2021-22 PEMBROKE PHASE THREE: Professional Development Plan DUE DEC. 17

2021-22 Phase Three: Professional Development Plan for Schools

Pembroke Elementary School
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2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of Pembroke Elementary, in collaboration with all stakeholders, is to provide a meaningful learning experience to educate the whole child and promote growth of ALL students to meet THEIR full potential.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

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Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Pembroke Elementary's top two priorities for professional development are: #1 engaging students in rigorous standard aligned assignments in both reading and math by using the KDE assignment protocol #2 engaging students in discussions and dialogue that is meaningful and engaging through questioning and discussion techniques.

3. How do the identified **top two priorities** of professional development relate to school goals?

Both of our top two goals deal with engagement of our students. Choosing these priorities as was a process of input from our staff. Working with stakeholders, our district has created an instructional framework. This instructional framework consists of six areas our district feels is imperative to student achievement. The areas are: Supportive Learning Environment, Authentic Learning, Differentiated Learning, Engaged Learners, Student use of Technology to Leverage and Lift Learning, and 21st Century Learning. A survey was sent out to our teachers in our building on which of these areas we wanted to focus on for the 2020-21 school year. Our teachers chose engaging learners because we felt if done correctly it would encompass many of the other components within the instructional framework. If students are truly engaged then there is a higher probability that a supportive learning environment with differentiation, authentic learning, and technology is being used. We believe that if our students are truly engaged in high quality, rigorous assignments and questioning and discussions that are aligned to the standards our students will achieve success and we will achieve our school improvement goals.

ATTACHMENTS

Attachment Name

📄 Additional Priority Need for Professional Development (Pembroke)

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

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Objective #1: Teachers will be able to identify and implement high quality, rigorous task that are engaging and standards aligned. Objective #2: Students will routinely engage in high quality, standards aligned tasks.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

We believe that if students are engaged in quality, rigorous learning activities that are aligned to standards, they will be able to perform and achieve successfully at the levels the standards require.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

We will know we are successful when we have an increase of students showing growth and proficiency on MAP and/or KPREP in both reading and math.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development are all grade level teachers, especially those that teach reading and math.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

School administration, teachers, and students will be impacted by the professional development around engaging tasks. The administration is responsible for overseeing the professional development engagement modules given out by KDE and then monitoring the implementation of it once it has been delivered. Teachers will be responsible for taking the learning and implementing what they learn, and students will be impacted because they are the ones that we want to be engaged in the high quality, rigorous, standards aligned tasks.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Assignment Review Protocol Modules given by the state on the kystandards.org website will be the main thing needed to implement this Professional Development. Also, we will purposely need to create time during PLCs and faculty meetings for the training and to plan and review assignments given.

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4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Supports that will be given are our grade level and vertical PLCs. PLCs will help to plan and review assignments to the checklist given in the assignment review protocol. We have also created a walkthrough instrument using Eleot indicators that will help us to monitor school use and give individual feedback and coaching as needed by administration, other teachers, and possible district support staff if needed.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The engaging task professional development will be monitored by using the checklist in the KDE assignment review protocol during PLCs to both monitor the assignments and the student work to the expectations. Administration will also monitor using a walkthrough instrument with Eleot indicators.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Objective #1: Teachers will utilize high order questioning skills and techniques to engage students in meaningful classroom discussions around the standards. Objective #2: Students will be able to articulate their learning through routine questioning and classroom discussions around the standards.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

We at Pembroke Elementary believe that if students can engage in meaningful discussions and dialogue around the standards, that it will increase their engagement with the learning and internalizing of the standards in order to be more successful with grade level content.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

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Indicators of success will be when we get 100% of our homerooms scoring a 3 or better on the discussion parts of our walkthrough that we created using Eleot indicators.

5d. Who is the targeted audience for the professional development?

The targeted audience for this professional development are all grade level homeroom teachers.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

School administration, teachers and students will be impacted by the professional development around engaging in meaningful, engaging classroom questioning and discussions. The administration is responsible for overseeing the professional development and then monitoring the implementation of it once it has been delivered. Teachers will be responsible for taking the learning and implementing what they learn, and students will be impacted because they are the ones that we want to be engaged in rigorous classroom questioning and discussions in order to articulate their learning.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Administration will pull a variety of classroom question and discussion strategies from various sources such as Teach Like a Champion Field Guide, Thoughtful Education, and Kagan structures. We will need to make sure we create time within our PLCs and faculty meetings to teach and implement these strategies. We will have a school wide walkthrough instrument that will help us to monitor the implementation in the school. Indicators have been pulled from the Eleot. Feedback and coaching by administration, other teachers, and district support as needed will be given based on the results of the schoolwide walkthrough instrument. Funding may need to be in place to buy more Teach Like a Champion Field Guides, Thoughtful Education and/or Kagan resources. We also have a teacher that is a Kagan certified trainer on staff. If additional training is needed, we can utilize PD funds to pay her to help create and train others in the building around Kagan structures.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

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Supports that will be given are our grade level and vertical PLCs. PLCs will help to teach and plan high quality questioning and discussion strategies. We have also created a walkthrough instrument using Eleot indicators that will help us to monitor school use and give individual feedback and coaching as needed by administration, other teachers, and possible district support staff if needed.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Quality questioning and discussion techniques will be monitored by checking lesson plans for questioning and discussion strategies using our lesson plan checklist . Administration will also monitor using a walkthrough instrument with Eleot indicators around questioning and discussion.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

In addition to engagement and questioning, we are going to provide some training around strategies to meet the needs of our special education populations. Please see attached for the rationale for this goal.

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Attachment Summary

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