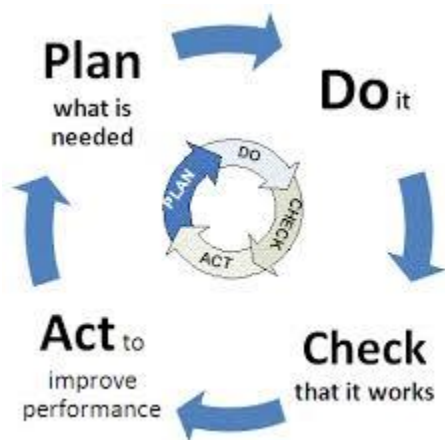


Corvallis School District Professional Development Plan

Professional development for Corvallis School District shall develop research-based effective and sustained professional practice which advances student learning. Quality professional development will create connections, facilitate lifelong learning and build on common desired outcomes.

Professional development will:

- Advance student learning for career and college readiness
- Promote staff cohesiveness
- Create a positive school climate
- Lead to collective responsibility and accountability across from all district employees
- Cultivate staff creativity in the classroom
- Foster collaboration through a professional learning network.
- Align to the district goals (i.e. Strategic Plan, 5 Year Plan)
- Function as a continuous, sustainable cycle of plan, implement, evaluate, revise.
- Use data to determine needs and monitor effectiveness



[LINK](#) to District Goals

[LINK](#) to PD Request

[LINK](#) to PD Request Instructions

[Link](#) to PD Request Evaluation Rubric

[LINK](#) to Summative PD Evaluation

District Goals:

Goal Area 1: Academic Excellence

Intended Outcome: Academic programming promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments.

SMART Goals:

1. We will provide necessary supports so that all students at all academic levels demonstrate positive and sustained growth annually as measured by standards-based classroom assessments and standardized assessments.
2. Within two years all class assessments will be specifically aligned to standards-based learning targets so that all stakeholders can determine which specific learning targets have been mastered.
3. Establish a comprehensive reporting system that informs students and parents of progress toward standards

Goal Area 2: Student Readiness for College/Career

Intended Outcome: Provide programming and services that ensure that our students are prepared for the next step in life when they exit our system. In addition to having a strong academic program, we promote the importance of citizenship, character, positive attitudes and hard work.

SMART Goal:

1. Increase the extent to which college and career readiness skills including timeliness, initiative, problem-solving, persistence, independent thinking, collaboration and perseverance are taught and exhibited districtwide.

Goal Area 3: Positive School Climate

Intended Outcome: Create a school climate that is positive and welcoming to students, staff, parents and community.

SMART Goal:

1. Determine areas of strengths and needs in school climate and act upon the results to enhance positive school climate for all stakeholders.

Goal Area 4: Technology

Intended Outcome: Effectively incorporate technology into the curriculum and other school operations. Maintain the needed infrastructure to support the technological needs of our staff, students, parents and community.

SMART Goal:

1. Use of technology is an essential skill that will be integrated with instructional practices to engage and support student learning as well as utilized for school operations. Digital citizenship will be exhibited in all uses of technology.

Goal Area 5: Community Engagement and Support

Intended Outcome: Work effectively in partnership with the community. As a result of our efforts, the community views our public school in a positive light. The community understands that its support of our programs and services is vital to the success of our students.

SMART Goal:

1. Provide varied opportunities to positively engage the entire community in the district.

Contact Name:

Submission Date:

District Goal: (Link to district goals)

Teacher Implementation Objective:

Collaborators:

Planning	Needs Assessment Based on Evidence (Data/Professional Narrative)		
	Resources (i.e., Trainer, Materials, Time, Money)	Available:	Need: <ul style="list-style-type: none"><input type="radio"/> Professional Leave _____ Days<input type="radio"/> Substitute _____ Days<input type="radio"/> Alternate PIR Credit _____ Days<input type="radio"/> Conference Fee _____<input type="radio"/> Travel Expenses _____<input type="radio"/> Other _____
Learning & Implementing	Focus/Content (What & When)		

	<p>Format (Should include active engagement, modeling, and reflection)</p>	<ul style="list-style-type: none"> ○ Conference ○ Workshop ○ Video/Recording ○ Self-Study ○ Webinar ○ Group Book Study ○ Other _____
<p>Plan for Evaluation</p>	<p>Teacher Learning Expected Outcomes (Knowledge/Skills)</p>	
	<p>Teacher Practice Expected Outcomes (Behaviors)</p>	
	<p>Student Learning Expected Outcomes</p>	

Plan for Sustainability	Opportunities for Practice, Support, and Collaboration	
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Instructions for PD Request

Approval of request will be based on district/school priorities and availability of funds

Please refer to the PD Rubric to determine the strength of your request

- District Goal – What district goal does this PD address?
- Teacher Implementation Objective – What specifically does the requestor want to accomplish as a result of receiving this PD?
- Collaborators – With whom will the requestor collaborate – this may be someone in or out of the district. It is important that you have someone else to share this work with in order to fully utilize your learning.

- Planning
 - Needs Assessment – State the specific evidence you have that there is a need for this PD. You can have hard statistical data or anecdotal evidence that this is needed.
 - Resources
 - Available – What resources are already available for this?
 - Need – What resources are you requesting for this?

- Learning & Implementing
 - Focus/Content – Be as specific as you can as to what the content of the PD will be and when it will take place.
 - Format – Please check the type of PD this is. If the format listed is not applicable, explain in Other

- Plan for Evaluation
 - Teacher Learning Expected Outcomes – What exactly do you expect to gain from this PD?
 - Teacher Practice Expected Outcomes – What changes in your teaching practice do you expect to make as a result of this PD?
 - Student Learning Expected Outcomes – What changes in your students' behavior/learning do you expect to see as a result of this PD?

- Plan for Sustainability
 - Opportunities for Practice, Support and Collaboration – How do you plan to follow-up and continue to refine what you have gained from this PD?

- Evaluation
 - At the end of the school year or a predetermined time, this plan should be evaluated with whomever approved the plan using the Professional Development Evaluation form.

Professional Development (PD) Plan Self-Assessment Rubric

PD Plan Component	Evident	Emerging	Not apparent
Goals and Objectives	Teacher has made specific objectives clearly aligned with district goals.	Objectives are present, but not fully aligned with district goals.	There is no clear PD objective and/or it does not tie to district goals.
Collaborators	Collaborators are identified. Justification for this grouping is apparent.	Collaborators are identified but justification needs clarification.	There are no collaborators identified.
Planning: Needs Based on Evidence	Teacher needs are determined from targeted goals. Student needs are determined by data and/or professional narrative.	Noticing a need, but there is a lack of evidence to specifically determine a targeted goal.	No needs are identified.
Planning: Resources	Available resources are listed. Needs such as trainers, coaches, materials, time and funding are identified.	Resources have not been sufficiently identified.	Resources have not been identified.
Learning and Implementation (Professional Learning Activities)	Content is relevant and appropriate to participants' needs. Format, type and time have been clearly explained.	Content lacks relevance and appropriateness for some participants' needs. Format is not clearly explained.	Content is not appropriate.
Plan for Evaluation (Teacher Learning and Practice Outcomes and Student Learning Outcomes)	Methods are present to verify attainment of goals.	Plans for data use and other evaluation tools are underutilized.	The PD Plan does not include any type of evaluation tools and its effectiveness cannot be determined.
Plan for Sustainability (Opportunities for Practice, Support, and Collaboration)	Opportunities for practice, ongoing support, and sustained collaboration are present and credible.	Some coaching, support, and opportunity for practice is included in the plan, but is limited.	There is no evidence of support, coaching, or classroom practice in the professional development plan.

Professional Development Evaluation

	Evident	Emerging	Not Apparent
Learning Communities	Participants are engaged in continuous improvement cycle, and develop a collective responsibility. Alignment and accountability of goals are supported.	Individuals may be engaged in continuous improvement cycle; however, collective responsibility is limited.	Lacks engagement in the continuous improvement cycle and collective responsibility, thus no alignment or accountability
Leadership	Initiative extends beyond the administrative team, advocates for professional learning, and creates support systems and structures.	Initiative is taken, but is insufficient to affect change.	Initiative is absent.
Resources	Resources are utilized according to prioritized and monitored needs.	Resources are partially utilized according to prioritized and monitored needs.	Resources are not utilized according to prioritized and monitored needs.
Data	Assess, analyze, and evaluate data or professional narrative to inform decision making.	Assess and analyze data or professional narrative, but no action taken.	No data used to inform or justify decision making.
Learning Design	Designed using the continuous improvement cycle Promotes active engagement. Includes modeling and reflection.	Some aspects of the learning design are evident, but not all.	Few if any aspects of learning design are evident.
Implementation	New learning is embedded into practice for the majority of participants. Constructive feedback is routine and acted on.	New learning is attempted but not sustained. Constructive feedback and action is limited.	Implementation is not evident.
Outcomes	PD results in improved teacher practice and student learning.	PD results in improved teacher knowledge but limited evidence of student learning.	No evidence of improved teacher knowledge and student learning.