



**Professional Development Plan
2023-2024**

Professional Development 2023-24

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

Professional learning results in equitable and excellent outcomes for all students when educators ...

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

Professional learning results in equitable and excellent outcomes for all students when educators ...

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

Professional learning results in equitable and excellent outcomes for all students when educators ...

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



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91 S Days	94 T Days
Progress Reports	
Report Cards	
Holidays	
Nine Weeks Test	
Classes Resume	
Staff Development	
Intercession	
New Teacher Orientation	

2023-2024	
July	
Independence Day- July 4	
New Teacher Orientation- July 21	
Staff Development- July 24-26	
First Day of School- July 27	

August	
Progress Reports- Aug. 29	

September	
Labor Day- Sept. 4	
1st 9-weeks Exams- Sept. 27-29	

October	
Fall Break- Oct. 17-20 (Fair Week)	
Report Cards - Oct. 12	
Intercession/Academic Recovery Oct 16	

November	
Progress Report Nov. 7	
Thanksgiving Break- Nov. 20-24	

December	
2nd 9-weeks Exams- Dec. 13-15	
Last Day 1st Semester- Dec. 15 (60% day)	
Christmas Break- Dec. 18-Jan. 2	

January	
Staff Development-Jan. 3-5 (No Students)	
Students Return- Jan. 8	
Report Cards- Jan. 11	
MLK Holiday- Jan. 15	

February	
Progress Reports- Feb. 6	
Mardi Gras Break- Feb. 19	

March	
3rd 9-weeks Exams- March 6-08	
Spring Break- March 11-15	
Intercession- March 18-20	
Report Cards- March 28	
Easter Break- March 29-April 1	

April	
Progress Reports-April 25	

May	
Senior Exams- May 15-16	
Graduation-May 17	
4th 9-weeks Exams- May 20-22	
Last Day of School- May 22 (60% day)	
Staff Development-May 23	
Report Cards Mailed May 24	
Memorial Day Holiday	

Every Wednesday Aug. 3, 2022- May 17, 2023 will be Early Release for Staff Development
 Progress Reports on Tuesday
 Report Cards on Thursday

JANUARY						
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89 S Days 93 T Days
 180 Student Days 187 Teacher Days

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.

Marion County and Columbia Early Learning Collaborative Support: The Collaborative Coordinator/Instructional Coach will coordinate and arrange bimonthly professional development sessions for all collaborative teachers and assistants. These sessions will be organized based on grant requirements, MDE Early Childhood requirements, ELC /Teacher identified needs, and in conjunction with MDE Early Learning Collaborative directors and support coaches. Class observation guidelines will be reflected in all instructional strategies and content delivery, monitored for student progress/impact, and program effectiveness. All ELC PD events will align with the three strands indicated herein.

Needs Assessments: All staff provided prioritized professional development needs that were factored into this plan with the specific intent of meeting the needs of all employees as they grow professional capacities. Teachers and staff identified the following as highest priorities:

Ranked Needs Assessment Items are divided into the three color-coded Professional Development Strands below:

<p><i>Classroom Management and Positive classroom/School Culture:</i></p> <ul style="list-style-type: none"> ● Power of PBIS <ul style="list-style-type: none"> ● Positive Reinforcement ● Reward Systems ● School-wide connection ● Evidence-based <i>Behavior Interventions</i> ● Managing Whole Group Behavior ● Managing difficult student behaviors ● Identifying the causes of behaviors and targeting them with appropriate interventions ● Effective systems for a productive classroom ● Powerful strategies for parental involvement that get results ● The art/science of planning ● Analyzing and understanding discipline data 	<p><i>Best Practices for evidence-based teaching:</i></p> <ul style="list-style-type: none"> ● Effective Centers ● Establishing Unit Learning Goals ● Differentiation ● Celebrating student work ● Active Learning vs Passive Learning ● Collaborative/Cooperative Learning strategies ● ELA and Writing Strategies ● Math Strategies ● Effective use of Technology ● <i>Intervention Planning</i> Teacher-Friendly, Student-focused (IEP, IMP, BIP, ELL Etc.) ● Research based instructional strategies based on John Hattie research for effect size ● Analyzing Assessment Data (understanding proficiency, growth, etc. and what to do) ● Content area specific strategies ● Utilizing HQIM 	<p>Assessment, Data Analysis, Interventions (<i>RTI/MTSS</i>)</p> <ul style="list-style-type: none"> ● 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
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Title: *Evidence-based Classroom Management and Positive Classroom/School Culture Practices*
Dates: Wednesday's Professional Development Days during the 2023-2024 School year
Time: 2:30 - 4:00
Location: Varies
Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Academic Coaches 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 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 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 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

Target Audience: Elementary and/or Secondary Teachers

Title: ***Best Practices: Evidence-based Teaching/Learning Practices***
Dates: Wednesday's Professional Development Days throughout the 2023-2024 School year
Time: 2:30 - 4:00
Location: Varies
Presenter: Principals, Select Teachers, Superintendent, Curriculum Director, Academic Coaches 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
- Gain an understanding of the power of positive praise and how to foster a positive classroom culture
- Explore a variety of evidence-based instructional practices (i.e. Cooperative Learning, Centers, PBIS, Literacy Strategies, Math Application, Flipped Classroom, Interactive Notebooks, Google Classroom, to name a few)
- Moving from classroom management to a model classroom: PBIS and the Power of Positive Engagement
- 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

Target Audience: Elementary and/or Secondary Teachers

Title: *Response to Intervention (RTI/MTSS)*

Dates: Wednesday's Professional Development Days during the 2023-2024 School year

Time: 2:30 - 4:00

Location: All Schools

Presenter: Superintendent, Curriculum Director, Principals, Learning Loss Coordinator, 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 RTI 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 RTI 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 2023 MAAP

Target Audience: Elementary and/or Secondary Teachers

New Teacher Academy

Title: *New Teacher Academy: Let the Journey of Excellence Begin*

Date: TBD

Time:Location: Central Services Board Room

Presenter: Michael Day, Brian Foster, Annie Franklin, Libby Aaron, Alicia Conerly

CEU: 10 hours or 1 CEU

During this series of trainings, participants will:

- Examine the basic aspects of classroom management
- Gain an understanding of the power of positive praise and how to foster a positive classroom culture
- How to get motivated and stay motivated, and transfer that energy to students
- Moving from classroom management to a model classroom: PBIS and the Power of Positive Engagement
- Explore the aspects of a model classroom
- 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

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

- Use Google documents as a means of collaborating
- Use formative/summative assessments to track student learning through an adaptive digital platform
- Use Google add-ons to work smarter and to address diverse student needs
- Approaches to unit planning with a digital mindset to increase collaboration, access to information, and streamline planning transition into delivery

Target Audience: All new teachers 0-3 years experience

***** School leaders have the flexibility to add additional PLC days to the calendar each month to support the school's or an individual teacher's needs in any of the identified professional development strands.*** ***Principals and PLC leaders have a choice of which strand to cover based on choices provided for each PD day based on the need in their teams and buildings*****

Professional Development Calendar 2023-2024

Directions: Principals, please place the topic that matches one of our approved strands, for each Professional Development Date. You need at least 10 hours in a strand for teachers to receive CEU credit.

Date	PLC Strand			Topic	Presenter	Notes	Pre-K/K	1-3	4-5	6-8	9-12
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