

Charlo School District 7J

Educator Effectiveness – Professional Development Plan

Charlo School District is currently focusing its professional development efforts on MTSS and school climate, as these areas were identified as priorities through a CNA conducted in the spring of last year. Staff participated in the CNA to evaluate district-wide needs, and MTSS and school climate emerged as key areas for improvement. To ensure a targeted approach, teachers were surveyed further to provide input on the specific needs within these two areas, helping to shape the focus of professional development initiatives. The district has utilized experts in Special Education and Title I to conduct teacher trainings. The district will continue to survey teachers and get teacher input and analyze student data to evaluate progress in these areas and to identify additional needed areas of PD. This collaborative process reflects the district's commitment to aligning PD with staff-identified priorities and fostering meaningful growth to support student success and a positive learning environment.

PROFESSIONAL DEVELOPMENT PLAN:

Working with a Professional Development (PD) team, Charlo School District will implement the following process. The PD team will consist of the superintendent, principal, and at least one elementary JH, and HS teacher, and Special Education teacher.

- **STEP 1: ANALYZE STUDENT LEARNING NEEDS**
 - Gather multiple forms of student data - Analyze data from district level benchmark assessments, MAST, and ACT.
- **STEP 2: EXAMINE COMMUNITY, DISTRICT, SCHOOL, DEPARTMENT, AND STAFF CHARACTERISTICS**
 - Gather data about educators (experience, certifications, etc.)
 - Conduct a needs assessment: survey teachers to identify the areas they need/want to focus on.
 - Analyze student assessments and teacher evaluation (walk-through) data to identify trends, patterns, and areas of needed improvement
 - Identify the features of the learning context that influence student and educator learning
 - Identify potential contributors to the current state of learning
- **STEP 3: DEVELOP IMPROVEMENT GOALS AND SPECIFIC STUDENT OUTCOMES**
 - Work with PD team to write SMART goals specific to student learning
- **STEP 4: IDENTIFY EDUCATOR LEARNING NEEDS AND DEVELOP GOALS AND OBJECTIVES**
 - Develop SMART goals for educators

- **STEP 5: STUDY RESEARCH ON SPECIFIC PROFESSIONAL LEARNING PROGRAMS, STRATEGIES, OR INTERVENTIONS**
 - Review research and evidence on successful professional learning programs or practices
 - Identify those relevant to the current goals and objectives

- **STEP 6: PLAN PROFESSIONAL LEARNING IMPLEMENTATION AND EVALUATION, INCLUDING ESTABLISHING A LOGIC MODEL FOR SPECIFIC PROFESSIONAL LEARNING PROGRAMS**
 - Develop theory of change with assumptions
 - Develop logic model

- **STEP 7: IMPLEMENT, EVALUATE, AND SUSTAIN THE PROFESSIONAL LEARNING**
 - Enact the plan
 - Monitor progress and adjust as needed
 - Evaluate progress and results

- 1. **Alignment with District Goals and Graduate Profile:**
 - The PD plan aligns with Charlo School District's graduate profile by emphasizing student-centered learning and preparing graduates for academic and career success.
- 2. **Safety, Well-Being, and Mental Health:**
 - The PD plan will incorporate training on trauma-informed practices, mental health awareness, and staff well-being initiatives. There will be additional training on working with at-risk students and students living in poverty.
- 3. **Focus on All School Community Members:**
 - Professional development opportunities will be extended to include paraprofessionals, administrative staff, and support staff.
- 4. **Emphasis on Learning, Reflection, and Growth:**
 - The PD plan integrates reflective practice through regular feedback sessions and reflection activities.
- 5. **Incorporation of Adult Learning Theory:**
 - The PD sessions will employ hands-on workshops, collaborative learning activities, peer/peer observations, and problem-solving discussions.
- 6. **Use of Research and Models of Effective Practice:**
 - PD content will be based on research-supported strategies, such as Marzano's instructional frameworks, Edison's Survival Mode, and DuFour's professional learning communities.
- 7. **Subject Content, Teaching Strategies, and Technology:**
 - Training will focus on enhancing instructional strategies (Example: Book study of Focus by Schmoker), integrating technology, and improving content delivery to meet high standards (Bell-to-Bell instruction, work with objectives, etc.).
- 8. **Opportunities for Feedback and Reflection:**
 - Feedback will be gathered through post-session surveys, peer observations, and reflection activities.
- 9. **Ongoing and Sustained PD:**

- PD will occur at the end of every testing cycle and will include follow-up sessions to sustain learning and ensure continued growth.
- 10. **Collaborative Planning:**
 - Teachers, administrators, and support staff will collaborate to co-design and deliver professional development sessions.
- 11. **Time, Resources, Coaching, and Support:**
 - Dedicated PD days, funding for resources, access to online PD through OPI, and an opportunity to participate in the annual Tribal PIR day.
- 12. **Job-Embedded Collaboration:**
 - PD will include collaborative team meetings and subject area study sessions. Because Charlo has one classroom per grade level, grade bands (K-2, 3-5, JH, and HS) will be utilized to form teams. Additionally, time will be provided for teachers to observe the same subject and grade level teachers in other districts.
- 13. **Coherent Long-Term Plan:**
 - The PD plan is part of our strategic framework focused on improving instructional practices and student outcomes.
- 14. **Evaluation and Impact:**
 - The PD plan will be evaluated annually through teacher surveys, student assessment data, and observations to measure its impact on teaching and learning.

- **Public Availability:**
 - Charlo's PD plan will be made available to stakeholders by posting it on the district website.