Professional Learning Plan

2021-2022

Office of Professional Learning

2021-2022
Kansas City Public Schools

Office of Professional Learning

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Purpose

The purpose of the Professional Learning Plan (PLP) is to improve the quality of teaching and learning by ensuring that educators participate in substantial professional development in order to remain current with their profession and meet the learning needs of students. The plan is a "living document" that will be monitored and modified, at least annually, in order to reflect the dynamic needs of students and educators.

This plan shall serve as the basis for all professional development activities in the Kansas City Public School (KCPS) District. This plan recognizes that educators may make recommendations for professional development. Such recommendations should be made in writing and submitted to the Office of Professional Learning for consideration.

The goals of the PLP are to:

- construct KCPS Professional Learning Plan utilizing multiple data sources including student achievement data and teacher needs assessments.
- establish priorities for district-based professional development activities.
- establish a set of criteria for building and course/grade level learning teams to follow in developing professional development activities.
- serve as a "clearinghouse" monitoring professional development activity in order to:
    - determine congruence of professional development activity to KCPS strategies and priorities and priorities established by and within the Professional Learning Plan.
    - foster two-way communication and coordinate activity between levels to maximize efficiency of resources.
    - ensure that all professional staff have opportunities for substantial professional development

Professional Learning Planning Process

The Professional Learning Plan establishes priorities and a framework for resource utilization in order to fulfill the vision espoused by the Office of Professional Learning (OPL) team. It serves as a conduit linking KCPS improvement efforts as identified by the OPL team and programming decisions made at the district and building level.

District and building decision-making for utilization of resources will be made within the framework of the plan. The OPL will identify needs for professional development by utilizing student achievement and faculty survey data. This data will be used to establish priorities within the plan and will be adjusted as needed on an annual basis. The plan will include a professional development rubric (Appendix A) for use by the district and buildings in evaluating professional development opportunities.

District Mission Statement

The mission of KCPS is to achieve, in a way that is unencumbered by the excuses, our vision for education by ensuring that all children benefit from teaching and learning.

District Vision Statement

Every student develops deep understanding of the knowledge and skills necessary to pursue higher education, obtain family-supporting employment, contribute to the civic well-being of the community and have the opportunity for a rewarding and fulfilling life. The school district will do this through"

Inquiry-based instruction that involves active learning, and is project oriented, collaborative, learner centered and facilitated by meaningful professional development.

- Successful instructional settings where teachers continually coach each learner to develop deep understanding and educational proficiency, while meeting all adequate yearly progress goals.
- Cooperative planning among principals and teachers to ensure attainment of district goals.
- Substantial autonomy to each learning community.
- Accountability for executing and achieving the school district's vision, goals and objectives articulated in the Accountability Plan

District Core Beliefs

1. All students can and will learn; we must provide appropriate educational opportunities for each student that are commensurate with his/her individual needs and abilities.

2. Education is a life-long process, only able to be fully achieved through a collaborative learning community that is built on integrity, high expectations, and mutual respect and support.

3. All schools can be successful and efficient when we provide each of our students with access to a rigorous curriculum and high levels of interaction, engagement, and teaming that will serve to prepare them for college, career, and life.

4. We must provide a safe learning environment where students feel protected and learning can flourish.

5. With parental and community support and involvement from all stakeholders, we can build an environment where children have no option but to succeed.

Professional Learning Priorities

Creating a positive school culture is critical to student success. This teaching and learning culture starts with positive relationships within a safe, supportive environment shaped around a consistent, shared vision. It is then fostered through communication, collaboration, personal responsibility, focusing on priorities, shared values, and

experiences. Students within the learning community then rise to the challenges that come with rigorous standards and expectations.

Focused priorities for continuous improvement impacting school culture and guiding our professional development center around the 12 district strategic priorities, indicated in the strategic plan (Appendix B). Practices and learning activities that support the areas should be considered through the lens of 21st century learning, leading to deeper learning for all students. These major areas of improvement include:

1. *Safe, Respectful, and Supportive Learning Environments*: Intentionally designing structures and activities to cultivate connection, build leadership, and promote student well-being, creating a strong sense of community.
2. *Culturally Responsive Teaching*: Foster a culture of inclusion and care where every KCPS community member feels supported and experiences a strong sense of belonging. Utilize culturally responsive practices to improve learning for students.
3. *Program Design/Delivery/ Professional Learning Communities (PLCs)*: Build the capacity of teachers to utilize a focused set of best professional practices promoting higher levels of learning for all students.
4. *Data-Driven Instruction*: Revise and implement data analysis cycles/ protocols of state and local assessment data to identify trends in student performance and make instructional adjustments that are responsive to student needs.
5. *Digital Technology Integration*: Implement the meaningful integration of technology to deepen student engagement and personalize the learning experience.

Professional Learning Plan: Needs Assessment

Focusing on the whole child, student needs are identified by examining academic, social and behavior information. Academic needs are identified by examining assessment results against Missouri Learning Standards. This includes the following assessments MAP 3-8 assessments in ELA and Math, MAP 5-8 in Science, EOC examinations as well as grade level common formative assessments. Social and emotional needs are identified by examining attendance information and office discipline referrals.

While many professional development needs that influence this plan were identified pre-COVID, the structures and processes that impacted instruction during 2020-2021 will have a lasting impact on the learning needs and delivery of instruction moving forward. Goals areas and professional development activities address these needs. PLC's are asked to continue to take a student-centered approach as we emerge from the learning conditions present during the pandemic.

This includes:
● leveraging instruction around the focus skills identified by standard measures used for students that align to MO Learning Standards;
● being proactive in leadership development, while taking a more trauma-informed approach to address the social and emotional needs of students that may have arisen during the pandemic;
● Promote efforts to support diversity, equity and inclusion in our school community.
● identifying opportunities for change that exist to improve the experience and opportunities for teachers and students;

- rethinking the use of time and space as we leverage technology and design instructional experiences for students;
- creating a more collaborative and social classroom experience;
- enhancing engagement and creating authentic learning experience; and
- leveraging the continued use of technology.

High Quality Professional Development

The Kansas City Public School District is committed to providing meaningful learning opportunities for teachers. With a focus on job embedded, collaborative practices, professional development at KCPS will be delivered in a variety of ways that allow teachers time to learn new instructional strategies overtime and with a level of support that leads to transfer of skills in the classroom and improvement in student learning. Modes of professional development will include teachers working with colleagues as a professional learning community, focused workshops and seminars, team planning, lesson study, study groups, online course work, mentoring and student-centered, instructional coaching. Professional development experiences may be district-initiated, school-based, or teacher, self-directed.

Professional development that improves the learning of all students is:

- Collaborative and collegial;
- Results-oriented and transformative;
- Closely connects current theory to practice;
- Responsive to our students' ever-changing needs Pre-K through 12;
- Sustained, continuous, and ongoing; and
- Designed to promote active learning and a range of opportunities.

Highly Quality Professional Development:

- Sets clear goals and objectives based on desired student outcomes.
- Aligns with state, district, school, and/or educator goals or priorities.
- Is designed and assessed on the analysis of data relevant to the identified goals, objectives and audience.
- Creates collaborative relationships among educators to encourage, both the sharing of ideas and working together to achieve the goals and objectives
- Advances an educator's ability to apply learning from professional development to his or her particular content and/or context.
- Models good pedagogical practice and applies knowledge of adult learning theory to engage educators.
- Provides reflective dialogue that offers individuals a challenge to their thinking as well as new perspectives on their practice and beliefs.
- Promotes commitment to implementation of new learning.

Professional Learning Major Focus Areas

The major focus areas are the foundation of our Professional Learning plan. They addressed align with the district strategic priorities (Appendix B) we have as a school district, as well as the outcomes and expectations summarized below.

Focus Area	Outcomes and Expectations
Program Design/Delivery/ Professional Learning Communities (PLCs): • **Supporting New Teachers**	**New teachers obtain success in their position and are granted tenure.** • The new induction and teacher mentoring program will serve in supporting and retaining teachers as measured teacher feedback and recommendations from the building principal, and the achievement of their students. • Teachers receive training and coaching during their probationary period around high-impact instructional strategies as well as practices outlined and measured by the Danielson's Framework for Teaching and Marzano's The Art and Science of Teaching. • Teacher mentors and OPL will work with new teachers to ensure they are meeting the DESE Mentoring Program Standards (Appendix C).
Program Design/Delivery/ Professional Learning Communities (con't.)	**A culture of continuous improvement exists at each level throughout the organization improving learning outcomes for all students.** • The Danielson Framework for Teaching and Marzano's The Art and Science of Teaching, establish the essential knowledge and skill required for all teachers. • KCPS Educator Evaluation System process promotes continuous improvement through timely, constructive feedback while encouraging self-reflection. • Teachers receive the support needed to implement programs/strategies as defined by district, building, and grade level/course goals. • A cycle of continuous learning is set in place within the work of the learning teams and the school improvement process. • Teachers and principals utilize a professional learning communities (PLCs) process that is results-oriented, reflecting on student achievement, teacher practice, and leadership practice as a catalyst for action.

Safe, Respectful, and Supportive Learning Environments	Healthy, safe, orderly, and supportive learning environments exist in each school, enabling students and adults to learn at high levels.

Healthy, safe, orderly, and supportive learning environments exist in each school, enabling students and adults to learn at high levels.

- Systems and structures are in place to ensure a safe and orderly learning environment.
  - Proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.
    - Students are empowered to learn, practice habits and develop a growth mindset that leads to personal and interpersonal effectiveness (i.e. responsibility, vision, integrity, teamwork, cooperation, and collaboration).
  - A data-driven, problem-solving approach, integrating both academic and behavioral instruction and intervention, is responsive to the unique needs of students.
- School staff is keenly aware of the unique, adverse situations that might impact children, addressing and supporting emotional issues that arise, and proactively teaching social and emotional skills that influence student learning and motivation.
  - Members of the learning community:
    - have a comprehensive understanding of the consequences; (educational, emotional, and social), of childhood adversity;
    - recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life- including school staff.
    - utilize practical tools, skills, and resources (appropriate to their settings and job scopes) to teach proactive skills while also combating the negative impact of these adverse situations on the well-being of the student; and
    - are empowered and optimistic about their ability to continually maintain a safe, calm, and secure environment with supportive care, for both staff and students.

Focus Area (con't.)	Outcomes and Expectations (cont.)
Culturally Responsive Teaching	**Recognizing the full potential of each student, teachers promote equity, inclusion and excellence in the classroom and schools at-large, understanding how culture influences both their actions as well as the thoughts and behaviors of their students.** • Teachers understand the unique characteristics of special populations that are linguistically, culturally, and economically diverse. • Teachers create a learning environment with lessons and units that are culturally responsive and address the diverse learning styles and language needs of

	• students while engaging them in essential content.
Data-Driven Instruction	**Teachers respond to data and instructional practice using quality assessments that accurately assess each student's knowledge, skills, and abilities.** • Strong, collaborative teacher teams utilize the PLC inquiry model and address the conditions of learning that support the achievement of all students. • Teachers set and assess progress toward goals and address individual or group needs. • Teachers evaluate the effectiveness of practices and assess whether student needs are being met. • Schools reallocate resources in reaction to outcomes and enhance processes to improve outcomes.
Digital Technology Integration	**Teachers leverage the use of technology to support the curriculum, enabling each student to take an active role in their learning by choosing, achieving, and demonstrating their understanding of learning outcomes.** • Teachers design lessons using digital tools and incorporating blended learning models to construct knowledge, provide choice, innovate, produce artifacts, and enhance meaningful learning experiences for students. • Teachers design learning experiences requiring students to apply the knowledge and skill of a given discipline, to create authentic products for authentic audiences. • Students use technology to redefine and personalize learning. • Students recognize the freedom and responsibility that exists in the use of technology for learning while practicing digital citizenship. • Teachers use technology to facilitate their own learning, independently seek opportunities to leverage technology in their classrooms, and foster a professional learning community.
Program Design/Delivery/ Professional Learning Communities	**A guaranteed, viable, and prioritized curriculum, aligned to the Missouri Learning Standards, exists for every course of study; teachers utilize high impact instructional strategies to engage students as they learn how to learn.** • Shifts to inquiry-based instruction and a focus on self-directed learning are evident across content areas. • Students demonstrate advanced literacy skills necessary to be academically and personally successful in today's literacy-and knowledge-based society. • Instructional practices include the use of engaging texts, rich discussions (Accountable Talk), frequent writing, and explicit teaching of academic vocabulary and language. o Every teacher deeply understands the language and literacy associated with their content, and are supportive of the teaching of reading and writing. • Assessment for learning is used to guide instruction. Questioning, and feedback help shape student learning. • Teachers instruct essential mathematical big ideas and practices. Math concepts and procedures are understood and transferred to new situations. Students are expected to think critically, reason, and communicate their mathematical

understanding.
- Effective intervention strategies in literacy and mathematics are embedded in classroom instruction and supplemental settings.

Improvement Strategies/Action Steps

1. Establish strong, collaborative teacher teams that address the conditions of learning that support the achievement of all students.
    a. Establish and maintain a commitment to the PLC model.
    b. Continue data teams at the district, building and grade level that review student data (social/emotional/academic), establish goals, and assess progress toward those goals.
2. Create coherent direction and consistent results (i.e. Data Teams, MTSS, data-driven instruction, workshop model, literacy, and math instruction) while reducing fragmentation and overload.

   a. Utilize common language, routines, models and assessments that identify needs and successes
   b. At all levels, focus on foundational skills and understandings in literacy and mathematics while promoting reasoning and critical thinking (Note: Content areas provide the context for more inquiry and authentic use of skills, impacting units of study)

3. Develop in students the advanced literacy skills necessary to be academically and personally successful in today's literacy-and knowledge-based society.
    a. Strengthen foundational literacy skills at all levels
    Foster and support instructional practices that include the use of engaging texts, rich discussions (Accountable Talk), frequent writing (across content areas daily), and explicit teaching of academic vocabulary and language.

4. Create an authentic, engaging learning experience for students- inquiry and self-direction (i.e. project-based learning, real world learning, Socratic seminars, etc.)
   a. Develop more inquiry where students learn to generate the questions and find answers to their questions
   b. Utilize practices that encourage critical thinking and discourse using argument (claim, evidence, reason)
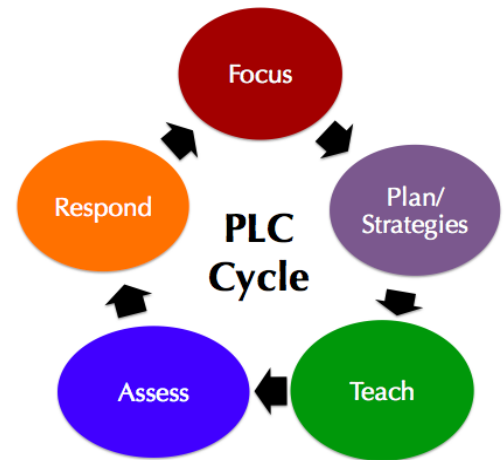
5. Identify and promote related knowledge, disposition and 21 Century skills that enable all students to be excellent learners and are equipped with necessary life skills.
    a. Identify data that can be used to gauge our progress to ensure all students are making progress.
    b. Evaluate lessons and learning experiences through the lens of 21 Century Learning with the goal of promoting deeper learning for all students and the ability to tackle the uncertainties of the future.
    c. Develop a collection of evidence/ experiences that match the skills, knowledge, and depositions we want all students to have by the time they leave high school (i.e. digital portfolio, community service, senior Capstone projects, job shadowing, etc.)

Professional Development Schedule 2021-2022

The following activities provide an overview of the professional development work that will continue to allow us to meet our district and school improvement efforts.

Wednesday PLC Offerings (virtual)		
Date	**Topic**	**Link**
October 27, 2021	Data-driven Instruction using Interim 1 Data	Zoom Meeting Link
January 26, 2021	Data-driven Instruction using Interim 2 Data	Zoom Meeting Link
February 23, 2021	MAP/EOC Instruction Planning	Zoom Meeting Link
April 27, 2021	MAP/EOC Instruction Planning	Zoom Meeting Link

Elementary: After School PD Offerings (virtual) IMPORTANT: To attend, please register on My Learning Plan					
	ELA (1st Tues & Thurs each month)	**Math (2nd Tues & Thurs each month)**	**Science (3rd Tues & Thurs each month)**	**Fine Arts/PE 2nd Tues & Thurs each month**	**Electives**
October	ELA Internalization Process Scaffolds for Steps 1 10/5/21 8:00 - 9:00 AM ELA Internalization Process: Scaffolds for Step 1	Math Internalization Process: Steps 1 and 2 10/12/21 8:00 - 9:00 AM **Rescheduled due to Parent/Teacher Conferences**	5E Model for Planning using Internalization Process: Engage, Explore & Explain 10/19 3:45-4:4 5PM 5E Model for Planning using Internalization Process:	Music- Quaver/Music First@ Paseo Art- Student Collaborative Projects and Assessment @Paseo	**Reading Intervention ONLY** Create Effective Lesson Plans

	10/7/21 3:45 - 4:45 PM	Math Internalization Process: Steps 1 and 2 10/12/21 3:45 - 4:45 PM	Engage, Explore & Explain 10/21 8:00-9:00 AM		
November	ELA Internalization Process Scaffolds for Steps 2 11/2/21 8:00 - 9:00 AM ELA Internalization Process: Scaffolds for Step 2 11/4/21 3:45 - 4:45 PM	Math Internalization Process: Steps 3 and 4 11/9/21 8:00 - 9:00 AM Math Internalization Process: Steps 3 and 4 11/11/21 3:45 - 4:45 PM	5E Model for Planning using Internalization Process: Elaborate & Evaluate 11/16 3:45-4:45 PM 5E Model for Planning using Internalization Process: Elaborate & Evaluate 11/18 8:00-9:00 AM	PE- Fit for Life and Assessments Music- Holiday Concerts @ Paseo	**Reading Intervention ONLY** What Does the Data Say? Data Deep Dive. What Does the Data Say? Data Deep Dive
December					
January	Semester 2 Curriculum Overview 1/4/22 8:00 - 9:00 AM Semester 2 Curriculum Overview 1/6/2022 3:45 - 4:45 PM	Semester 2 Curriculum Overview 1/11/21 8:00 - 9:00 AM Semester 2 Curriculum Overview 1/13/21 3:45 - 4:45 PM	Semester 2 Curriculum overview 1/18 3:45-4:45 PM Semester 2 Curriculum overview 1/20 8:00-9:00 AM	Music/Theatre- Spring Programming@Paseo	**Reading Intervention ONLY** Feedback and Praise
February	ELA Internalization Process Scaffolds for Steps 3 2/1/2022 8:00 - 9:00 AM ELA Internalization Process: Scaffolds for Step 3 2/3/2022 3:45 - 4:45 PM	Math Internalization Process: Steps 5 and 6 2/8/21 8:00 - 9:00 AM Math Internalization Process: Steps 5 and 6 2/10/21 3:45 - 4:45 PM	Integrating the Science and Engineering Practices	Art- Art of Education- Themed Projects@Paseo	**Reading Intervention ONLY** Assess Your Instruction Assess Your Instruction
March	ELA Internalization Process Scaffolds for Step 3 3/1/2022 8:00 - 9:00 AM ELA Internalization Process Scaffolds for Step 3 3/3/2022 3:45 - 4:45 PM	Instructional Planning for MAP 3/8/21 8:00 - 9:00 AM Instructional Planning for MAP 3/10/21 3:45 - 4:45 PM	Integrating the Science and Engineering Practices	PE- Spring Activities and Assessments Music- Music First- Composition	**Reading Intervention ONLY** Using iReady to Analyze and Group Students Using iReady to Analyze and Group Students
April	ELA Internalization Process Step 4: Utilizing the Data 4/5/21 8:00 - 9:00 AM	Instructional Planning for MAP 4/12/21 8:00 - 9:00 AM Instructional Planning for MAP	Integrating the Science and Engineering Practices	Art- Mural Collaborations	**Reading Intervention ONLY** Using iReady Resources Using iReady Resources

	ELA Internalization Process Step 4: Utilizing the Data 4/7/21 3:45 - 4:45 PM	4/14/21 3:45 - 4:45 PM				
May						

<table>
<tr><td colspan="7" align="center">Secondary: After School PD Offerings (virtual)
IMPORTANT: To attend, please register on My Learning Plan</td></tr>
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	ELA (1st Tues & Thurs each month)	Math (2nd Tues & Thurs each month)	Science (3rd Tues & Thurs each month)	Social Studies (3rd Tues & Thurs each month)	Fine Arts/PE 1st/3rd and 2nd/4th Tues & Thurs each month	World Language (2nd Tues & Thurs each month)
October	ELA Internalization Process and Planning Support 6th Grade 8AM-9AM ELA Internalization Process and Planning Support 7-12th Grade 3:30-4:30 PM	Secondary Math Content PD: Focus on Content Unit of Study High School: 2:30-3:30 Middle School: 3:30-4:30	9-12 5E Model for Planning using Internalization Process: Engage, Explore & Explain 2:30-3:30 PM K-8 5E Model for Planning using Internalization Process: Engage, Explore & Explain 10/19 3:45-4:45 PM	SS Content Collaboration and Planning Support-2:30-3:30 SS Content Collaboration and Planning Support-3:30-4:30	Music- Instrument Purchasing Repertoire Selection Art- Student Collaborative Projects	Target Language Acquisition - 2:30 - 3:30
November	Collaborative Lesson Planning and Quarter 2 Unit Maps- Best Practices 6th Grade 8AM-9AM Collaborative Lesson Planning and Quarter 2 Unit Maps- Best Practices 7-12 Grade 3:30 PM-4:30 PM **Both sessions 11/2/21 and 11/4/21 (Zoom links)**	Collaborative Lesson Planning: Looking at Quarter 2 Unit Maps - Effective Strategies and Activities High School: 2:30-3:30 Middle School: 3:30-4:30	9-12 5E Model for Planning using Internalization Process: Elaborate & Evaluate 2:30-3:30 PM K-8 5E Model for Planning using Internalization Process: Elaborate & Evaluate 11/16 3:45-4:45 PM	Creating Effective, Interactive Strategies and Resources-2:30-3:30 Creating Effective Interactive Strategies and Resources- 3:30-4:30	Music- Concert Repertoire Theatre-Updating Curriculum and Spring Programming Art - Student Showcase Planning PE/Heath-Fitness for Life Workshop	Target Language Acquisition - 2:30 - 3:30
December						
January	Analyzing Student Data: Reteaching/Spiraling Instruction/ Spotlight Skills	Analyzing Student Data from Common Formative Assessments/Performance Tasks	9-12 Semester 2 Curriculum overview 2:30-3:30 PM K-8 Semester 2 Curriculum overview 1/18 3:45-4:45 PM	Social Studies Semester 2 Overview	Music & Theatre- Spring Programming	Target Language Acquisition Resource Utilization Connecting with the community

						As needed
February	Close Reading and Gradual Release of Responsibility	Secondary Math Content PD: Focus on Content Unit of Study	Integrating the Science and Engineering Practices	Cross Curricular Strategies- Incorporating ELA strategies in SS	As needed	Target Language Acquisition Resource Utilization Connecting with the community As needed
March	Collaborative Lesson Planning:Quarter 3 Maps and Best Practices	Collaborative Lesson Planning: Looking at Quarter 3 Unit Maps - Effective Strategies and Activities	Integrating the Science and Engineering Practices	Creating Effective, Standard Based Assessments	Art- Art Showcase Planning	Target Language Acquisition Resource Utilization Connecting with the community As needed
April	EOC and MAP preparation- test prep options	Gearing Up for the MAP and EOC - Test Prep Plans	Integrating the Science and Engineering Practices	Connect History to the Real World	As needed	Target Language Acquisition Resource Utilization Connecting with the community As needed
May						

Building Administrators: After School PD Offerings (virtual)

Building Administrators: After School PD Offerings (virtual)
Presented by Erin Dorsey
IMPORTANT: To attend, please email Erin at edorsey@kcpublicschools.org

	Dates/Times	Topic
October	**Tuesday, October 26th** 8:00am - 9:00am **Thursday, October 28th** 4:30pm - 5:30pm	Internalization Protocol: Steps 1-3
November	**Tuesday, November 30th** 8:00am - 9:00am **Thursday, December 2nd** 4:30pm - 5:30pm	Internalization Protocol: Steps 4-6
December		
January	**Tuesday, January 25th** 8:00am - 9:00am **Thursday, January 27th** 4:30pm - 5:30pm	Semester 2 Curriculum Overview & Look Fors
February	**Tuesday, February 22nd** 8:00am - 9:00am **Thursday, February 24th** 4:30pm - 5:30pm	Instructional Planning for MAP/EOC
March	**Tuesday, March 29th** 8:00am - 9:00am **Thursday, March 31st** 4:30pm - 5:30 pm	Instructional Planning for MAP/EOC
April	**Tuesday,April 26th** 8:00am - 9:00am **Thursday, April 28th** 4:30pm - 5:30pm	SY 21-22 Curriculum Feedback & Ways Forward
May		

Elementary and Secondary Teachers Positive Classroom Environment PD Offerings (ongoing, virtual) Presented by Office of Professional Learning For more information, contact: Dr. Fatima Ferguson fferguson@kcpublicschools.org		
	Dates	**Topic**
November	November 1-30, 2021	Classroom Management
December		
January	January 3-31, 2022	Building Strong Relationships
February	February 1-28, 2022	Culturally Responsive Teaching
March	March 1-31, 2022	Trauma and Its Impact
April	April 1-29, 2022	Trauma-Sensitive Environments
May		

	Elementary and Secondary Teachers My Digital Learning Roadmap PD Offerings (ongoing, virtual) Presented by Office of Professional Learning For more information, contact: Joe Jarrett sjarrett@kcpublicschools.org	
	Dates	**Topic**
November	November 1-30, 2021	Technology Integration
December		
January	January 3-31, 2022	Student Engagement
February	February 1-28, 2022	Google Tools
March	March 1-31, 2022	Nearpod as a Classroom Tool
April	April 1-29, 2022	Google Certification
May		

Wednesday PLC Schedule

KCPS 2021-22 Wednesday PLC Schedule

August 2021	
Wednesday	
18	Returning Teacher Week
25	PLC

September 2021	
Wednesday	
1	PLC
8	PLC
15	PLC
22	C & I PLC
29	Exception Wednesday

October 2021	
Wednesday	
6	PLC
13	PLC
20	PLC
27	C & I PLC Changed to

November 2021	
Wednesday	
3	PLC
10	PLC
17	PLC
24	**FALL BREAK**

December 2021	
Wednesday	
1	PLC
8	PLC
15	Exception Wednesday
22	**WINTER BREAK**
29	**WINTER BREAK**

January 2022	
Wednesday	
5	PLC
12	PLC
19	PLC
26	C & I PLC

February 2022	
Wednesday	
2	PLC
9	PLC
16	PLC
23	C & I PLC

March 2022	
Wednesday	
2	PLC
9	PLC
16	Exception Wednesday
23	**SPRING BREAK**
30	Exception Wednesday

April 2022	
Wednesday	
6	PLC
13	PLC
20	PLC
27	C & I PLC

May 2022	
Wednesday	
4	PLC
11	PLC
18	Exception Wednesday
25	Exception Wednesday

New Teacher Induction and Mentoring Program Overview

The Kansas City Public School District, in conjunction with the Missouri Teachers Association, operates a district wide Teacher Mentor Program. The initial consideration for this teacher mentoring program is to comply with Missouri Department of Secondary and Elementary Education (DESE) standards for teacher mentoring programs (Appendix C). Another important component of the Mentor Program is to create an environment in which highly successful veteran teachers within our district can share their classroom expertise and knowledge to help support teachers who are new to the profession and/or the district in an effort to fulfill the district's mission.

I.   Program Mission Statement

The KCPS New Teacher Mentorship Program will help ensure success for all newly hired teachers through collaboration, observation, inquiry and dialogue about effective teaching practices with experienced teachers serving as positive role models.

II.   Program Beliefs

We believe that successful mentoring/induction process:
- Provides interns with explicit, differentiated expectations, training in those expectations and coaching/ feedback to implement and master techniques related to those expectations.
- Involves all members of the educational community.
- Enhances recruitment and retention of newly hired teachers.
- Provides a structured system for teachers to gain new ideas, share their experiences, and seek advice.
- Provides an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement.
- Contributes to student success through the use of instructional methods of best practice.
- Promotes the development of a common vocabulary relative to effective teaching practices.

III.   An Effective Mentoring Program- Outcomes

As a result of participating in an effective mentoring program, new teachers will:
- Consistently plan and deliver effective, sound, fundamental lessons/instruction
- Become confident in themselves, their practices and their place in the classroom
- Be able to verbalize a clear understanding of effective teaching and learning
- Assess student learning and make adjustments as needed
- Confidently practice strong classroom management skills
- Have a clear understanding of what being a KCPS teacher means
- Be an integral part of the KCPS Professional Learning Community (PLC)
- Feel valued and supported by the entire school community
- View mentoring as a positive experience

- Understand the commitment needed to be a professional educator
- Become more comfortable with the teacher evaluation process by:
    i. Fostering a clearer understanding of the district's instructional/ professional expectations.
    ii. Making connections between the feedback provided through the mentoring process, and that provided by the district's administrative supervision/evaluation process.
    iii. Receiving constructive feedback.
    iv. Viewing evaluation/observation as a two-way process.

IV. Who Will Be Mentored?

Individual mentors will be assigned to:
- Newly hired first and second year teachers
- Newly hired long term substitutes who will be teaching in the district up to one year
- New part time teachers given annual appointments

After mentoring occurs, all teachers will continue to be supported through district and building/district-based activities just as any other tenured teacher in a particular content area. Mentoring support for third year teachers will be determined and provided on an individual basis in the event the non-tenured teacher is placed on an improvement plan, as recommended by the building administrator.

V. New Teacher Mentorship Program Roles and Responsibilities

The Office of Professional Learning will:
- outline goals of the program for all participants
- assess/evaluate procedures of selection process as defined and reviewed on a yearly basis
- monitor mentors
- intervene between mentees and mentors when there is a problem;
- maintain all necessary records;
- keep the district leadership informed of the status of the program including program evaluation results
- connects with mentors and mentees to update and discuss suggestions for improving the program
- suggest training topics throughout the year, as appropriate
- provide professional learning opportunities to support mentors in their role

The Mentor will
- have at least three (3) years of classroom experience, preferably successful completion of a teacher mentorship program
- have a willingness to participate in optional mentor/mentee training sessions offered throughout the school year
- discuss program goals and objectives with mentees
- respect confidentiality with mentees at all times
- hold regular meetings with mentees
- serve as a role model and professional support person to assist mentees in all aspects of

adjustment to the teaching position
- guide the mentee through the observation process
- complete a monthly Mentor and Mentee Monthly Log Form (via My Learning Plan) that documents some of the topics and issues discussed. *This form is to be completed each month with the mentee as it requires entrees from both parties*
- arrange classroom visitations for both mentees and mentor with the intent of sharing various instructional techniques
- participate in evaluation of the Mentor Teacher Program and make suggestions for improvements
- seek aid of KCPS Professional Learning Coordinator, if serious conflicts arise between mentor and mentee

The Mentee will:
- develop goals for the purpose of increasing student achievement
- seek feedback from a mentor regarding classroom evaluations
- develop a self-reflective portfolio
- complete a monthly growth report with the mentor that documents some of the topics and issues discussed
- meet on a regular basis with the mentor
- seek aid from the KCPS Professional Learning Unit if serious conflicts arise between mentor and mentee
- participate in the evaluation of the program and assist in providing feedback on the program for the upcoming year.

Evaluating the Program

Evaluation of the teacher mentor program will be formative and summative. Program evaluation is done for the purpose of accountability and program improvement and will be conducted by the Office of Professional Learning on an ongoing basis. Program assessment will seek to indemnify the benefits of the program to both mentors and mentees. Assessment techniques will include process indicators and outcome indicators.

- Orientation and training agendas/resources
- Mentor and mentee monthly log forms (via My Learning Plan)
- Mentee professional portfolios
- Overall fall and spring evaluation of the Teacher Mentor Program

Leadership Institutes Overview

The annual Leadership Institute for building principals and leadership teams in the summer of 2021 included presentations by The New Teacher Project (TNTP). The theme, "Professional Learning Communities," set the stage for high quality professional development on implementing RtI and effectively using PLCs to improve teacher practice with Doug Ferrite presenting on common formative assessments and how they can be used in the classroom to drive instruction. These sessions align directly to the focus areas for SY22 as well as the Strategic Plan

Gear Up was included as part of the Leadership Series for building principals and leadership teams in the summer of 2021, which included presentations by Dr. Robert Marzano and the KCPS Curriculum & Instruction Team. The focus for this professional learning included interim assessments, proficiency scales, and data deep dive protocols.

Professional Learning Institute Overview

The Department of Professional Learning hosted the 3rd Annual Professional Learning Institute for KCPS teachers and new hires to the school district for 2021-2022. All building personnel participated in 2.5 days of differentiated professional learning opportunities. Presentations included, curriculum sessions, KCPS digital resources, equity, culturally responsive teaching, data driven instruction and engagement. Over 1200 participants were able to choose from over 120 virtual sessions appropriate for their professional growth.

Professional Development Committee Overview

Structure and Membership

The Excellence in Education Act requires each school district to have a Professional Development Committee (PDC). The PDC must work in collaboration with teachers, building and district leaders for continuous school improvement. The KCPS PDC Committee consists of Professional Learning (PL) chairpersons from each building. These PL chairs are elected by their peers at each school and serve on the building level Leadership Teams. They provide input at the building level as well as the district level on the professional learning sessions offered for staff.

The Roles and Responsibilities of these committee members include:
- Serving on the building Leadership Teams to collaborate on the professional learning the building.
- Maintaining the records for all professional learning sessions in the building.
- Serving as a confidential consultant upon a teacher's request.
- Assessing faculty needs and develop in-service opportunities for certified school staff.
- Presenting to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The "proper authority" to approach with suggestions, ideas, and recommendations on instruction varies from district to district depending on who coordinates curriculum.
- Collaborate with the Office of Professional Learning on professional learning opportunities offered at the school level.

Appendix A:

Professional Development Rubric

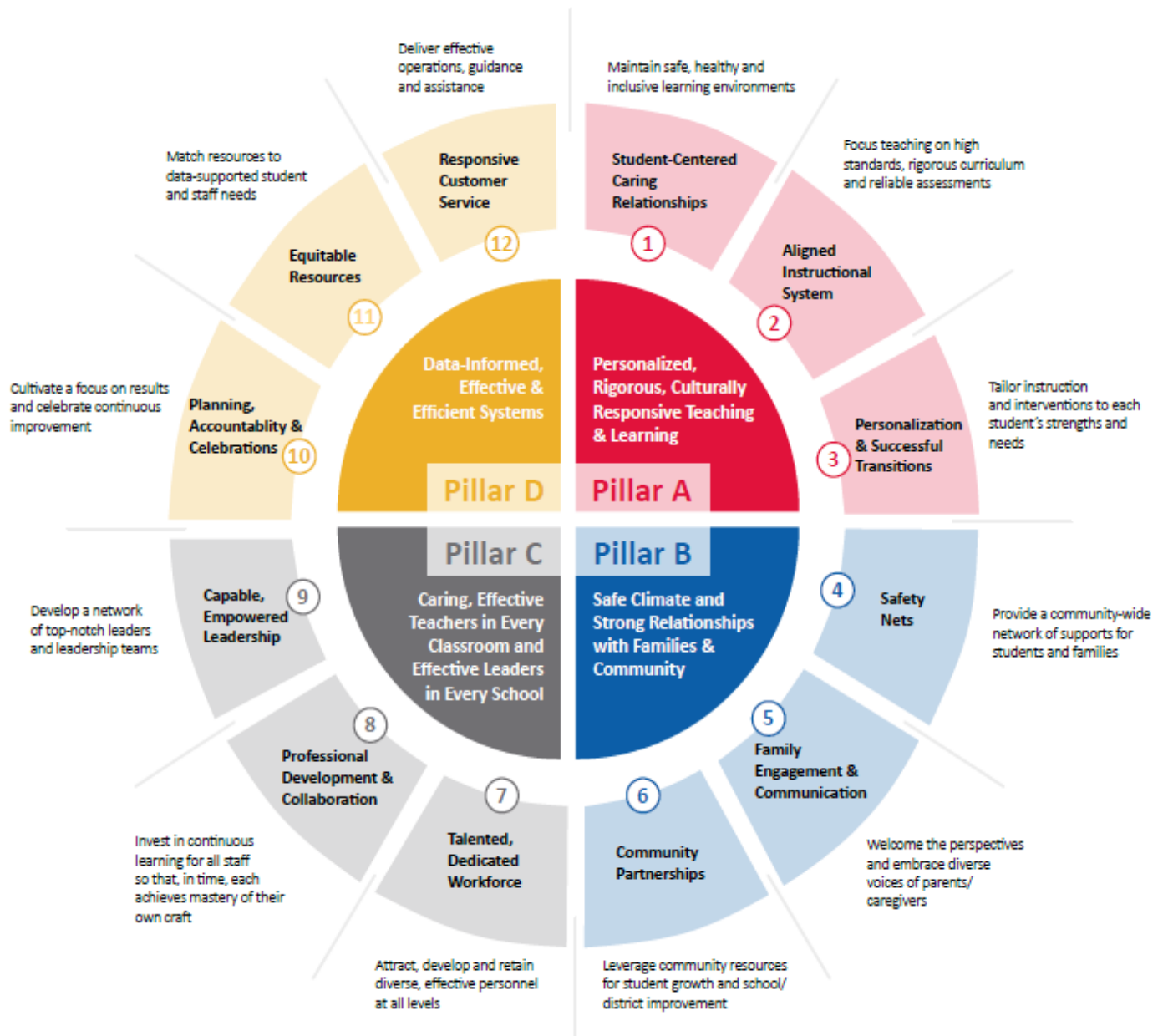| Professional Development Rubric						
		Level 1 *Not Meeting Standards*	**Level 2** *Partially Meeting Standards*	**Level 3** *Meeting Standards*	**Level 4** *Exceeding Standards*	SCORE
Strategic Design	**Shared Goals**	• PD has specific and measurable goals or outcomes. • PD goals align with the goals of the district and/or school, including the district and/or school's strategic plan. • PD facilitator explicitly communicates expected outcomes, and shares evidence of meeting outcomes by end of PD.				
	Adult Learning Strategies	• Learning strategies align with intended outcomes, adult learner needs, and content. • Multiple learning strategies are used to provide application of principle to practice. • PD includes best practice demonstration or exemplar modeling. • PD structure supports learners at various stages of implementation and levels of use, and accommodates various adult learning styles, preferences and motivations to learn.				
	Follow-up Support	• PD facilitator encourages participants to self-assess areas of strength and need relative to PD content, and to reflect upon connection between PD content and personal professional growth goals. • Actionable steps or action plans have been created in collaboration to define next steps for implementation. • Expectations for ongoing support and assessment of progress are outlined and integrated with school follow-up structures (instructional coaching, peer observations, administrative observations and feedback, department meetings, new teacher mentors, etc.)				

Modeling Effective Instruction	Quality Teaching	• Content and delivery of PD models aspects of quality teaching and essential elements of effective instruction, including:
		  o anticipatory/ warm-up activity
		  o teaching input
		  o modeling
		  o multiple checks for understanding
		  o guided practice
		  o independent practice
		  o proving activity
		  o closure with opportunity for feedback (exit slip/ ticket)	

	Effective Use of Time	• The majority of PD time is focused on learning related to the strategic focus rather than announcements of other 'business' • Appropriate time is allocated to each segment of professional development (i.e., warm-up) to ensure that there is proper time to complete the proving behavior and provide closure. • Structures are in place to ensure smooth transitions between topics and appropriate opportunities for balanced teacher input	
Data	Data Analysis	• The PD content is aligned with the data-driven needs of the school. • Evidence has been researched and presented to confidently suggest that current PD or strand of PD will produce desired results. • PD facilitator has communicated what data will be reviewed and how frequently it will be reviewed to determine progress toward implementation goals or student performance targets. • Data has been disaggregated in a way that is clear, specific and actionable for the area of focus.	

Collaboration	Collaborative Learning Community	• The PD lesson-design promotes collaboration and group problem solving on issues of importance to student achievement relative to the PD goal. • Collaborative groups are strategic, allowing participants to interact and learn with a variety of colleagues (grade-level, subject alike, etc.). • PD participants are encouraged to provide constructive feedback to one another and engage in reflective dialogue. • Each PD participant has a personal understanding of the role he/she owns in the collaborative implementation of practices outlined in PD and how he/ she will be held accountable for implementation.	

Appendix B:

KCPS Roadmap for Student Growth and Success

The Four Pillars are the building blocks of what we must do well to achieve the outcomes for students; i.e., they are the means to the ends. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Appendix C:

PLC Model

Professional collaborative experiences provide an opportunity to foster improved student learning through effective teamwork and professional learning in the quest to cultivate the critical attributes of a Professional Learning Community (PLC).

Using an inquiry cycle, high performing collaborative teams work interdependently to improve student learning. Teams should consider the following questions and engage in following activities:

	Essential Questions	Typical Activities
PLC Inquiry Cycle	**How will we operate as a team?**	● Setting team norms or collective commitments ● Periodically reflecting upon and evaluating the team's commitment to these norms.
	What exactly do kids need to know and be able to do?	● Standards and unit unpacking to identify knowledge, skills and understandings. ● Data analysis of formative or summative assessments to identify points of focus for student learning. ● Identification of prior knowledge required to successfully learn the identified knowledge and skill.
	What evidence will we accept that they have learned?	● Formative assessment development ● Summative assessment development ● Rubric development ● Common scoring of student work

	How will we respond when kids don't learn? How will we respond if kids have already learned?	● Data analysis ● Creation of intervention lists ● Reviewing progress monitoring data
	What are the most effective strategies to help kids learn?	● Lesson designs ● Lesson study ● Discussion of best practices

Team Composition:

● Membership on a collaborative team should be based upon those individuals sharing common interest in learning of a set of students and the curriculum they need to learn.
● Grade level team teachers form the foundation of teams at the elementary level.
● Other professionals such as instructional coaches, literacy specialists, interventionists, special educators, or special area teachers may be part of teams provided they can all support the identified knowledge and skill.

Agenda Building:

● The creation of meeting agendas is the collaborative work of teams.
● Agenda development is driven by team progress through the PLC cycle.
● Collaborative teams at the elementary level should focus on the content areas of literacy and mathematics. Other content areas can periodically be the focus of the PLC cycle.
● As teams complete one phase of the cycle, they generally should move to the next phase.
● At the end of each meeting, the team reviews its progress and sets the agenda for the next meeting.
● Most of the available meeting time should be spent in activity aligned to the PLC cycle.

The Administrative Role:

● Help build the capacity of teams to do the work well.
● Be interested and involved in the work- ask questions, celebrate successes provide feedback
● Monitor the work of teams and provide supports needed to help grow collective and individual capacity
● Help provide direction and boundaries for team collaboration in the collaboration cycle. Ensure that teamwork is congruent to and aligned with the PLC inquiry cycle.
● Intervene and direct the team if their work is not aligned to the District's vision for effective collaborative work.

Appendix D:

DESE Mentoring Program Standards

5 CSR 20-400.380 Mentoring Program Standards

PURPOSE: *This rule clarifies the standards for school districts and charter schools' mentoring programs.*
(1) A successful school district and charter school mentoring program shall include, but may not be limited to, the standards listed below:

(A) An introduction to the cultural environment of the community, school district, charter school, school building and classroom that-	(B) A systemic and ongoing program review/evaluation by all stakeholders-	(C) An individualized plan for beginning educators that aligns with the district's and charter school's goals and needs that-	(D) Collaborative selection of and support for mentors-	(E) Comprehensive mentor training and support that-	(F) A complete list of responsibilities for the mentor, beginning educator and administrator(s) is addressed in Appendix A.	(G) Sufficient time for mentors to observe beginning educators and for the beginning educators to observe master educators by-
1. Introduces school district and charter school policies, procedures, and mission (educator and student handbooks, Comprehensive School Improvement Plan (CSIP), goals, etc.)	1. Identifies all stakeholders;	1. Is aligned with a school district and charter school evaluation tool that is aligned with the Essential Principles of Effective Evaluation as evidenced by Screen 18a of the Core Data System;	1. Current or retired educators selected to be mentors should-	1. Recognizes mentoring is NOT evaluation; confidentiality is required between mentor and mentee (except in situations of child endangerment);		1. Aligning class schedules and planning periods to complement mentoring duties;
2. Introduces community characteristics/norms /local expectations (community tour, housing, medical facilities, faith community, etc.);	2. Identifies mentoring characteristics, outcomes, assessment tools, and timelines;	2. Is a systematic and specific two (2)-year mentoring and professional growth plan that identifies priority indicators for beginning educators;	A. Have a minimum of four (4) years of experience;	2. Includes cognitive coaching skills along with collaborative training;		2. Utilizing state and local professional development funds, or stipends to support mentors' additional duties;
3. Encourages membership and participation in professional organizations at school district and charter school levels and state/national levels;	3. Gathers regular systemic, qualitative and quantitative feedback from mentor, ment and administrators to determine if mentoring is working.	3. Aligns with a school district and charter school CSIP and certification requirements;	B. Exhibit enthusiasm and commitment to the profession, maintain confidentiality, and be respected by their colleagues;	3. Includes observation and feedback training/skills;		3. Providing a minimum of four (4) class periods each year for mentor release time to coach, observe, and meet;
4. Addresses issues of diversity and equality;	4. Is based on a foundation of best practice;	4. Establishes outcomes for new educator;	C. Be committed to continuous learning, reflection, and mentoring;	4. Provides an awareness of phases of first-year educators (stress, depression, etc.)		4. Providing a minimum of four (4) opportunities for mentees to observe master educators each year; and
5. Provides a systematic	5. Requires	5. Is an extension or part	D. Hold or have held a	5. Provides training on		5. Providing release

	level or department chair;; and	
	C. Support the mentoring process in time/effort by administration and school board;	11. Provides understanding of student assessments and how educators can utilize them to guide instruction;
		12. Includes self-assessment and reflection that identifies whether mentoring is meeting both the mentor's and mentee's expectations, and
		13. Describes and provides a template for the mentor's log- a written record of observations/meetings that include dates and times signed by both the mentor and mentee;

KANSAS CITY

PUBLIC SCHOOLS

OFFICE OF PROFESSIONAL LEARNING

WHO WE ARE

The Office of Professional Learning strives to provide differentiated professional learning to all members of the district community for continuous professional growth designed to increase the success of all students. Through an environment of collegiality and collaboration, all employees will be expected to increase knowledge, improve performance, and enhance professional satisfaction.

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