

Staff Development Plan

Cannon Falls Schools Staff Development Plan 2017-2018 can be found at cannonfallsschools.com

District Mission Statement:

Cannon Falls Public Schools, partnering with families and community, will provide a nurturing, challenging and inspiring environment to educate ALL individuals to be lifelong learners and responsible, productive citizens.

Staff Development Mission Statement:

The purpose of professional development is to provide learning experiences for teachers and support staff that help support student achievement and prepare students for 21st century learning and living. The Cannon Falls Staff Development Committee will provide ongoing professional development in best practice strategies and the implementation of technology to improve quality teaching and learning in ways that positively impacts student achievement by a general measured increase in MCA test scores and course summative assessments as well as providing learning opportunities to meet requirements for relicensure and state mandates.

Three ongoing goals of the committee are:

1. Provide professional development in general and content specific best practices and strategies that support classroom teachers to increase student achievement as measured by an increase in classroom assessments (monitored in PLCs) and/or MCA math, reading and science test scores as determined by each building.
2. Provide at least 8 hours of training in each school year with breakout session choices for teachers to choose the most relevant information for their professional development.
3. Offer learning opportunities to assist staff in meeting licensure requirements including but not limited to best practices in curriculum, instruction and assessment; PBIS initiatives; reading strategies for ELL learners and all learners.

Actions to support these goals:

- All staff will receive professional development that aligns to the goals listed above and to the areas needed for re-licensure - curriculum alignment, behavior interventions, mental health, literacy, ELL, technology integration along with local initiatives
- All instructional staff will participate in Professional Learning Communities {PLCs} that address building specific goals and grade level or content area goals as determined by each PLC.

Norms and Protocols of the Committee:

- Members of the district committee are staff development chairs, staff development treasurer, administration, curriculum committee chair, technology committee chair, mentor program coordinator, teacher evaluation program coordinator, continuing education committee member and a representative from the school board.
- Co-chairs of district staff development committee are the chairs of the elementary and high school building staff development committees.
- District meetings are held quarterly during the regular school year in October, December, February and May
- District committee will determine scope and sequence of ongoing professional development as well as determine the protocols for attending off-site workshops, expectations for on-site professional learning and curriculum writing.
- District committee members should work to support teacher learning which positively impacts student achievement through the use of best practices in education.
- District committee will promote the integration of technology into the classroom including modeling its use for district and building staff development.
- District committee will determine the allocation of funds that support district-wide initiatives.

Building Committee -

- Building committee meetings are held once a month at the beginning or end of PLC Facilitator training.
- Building committees will determine site specific needs in staff development, plans for building wide staff development learning four times a year at the beginning of grading periods and monthly meetings for district goals and site specific goals like technology integration or PLC activities.
- Building committees will also determine how funds are allocated throughout the school year and specifically, providing funding for in-house professional development as well as requests for off-site professional development.
- The learning needs of PLCs and the allocation of funding to support the work of PLCs will become the major factor in determining for professional learning not related to state and local mandates.

Content

The content of professional learning will align to the goals of the district committee, building committee and as determined by state mandates. The content of professional learning activities should be focused on increasing student achievement.

Process

Through PLCs and district and building workshops, staff will receive professional development of which the intent is to improve best practices and the utilization of technology in order to improve student achievement as indicated by PLC {department or grade level} summative test scores, MCAs, FastBridge testing, and ACT data.

Results

Professional learning that leads to a general increase in student achievement as measured by formative and summative assessments. This will provide staff development committee feedback in its continuous improvement measures and inform the committee in providing future professional learning opportunities.

