

Savannah-Chatham County Public School System



Five Year Comprehensive Professional Learning Plan September 30, 2015 - June 30, 2020



Dr. Thomas Lockamy, Superintendent of Schools

The Savannah-Chatham County Public School System (SCCPSS) has established a comprehensive professional learning plan based on the performance of its students and staff. Although we have made significant achievement gains, we are not resting on our success and continue to move forward with the same momentum and zeal that started us on a cycle of continuous improvement.

In order to address the challenges and fully implement the vision expressed in the School District's Mission and Belief statements, there must be accountability at all levels of the organization to improve student achievement and school effectiveness. The District is committed to the philosophy that every child possesses the innate ability to learn and it is our challenge as parents, educators and community to find strategies to ensure that learning continuously takes place in every setting. The District is committed to providing all children living in the county with a free and appropriate public education regardless of race, religion, color, national origin, sex, disability, family status, or place of residence.

Vision, Mission, and Beliefs for Savannah-Chatham County Public School System

SCCPSS Vision

From school to the world: All students prepared for productive futures.

SCCPSS Mission

To ignite a passion for learning and teaching at high levels.

School Board's Guiding Principles

Guiding Principle 1: The school board provides guidance and support to schools by establishing clear goals, aligned policies, high standards, and effective systems of evaluation which produce accountability and results.

Guiding Principle 2: The academic achievement of students will be at a level that will enable them, upon graduation from high school, to enter college or the work force fully prepared to be successful—without need of remediation.

Guiding Principle 3: Education is a shared responsibility between home, school and community.

Guiding Principle 4: A safe, secure and orderly environment is essential for teaching and learning.

Guiding Principle 5: All children can learn and achieve at high levels but may learn at different rates or learning styles.

Guiding Principle 6: Fiscal responsibility and accountability must be maintained at all times.

Guiding Principle 7: Positive relationships are built through honesty and respect which enhance cooperation, safety and well-being of students, families and staff.

School Board Major System Priorities

Strategic Goal 1: To improve academic achievement

Strategic Goal 2: To ensure fiscal responsibility and effective resource stewardship

Strategic Goal 3: To provide a safe and secure environment for students and employees

Strategic Goal 4: To engage parents and other community stakeholders

Vision, Mission, and Beliefs for Professional Learning

The Professional Learning Department Vision

Working Together through Professional Learning to Support and Serve Every Learner

The Professional Learning Department Mission

Our Mission is to continuously improve the Savannah-Chatham County Public Schools' capacity to provide students with standards based, content rich, engaging school work every day. We will accomplish this mission through a comprehensive professional learning program designed to build leadership skills and knowledge and to provide support for both certified and classified personnel.

Professional Learning Department Beliefs

- Learning is a lifelong process.
- Professional Learning is central to the fulfillment of the educational vision and beliefs of the school system.
- Professional Learning is co-delivered through district level staff, principals, teachers and support staff.
- Leadership is essential and should be taught and supported through staff development opportunities for all personnel.
- Training and development opportunities should be available to all employees and accessible to the broader community.
- Professional Learning should link training and development to providing students with quality work and a safe environment.

Definition of Professional Learning

The Georgia Department of Education defines Professional Learning as the means by which teachers, administrators, and/or other school system employees acquire, enhance, and refine the knowledge, skills, and commitment necessary to create high levels of learning for all students.

Standards for Professional Learning

<http://learningforward.org/standards-for-professional-learning#.Vci5IE3bldU>

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Purposes for Professional Learning

Individual Growth and Development

- To expand the curricula and content knowledge of teachers and administrators
- To employ research-based instructional and assessment strategies to engage students and use the foundations for teaching to include classroom talk, scaffolding, questioning, collaboration, writing to learn, and literacy

Team and School Improvement

- To utilize data to inform instructional decision making and to improve educational outcomes
- To foster a culture of continuous school improvement in the context of collaboration, feedback, monitoring, support, progress reporting, and accountability

Program Implementation

- To support long-term change in practice by extending learning over time
- To provide support as educators embed the new learning into practices.
- To incorporate constructive feedback and reflection to support continuous improvement in practice

Governance for Professional Learning

The Savannah Chatham County Public School System (SCCPSS) - District professional development processes follow federal and state regulations. Specifically State Board Rule: 160-3 -3 -.04 Comprehensive Professional Learning Plan. SCCPSS Board Policy guiding professional development at all levels are Board Policy CK and CK-R (Professional Development Opportunities-provide guidance for professional learning opportunities for District personnel, including “All school system personnel participate in a minimum of 20 hours of programs annually and activities that will lead to professional growth and the expansion of professional competencies.” The Georgia Professional Standards Committee has also revised Requirements for Certificate Renewal: 505-2-.36 to benefit program decisions and implementation.

School Improvement Plans are mandated by the state, and are supported by school and district-based professional development. The School Board approves all policies to create a School Accountability Plan, which contains the professional development objectives and professional learning community focus for the current school year.

The success of professional development relies on the entire school community. Students, parents and the community-at-large are involved in professional development through the school improvement process and school climate surveys.

In addition to these opportunities, Professional Learning personnel are members of Learning Forward, Georgia Association of Educational Leaders, Georgia Association of Curriculum Supervisors, as well as many content-based affiliations. Local universities are involved in professional development processes for the purpose of offering degree opportunities, certification renewal credits, and Ad Hoc membership.

Roles and Responsibilities for Professional Learning

District Roles

District Director of Professional Learning and Employee Development:

Oversees the coordination of District professional learning programs and all its components and for the evaluation of district program and supports in place to meet the goals of the state, district and professional learning department. In addition the PL Director is responsible for the instructional design of quality professional development courses aligned to district and state initiatives. The PL Director ensures yearly program evaluation is conducted and conducts (in conjunction with content program managers) year-end evaluation of the department staff (content coaches, professional learning coaches, teacher quality specialist, secretaries). The PL Director manages and oversees State, Federal and local allotments for professional development funds.

Instructor/Consultant/Trainers:

PL Director recruits and selects instructors, consultants and trainers as needed to implement district initiatives. They are responsible for the appropriate delivery of the learning and for input to improve future course delivery.

Office for Professional Learning Department Secretary (administrative and clerk):

The administrative secretary and clerk are responsible for the creation, maintenance, and upkeep of documentation of the District's professional learning training, supplies and resources as determined by the Professional Learning Director.

Professional Learning Coaches:

The Professional Learning Coaches will provide support and coaching to all schools as they work to ensure that each student is able to reach his or her academic potential. The Professional Learning Coaches' primary role is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. In collaboration with teachers and principals, professional learning coaches are responsible for four main areas:

- a) Observing instructional delivery and providing feedback to enhance and support the development of each teacher's planning and instructional delivery
- b) Supporting teachers in the design of units and lessons for the development of their yearlong curriculum,
- c) Analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and
- d) Working with the teachers and academic staff (grade level/department chairs, school-level coaches, assistant principals, and principals) in the schools to support sharing of best practices.

Professional Learning Coaches will work collaboratively with Senior Director of Professional Learning and School Governance to advise principals, administrative teams and teachers on developing instructional strategies and intervention programs for struggling students.

Professional Learning (PL) Coaches:

PL Coaching is a specialized service, geared towards helping teachers and other staff reach their potential. This service proves helpful as it enhances structure and accountability while providing new job embedded strategies, better organization , time management skills, and general moral support and training. PL

Coaches coordinate a wide range of learning opportunities for administrative teams to support new and veteran teachers and other certified staff to develop their knowledge, attitude, skills, job embedded training and professional competence. PL Coaches may train teachers and other staff in instructional strategies, facilitates whole or small teacher groups, or organizes professional learning teams. This includes, but is not limited to:

- Incoming Teacher Orientation
- Induction training and support
- Observing instructional practices and provide feedback
- Classroom management
- Time management
- Organization skills
- Job accountability
- Problem solving
- Planning
- Provide virtual learning opportunities
- Learning styles

Participants:

Participants who receive professional learning support and/or training are responsible for successfully completing all requirements of attended courses to improve job performance and/or increase student achievement, along with implementing new learning and monitoring and maintaining individual Professional Learning Plans (PLPs) or Professionals Learning Goals (PLGs) to meet recertification requirements as outlined in state policy.

School Based Roles

Administrators (Principals and Administrative teams):

Are responsible for monitoring Professional Learning Goals/Plans as required by the Teachers Keys Effective System for instructional personnel; approving individual professional development opportunities, and monitoring the implementation of new knowledge and skills by staff after completing professional development. Administrators initiate and manage the implementation and monitoring of the School Accountability Plan (SAP) which guides determination of student and teacher needs and organizes teachers into Professional Learning Communities based on student and teacher needs. Administrators manage school based professional development funding allotments.

Administrators must expend all of the professional learning funds allocated to their school each year before requesting State Professional Learning Funds.

District Senior Director of Professional Learning (PL) and Employee Development:

Is responsible for the instructional design of quality professional development courses aligned to the program objectives and for the evaluation of the course in meeting its objectives. The PL Senior Director manages and oversees Federal, State and local allotments of professional development funds.

Instructor/Consultant/Trainers:

PL Senior Director recruits and selects instructors, consultants and trainers as needed to implement district initiatives. They are responsible for the appropriate delivery of the learning and for input to improve future course delivery.

District Senior Director of Professional Development and Employee Development/Office of Professional Development Secretary:

Work with administrators to coordinate professional development activities at the school, and the closing of courses and filing of documentation of school-based professional development.

Mentors:

Mentors of induction teachers, assistant principals and principals are responsible for supporting participants to ensure implementation of new knowledge and skills into the classroom and/or at the school administrative level.

Participants:

Certificated employees are responsible for successfully completing all requirements of participating in professional learning communities for improving job performance and/or increasing student achievement, implementing new learning, monitoring and maintaining individual Professional Learning Plans (PLPs) or Professionals Learning Goals (PLGs) to meet recertification requirements as outlined in state policy.

Requirements for Professional Learning**District Requirements**

All school system personnel shall be required to participate in a minimum of 20 hours of professional learning activities that will lead to professional growth by the 2017-2018 school year.

State Requirements

Professional Learning Goals (PLGs) are designed to enhance professional performance. Professional Learning Goals will be developed by all educators:

1. With summary performance ratings of Proficient (Satisfactory) or Exemplary
2. Who do not fall into one of the six categories that require a Professional Learning Plan

Professional Learning Plans (PLPs) are designed to address the needs of educators. Professional Learning Plans are required for all educators who fall into one of these categories:

1. Induction
2. Teaching out-of-field (non-renewable certificate)
3. New position
4. Out of the profession for a period of one year or more
5. Moving into the state

6. Evaluation performance of Needs Development, Ineffective, or Unsatisfactory

Remediation Plans (That include a PLP) are required for any educator receiving a rating that must be reported to the GAPSC (Ineffective or Needs Development TEM or LEM rating, or an unsatisfactory rating)

Alignment with Other Systems

Teacher Keys Effectiveness System (TKES)

Professional Learning for Teachers is aligned to the ten TAPS Performance Standards

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 3: Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Standard 4: Differentiated Instruction

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 5: Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6: Assessment Uses

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Standard 7: Positive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Standard 8: Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Standard 9: Professionalism

The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Performance Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Leader Keys Effectiveness System (LKES)

Professional Learning for Administrators is aligned to the eight LAPS Performance Standards

Performance Standard 1: Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Performance Standard 3: Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

Performance Standard 4: Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Performance Standard 5: Human Resources Management

The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

Performance Standard 6: Teacher and Staff Evaluation

The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

Performance Standard 7: Professionalism

The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Performance Standard 8: Communication and Community Relations

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Classified Employee Competencies

Standard 1: Job Knowledge

Degree of understanding and execution of job duties and responsibilities

Standard 2: Quality of Work

Degree to which work is accurate, neat and thorough. Judgment, initiative and flexibility in meeting job requirements.

Standard 3: Quantity of Work

Ability to perform an adequate amount of work in a given time period, with a minimum of supervision.

Standard 4: Interpersonal Relationships

Refers to effective work relationships, cooperating with others, sharing information appropriately, teamwork, as well as being a positive and supportive team member.

Standard 5: Dependability

Degree to which attendance is regular, employee is punctual, and work is completed in a timely manner.

Standard 6: Communication Skills

Accurate and effective oral and written communications, as well as to their being appropriate, professional, and confidential.

Data Informed Professional Learning

Professional Learning Department and School Governance utilize the following sources of data to assess needs and determine training benefit. Reports are used extensively to define deployment and refresh strategies throughout the academic year for both long-term and short-term planning.

1. **School Improvement Plans/Comprehensive Needs Assessments/Equity Plan** – School Improvement Plans, Comprehensive Needs Assessment and Equity Plan are used extensively. These data sources provide information and data that identify needs and lay the groundwork for implementation of strategies for improvement.
2. **District Accountability Plan**- The District Accountability System provides the framework for the school system’s strategic planning process. It incorporates the Mission and Vision statements, Guiding Principles, and Strategic Goals as approved by the Board of Education for the City of Savannah and the County of Chatham. Supporting each of the Board’s Strategic Goals are one or more objectives with specific measures and performance targets. These objectives specify what the Superintendent and District staff will be doing to accomplish each of the Board’s Strategic Goals. In addition, specific Board actions to support each of the Strategic Goals are included.

3. **District Guiding Principles** - Guiding Principles are the shared values and management style of the organization. They articulate the ethical standards by which the organization makes decisions and conducts activities. Seven Guiding Principles were adopted by the Board on April 2, 2008 and are incorporated into Board Policy BA/BA-R, Goals and Objectives
4. **State Longitudinal Data System** - A comprehensive warehouse of student assessment data.
5. **ERO (Electronic Registration Online)** - An ongoing registration and data collection site providing courses and participant transcripts of training completed as of 2006.
6. **Georgia Department of Education Professional Learning FY Comprehensive Professional Learning Program Report** -An annual comprehensive report of the number of participants, courses, and credits awarded in the District. Additional summary of funding for professional development and the context of the professional development is included.
7. **Administrator Professional Development Needs** – Select Survey Program evaluations are ongoing for all programs.
8. **Parent Survey** - A periodic survey for parents/stakeholders (prepared at the District Office and implemented at the school level) provide feedback on the quality of education provided to their students.

Leadership for Professional Learning

The leaders and facilitators of professional learning are well prepared for their leadership role. Professional learning is provided to prepare and support the Professional Learning Coaches in understanding their roles and carrying out their responsibilities.

Coaching Endorsement

Course 1: This course introduces the roles and responsibilities of an instructional coach, develops an understanding of the coaching process, and provides the candidates with the tools and abilities needed to successfully perform as a coach in the teaching and learning processes of schools.

Course 2: This course explores various approaches to instructional coaching, which includes instructional/academic coaching, mentoring student teachers or GaTAPP teachers, and coaching beginning teachers. In addition, candidates will refine skills in differentiated coaching and culturally proficient coaching. Candidates will observe and practice coaching skills through performance-based field experiences.

Plans for Professional Learning

Comprehensive School Improvement Plan (CSIP)

Each school in the system has a CSIP that addresses professional learning as a major component. The professional learning component is based on the individual schools comprehensive needs assessment.

Comprehensive Professional Learning Plan (CPLP)

The district has a CPLP that is developed and reviewed annually. The individual schools' Comprehensive Needs Assessment is analyzed and the data is used to drive the District Comprehensive Professional Learning Plan.

Dedicated Time for Professional Learning

Professional Learning Communities (PLCs)

All schools will have Professional Learning Communities. A professional learning community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Dedicated Funding for Professional Learning

The dedicated funded sources for Professional Learning in our school district are Title II, Part A and State Professional Learning funds. Title II, Part A provides federal monies allotted to our district for recruitment and retention of highly qualified/effective administrators, teachers, and paraprofessionals. State Professional Learning funds are provided to individual schools and departments in our district to ensure opportunities are made available to all employees to enhance job performance primarily through job-embedded professional learning and secondarily district level training sessions.

Flexible Designs

The Professional Learning department uses research-based flexible learning strategies that help adults learn:

- Classroom Walk-Throughs
- Data Analysis
- Differentiated Coaching
- Book Studies
- Virtual Training
- Blended Learning

Job-Embedded Collaboration

The most effective teacher learning activities (i.e., those that improve instruction and, in turn, student achievement) involve forms of job-embedded professional learning. (Croft, Coggshall, Dolan, & Powers (2010). The Professional Learning Department works with the schools to provide job-embedded learning that targets the following areas:

- **Learning Centered Professional Learning:** High-quality, job-embedded professional learning is learner-centered to support teachers' active engagement in sustained professional learning activities that are specifically designed and intended to improve instructional effectiveness based on formative feedback (Bronkhorst et al., 2011; Palmer, Stough, Burdenski, & Gonzales, 2005).
- **Knowledge Centered Professional Learning:** High-quality, job-embedded professional learning is knowledge-centered because in the analysis of student learning, teachers refine their understanding of the content and how their students understand the content. Research findings associate positive change in educator practice with professional learning activities that focus not only on curriculum content but the teaching and learning of that content (Blank & de las Alas, 2009).
- **Community Centered Professional Learning:** High-quality, job-embedded professional learning is community-centered. As adult learners, educators need opportunities to collaborate with and learn from other knowledgeable teachers and school colleagues in meaningful and concrete ways.
- **Assessment Centered Professional Learning:** High-quality, job-embedded professional learning is assessment-centered. Key principles of teacher assessment include providing opportunities for feedback and revision and ensuring that what is assessed is congruent with a teacher's learning goals (Bransford et al., 2000).

Professional Learning Link

- A link has been created by the Professional Learning Department for all employees in the district to request assistance in the classroom such as: modeling lessons, assisting with writing lesson plans, instructional feedback, classroom management, and effective standards-based classroom practices.

Mentoring and Induction

New Teacher Induction

The THRIVE Program encapsulates the SCCPSS goal of providing critical new teacher support during the first three years of induction. Induction is a comprehensive process of sustained training and support for new teachers. These teachers receive not only district support but support from their school coordinator and site mentor. THRIVE is designed to differentiate support given during each year of induction. THRIVE I, II and III utilizes release time for teachers to come together for ongoing professional learning. SCCPSS's THRIVE program is a team effort between teacher, school and district. THRIVE begins with Incoming Teacher Orientation support and continues throughout the school year with training sessions and site-based mentoring. School administrators have the option to require teachers with more than 3 years of experience to attend THRIVE sessions based on the teacher's/school's needs.

THRIVE I focuses on the critical areas of classroom management and instructional strategies for teachers new to the profession. THRIVE I teachers observe a variety of veteran teachers three times a year. They reflect on strategies they observed and are given opportunities to meet with veteran teachers for further assistance. THRIVE I teachers also meet with district personnel for professional development opportunities that focus on classroom management and instructional strategies.

THRIVE II focuses on district initiatives such as technology, RTI and TKES. THRIVE II teachers are also given the opportunity to observe a veteran teacher once during the school year. THRIVE II teachers come together twice a year.

THRIVE III teachers also focus on district initiatives such as ELA, Math, and differentiation. THRIVE III teachers come together twice a year.

Administrative Induction

The Accelerated Teacher Leader Program (ATLP): The Accelerated Teacher Leader Program (ATLP) seeks to help bridge the gap between theory and practice for teacher leaders who aspire to serve in administrative roles at the school and district level. Every attempt will be made to tailor the curriculum and experiences to meet the specific needs of those accepted into the program. The Program will not serve as a guarantee for interviews or placement, but will provide the learning experiences that are necessary for teacher-leader development and will assist participants in their preparation for leadership opportunities.

Field Experience (modeled after one component of the Leadership Savannah Experience): The Field Experience is a new component of the Accelerated Teacher Leadership Program. The new experience will provide monthly opportunities to visit two district administrative divisions and take teacher leaders onsite to the departments/division heads to foster a better understanding of department functions at the district level; provide a forum for exchange of information; provide insight into how administrators work with division and department leaders; share the career development process/opportunities/requirements; and provide information on division/department organization structure.

Assistant Principal Leadership Forum: Assistant principals will participate in tiered professional development (three cohorts)—aligned with the state’s induction guidelines. Cohorts are established based on the number of years of experience for assistant principals with 0 – 3 or more years of experience. The tiered professional learning experience will address Leader Keys, in-basket scenarios, instructional, operational and management practices that focus on leadership and skills development (Organizing, Managing Time, Setting Priorities, and Time Management; Managing Paperwork and Delegating Effectively; Recognizing, Facilitating, and Supporting Effective Instruction; Public Speaking Skills; Business Writing).

Principal Induction Program (PIP): The Principal’s Induction Program (PIP) will have three cohorts for principals (Tiers 1, 2, and 3)—aligned with the state’s induction guidelines. The PIP leadership program is a tiered professional learning experience (0-3 years of experience) program that will address Leadership Standards identified in the Leader Keys Effectiveness System LKES), ongoing professional learning for leadership development, in-basket scenarios, sessions identified from

principal's input that foster an understanding of school-level management and district-level relationships and skills development (Organizing, Managing Time, Setting Priorities, and Time Management/Managing Paperwork and Delegating Effectively/Recognizing, Facilitating, and Supporting Effective Instruction/Public Speaking Skills/Business Writing). All sessions will be conducted at Whitney. (Tier 1-level principals are required to attend/Tier 2 must attend 50%/Tier 3 have the option to attend any sessions.)

Induction Coordinators: New Teachers

One of the primary roles of the School Induction Coordinator is to support the school and districts implementation of the SCCPSS Thrive program which is based on the Georgia Department of Education's Induction Guidelines. Increasing the overall effectiveness of SCCPSS's new teachers is a critical factor in increasing student growth and achievement. In addition to this effort the following responsibilities are required:

- Attend all district trainings and meetings to ensure the school is meeting the Georgia Department of Education's Induction Guidelines;
- Assist the principal in selecting a pool of high-quality site-based mentors using the SCCPSS mentor selection criteria;
- Assist the district coordinator in training mentors and ensuring district information is given to principal, assistant principal, new teachers and mentors;
- Assist the principal in developing and implementing a site-based orientation for new teachers;
- Ensure that all new teachers are assigned a mentor during pre-planning or the first week in the building if hired after pre-planning;
- Coordinate the Induction Phase Teacher Support Team;
- Assist new teachers and mentors in completing the Induction Phase Teacher Plan (TIP);
- Assist the principal in structuring time for mentor and new teacher to meet;
- Ensure that mentor logs are being completed on the district form and submitted by established deadlines;
- Assist new teachers in all aspects of Thrive: registering for sessions, coordinating observations, submitting paperwork;
- Notify the district coordinator of any changes to new teacher list and mentors, and communicate site needs to support new teachers and mentors;
- Ensure that all paperwork is submitted to the district coordinator by established deadlines.

Mentors: New Teachers

The responsibilities of mentors, once matched, are to

1. encourage and support the acculturation of the protégé into the district,
2. prepare and implement a joint mentorship growth plan with the protégé,
3. maintain a relationship with the protégé consistent with the Code of Professional

Conduct,

4. model and demonstrate effective teaching strategies,
5. observe and provide feedback to the protégé,
6. assist the protégé in identifying personal strengths and planning for further professional growth, and
7. assist the protégé with curriculum and instructional planning.

Lead Mentor: Administrators

1. Serve as liaison to retired mentors, Professional Learning, Curriculum, and Academic Affairs.
 2. Completes the administrative details of mentoring; works with Professional Learning to identify and select possible mentors; develops mentor contracts and works with PL to set up payment systems.
 3. Serves as point person for planned events. Markets the value and credibility of the mentor program as needed.
 4. Leads/facilitates trainings identified in supporting mentors in delivering support to PIP participants.
 5. Develops, in cooperation with Professional Learning and Academic Affairs, yearly action plans for mentoring in supporting the growth of new principals (to include surveying program's effectiveness, etc.)
- Lead Mentor: Administrators

Mentors: Administrators

The Mentors will provide on-site mentoring for new and existing school-level administrators in their first two years as site administrators. The mentorship program is aimed at improving student achievement through improved school leadership.

1. In collaboration with Professional Learning (Academic Affairs/ Curriculum), teaching and planning professional learning opportunities for school administrators based on district needs.
2. Mentoring tier 1 & 2 Principals.
3. Working with Professional Learning and team of mentors to provide assistance based on individual principal needs.
4. Presenting activities to strengthen and enhance school leadership.
5. Assisting in the development and delivery of high quality professional learning opportunities for school administrators.
6. Working with the Principal's Support Team to develop and deliver:
 - One-on-one support for up to 15 hours per week to two principals.

- The development and implementation of a two year “PIP”
- Principal Professional Learning Communities
- Data based decision making models
- Assist in data collection, analysis, and reporting.
- Review and assist in developing reports, etc. as requested

Evaluation of Professional Learning

Formative: Session evaluations are conducted after all training conducted by members of the professional learning team. The feedback is reviewed in an effort to make necessary adjustments for subsequent training sessions which target all employees in our school district.

Summative: A comprehensive evaluation is conducted at the end of each school year. The professional learning team reviews the results and makes the necessary adjustments for the upcoming school year. This evaluation is conducted through Select Survey.

Third-Party Providers

Periodically, outside vendors are used to provide professional learning to employees in our school district. Guidelines are followed as outlined in the district’s Purchasing Manual.

Learning Management System

Electronic Registrar Online (ERO)

Electronic Registrar Online allows the professional learning department to track registrants through the entire staff development process: registration, attendance, reporting, etc.

Registration and Course inquiries can be performed to generate reports such as:

- Registrant attendance history and transcripts
- Rosters, Sign-in sheets
- Course registration by status (attended vs. registered)
- Course registration information for both future and completed sessions
- Registrations for open, full, and overbooked courses
- Registration Statistics