



Professional Learning Plan 2010-2011

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Recovery School District

Our Mission

To provide the supports and interventions necessary to put academically struggling schools on a path toward success.

Targets to Support the Mission

- Increase school readiness and prepare children to enter school
- Ensure high academic standards and achievement for all students
- Create a system of autonomous schools that are held accountable
- Actively engage families and the community as partners in raising student achievement
- Develop and streamline business practices to ensure effectiveness and high standards
- Provide safe, clean, modernized buildings and classrooms that are conducive to learning





STRATEGIC OVERVIEW



2009-2011 STRATEGIC GOALS

1. Increase school readiness and prepare children to enter school.
2. Ensure high academic standards and achievement for all students.
3. Create a system of autonomous schools that are held accountable.
4. Actively engage families and community as partners in raising student achievement.
5. Develop and streamline business practices to ensure efficiency, effectiveness and high standards.
6. Provide safe, clean modernized buildings and classrooms that are conducive to learning.

CORE VALUES

QUALITY

Create quality, high-performing schools that are supported by data-driven, research-based academic, school climate and management models, including superior programs which address individual academic, behavioral or social needs.

ACCOUNTABILITY

Develop and implement comprehensive accountability systems that ensure all schools are held to the same high standards.

CHOICE

Create a system of schools which offer parents and guardians the freedom to select the RSD School of their choice, guaranteeing that access to quality school programs is equitable and attainable.

AUTONOMY

Ensure that RSD Schools have autonomy over site-based budgeting and staffing; and in the case of charter and charter-like schools, create and maintain alternative governance arrangements, such as Advisory Board, Steering Committees or Board of Directors.

OUTSTANDING FACILITIES

Create and maintain safe, clean schools in which every child can be educated in a classroom that is modern and well equipped for 21st Century learning

Professional Learning and Curriculum & Instruction



Vision:

“Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers.” (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009)

RSD Professional Learning Opportunities are:

- focused on supporting the Pathways to Instructional Excellence and Leadership Rubrics
- conducted at individual school and school cluster sites
- structured to include follow up support and coaching components
- connecting professional learning to the classroom
- designed with input from school level staff members
- supportive of the Louisiana Department of Education’s nine identified Critical State Goals
- individualized based on specific school data

Data Driven Instruction and Assessment Series

- **Measures of Academic Progress (MAP) Assessments** MAP is a computerized, adaptive, state-aligned assessment program that provides educators with information they can rely on to improve teaching and learning. It is administered to 3rd through 11th graders during the fall, winter and spring assessment windows.
- **Stepping Stones to Using Data** This professional learning series provides time for school staff to take a look at data collected during the assessment cycle while learning to interpret data, and developing a plan for using MAP data to improve instructional practices.
- **Climbing the Data Ladder** This professional learning series provides time for school staff to learn how to effectively apply information available on their instructional reports to impact instructional practice. During this series staff members are exposed to the skills required to differentiate instruction, form flexible groups, and develop strategies to ensure instruction meets the needs of every student.

Electronic Professional Learning Systems

- **Electronic Registrar Online (ERO)** RSD is utilizing this system to improve efficiency in all aspects of professional learning. ERO will serve as the system of record for all professional learning activities delivered within the district, online Web-based training, blended sessions, or conferences and college courses. ERO supports a “self-service” model which allows teachers and classified personnel to register for events, complete online evaluations at the conclusion of the event, and access their personal transcript. Access to RSD professional learning opportunities by charter school personnel will also increase as a result of this endeavor.
- **PD 360** PD 360 Professional Development On-Demand is a web-based, on-demand professional learning system that supports RSD staff in building common language and practice with on-going sustainability and capacity. PD 360 is a tool that ensures the ongoing professional growth of knowledge and skills essential to educators in the planning, implementing and reflecting of their professional practices. Access to this resource includes 1,000+ video learning segments from proven education experts and links to educators and exemplary classrooms that have seen student growth and improvement. Training opportunities and admittance to this site are available to all RSD staff.
- **TAP System Training Portal** The TAP System Training Portal is an interactive Web tool that enables teachers within the local school along with district and state leaders to have real-time access to the latest strategies and videos with documentation to download, review and deliver to teachers in order to improve instruction.

Instructional Initiatives

- **Math Solutions** This is a professional learning series geared toward elementary level mathematics teachers and administrators. The goals of this series include increasing student achievement in mathematics, increasing teacher content knowledge in mathematics, supporting teachers using research-based instructional strategies, and assisting schools in the development of specific school-based goals and objectives based on needs analysis assessment data. Components of this series include a Math Academy series for math coaches, a Math Leader strand for administrators and individualized school-based support including site visits, demonstration lessons with students, individual coaching and electronic professional learning sessions.

- **Algebra Project** This professional development series is geared toward high school mathematics and is focused on pedagogy, lesson study, and coaching in the classroom. Key components include experiential learning and teaching, the 5-step process (common experience, trust building, reflection, concept formation, and application), cooperative working and learning, inquiry strategies and essential questions, and collaborative planning. Professional development and coaching occurs in institutes, workshops, on site, and online.
- **Ensuring Literacy for All (ELFA)** RSD is currently participating in the state literacy grant professional learning opportunity focused on the state's goal of having all students literate by grade three. RSD schools currently participating include Reed Elementary, Johnson Elementary and Henderson Elementary. This initiative: develops the reading foundation students need for future success, provides the technical assistance and professional development essential for PreK-4th grade teachers and administrators to address the diverse needs of all learners, and provides the supports necessary at the district level to have all students reading, and writing at or above grade level by grade 4.
- **Pathways to Instructional Excellence** The Pathways initiative seeks to improve teacher and leader performance through a series of ongoing observations which pinpoint strengths as well as areas for growth in order to provide targeted professional learning opportunities. Pathways is coordinated from the district level and includes a master teacher professional learning strand, instructional excellence strand, leadership excellence strand and site based school support strand.
- **Managed Curriculum** This document and the accompanying professional learning series aims to standardized teaching and learning with the goal of increasing student academic performance by outlining for teachers when and what to teach students. The most important student objectives are identified by applying the following criteria: leverage: applicability of the knowledge and skills as it relates to standardized testing, endurance: sustainability over time and importance: relevance of objectives for the next level of instruction. New additions to the *Managed Curriculum* include: essential Grade-Level Expectations, teacher notes, essential vocabulary, recommended resources, student activities, unit descriptions, guiding questions and teacher reflections on content mastery. The use of Individual Learning Plans (ILPs) provides teachers with a standardized way of tracking student progress. ILPs are documents that identify students' pre/post scores on standardized tests and include critical objectives that students are expected to master by the end of the course. Combining the *Managed Curriculum* with the Individual Learning Plans emphasizes the importance of all content areas and promotes differentiation of instruction skill by skill.

Professional learning in the Recovery School District supports the following state initiatives identified in Louisiana Department of Education School Improvement Best Practices.

- **Response to Intervention (RtI)**

Response to Intervention (RtI) is a general education process that provides students with high-quality research based instruction and interventions that are matched to the student’s specific needs. Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to achieve grade-level success. Daily instruction is delivered to maximize instruction and intervention benefits.

RtI in Louisiana follows a three-tiered process – Tier I provides high-quality instruction that is differentiated to meet each student’s needs in the general education setting. Tier II provides targeted interventions for students who need additional support *in addition to Tier I instruction*. Tier III, *also in addition to Tier I instruction*, provides intensive interventions for students significantly below grade level, and/or students who do not respond to Tier II instruction. RtI is a dynamic process that has dramatically improved the skill level of students in Louisiana and across the country as measured by state assessments.

- **Data-Driven Decision Making**

Data-driven decision making is the ongoing process of collecting, analyzing, and using numerous types of data effectively. Changes driven by data have a better chance of assisting school leaders in meeting school improvement goals. For districts and schools to identify and meet the specific needs of students detailed data must be collected and disaggregated (Boudett, City, & Murnane, 2004).

- **Job-Embedded Professional Development**

Job-embedded professional development (e.g., study groups, coaching, job shadowing) is also known as on-the-job learning. It occurs while school leaders and staff engage in their daily work. Research shows traditional methods of professional development, such as attending in-services and conferences, are not always effective. Job-embedded learning maximizes time efficiency, promotes immediate application of what is learned, and is more sustainable and cost-effective than “one-shot” workshops (e-Lead: Leadership for Student Success, 2005; Galloway, 1995).

The training of trainers model is implemented by training Master Teachers to perform turn-key professional learning sessions during weekly job-embedded cluster meetings.

A complete listing of the Recovery School District professional learning offerings can be located in the Professional Learning Calendar. Some samples of those professional learning sessions that address the above mentioned best practices are indicated below.

Response to Intervention

Read 180, Grades 4-10
Voyager (K-3/Tier 2 & 3)
Harcourt Trophies (PK-3)
Direct Instruction (Tier 2, 3 and Extended Day) Tier 3 only
Fast Math Implementation and Progress Monitoring
Classroom Management
Positive Behavior Support
Olweus Bullying Prevention

Data-Driven Decision Making

Measure of Academic Progress
Benchmarking Assessment
DIBELS Administration and Scoring
Standardized Testing
EAGLE Training (Enhanced Assessment of Grade Level Expectations)
Using DSC Data and GLEs in Instruction
Portfolio Assessment
Voyager Progress Monitoring
Scholastic Reading Inventory

Job-Embedded Professional Development

Pathways to Leadership Excellence
Pathways to Instructional Excellence
Coaching Strategies for Master Teachers
Managed Curriculum – Educator’s Handbook
Math Solutions
Algebra Project
Ensuring Literacy for All
Inclusive Practices
PD-360
Technology in the Classroom
Parents’ Role in School Improvement
CPR/First Aid/Medication Administration/Non-Complex Procedures