

Chattooga County School System
Professional Learning Plan and Evaluation



The Chattooga County School District has established a Professional Learning Plan based on the performance of its students, staff, and the impact of its educational programs. The instructional practices and funding for the Professional Learning Plan support a pervasive commitment to equity in academic areas and instruction for all students. In order to address the challenges faced by the educational system and fully implement the vision of the school system, there must be accountability at all levels of the organization to improve student achievement and school effectiveness. The District is committed to a philosophy of respect and high expectations for all students, parents, teachers and other staff. The District is also committed to providing all children residing in the county with a free and adequate education regardless of race, national origin, sex, disability, family status or place of residence.

District Mission Statement and Vision

Mission: Enable all students to become productive, contributing citizens who can communicate effectively, gather and use information, make responsible decisions, utilize technology, and adapt to the challenges of the future.

Vision: Prepare students for success through a rigorous education with high academic standards in schools where students want to learn, parents want their children to attend, and teachers want to teach.

Belief Statements

1. Our students, personnel, and parents deserve a safe, inviting, non-threatening learning environment where they are treated with dignity and respect within an environment that promotes student learning.
2. Teachers, administrators, parents, the community, and students share the responsibility for academic success.
3. Students learn best when they are actively engaged in the learning process.
4. The commitment to continuous improvement is imperative if our schools are going to enable students to become confident, self-directed, life-long learners.
5. Student achievement should be the primary focus of all decisions impacting the work of the school.

Chattooga County School District Major System Priorities

1. **Student Achievement:** Establishing internationally competitive standards for student performance and accountability, in collaboration with technical colleges, institutions of higher learning, and the business community to ensure that all students are challenged and prepared for rigor in a diverse and technologically rich society.
2. **Continuous Improvement:** Attracting, retaining, and training highly effective teachers, principals, and support staff, while ensuring that all students receive a high quality education.
3. **Stakeholder Involvement:** Increasing parental, community, and business involvement as partners in the educational process, while utilizing the district's existing public education facilities by establishing evening/weekend education programs for interested Chattooga County residents.
4. **Efficient and Effective Operational Procedures:** Ensuring that all students and staff have a safe and secure environment for teaching and learning.

Organization and Structure for Professional Learning

Professional learning in the Chattooga County School District is organized in two areas: District level and school level. The District level model for professional learning is through professional learning programs, workshops, and meetings delivered in face-to-face and virtual models. Professional learning focuses on the improvement of job-related knowledge, skills and behaviors of all employees. The school level model for professional learning is through Professional Learning Communities and site based support workshops as described in all School Improvement Plans (SIP). School level professional learning focuses on instructional effectiveness. The district and school level professional learning programs base the professional learning on the following priorities:

Student Data

Analysis of student achievement data

School graduation rates

College and Career Ready Performance Index (CCRPI)

District/School Surveys/Needs Assessments

Classroom Observation Trends

Teacher Evaluation Models

Ongoing formal and informal student assessment

Identification and use of enhanced and differentiated instructional strategies that emphasize rigor in the content areas

Enhancement of subject content expertise

Integrated use of classroom technology that enhances teaching and learning
Classroom management
Parent Involvement and School Safety
Organization of staff into Professional Learning Communities
Providing participants with the support and resources necessary to ensure there is implementation of new knowledge and skills to the workplace
Aligning, monitoring, documenting, and evaluating the effectiveness of professional learning provided

Effective professional learning and evaluation practices encourage and support new and experienced educators in their continuous effort to improve instruction, implement curriculum effectively, and appropriately respond to student learning needs. Effective evaluation informs decision-making, demonstrates evidence of success, and allows for appropriate revisions to meet staff and student needs.

The success of professional learning relies on the entire school community. School and district leaders, including administration and teachers, play an important role in identifying improvement goals, planning professional learning and development initiatives to accomplish the goals, and evaluating the effectiveness of these efforts. Administrators support teachers in their professional learning by providing needed resources and structured time set aside for professional learning. Teachers work collectively, along with administrators, to plan professional learning at the school and district level. Students, parents and the community-at-large are involved in professional development through the School Improvement Plan, school climate surveys and the Title IIA Needs Assessment. Evaluation of professional learning will be monitored through classroom walkthroughs and teacher evaluations.

The practice of planning of professional learning connected to student achievement data and identified teacher needs provides opportunities for supporting the improved performance of students and staff through results-driven professional learning, which is standards based, job-embedded and collaborative. System-wide standards-based professional learning in specific content and instructional strategies based on identified needs assures that all students are given the opportunity to master critical course content.

When professional learning has been completed, the attendees will implement new strategies into their classroom instruction. The following evaluation will be completed when the attendee has had time for implementation and use within the classroom setting. When the evaluation has been completed, it will be forwarded to the assistant superintendent

Chattooga County School District Professional Learning Self-Evaluation

Name _____

Facilitator _____

Date _____

PL Activity _____

Criteria					Points
	0	1	2	3	
Participated in further discussion or exploration	Not at All	Have engaged in casual conversations only	Have sought further discussion and exploration with colleagues	Have initiated and had discussion and exploration	_____
Shared Learning with colleagues	Not at All	Informal sharing only	Have presented information to colleagues	Have shared my learning through modeling, teaching and demonstrating practical activity	_____
Engaged in further professional learning to build on this learning	Not at All	Have looked for relevant resources	Have read articles and visited web sites for further information	Have developed a personal action learning project/enrolled in a course/formed a study group	_____
Implemented some aspect of new learning in teaching practice	Not at All	Have planned something but not tried it yet	Have tried some new teaching-learning activities	New teaching-learning activities have become an integral part of my teaching	_____
Identified the next step for my own learning	Haven't given it any thought	No clear direction yet – I know I want to do something but not sure what	Have talked to my principal about professional learning in the performance management process	Have clear goals and know exactly where I am headed	_____
				Total	_____

