

2020-21 District Professional Development Plan
284.6(3) Teacher and Administrator Professional Development

District: North Kossuth Community School District

Name and contact information of individual submitting this plan:

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1. Describe how the district professional development program includes evidence based instructional strategies aligned with the district's student achievement needs and long-range improvement goals:

APL Strategies: The district was trained in APL strategies in the 2019-20 school year and recognizes that the investment by a district in the APL Instructional Skills training is most likely to result in changes in classrooms if the district creates a system of continuing support. With this in mind, an APL video series will be used to support this professional learning. The twenty-six video clips review the big ideas from the 2019-20 school year training workshop. They are organized around questions that are often asked by teachers. The staff was surveyed and the top 8 were identified for the whole group PD, however microcredentials are set up for individuals to develop as a professional on any of the 26 videos they feel they need. Through observation, administration and learning coaches can request learning also.

Social Emotional Learning: The district realized that most children will or have experienced trauma at some point in their lives. This summer staff had the opportunity to take a virtual class, Becky Bailey - Understanding Trauma: Reaching and Teaching Children with Trauma and this fall all staff was required to take Jen Alexander - Building Trauma-Sensitive Schools. Staff and counselors will continue to implement and train with the SecondStep program.

2. Describe how the district professional development program includes instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection and peer coaching:

Data Decision Making: Teachers will adopt a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs. The process of using data to improve instruction will be cyclical. It includes a step for collecting and preparing data about student learning from a variety of relevant sources, including annual, interim, and classroom assessment data. After preparing data for examination, teachers will interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions they can take to meet students' needs. Teachers then will test these hypotheses by implementing changes to their instructional practice. They will continue to restart the cycle by collecting and interpreting new student performance data to evaluate their own instructional changes.

Theory - Theory assists teacher educators and teachers to critically reflect on education policy issues that impact positively or negatively on best practice in the classroom. It is, therefore, important to recognize the role that theory can play in educational research and practice in teacher education. Our staff is introduced to theory through all professional learning that takes place.

Classroom Demonstration and Practice - Staff receives demonstrations on APL strategies, they are then expected to practice this strategy and finally use a swivel camera or screencastify to share the strategy with other staff, administrators, and teacher leaders.

Staff will continue to receive technology integration, but this year the focus will be on virtual integration.

Observation, Reflection and Peer Coaching - Ongoing observation, reflection, and peer coaching is used by administrators, instructional coaches, mentors and peers. The use of walk through observations,, recorded classes followed by peer conversations, and fidelity checks.

3. Describe how the district professional development program meets the needs of individual teachers and is aligned to the Iowa Teaching Standards:

The district will implement SkillsForce to track how all staff are developing as professionals. This will be done using MISIC/SkillsForce Microcredentials and the APL Video Learning Series to deliver individualized teacher learning. Each of these learnings have Iowa Teaching Standards attached to them. This information will be readily available to administrators and teacher coaches.

4. Describe how the district professional development program includes an evaluation component that documents the improvement in instructional practice and the effect on student learning:

The district will continue to do fidelity checks, walk through data and shared video observations. The district will use the SkillsForce to track teacher development and its effectiveness to the Iowa Teaching Standards.

5. Describe how the district professional development program provides access to all teachers in the district to professional development offerings:

First all staff is required to be involved in weekly PLCs, Wednesday Early Outs, and Full Day Trainings throughout the year. All teachers will have access to the SkillsForce Microcredentials and APL video series. All staff is required to complete state and district determined Mandatory Trainings. Staff is allowed to complete these training's over the summer, but are required to complete by the first day of student instruction.

6. Please indicate the district's professional development provider(s):

- SkillsForce
- MISIC
- APL Associates
- AEA Online Learning
- AEA Consultants
- Jen Alexander - Building Trauma-Sensitive Schools
- Becky Bailey - Understanding Trauma: Reaching and Teaching Children with Trauma