
- Strategic plan, school improvement plans, corrective actions, new standards/materials, and legal/policy changes.

Design Test	Required Question
1. Student/operational need	What measurable problem or opportunity must change?
2. Root cause	What adult knowledge, skill, practice, system, resource, or condition contributes?
3. Learning target	What will participants know and be able to do?
4. Transfer plan	What modeling, practice, materials, collaboration, coaching, and feedback will support use?
5. Evidence	What implementation and outcome evidence will show impact, by when?

PRIORITY RULE A learning initiative should be districtwide only when the need is widely shared, consistency is essential, or law/policy requires it. Otherwise, use role-, school-, grade-, subject-, or individual-targeted learning.



Professional Learning Design Standards

Standard	ETSD Expectation
Equity	Addresses access and outcomes for every student and removes avoidable barriers.
Coherence	Aligns to strategic goals, curriculum, materials, assessment, evaluation, and school plans.
Evidence	Uses credible research, district evidence, and clear learning/impact measures.
Active learning	Includes modeling, examples/non-examples, practice, application, feedback, and reflection.
Collaboration	Uses teams with shared students/content and clear protocols for productive work.
Job-embedded support	Extends beyond a session through PLCs, coaching, peer learning, feedback, and resources.
Leadership	Leaders participate, reinforce expectations, remove barriers, and monitor implementation.
Duration	Provides sufficient time and follow-up for complex practice; avoids disconnected one-time events.
Evaluation	Measures participant learning, application, implementation quality, and student/operational impact.

Learning Structures

- District institutes and required compliance sessions.
- Weekly professional learning communities organized around standards, student evidence, and action.
- Instructional coaching, modeling, co-planning, observation, and feedback cycles.
- School/department problem-of-practice sessions and action learning.
- Mentoring and induction for new educators and employees new to role.
- Microlearning, online modules, book/article study, peer observation, lesson study, and professional conferences when aligned and approved.
- Role-alike communities for administrators, counselors, special populations, operations, and support staff.

PLC Non-Negotiables

1. Identify the priority standard/skill and define evidence of mastery.
2. Examine common evidence, including student work and subgroup patterns.
3. Determine what students learned, did not learn, and likely causes.
4. Plan reteaching, intervention, extension, and responsible staff/timeline.
5. Implement the response and bring new evidence to the next cycle.
6. Document decisions concisely; meeting minutes without evidence and follow-through are insufficient.



Induction and Mentoring

Every first-year educator and any employee identified by the principal/supervisor as needing structured entry support will receive an assigned mentor or coach. Mentors should be effective practitioners, trained for the role, able to maintain confidentiality, and free of avoidable conflicts.

Phase	Minimum Support
Before students	Orientation to mission, policies, safety, curriculum/materials, technology, schedules, student supports, records, and school routines
First 30 days	Weekly contact; planning support; classroom/routine setup; first observation and feedback; family communication; priority procedures
Days 31-90	At least biweekly contact; data/PLC support; differentiated instruction; assessment; behavior/attendance; evidence review
Second semester	At least monthly contact; reflection; targeted coaching; licensure/career guidance; next-year growth plan

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| ☐ Mentor and mentee roles explained | ☐ Goals and communication schedule documented |
| ☐ Planning and student evidence reviewed | ☐ Confidential coaching distinguished from evaluation |
| ☐ At least two non-evaluative observations/modeling experiences | ☐ Midyear and end-of-year reflections completed |

Leadership Development

- Instructional leadership: standards, materials, assessment, PLCs, observation, feedback, coaching, and MTSS.
- People leadership: hiring, onboarding, expectations, difficult conversations, evaluation, documentation, recognition, and retention.
- Operational leadership: safety, attendance, discipline, special populations, records, finance, facilities, technology, communication, and crisis response.
- Improvement leadership: root cause, implementation measures, progress monitoring, resource alignment, and corrective action.



2026-2027 Professional Learning Calendar

Month	District/School Emphasis
July	Leader institute; school opening readiness; strategic plan; data and improvement planning; safety/operations
August	District orientation; curriculum/materials; classroom culture; legal/compliance; student support; technology and records
September	Standards and lesson design; early evidence; PLC quality; attendance response; new staff coaching
October	Literacy/writing across content; mathematics reasoning; special populations; first benchmark response
November	Student work calibration; differentiation; behavior/engagement; family conferences; operational refreshers
December	Midyear evidence review; assessment quality; intervention adjustments; employee support
January	Midyear institute; reteaching; graduation/on-track review; safety and compliance update
February	Academic discourse; questioning/feedback; ACT/readiness; culturally and linguistically responsive practice
March	MAAP readiness through standards mastery; test security; student wellness; next-year staffing needs
April	Evidence-based review; transition planning; program evaluation; leadership pipeline
May	End-of-year closeout; records; reflection; curriculum revision; summer learning plans
June	Targeted institutes, curriculum work, leadership planning, compliance make-up, and annual evaluation

CALENDAR CONTROL Exact dates, facilitators, audiences, and delivery modes are maintained in the district professional learning calendar. Principals may add school-specific learning while protecting required district priorities and employee work-time rules.



Approval, Registration, and Documentation

7. Employee or supervisor identifies an aligned need and verifies that the activity will not unnecessarily disrupt instruction or operations.
8. A request for outside learning states purpose, standards/strategic alignment, cost/funding source, travel/substitute needs, expected application, and share-back plan.
9. The appropriate supervisor and budget/program owner approve before registration or commitment of funds.
10. Participant completes required attendance, assignments, evaluation, and evidence of application. Attendance verification alone does not establish impact.
11. Official continuing education/licensure documentation is retained by the employee and submitted as required. License renewal remains the employee's responsibility.
12. The supervisor reviews transfer to practice and determines continuation, coaching, scale-up, or discontinuation.

Required Session Record

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| ☐ Title/date/time/location | ☐ Audience and facilitator |
| ☐ Need and learning objectives | ☐ Agenda/materials/resources |
| ☐ Attendance verification | ☐ Participant learning evidence |
| ☐ Implementation follow-up | ☐ Evaluation/impact evidence |
| ☐ Cost and funding source | ☐ Accessibility/accommodations |

Technology and Online Learning

- Use district-approved platforms and protect student/employee information. Do not upload confidential records to unapproved tools.
- Online learning must include a verifiable participant, completion evidence, and an application/follow-up requirement when used for credit or compliance.
- Training on artificial intelligence must address academic integrity, privacy, bias, verification, age appropriateness, accessibility, and human responsibility for decisions.
- Recordings and materials should be captioned/accessible when practicable and stored where intended audiences can retrieve them.



Evaluation and Continuous Improvement

Evaluation Level	Evidence
Level 1 - Experience	Relevance, accessibility, engagement, quality, and conditions for learning
Level 2 - Learning	What participants know, can demonstrate, plan, or produce
Level 3 - Implementation	Evidence that the practice/system is used with quality and consistency
Level 4 - Impact	Change in student learning, attendance, behavior, safety, service quality, compliance, efficiency, or other intended outcome

Initiative	_____
Intended practice change	_____
Implementation evidence/date	_____
Outcome evidence/date	_____
Status	☐ Continue ☐ Adjust ☐ Scale ☐ Stop ☐ Additional coaching
Owner/follow-up date	_____

ANNUAL REPORT The district will summarize participation, implementation, impact, gaps, expenditures, and recommendations. The next plan will show how the evaluation changed priorities and design.