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2018-2019



*Professional Development Plan*

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## **Mission of the Tupelo Public School District**



### **District Mission**

**The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.**

### **Strategic Plan Goals: Tupelo Public School District**

- 1. Increase student achievement across the district**
- 2. Provide a safe, secure and orderly environment in all schools**
- 3. Attract and retain all stakeholders**
- 4. Maintain sound financial stability**

**Dr. Rob Picou Superintendent**

### **Tupelo Public School District Board of Trustees**

**Mr. Eddie Prather, President**  
**Mrs. Sherry Davis, Vice -President**  
**Mr. Rob Hudson, Secretary**  
**Mr. Joe Babb, Member**  
**Mr. Kenneth Wheeler, Member**

# **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 Development Requirements**

Staff development opportunities should be based on needs of the learners as identified through an assessment process. A need may be defined as some condition, skill, knowledge, desire, or value currently lacking that, once acquired, will enhance employee job performance, personal satisfaction or productivity and, ultimately, the goals and mission. The identification of needs is an essential

element for identifying gaps between the existing condition and the optimal condition. Data is to be collected in a systematic manner to determine priorities for learning and improving attitudes, knowledge and skills of employees and other groups impacted. The primary purpose of needs assessment is to determine areas for improvement, to identify potential participants, and to plan effective learning experiences. Those responsible for staff development should involve the personnel for whom the learning is intended in the needs assessment process. Needs assessment can be conducted using a variety of techniques. The needs assessment must be aligned with district and department/school goal priorities.

Sources to be considered in conducting a needs assessment includes the following:

- Observed behavior on the job
- Trends in the literature
- Research study recommendations
- Interviews with constituents
- Surveys of receivers of staff development efforts
- Federal, state, local mandates
- Evaluation data from student and program assessments, state assessment results
- Evaluation and comments from previous staff development programs
- Information from professional organizations
- Professional trends within program areas
- Within each employee group the following is taken into consideration when identifying needs:
  1. Individual level development
  2. School/department level development
  3. Organizational level development

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 189-day teacher contract. Seven of the 189 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. Recognizing that teachers are learners, the district does not limit its employees to the seven paid days of professional development. Teachers and others may take available courses for CEU credit or for personal growth without compensation from the district as approved by their supervisor.

## **Time Requirements**

- Professional days are earned from July 1 through June 30.
- Faculty meetings are staggered throughout the week for different buildings. Staffs meet in Professional Learning Communities for specialized learning on faculty meeting days for up to one and one half hours.
- District Focus Groups have been set up for subject and special areas. These groups will meet periodically throughout the year. Principals select staff to participate in these groups. Group members then share information gained with their building staff.
- Employees will attend all district, school, and team meetings.

## **Professional Learning Plan**

- The school plan shall support the TPSD strategic plan.
- 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.
- 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

## **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. TPSD **cannot** approve and grant CEU certificates. CEU certificates for TPSD approved CEU courses can only be obtained from an institution such as the North MS Education Consortium, 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/OEL/LG>

## ~~Registration for Professional Development Activities~~

Participation in approved professional development activities will be limited based on the type of workshop. The principal will approve staff members for most professional development.

## Documentation Plan

### Professional Development Days

- 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.
- 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.

## **Program Evaluation**

Each employee is required to complete a Professional Development Evaluation Form at the end of each activity. An example of an evaluation form that may be used is included in Appendix A.

Information for program evaluation will be utilized to determine future staff development needs.

## **Professional Development Calendar of Offerings**

**A professional development calendar of offerings is included in Appendix B. These offerings are subject to change based on the needs of the district.**



# Appendix A

## PROFESSIONAL DEVELOPMENT EVALUATION FORM

SESSION NAME:	LOCATION:
DATE:	INSTRUCTOR

PLEASE CIRCLE THE APPROPRIATE NUMBER FOR EACH QUESTION. WE ARE ASKING FOR FEEDBACK; FEEL FREE TO MAKE BOTH POSITIVE AND NEGATIVE COMMENTS. SUGGESTIONS FOR IMPROVEMENT WILL BE GRATEFULLY ACCEPTED.

1 -STRONGLY DISAGREE    2-DISAGREE    3-NEUTRAL    4-AGREE    5-STRONGLY AGREE

1. The session presented met content expectations. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

2. Trainer(s) demonstrated expert knowledge of content presented. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

3. There was an appropriate use of participant-directed and trainer-directed activities. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

4. Sessions were conducted on time, and breaks were given appropriately. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

5. The interaction between participants and trainer(s) was appropriate and comfortable for the purpose of the workshop. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

6. The registration process for this event was clear and easy to follow. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

7. Confirmation of registration and directions to the event were clear and arrived in a timely manner. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

8. The refreshments and/or meal provided were appropriate to the event and of high quality. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

9. Facilities were comfortable and appropriate for purposes. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

10. The staff was helpful and courteous. 1 2 3 4 5  
*Comments:* \_\_\_\_\_  
\_\_\_\_\_

# Appendix B

## District Professional Development Days

District professional development days will be focused on curriculum updates, teacher training, technology supports, and other district initiatives as needed.

- August 3, 6, 7 2018
- January 3, 2019
- February 18, 2019
- May 28, 29, 30, 31, 2019

## District Focus Group Meetings

District focus groups are designed to support instructional cohesion across the district. These meetings will focus on best practices, curriculum development, data analysis, and other district needs.

### ELA Focus Groups

#### K-1 ELA

Sept. 5, 2018

Feb. 6, 2019

Apr. 24, 2019

#### 2nd ELA

Oct. 10, 2018

Jan. 16, 2019

Mar. 20, 2019

#### 3rd-5th ELA

Oct. 10, 2018

Jan. 9, 2019

Mar. 20, 2019

### Math Focus Groups

#### K-1 Math

Sept. 12, 2018

Feb. 13, 2019

May 1, 2019

#### 2nd Math

Oct. 17, 2018

Jan. 9, 2019

Mar. 27, 2019

#### 3rd- 5th Math

Oct. 10, 2018

Jan. 9, 2019

Mar. 20, 2019

### Science Focus Groups

#### 3-5 Science

Oct. 10, 2018

Jan. 9, 2019

Mar. 20, 2019

*\*Dates are subject to change based on district needs.*

### Professional Learning Communities

Each school will conduct professional learning community (PLC) meetings on a regular basis. These communities provide opportunities to enhance collective teacher efficacy. These are focused meetings on student learning centered around assessment, instructional strategies, and student needs. These meeting promote a shared responsibility for the success of all students.