



**Caledonia
Community Schools**
Professional Development Plan



Cal

2019

“In pursuit of excellence, Caledonia Community Schools will empower and equip all learners to achieve their best by ensuring the highest quality system for learning”

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1. Definition and Legislative Requirements for Professional Learning

Professional Development Definition

“Professional Development consists of activities are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards.” -Learning Forward, The Professional Learning Association

Michigan Department of Education Requirements

Section 380.1527 of Michigan’s Revised School Code requires school districts to provide five days of professional development to all teachers each year. These five days are in addition to the professional development provided to new teachers in their first three years of employment. A “day” is defined as at least six hours, for a total of 30 hours to be provided in a year. The “year” is considered to begin on July 1 and end on June 30, coinciding with the school year. District “provided” means professional development offered in compliance with state law and/or that the district has supported the teacher either by providing a substitute teacher, paying conference or workshop expenses or registration fees, or providing released time for attendance at professional development activities. This includes time provided for teachers to work in professional learning communities, examining actual student data in their own school.

2. Philosophy of Professional Learning

Caledonia Community Schools promotes Professional Development within a range of job-embedded, collaborative and data-driven activities that develop knowledge and understanding, sustain growth, and lead to refinements in practice in order to produce improved student learning.

A vibrant professional learning culture requires a foundation of respect, trust, mutual interdependence, an active role by all educators, and shared belief that improved student learning must remain the ongoing goal for all professional learning.

The best professional learning requires:

- Continuous cycles of doing, reflecting/discussing, and refinement;

- Feedback loops from colleagues, coaches, and/or supervisors to assist the educator in reflecting on practice and determining any changes that may be necessary;
- A balance of knowledge gained from looking inward at data and analysis of practice with what can be learned by looking outward at research or information from those acknowledged as experts;
- Learning about content balanced with learning about pedagogy;
- Technology to access knowledge through classroom videos, websites, webinars, online courses, professional learning networks and to plan collaboratively.

The individual educator, the school, and the District share responsibility for sustaining professional learning by planning and implementing a coherent system. This collective approach requires an active role for all educators in ongoing inquiry in order to:

- Study present outcomes and practices at the individual, content area, school-wide and/or district-wide level (including administrative and collegial observation of practice);
- Determine strengths and challenges;
- Study and apply research to challenges;
- Select and implement solutions;
- Determine success;
- Reflect on outcomes and refine as necessary.

Teaching quality and school leadership are the most important factors in raising student achievement. These qualities of teaching and leadership are framed by Learning Forward's four guiding questions:

1. What do students need to know and be able to do?
2. What do teachers need to know and be able to do?
3. What do leaders need to know and be able to do?

3. Professional Development Needs

The CCS Professional Development Plan is the product of continuous data review and analysis to address the principal goal of increasing student achievement. State and local assessment, perception and process data is used in professional development planning and will lead to improved student performance. The Professional Development Plan will be updated regularly to address necessary adjustments based on the current needs of the students and staff, Strategic Plan updates, and legislative changes.

Standards of Professional Learning

“Standards for Professional Learning” have been created by Learning Forward which outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.

Learning Communities	Learning Design	Implementation	Data
<p>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>Professional learning that increases educator effectiveness and results for all students, applies research on change and sustains support for the implementation of professional learning for long term change.</p>	<p>Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>
Outcomes	Leadership	Resources	<p>“The most critical lever in improving schools is building the knowledge and skills of educators.”</p>
<p>Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p>Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.</p>	<p>Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	

4. Roles & Responsibilities

The roles in professional learning are based on Learning Forward's *Professional Learning Standards*.

School Board

- Adopts employee agreements that support continuous individual and organizational improvement
- Adopts policies that support ongoing professional learning and continuous improvement
- Funds professional learning adequately to attain intended results
- Commits adequate staff time to professional learning
- Supports professional learning for all employees

District Leadership (Superintendent, Assistant Superintendent, Director of Curriculum, Director of Finance, Director of Special Programs)

- Upholds, supports and communicates the vision of every student performing at or above proficiency
- Establishes comprehensive, coherent and articulated professional development plan and professional practices across all levels and sites in the District
- Supports the principals, instructional coaches, teachers, support staff, students and families by providing high-quality professional development
- Ensures that all stakeholders have access to all necessary data sets to promote student success
- Empowers staff by disseminating current research in best professional development practices
- Creates, coordinates, and communicates recognition and incentive system that rewards collaboration that achieves Division goals
- Develops teachers to serve as instructional leaders
- Models instructional leadership

Building Leadership (Principals and Assistant Principals)

- Creates an organizational structure that supports collegial learning
- Creates and maintains a learning community to support teacher and student learning
- Creates a culture of learning that upholds the vision of every student performing at or above proficiency
- Promotes a school culture that supports ongoing team learning and improvement
Participates in a school culture that is characterized by collegiality and shared responsibility

- Communicates District strategic goals, strategies and professional practices
- Provides recommendations on improving the Multi-Tiered System of Supports based on contextual data and information
- Dedicates resources to support staff growth
- Collects and communicates data
- Stays current on research-based practices
- Supports Professional Learning Communities (PLC's) to ensure teams use data to drive instruction and make collective changes in practice

Building Leadership (Instructional Coaches, Specialists and Teacher Leaders)

- Participates in a school culture that is characterized by collegiality and shared responsibility
- Develops knowledge about effective group process
- Creates compelling conversations that contribute to the collaborative culture
- Communicates District strategic goals, strategies and professional practices
- Supports effective implementation of the approaches at each school and in the classrooms
- Provides recommendations on improving the professional development plan based on contextual data and information
- Creates connections between people and resources to support a Multi-Tiered System of Supports
- Supports the collection and analysis of data to promote the effective use of data to make instructional decisions
- Models current research-based instructional strategies with teachers
- Coaches Building and Grade/Course Level Data meetings to ensure teams use data to drive instruction and make collective changes in practice
- Monitors and collects data for evaluating professional development on teacher and student growth
- Celebrates successes with the school community

Teachers

- Participate in learning teams
- Participate in a school culture that is characterized by collegiality and shared responsibility
- Develop knowledge about effective group process
- Participate in instructional leadership development experiences
- Analyze student data to identify adult learning priorities at the classroom, school, and District levels
- Work with colleagues to use data to establish professional learning goals
- Analyze relevant student data in order to monitor and revise school and classroom improvement strategies

- Facilitate Building and Grade/Course Level Data meetings to ensure teams use data to drive instruction and make collective changes in practice
- Monitor and collect data for evaluating their own personal professional learning and student growth
- Celebrate successes with the school community

5. Professional Learning Goals and Initiatives

A majority of professional development will occur at grade or building levels in accordance with Division-wide professional development goals.

Goals for professional learning ensure:

- Alignment with state, district, and school performance goals
- Effective personnel in every classroom/instructional setting
- Effective leadership for every site
- High levels of continuous learning for all
- Application of learning to benefit students

Current/Ongoing Professional Development Initiatives

- Marzano Instructional Framework and Teacher Evaluation Instrument
- Multi-Tiered System of Supports
- Data Use and Assessments
- English Language Arts
- Science
- Social-Emotional Learning and Mental Wellness
- Project Based Learning
- Sheltered Instruction Observation Protocol (SIOP) to support EL students
- Compliance Training (Blood Borne Pathogens, Mandated Reporter, etc.)

Upcoming Professional Development Initiatives

- Mathematics
- Social Studies
- Electives (Fine and Performing Arts, Physical Education, World Languages, STEM)
- Emergency Operating Procedures
- Technology Use and Integration

6. Professional Development Processes

The creation of a Professional Development plan that supports the leader, teacher, and student learning involves the following annual process:

- Conducting a Comprehensive Needs Assessment at the District and Building levels using the following data as outlined in the CNA guidance by MDE.
- Student Achievement Data, including subgroups
- State and Local Assessments, including but not limited to SAT, PSAT, M-STEP, NWEA, SWIS, SRSS and District Common Assessments
- Process Data
- Teacher and Student Demographics, Attendance Rate, Graduation Rate
- Perception Data
- Community, Staff, Student and Parent Surveys
- Professional Development Feedback Surveys
- Completing a District and School Improvement Plan based upon the CNA and District Strategic Plan
- Goals are developed through the District and School Improvement process
- Goals include specific and measurable activities and outcomes, which may include professional learning to support goal achievement
- Updating specific areas of the Professional Development Plan to address annual district, building, and individual needs.
- Participants, Dates, Times, Outcomes
- Budget Plan
- Completing a Program Evaluation to review the effectiveness of initiatives

7. Professional Development Planning and Implementation

The Professional Development Taxonomy created by Katherine Tucker (2013) will be used to support the planning and implementation of professional development. The Professional Development Taxonomy is a framework that organizes and describes a progression of professional learning activities. Divided into five phases, each focuses on a different sort of professional learning. This is not intended to be evaluative in nature, nor is it suggested that all individuals should move through each phase sequentially.

Phase 1: Build Knowledge

The individual is developing awareness and building knowledge. This phase focuses on increasing information about the topic, understanding “what it is” and developing a deeper conceptual understanding, including comprehending theories and principles on the topic. For example, if the professional learning content is on differentiated instruction, the participants are learning what differentiated instruction is, about the model(s) used and how it informs teaching.

Phase 2: Develop Skills

The focus is on learning “how to do it”. What skills and processes do you need to know to be able to apply your understanding of the topic? If we continue with the example of differentiated instruction, teachers are learning how to differentiate instruction through lesson planning, instructional delivery, and assessment based on the model you have learned.

Phase 3: Apply to Practice

This phase emphasizes preparing, implementing and refining practice. The learner is beginning to determine when and how they prepare to implement the new learning. This phase also includes beginning use with the new procedures in the classroom. Next, the learner refines their practice, moving towards high quality, consistent application of the new practices. To get to this level, supports for implementation look quite different than during earlier phases. Collaboration becomes key to being able to refine and share practice. A coach may provide support for refinement, as well as a collaborative learning team or peer coach.

Phase 4: Improve Results

By Phase 4, collaboration becomes central to improving results and extending impact. Improving results includes assessing progress, reflecting on the results of that assessment and ensuring a continuous improvement cycle is implemented. Ongoing results analysis will guide the adjustments, additional support and monitoring required to achieve success. Collectively, these activities support the individual to grow and collaborative teams to refine strategies that work in their setting while the organization remains on track for continuous improvement.

Phase 5: Extend Impact

This phase emphasizes how progress is made by individuals, by collaborative learning teams and how the organization is maximized. The impact may be extended to other groups through the leadership and innovation of individuals. The initiative may show promise for impacting additional schools within a district or even beyond the district or local community.

8. Professional Development Design

Professional development is designed based on identified goals and student, teacher, leader needs. Professional Learning designs include active engagement, modeling, and reflection, while supporting a change in knowledge, skills, dispositions, and practice.

Professional learning times are flexible in that they may include

- Full or half day district in-services
- Full or half day off-site trainings using substitute teachers
- Early release days
- Data/Professional Learning Community meetings
- Before or after school meetings
- Instruction and planning period coaching sessions
- Summer special sessions

Data Meetings or Professional Learning Communities (PLCs) are a vital voice when designing professional development. Professional learning goals are developed as a result of the staff analysis of

- Student work
- Lesson plans
- Progress monitoring
- Summative assessments
- Student data tied to School Integrated Action Plan Goals
- State requirements
- Division and/or school initiatives

9. Professional Development Evaluation

According to *Learning Forward*, the goals of professional learning are to change educator practice and improve student learning, therefore those are the outcomes to measure in an evaluation. The two are tied together. Changes in educator practice that do not lead to better learning for students aren't contributing to the ultimate goal. Conversely, changes in student learning without clearly defined changes in educator practice offer no evidence of a link to professional learning.

The learning goals determine the questions that guide the evaluation of professional learning.

Questions to consider are:

- Did the professional learning lead to the achievement of the goals established at the beginning?
- Were there other factors that the team didn't anticipate?
- What is the overall effectiveness of professional learning?
- What changes will improve the results?
- Will the school or system expand, continue, or stop the professional learning?

Not all evaluations of professional learning have to involve education researchers or additional expenses. The recursive and embedded nature of effective professional learning that is focused on student learning and educator practice means that educators at all levels can participate in the evaluation process.

Evaluation Steps

The data or evidence to use for measuring the impact of professional learning can vary according to context, such as school or system goals, measurement tools available, and content. However, effective professional learning systems share the core elements needed for effective evaluation no matter what the context. *Learning Forward* offers the following seven steps for tapping into those core elements to evaluate professional learning. Ideally, educator teams will work together through these steps as part of overall continuous improvement processes.

Step 1: Analyze student, educator, and system data.

Where are students and educators in relation to school or district goals?

Learning needs are tied to school improvement goals. Whether schools are focused on implementing content standards, closing achievement gaps, or serving all students equitably, these improvement goals serve as a starting point to determine what changes are needed.

Step 2: Set learning goals for students and educators

Based on the data from Step 1, what do students and educators need to learn?

Educators might establish a SMART goal (Specific, Measurable, Attainable, Results-based, Time-bound) that outlines a higher level of achievement in one concept for their students by the end of the year.

Step 3: Establish benchmark indicators

What changes in knowledge and skills, practices, and student learning will indicate progress toward the learning goals from Step 2?

Educators identify specific changes in practice and student performance to look for in moving toward attaining goals. These might represent phases of learning or steps of implementation. Educators consider both quantitative and qualitative data from multiple sources for a comprehensive look at student and educator progress.

Step 4: Establish and implement a learning plan

How will educators and teams move toward the goals identified in Step 2?

In the cycle of continuous improvement, educators select learning designs that match their content and pedagogical needs and schools and systems ensure ongoing learning support for individuals and learning teams.

Step 5: Conduct formative evaluations

How will educators gauge progress and make adjustments?

Based on the benchmark indicators from Step 3, educators periodically assess progress towards learning goals and make changes as needed. Overall, they look for evidence of change in knowledge and skills, practices, and student learning to create a body of evidence to formulate and support claims about impact.

Step 6: Conduct a summative evaluation

Has the learning led to the achievement of student and adult learning goals?

At the end of the professional learning initiative, or at predetermined phases, educators gather evidence to determine whether or not students and educators met learning and performance goals.

Step 7: Formulate conclusions about successes and areas for further improvement

What can educators learn from the evidence they gathered in Step 6, and what improvements can they make?

This step requires deliberate analysis and reflection to determine the success of the professional learning and what changes to make in the future to improve results.

10. Caledonia Professional Development Plan 2019-2023

*Specific information including dates, participants, and funding will be determined and tracked annually in a separate document. Additional initiatives may be added as needs arise.

Initiatives	Topics	Outcomes	Timeline
Marzano Instructional Framework and Evaluation Tool	<ul style="list-style-type: none"> • Marzano Instructional Framework and Evaluation • Building Understanding of the Design Questions and Elements • Using iObservation Evaluation Instrument • Developing a Growth Plan • Classroom applications of Design Questions and Elements • Using the Evaluation Tool for observation and evaluations for Administrators • Providing feedback related to observations and evaluation 	<ul style="list-style-type: none"> • Develop understanding of Marzano Learning Map • Use Marzano as a common instructional language • Understand evaluation instrument, teaching expectations, evaluation procedures • Develop leadership skills through coaching using Marzano Growth Plans • Develop administrator leadership skills through observations and feedback using the evaluation process 	Multiple Years-Ongoing
Multi-Tiered System of Supports	<ul style="list-style-type: none"> • District and Building Leadership Teams • Data Analysis (DCA, TFI, SWIS, SRSS, EWI, ect.) 	<ul style="list-style-type: none"> • Provide a systematic framework to support Tiers 1, 2 and 3 in academics, behavior, and social/emotional learning through an integrated model using data 	Multiple Years-Ongoing
Data & Assessment	<ul style="list-style-type: none"> • SAT & PSAT • M-STEP & Mi-ACCESS • WIDA • NWEA MAPS Testing • Common Assessments • Screening and Diagnostic Assessments 	<ul style="list-style-type: none"> • Understand assessment purpose and format • Understand and apply data to district, building, classroom and student level system and learning improvements 	Multiple Years-Ongoing

<p>Best Practice and Compliance</p>	<ul style="list-style-type: none"> •Special Education and Special Programs requirements •Diversity and Inclusion • Grade Level/Department Professional Learning Communities (PLCs) • Technology Integration • Emergency Operating Procedures • Compliance Modules (Mandated Reporting, Blood Borne Pathogens, ect.) 	<ul style="list-style-type: none"> • Understand and apply legal requirements • Understand and apply the processes and principles within each area • Use program/processes implementation and results data for continuous improvement 	<p>Multiple Years-Ongoing</p>
<p>English Language Arts: Elementary</p>	<ul style="list-style-type: none"> •Core Knowledge Language Arts -Reading -Writing -Speaking -Listening 	<ul style="list-style-type: none"> • Gain an understanding of the purpose and structure of CKLA. • Engage in a process to analyze fidelity of implementation • Use CKLA assessments to guide Instruction •Refine curriculum to support specific areas of need •Review and revise content related to M-STEP data •Provide ongoing intervention and enrichment 	<p>2019-2020 2020-2021 2021-2022</p>
<p>English Language Arts: Middle School</p>	<ul style="list-style-type: none"> •Adopt and Implement District Curriculum and Common Resource -Reading -Writing -Speaking -Listening 	<ul style="list-style-type: none"> •Determine common resources for grades 6-8 •Gain an understanding of purpose and structure of selected resource. •Engage in a process to analyze fidelity of implementation •Review and revise content related to M-STEP and PSAT data 	<p>2019-2020 2020-2021 2021-2022 2022-2023</p>

<p>English Language Arts: High School</p>	<p>•Finalize Curriculum Maps -Reading -Writing -Speaking -Listening</p>	<ul style="list-style-type: none"> •180 Days (Kittle and Gallagher) •Develop Common Assessments •Data Analysis •Review and revise content related to SAT data 	<p>2019-2020 2020-2021 2021-2022</p>
<p>Mathematics</p>	<p>•Adopt and Implement District Curriculum and Common Resource</p>	<ul style="list-style-type: none"> •Determine common resources for grades PreK-5, 6-8, 9-12 • Gain an understanding of the purpose and structure of Common Resources. • Use common assessments to match instruction •Engage in a process to analyze fidelity of implementation •Review and revise content related to M-STEP, PSAT and SAT data 	<p>2019-2020 2020-2021 2021-2022 2022-2023</p>
<p>Science: Elementary</p>	<p>Cereal City Science (Battle Creek Science Units)</p>	<ul style="list-style-type: none"> •Develop Common Assessments with Kent ISD •Implement Common Assessments •Data Analysis •Review and revise content related to M-STEP data 	<p>2019-2020 2020-2021</p>
<p>Science: Middle School</p>	<p>MiStar Science</p>	<ul style="list-style-type: none"> • Gain an understanding of the purpose and structure of MiStar Science. • Engage in a process to analyze fidelity of implementation • Use MiStar assessments to guide Instruction 	<p>2019-2020 2020-2021 2021-2022</p>

		<ul style="list-style-type: none"> •Refine curriculum to support specific areas of need •Review and revise content related to M-STEP data 	
Science: High School	<ul style="list-style-type: none"> •Finalize Curriculum Maps 	<ul style="list-style-type: none"> •Develop Common Assessments •Analyzing Data •Review and revise content related to SAT data 	2019-2020 2020-2021
Social Studies	<ul style="list-style-type: none"> •Adopt and Implement District Curriculum and Common Resource (Based on new MDE standards when adopted) 	<ul style="list-style-type: none"> •Determine common resources for grades PreK-5, 6-8, 9-12 • Gain an understanding of the purpose and structure of common resources. • Use common assessments to match instruction •Engage in a process to analyze fidelity of implementation •Review and revise content related to M-STEP, PSAT and SAT data 	2020-2021 2021-2022 2022-2023
Social Emotional Learning	<ul style="list-style-type: none"> •Interconnected Systems Framework 	<ul style="list-style-type: none"> •Integrate Social Emotional Learning Standards (MDE) into Positive Behavior Intervention and Supports •Trauma Informed Schools •Mental Health First Aid •Be Nice •Tier 2 and 3 Supports 	2019-2020 2020-2021 2021-2022
Electives/Spe cials	<ul style="list-style-type: none"> •Adopt and Implement District Curriculum 	<ul style="list-style-type: none"> •Determine common resources for grades 	2020-2021 2021-2022

	<ul style="list-style-type: none"> •Physical Education and Health •Fine and Performing Arts •World Languages •STEM •English Learners 	<p>PreK-5, 6-8, & 9-12</p> <ul style="list-style-type: none"> • Gain an understanding of the purpose and structure of common resources. • Use common assessments to match instruction • Sheltered Observation Instruction Process (SIOIP) for English Learners 	
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11. Resources

[MDE Professional Learning Guidelines](#)

[MDE Professional Learning Guidelines for NEW Teachers](#)

[MDE Comprehensive Needs Assessment](#)

[Learning Forward. The Professional Learning Association](#)

[Insights for Learning](#)