

**I.D.vi**  
**High Quality Teacher Professional Development**

**A. OPTION 2**

**Describe district plans for using the six-component planning framework to guide a school-based approach to professional development, including initiatives that rely on the deployment of school based coaches (or staff in similar positions) and job embedded professional development.**

The Leadership Team of Somerset County Public Schools has chosen to utilize the Maryland Teacher Professional Development Plan, BTE Option 2 in order to meet the requirements of the 2008 Master Plan Update and to expand their skills in planning professional development that impacts teacher behavior and student achievement. Option 2 requires the development of a process and plan for incorporating the six components of the *Maryland Professional Development Guide* into the Somerset County Public Schools School Improvement Plan process. The SCPS Option 2 outcomes are:

**Outcome 1:** Each SIP Team fluently uses the Maryland PD planning process and template for their site professional development needs assessment, discussions, planning, implementation and evaluation.

**Goal #1: Train Leadership Team:** Each site Leadership Team is trained in Maryland's Professional Development Planning Process and Template (MPDPT).

**Goal #2: Train Site School Improvement Teams:** Each site Leadership Team trains their School Improvement Plan Team in Maryland's Professional Development Planning Process and Template.

**Goal #3: Implement MPDP Planned PD Activities:** Each site will plan and implement school-based professional development activities using the Maryland Professional Development Process and Template.

**Outcome 2:** Each SIP Team knows and applies a revised SIP planning process that includes checkpoints and the monitoring of the plan's implementation.

**Goal #1: Review and Revise SIP Process:** The system planning team will review and revise the School Improvement Process to include the MPDPT, checkpoints and a monitoring plan.

**Goal #2: System Check of Revised SIP:** The system planning team reviews the revised SIP process with each site Leadership Team and oversees its application at each site.

**Goal #3: System Monitoring:** The system planning team monitors the SIP process and the implementation of the school-based professional development activities.

## **B. BACKGROUND**

The SCPS system is small with less than 3000 students and less than 450 staff. There are five elementary schools (including one island school with 13 students and one teacher); one Intermediate School, Grades 6 and 7; and; two high schools, Grades 8 through 12. The central office instructional staff consists of a Superintendent, an Assistant Superintendent, Secondary Supervisor, Elementary Supervisor, Special Education Supervisor, and a Reading Coordinator. As there are no content supervisors; SCPS has relied on consultants and special grant opportunities as a major source of professional development in the content areas. SCPS has maintained three very productive professional development partnerships over the last five years, each of which has been based upon job embedded strategies.

### **1. LONG TERM PARTNERSHIPS FOR PROFESSIONAL DEVELOPMENT**

Mathematics represents the area with the longest professional development partnership through its work with consultants, Dr. Joe Mills and Dr. Dan Nuzzi who have provided math in-service, follow up, classroom coaching, and reflection. They have worked with principals and supervisors on effective evaluation of math instruction, guided principals' observation and evaluation process, guided the math coaches' facilitation of weekly team collaboration on analysis of data and classroom planning, and supported supervisors' development of checkpoints through benchmarking. This partnership began at the elementary level and was expanded to the intermediate and high school levels.

Reading is the field in which SCPS has a federal and state partnership through the *Reading First* program which provides the framework for the elementary reading program. Although *Reading First* is a total package of curriculum, approved materials, and specific focused student assessment and analysis, its success is said to be grounded in the fidelity in which teachers implement the program and follow their training requirements. Effective implementation relies upon reading coaches who have had extensive and on-going training over a five year period who, in turn benchmark, monitor, and facilitate job embedded professional work and development on a daily basis among their teachers at their sites. All elementary teachers have participated in multiple large group instructional in-services with follow up site based coaching.

The third professional development partnership has been with the national program: The *Coalition of Essential Schools* (CES). SCPS first became involved with CES in a comprehensive school reform grant beginning in 2002. The initial two participating CES elementary schools made such significant academic and cultural strides in overall school performance that the system decided to expand the CES partnership to a third large elementary school and the three secondary schools. The strategies for CES delivery of professional development is inclusive, site based, job embedded work with continuous monitoring, reflection, checkpoints, and evaluation through teacher and student exhibitions. The benefits of CES in developing excellent habits of teacher instructional behavior and assessment practices are clear.

### **2. SYSTEMIC PRIORITIZING OF SITE COLLABORATION AS A CRITICAL FORMAT FOR PROFESSIONAL GROWTH AND DEVELOPMENT**

SCPS made several local decisions that are increasing student performance through improved school performance at both the elementary and secondary levels. Elementary leaders are champions of scheduling designs that are dedicated to providing time for collaboration and team planning. Annual summer workshops are provided in one to two week segments for teacher curriculum, instruction, and assessment work. Local assessments and the curriculum have been revised and aligned with the VSC through these professional development summer experiences and throughout the year.

Secondary leaders are maximizing the APD (After School Professional Development) format. APD is a secondary negotiated agreement providing all secondary teachers with a seventy five minute professional development experience every Wednesday at the close of the instructional day. 2008-09 will begin the third year of APD and it is becoming more productive as leadership develops and implements professional development activities to maximize teacher and student outcomes. These sessions set the stage for each coming week's work of the instructional coaches and support the strategy of continuous monitoring and checkpoints.

Quality collaboration depends upon quality information, therefore the use of data has become part of the regular instructional process in SCPS. *Performance Matters 2* is the data warehouse SCPS employs to help organize all the data, both state and local, that can be used to guide instructional decisions. The last two years have seen a tremendous increase in effective formative local assessment administration and data collection and analysis. A .5 Performance Assessment Coordinator position has been maintained and linked with a secondary site coach position. This individual works with supervisors and site based coaches to assure the alignment of benchmark assessments and to support teachers' training reading, mining, and applying the data to their instructional decisions and practices.

Although SCPS does not have content supervisors within the central office, decisions were made seven years ago to increase instructional and teacher support through the use of instructional coaches. Instructional coaches are key players in guiding teacher collaboration in small group, 1 to1, and large group settings. At the elementary level SCPS supports 3.5 instructional coaches with the primary focus on math, 3.5 reading coaches who work with reading and one science coach. The Intermediate School is supported by a reading specialist coach, a technology integration coach, and vice principal with a specialty in mathematics who previously served as a mathematics coach. One high school maintains 1.5 instructional coaches and the second high school maintains two half-time coaches, one of whom is a consultant hired through the *Coalition of Essential Schools*. The system has contracted with *Anytime Anywhere* for an external "Thinking Coach" to assist in the implementation of the Technology Initiatives 08-09, the success of which literally depend upon the effectiveness of the system's delivery of job embedded, site supported professional development.

## **C. RESULTS**

These professional development initiatives in the areas of instructional strategies, student supports, climate, higher level questioning, academic intervention, and the alignment of

curriculum-instruction-assessment of the last five years have resulted in steady significant growth at the elementary level and somewhat lesser growth at the secondary level. Middle level growth, especially in reading at Grades 6 and 7 was exceptionally high in 2008—a definite turnaround. This progress is the result of good sound instructional strategies—identified as a need, taught, practiced, observed, discussed, and developed as a habit. The next step is the fluent use of differentiation, a strategy in the developmental stage across the system.

Proficiency in reading and math is at the 70%-80% range in the elementary schools and at the 60%-70% range at the intermediate level. In order to continue growth and reach or exceed the coming AMO targets, a more focused and explicit approach to professional learning is needed. As school SIT teams develop School Improvement Plans, specific student weaknesses will need to be identified by a more thorough needs assessment and addressed through individualized and differentiated activities that have checkpoints and are monitored. As the needs of the elementary, middle and secondary schools are different, SCPS is expanding its efforts to nurture site professional development initiatives and activities versus system wide initiatives. This is supported by the administrative and support staff (coaches) as the logical step toward improvement in teacher instruction at individual schools and increased achievement of students.

#### **D. PROCESS**

SCPS will align the *Six Step Maryland Professional Development Planning Guide* to the individual School Improvement Plan process. Training for revising the actual School Improvement Plan process will begin in October of 2008 and be completed by the close of the 2008-2009 school year. This enables implementation for submission of a revised SIP-School Improvement Plan for the Fall of 2009.

##### **1. PRELIMINARY WORK**

Moving to the *Six Step Maryland Professional Development Planning Guide* is a natural progression, as work on planning for site based professional development occurred in the summer of 2008. Leadership teams from each school were brought together for three days in July to complete needs assessments analysis and plan professional development for the coming year. Oversight and guidance for this task was provided by the *Coalition of Essential Schools* and Central Office administrators. *The Maryland Professional Development Guide* was used as a resource. Site professional development plans were produced for each site. The template used to generate these plans was developed by the CES consultants and reflect a combination of their thinking and the Maryland Plan.

The 2008 PD Planning Template includes the PD Activity, Dates, Participants, Targeted Impact Group, The Expected Level of Change (1-6 based upon Joellen Killion's work), Documentation, Checkpoints, Monitoring and Evaluation, Budget/Resources. These PD plans will be included in the School Improvement Plans for 2008-2009.

**Chart 6.7: Sample of SCPS PD Planning Template**

**SOMERSET COUNTY SITE PROFESSIONAL DEVELOPMENT PLAN 08-09**

**SCHOOL** \_\_\_\_\_ **LEADERSHIP TEAM:** \_\_\_\_\_

<b>PD ACTIVITY</b>	<b>DATE(S) OF ACTIVITY</b>	<b># STUDENTS (WHO?) # STAFF (WHO?)</b>	<b>EXPECTED LEVEL OF CHANGE 1-6 &amp; DOCUMENTATION</b>	<b>CHECK POINTS 1,2,3 FOLLOW UP</b>	<b>MONITORING &amp; EVALUATION</b>	<b>BUDGET</b>

**2. TRAINING PLAN**

The plan for providing training on the Six Step Maryland Professional Development Planning process and product is being directed by a system wide, standing committee, the Instructional Council. The Instructional Council is made up of representative teachers, coaches, and administrators from all schools/sites including supervisors, the Superintendent and Assistant Superintendent of Schools. This committee directs and/or approves all instructional initiatives. To facilitate a more efficient development process, a sub committee drawn from Instructional Council members met to draft plans for the Instructional Council to discuss, revise and approve for implementation. The sub-committee is composed of the Superintendent, Assistant Superintendent, Director of Planning and Technology, Elementary Supervisor, Secondary Supervisor and the Reading Coordinator.

The sub committee delivered a preliminary explanation of the initiative “charge” to the Instructional Council on August 12, 2008. A draft of a training plan and overall schedule of implementation including monitoring was developed by the subcommittee over the next month and presented on September 11, 2008. Upon final approval, September 22, 2008 the training plan, preparation for a revised SIP plan and a monitoring plan will begin.

The professional development planning training will begin with training Leadership Teams from each school and monitoring each Leadership Team’s training of their site SIT team. This method is advantageous as many of the smaller schools will include nearly all or a significant portion of the instructional staff on SIT Teams, creating a better chance of “buy in” from staff through personalization and individualization. Pulling the entire County’s SIT Team members to one location for training is less effective, more difficult and beyond funding constraints for the period needed to implement the initiative. The Leadership Team from each site typically consists of key members of SIT Teams:

principals, assistant principals, instructional coaches, student deans and other teacher leaders within the building.

Four after school sessions for the Leadership Teams have been scheduled for the 2008-2009 school year as a result of the Leadership Conference held during the summer of 2008. These four sessions will be used for training on the six professional development components. Sessions are scheduled from 4:00 p.m. to 7:00 p.m. Funding to support materials, consultants and stipends will come from the Title IIA grant, School Improvement Grants 2008 and 2009, and local professional development funds. The outline is as follows:

Outcome- Each SIP Team uses the Maryland PD planning process and template for their site professional development needs assessment, discussions, planning, implementation and evaluation.

### **Principal and Leadership Team Training**

#### **Session I:**

**October 30, 2008-** **Content:** Understanding the MDPD Planning Process and Content, Recognizing the Need to Build the Plan into SCPS School Improvement Process, and Knowing and Valuing the Six Components

- Participants will be able to identify the key elements of the MDPD plan as well as recognize which elements are typically not being addressed or emphasized within the SIT plan process.

**Presenter:** Doug Bloodsworth, Assistant Superintendent

**November 20, 2008-** **Content:** Conducting Needs Assessments, Identifying Root Causes, Identifying Research Based Strategies Aligned with Specific Student Weaknesses, and Developing Observable/Measureable Teacher Outcomes

- Participants will be able to identify major student weaknesses and the need for professional development on skills and strategies for addressing these needs
- Participants will recognize the importance of assessing teachers' skills in order to appropriately align needed new skills and knowledge to address student weaknesses
- Participants will identify professional outcomes and related indicators which address the need for the activity.
- Participants will develop measurable, observable teacher outcomes.

**Presenter:** MSDE Technical Assistance

**February 19, 2009-** **Content:** Designing Learning Activities, Using Instructional Coaches for Follow Up, and the Planning the Stages of Implementation including Innovation Maps

- Participants will be able to design learning activities, and follow up strategies for site based, embedded teacher professional development.

**Presenter:** Doug Bloodsworth, Assistant Superintendent

**April 23, 2009-** **Content:** Understanding Professional Development Evaluation Strategies, Incorporating all Six Components into the School Improvement Process Implementation

- Participants will be able to plan, conduct, and report on appropriate evaluation strategies to determine if the objectives and indicators have been met.
- Participants will be able to direct and monitor SIT Plan Process using the SIT template with additional component 4 forms and specific timelines and checks.

**Presenter:** MSDE Technical Assistance

**July 7, 8, 9, 2009-** **Leadership Teams Conference**

**Activities:** Apply the Maryland PD Template to plan professional development for the 2009-10 school year under guidance of Central Office personnel. Planning will include the new additions to existing Title 1 SIT Plan template.

**August-September 2009: School Base SIT Teams Training**

School Leadership Teams will conduct the training of each site's SIP Team at the beginning of 2009-2010 school year in early meetings of SIT team. Training will be spread over several meetings as other demands of SIT plan will require school team's attention. Central Office staff will be assigned to attend SIT meetings and trainings as well as monitor training through sign in, agenda, notes, and evaluation documentation.

## **E. REVISION OF THE SCHOOL IMPROVEMENT PLANNING PROCESS**

### **1. TITLE I PROFESSIONAL DEVELOPMENT COMPONENT**

Implementing the *Maryland Teacher Professional Development Plan* into the School Improvement Process will require revising some of the School Improvement documents SCPS presently uses. All schools use the Title I School Wide Program Plan template (NCLB Section 1114(b)(1)(A-J)) to plan school improvement. As three of four elementary schools qualify for Title I and must use this to comply with federal requirements, SCPS adopted this form for all schools in order to capitalize on the benefits of consistency.

The Title I Template includes ten required components. Of the ten, Component Four which addresses professional development requires revision to include the Six Components of the *Maryland Professional Development Plan*. The Needs Assessment, Component 1 of the Title 1 template, will undergo examination by the sub committee and may or may not be revised depending upon recommendations. All revisions to the SIT Plan template will be submitted to the Instructional Council at the February 2009 meeting in order to allow time for any revisions.

**Chart 6.8: Sample of SCPS PD Planning Template**

**TITLE 1 COMPONENT 4: PROFESSIONAL DEVELOPMENT**

**High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. (Component 4)**

**Revised Plan #3:** Provide an assurance that the school will spend not less than **10%** for the purpose of providing to the school’s teachers and principal high-quality professional development that: (a) directly addresses the academic achievement problem that caused the school to be identified for improvement; (b) meets the requirements **for professional development** activities under section 1119; (c) and is provided in a manner that affords increased opportunity for participation

**Total Title I School Allocation:** \_\_\_\_\_

**10% of School Allocation for Professional Development:** \_\_\_\_\_

High Quality Professional Development Activities	Audience <i>Teachers, Paraprofessionals, and Principals</i>	Anticipated Cost of Professional Development Activities	Person(s) Responsible	Timeline

*NCLB Section 1116(a)(1)(D) The LEA shall review the effectiveness of the actions and activities the schools are carrying out with respect to parental involvement, professional development, and other activities assisted under this part.*

What evaluation will determine the effectiveness of these activities?

## 2. CHECKPOINT PROCESS

SCPS will revise the School Improvement Planning process to include Central Office guidance and monitoring of the embedded training of teachers to meet the identified needs of students. This will include main activities and follow up activities. At minimum, four checkpoints at different stages for monitoring and approval will be set; a peer review as required by Title I will be conducted, and a final approval will be required. The checkpoints will begin early in July and proceed through September 30, 2009. The peer review will be held on October 30, 2009, with final approval by November 15, 2009.

### **Chart 6.9: SIT Plan Development and MDPD Checkpoints**

Component 1: Conduct Student Needs Assessment-  
Identify Areas of Weakness

**Checkpoint 1-** Central Office Guidance- July 7 & 8 at  
Leadership Conference/Meeting

Component 4: Develop Professional Development for Staff with Specific Teacher Outcomes.  
(Replace page 11 of the Title 1 SIT form with revised template from the MDPD form.)

**Checkpoint 2-** Central Office Guidance and Peer Review-  
July 8 & 9 at Leadership Conference

**Checkpoint 3-** Central Office Review-  
July 30, 2009

Components 2, 8, and 9

Component 2-Schoolwide Reform Strategies  
Component 8-Additional Assistance  
Component 9-Extended Learning Activities

Component 3 and 5

Component 3-Instruction by Highly Qualified Teachers  
Component 5-Strategies to Attract Highly Qualified Teachers  
Component 6-Strategies to Increase Parental Involvement

**Checkpoint 4-** Central Office Review-  
September 30, 2009

Component 7: Transitioning Plans

Component 10: Coordination of Federal, State, Local Services

Peer Review- October 30, 2009

Final Approval- November 15, 2009

The School-wide Components NCLB Section 1114 (b)(1)(A-J), will be used to monitor all components of the School Improvement Plan except the professional development component. For this component (Component four), the Teacher Professional Development Planning Checklist will be the monitoring standard. Members of the

Instructional Council sub committee of the Central Office will complete monitoring documentation. Final approval will be signed by the Assistant Superintendent for Instruction. Title I schools must also receive approval from the Title I Regional MSDE representative. Sign in sheets of meetings and copies of the monitoring instruments will document progress of school improvement planning.

Monitoring of the planned professional development will be done by site leadership teams as well as central office staff. Central office staff will be assigned to each school's professional development sessions and will collect copies of attendance sheets, agendas and notes to document implementation. Sessions should be completed by or before November of 2009. Central office staff will collect principal and coach walkthrough data and teacher observations to document follow up activities, and stages of implementation of desired strategies. A final evaluation of the professional development will be submitted to the central office sub committee by June 2009. This will be designed and approved at the final approval of the professional development component on July 30, 2009.

#### **Chart 6.10: Central Office Monitoring of Implementation of PD Plan**

1. Review, Approve, and Discuss Site Professional Development Plan and Implementation Process
2. Receive Schedule of After School Professional Development (Secondary) and Early Dismissal Professional Development
3. Documentation of Professional Development Plan would Include:
  - Sign In Sheets from Activities
  - Agendas of Sessions
  - Notes from Activities/Sessions
  - Evaluations from participants
  - Coaches Logs indicating Follow Up
4. Collect Data on Teacher Behavior
  - Walkthroughs
  - Coaches Logs-Walkthroughs
  - Central Office visits
5. Discuss Site Report on Evidence of Teacher Implementation of Professional Development and Intervene with Central Office Support.
6. Central Office Personnel visit sites regularly during both training and implementation.

### **3. OPTION 2 TIMELINE**

The Instructional Council Subcommittee for planning the Infusion of the MDPD six components and planning process into the professional development practices of Somerset County Public Schools and the School Improvement Planning Process of Somerset County Public Schools has proposed the following timeline to the Instructional Council for approval on September 22, 2008.

**Chart 6.11: Chart of Timeline for Implementation of Maryland Professional Development Components Into the School Improvement Plan Process**

**October 30, 2008:** **Training: Session 1-** -Receive Overview of MD Plan and the Rationale for Building it into SCPS School Improvement Process and an Introduction to the 6 Components

**November 20, 2008:** **Training: Session 2-** Trained in Conducting Needs Assessments and Developing Observable/Measureable Teacher Outcomes

**February 19, 2009:** **Training Session 3-** Trained in Learning Activities, Stages of Implementation, and the Role of Instructional Coaches

**April 23, 2009:** **Training Session 4-** Trained in Professional Development Evaluation Plans that Incorporate All 6 Components into the School Improvement Process

**July 7, 8, 9, 2009:** Maryland Template Used to Plan Professional Development for the 2009-10 School Year under Guidance of Central Office

**July 30, 2009:** Central Office IC Sub-Committee Approves PD Plans

**September 1-30, 2009:** School Based Leadership Teams Train All SIT Team Members on MDPD; SIT Teams Complete Components: 2, 3, 5, 6, 8, and 9

**October 1-30, 2009:** SIT Team Complete Components 7 & 10; Peer Review Conducted

**November 15, 2009:** Central Office Internal Approval of SIT Plans; Title 1 Schools Receive Approval by Regional MSDE Representative.

**November 16, 2009-January 30, 2010:** Implementation of Professional Development activities at each site. Monitoring and Guidance by Central Office Staff.

**June 16, 2010:** Final Evaluation included in End of Year Site Summary. Includes pre-determined evaluation as well as Coaches logs indicating follow up time with teachers.

## **F. SPECIFIC STRATEGIES FOR THE IMPLEMENTATION OF OPTION 2**

The school system will implement the following strategies in order to help school staffs understand and use the 6 components of the Maryland Professional Development Framework to plan school-based professional development and to review and revise the School Improvement Planning process that is in place.

### **1. REVIEW AND REVISE THE SCHOOL IMPROVEMENT PROCESS**

The school system will review and revise the School Improvement process by implementing the following strategies:

- Establish a county level planning team to review the current School Improvement Process
- Revise the Professional Development section of the School Improvement Plan Template to include the 6 components of the *Maryland Professional Development Framework*.
- Revise the School Improvement Plan evaluation rubric and feedback forms to include the components of the revised Professional Development section.
- Revise the School Improvement Process Timeline to include checkpoints, feedback and approval deadlines.
- Develop a plan to train appropriate staff on the use of the *Maryland Professional Development Framework* for planning site based Professional Development.

### **2. TRAIN SITE BASED TEAMS**

The school system will implement a plan to train site based Leadership Teams to use the Maryland Professional Development Framework to plan a site based Professional Development activity.

- Establish a schedule of evening Leadership Team meetings and a summer Leadership Conference
- Contact MSDE for technical assistance on sections 1, 3 and 5 of the Planning Form
- Provide Training to site based Leadership Teams on the use of the *Maryland Professional Development Planning Form* during the Leadership Team Meetings.
- Require Leadership Teams to plan a site based professional development activity using the *Maryland Framework* during the summer Leadership Conference.
- Require Leadership Teams to train their School Improvement Teams on the use of the *Maryland Professional Development Planning Framework*.

### **3. MONITOR THE SCHOOL IMPROVEMENT PROCESS**

The school system planning team will use the revised School Improvement Process to evaluate School Improvement Plans, monitor the training of school teams and the implementation of the site based professional development activity.

- Review the revised School Improvement Process with the Leadership Teams during the summer Leadership Conference
- Require schools to follow the revised School Improvement Process Timeline
- Evaluate School Improvement Plans based on the revised rubric and provide feedback using the revised forms. This process will continue until plans receive final approval.
- Assign central office personnel to monitor the site based training of School Improvement Teams

### **4. MONITOR THE SITE BASED PROFESSIONAL DEVELOPMENT ACTIVITY**

The school system will monitor the implementation and impact of the site based professional development activities that were planned during the summer Leadership Conference.

- Assign responsibility for each site to a central office staff member.
- Require district personnel assigned to each site to review the evaluation component of the professional development plan with the site Leadership Team
- Monitor the implementation of the professional development and follow up activities through the collection of attendance sheets, agendas, notes and evaluation forms.
- Use walk through and observation data, notes from discussions with coaches and facilitators, and survey data to compile a final evaluation report on the impact of the professional development activity.

## **G. CORRELATION WITH MASTER PLAN EXTENSION STRATEGIES AND ACTION STEPS 2008-2010**

### **STRATEGIES**

**3.3.1 Leadership Development:** Administrators identify and groom potential leaders.

**4.1.6 Coaching-**all schools are staffed with instructional coaches who provide follow up and support for teachers developing skills in instructional strategies.

**4.1.7 Job Embedded Professional Development:** All school sites have professional development plans with job embedded professional development process

**4.2.1 Planning:** SCPS implements a planned program of Professional Development based upon the system, sites, levels, content and individual's needs through a variety of formats purposed to improve student achievement.

**4.2.2 Collaborating:** Staff at all levels are trained in the benefits of collaboration and provided multiple opportunities to collaborate on professional work within and beyond the instructional day

### **ACTION STEPS**

3.3.1.1. Implement specific strategies for informing potential leaders about criteria, licensure and responsibilities.

4.1.6.1 Designate multiple site positions as "coaches" who have the responsibility to provide instructional feedback and support to teachers

4.1.6.2 Provide opportunities for training and collaboration among coaches

4.1.6.3 Develop an evaluation plan to monitor impact of coaches on teacher skill and student performance

4.1.6.4 Prepare coaches to work with staff in designing and implementing re-teaching strategies

4.1.7.1. Establish a site based committee of the School Improvement Team to develop a job embedded professional development plan that uses the site component MSDE planning framework

4.2.1.2 Complete Annual Professional Development Plan that is Aligned with Master Plan; Involves Stakeholder Input; Assures Full Distribution, Includes a Communication and Approval Process; Is Designed to Follow an Implementation, Monitoring, Reporting and Evaluation Process as described in MPE Section 7.7.

4.2.2.1 Facilitate collaborative work among site staff on a regular basis at the elementary, intermediate, and secondary levels

4.2.1.3 Include critical information for system initiatives of  
1) the Identified Need(s);

- 2) the Expected # of Students to be Impacted and the Expected number of Participant Staff;
- 3) The Expected Level of Change from 1-6 Anticipated and Documented
  - \* Level 1-Measure of Participants' Reaction to PD
  - \* Level 2-Measure of Participants' Perspective of Their Learning
  - \* Level 3-Assessment of the Level of Support among Participants for Change
  - \* Level 4-Assessment of Demonstrated Learning of Participants
  - \* Level 5-Assessment of Students' Learning as a Direct Result of this PD
  - \* Level 6-Assessment of Systemic Impact

4.2.1.4 Prepare and review the Annual Professional Development Plan for 2008-09 with A&S.

**4.3.8 Providing Site Content Options:** Each site selects focus content for their PLC work to increase student achievement and enhance the learning climate for students and staff

4.3.8.1. Select a topic a topic, develop a plan, implement the plan and evaluate chosen content of Professional Learning Community work based upon student need, staff proficiency, and county priorities

**4.4.1 Skill and Content Achievement:** Training on strategies to increase student achievement is planned each year to meet identified and data based challenges

4.4.1.1 Analyze 08 data from walk throughs and observations and from student performance to assess staff command of skills and content knowledge

4.4.1.2 Differentiate training opportunities according to need

4.4.1.3 Develop techniques for teachers to use assessment data to determine individual intervention needs and deliver appropriate training to enhance their instruction

Collect staff feedback on the format and provision of skill and content professional development

4.4.1.5 Review and refine successful strategies

**8.5 SCPS meets all Title I standards and protocols as defined by the State of Maryland.**

**9.2 SCPS conducts and sustains a School Improvement Process aligned with the Master Plan and Title I guidelines as defined by the State of Maryland.**

**9.2.1 Alignment with Master Plan:** School Improvement Plans meet or exceed MSDE expectations for the comprehensive alignment of resources with the Master Plan Goals, Strategies, and Expected Outcomes.

9.2.1.1. Review Update requirements and complete all Title I components.

9.2.2.1. Assure representation by all stakeholder groups on the School Improvement Teams.

**9.2.4 Implementation, Monitoring, Reporting and evaluation:**

9.2.2.2. Convene regularly scheduled meetings of the School Improvement Teams.

9.2.3.1. Review and revise the School Improvement Plan process to guide development of all school plans.

9.2.4.1. Implement and monitor SIP at all sites.

9.2.4.2. Analyze impact of SIP in order to revise plan for 09

