

**Professional Development Goals
Introduction to PLCs
2005-2007**

Goal	Implementation Benchmark <i>(Measures whether the District has changed the practices or instruction that will help us achieve our goal)</i>	Responsibilities/PD Options	Outcome Benchmark/ Measure of Success <i>(Measures whether the changes have had an effect on administrators, teachers, student skills, knowledge, behavior)</i>	Timeline
<p>Develop a shared knowledge and understanding of a professional learning community and all of its attributes (supportive and shared leadership, collective and collaborative creativity, shared values and vision, supportive conditions, shared personal practice).</p>	<p>Staff members have made a conscious effort to articulate and promote the attitudes, behavior, and commitments that would advance their visions of the district and their individual schools.</p> <p>As a result of their shared knowledge, members are beginning to modify their thinking and practice as they attempt to implement the principles of PLCs.</p> <p>The format of all faculty meetings has changed to include agreed-upon norms. Grade leader and team meetings engage in discussions about basic core values focusing on teaching and learning.</p>	<p>Central Office Administration and Staff</p> <p>Administrators, Teachers, Teacher Leaders</p>	<p>Evidence of the vision is seen in decision-making and teacher and student behavior. Collaboration is embedded in routine practices.</p> <p>Teams pursue specific and measurable performance goals that are focused on results. Changes to professional practice are based on data.</p> <p>Norms are routinely embedded. Logs chronicle content and progress of meetings.</p>	<p>June 2006 and Ongoing</p>
<p>Develop an open and honest district and school culture within which are generated shared values and vision based on learning as our core purpose.</p>	<p>Each school will engage in discussions that yield agreed-upon basic core values about teaching and learning that guide decision-making and problem-solving.</p> <p>Grade leader and team meetings engage in discussion about basic core values focusing on teaching and learning.</p>	<p>All Staff</p>	<p>Faculty meeting agendas and notes have been articulated through emails.</p> <p>Notes of teacher leader meetings are distributed to staff as determined by the teacher leaders at each level.</p>	<p>June 2006 and Ongoing</p>

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<p>Develop measurable performance goals linked to the District Strategic Plan and to individual school improvement goals, both long and short-term.</p>	<p>Establish communication between the Professional Development Committee, School Improvement Councils, Strategic Development Committee and staff.</p> <p>80% of the staff will participate in study groups or other models of professional development that educate members about norm and protocols, discussion strategies, characteristics of high-performing teams.</p> <p>100% of new staff will be exposed to the above in their orientation.</p> <p>100% of administrators and teacher leaders participate in education about PLCs.</p>	<p>Professional Development Committee, School Councils, Strategic Plan Committee members</p> <p>Staff</p> <p>Staff and mentors, Central Office</p> <p>Administration and Teacher Leaders</p>	<p>Representative or coordinating committee to be established.</p> <p>Attendance at faculty meetings, grade leader meetings, and team meetings. Attendance at conferences and workshops supporting PLC themes.</p> <p>Orientation, Mentor Program, New Teacher Institute</p> <p>Attendance at training on PLC</p>	<p>June 2006 and Ongoing</p> <p>June 2006 and Ongoing</p> <p>June 2006 and Ongoing</p> <p>June 2006 and Ongoing</p>
<p>-----</p> <p>Establish the concept of supportive and shared leadership through professional development for principals and teacher leaders; support principals and teacher leaders with ongoing coaching and consultation.</p>	<p>Leadership teams participate in study groups or other models of professional development that educate members about norms and protocols, discussion strategies, and the characteristics of high-performing teams (see attached addendum).</p> <p>Administration and teacher leaders participate in coaching sessions about facilitation and the change process.</p>	<p>PD Task Force, Superintendent, Assistant Superintendent, Principals, Assistant Principals, Teacher Leaders</p>	<p>-----</p> <p>Use of protocols and norms at all meetings. Collaboration and shared decision-making processes initiated. Study groups produce changes in practice or provide researched recommendations.</p> <p>Document the meetings. Survey the leadership teams.</p>	<p>-----</p> <p>June 2006 and Ongoing</p>

**Professional Development Goals
Supportive Conditions
2006-2008**

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Link the principles of a PLC to school culture and daily practice.	Review and celebrate the district-wide mission, vision, and beliefs about professional development.	Administrators, teacher leaders, and staff	All staff can articulate the district mission. Staff will integrate the district-wide vision and belief statements in the planning of all professional development at the building level.	February 2007 and Ongoing
	Develop, review, and celebrate school-wide mission, vision, and beliefs about teaching and learning.	Administrators, teacher leaders, and staff	All staff can articulate the school's mission, vision, and beliefs, which are observed in daily practice.	December 2007
	Base school-wide strategic decisions on school-wide mission, vision, and beliefs.	Administrators, teacher leaders, and staff	The collective work of the school demonstrates the mission, vision, and beliefs of the school. Professional development reflects some or all of the 13 characteristics of the district professional development vision statement.	December 2007
	All participate in a continuous improvement cycle characterized by gathering and analysis of data to identify discrepancies between actual results and desired results for learning, teaching, curriculum, and leadership.	Administrators, teacher leaders, and staff	Building decisions reflect the vision and beliefs. Staff can link decisions to the vision and beliefs.	December 2007 and Ongoing
	All are involved in setting goals and developing strategies to achieve the desired results for learning, teaching, curriculum, and leadership.	Administrators, teacher leaders, and staff	Grade level and curricular teams develop measurable goals and effective strategies to achieve results that improve student learning.	December 2007 and Ongoing

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Embed collaboration and shared leadership in our work and in our professional development.	<p>Establish structures that allow ample time for collaboration so that respect and trust can be developed among colleagues in order to increase staff capacity for continuous improvement.</p> <p>Create options to release staff for job-embedded collaboration.</p>	<p>All staff supported by Central Administration</p> <p>Principal and building level leadership, parent organizations with central administration support</p>	<p>Schedules reflect flexibility to allow for collaboration.</p> <p>Opportunities reflect options for collaboration of all staff.</p>	<p>June 2007 and Ongoing</p> <p>June 2007 and Ongoing</p>

**Professional Development Goals
Data-Driven Culture
2006-2008**

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Understand and use power standards.	Educate staff to understand and apply the concept of power standards.	Administrators	Professional development on power standards is provided for all staff. Power standards that are addressed on common assessments are identified. Power standards are documented for each curriculum area and grade/achievement level. Standards booklets and online publications are revised to include power standards.	December 2007 and Ongoing
----- Understand and use data gathered from assessments for learning (formative) and assessments of learning (summative).	Identify the power standards for each curriculum area at each grade level. ----- Develop and/or review common formative assessments that relate to the power standards. Use data from common formative and summative assessments to inform instruction.	Administrators, teacher leaders, staff ----- Grade level teams, subject area teams, teacher leaders, curriculum specialists, principals, assistant principals Grade level teams, subject area teams, teacher leaders, curriculum specialists, principals, assistant principals	----- Teachers will administer common formative/summative assessments. Teachers will adjust ongoing instruction based on formative assessments. Teachers will consider results of summative assessment to determine the need for differentiated/remedial instruction. Implement common formative/summative assessments using a common process.	----- December 2007 and Ongoing ----- December 2007 ----- December 2007

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Demonstrate accountability by using assessment data to revise teaching practices in order to improve student learning.	Teachers will focus on problems of teaching and problems of practice by developing multiple teaching approaches based on data from assessments.	Principal, assistant principals, grade level teams, subject area teams, teacher leaders, and curriculum specialists	Study groups, focused on specific learning strategies, are available to all staff. Professional development is focused on models of best practice. Teachers participate in peer observation, focusing on models of best practice.	December 2007 and Ongoing December 2007 and Ongoing