



## Russell Independent Professional Development District and School Plans 2018-2019

*“Our mission is to inspire and empower all students to reach their maximum potential: one student, one-lesson, one day at a time.”*

**Statute:** 704 KAR 3:035. Annual professional development plan.

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following six (6) elements:

- (1) A clear statement of the school or district mission;
- (2) Evidence of representation of all persons affected by the professional development plan;
- (3) A needs assessment analysis;
- (4) Professional development objectives that are focused on the school or district mission, derived from needs assessment, and that specify changes in educator practice needed to improve student achievement; and
- (5) A process for evaluating impact on student learning and improving professional learning, using evaluation results.

As per section 3 of 704 KAR 3:035, Russell Independent Schools conducted a survey of teacher professional learning needs for the 2018-2019 school year. Below are the percentages of priority need based on the Kentucky Framework for Teaching.

1. **Measure 1 Planning:** Knowledge of pedagogy, students, resources, setting instructional outcomes, designing instruction, and designing student assessment.

High Priority 37.7

Moderate Priority 48.2

Low Priority 14.1

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2. **Measure 2 Learning Climate:** Creating an environment of respect and rapport, establishing culture for learning, managing classroom procedures, student behavior, and organizing physical space.

High Priority 25.8

Moderate Priority 45.6

Low Priority 28.6

3. **Measure 3 Instruction:** Communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction, and demonstrating flexibility and responsiveness.

High Priority 47

Moderate Priority 42

Low Priority 11

4. **Measure 4 Professional Responsibilities:** Reflecting on teaching, maintaining accurate records, communicating with families, participating in the professional community, and demonstrating professionalism.

High Priority 11

Moderate Priority 49

Low Priority 40

5. **Are there specific topics you would like to request for professional learning opportunities?**

Curriculum Mapping    Book Studies    Differentiating Instruction    Policy Review  
 World Language    Technology/Integration    Kagan Structures  
 Student Engagement Strategies    Math for Special Education    Exact Path    Go Math    Writing  
 Literacy Groups (EDI)    Explicit Direct Instruction    6 plus 1 Writing    Google    Behavior Interventions  
 Content Specific PD    RTI    Co teaching/Collaboration    Formative Assessments

6. **Do you prefer planned professional learning opportunities or would you rather seek those out on your own?**

The majority would like to see planned professional development opportunities. However, those who were seeking flexibility wanted the PD to be content specific to subject areas taught.

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**Needs Assessment Conclusions for Russell Independent:**

Based on the following data collected, our schools SBDM Councils have approved the following professional development for the 2018-2019 school year. (School Council Approved Plans: RPS Page 5, RMIS Page 6, RMS Page 7, RHS Page 8)

Our district is committed to job embedded professional learning. We will continue with our district initiatives of technology integration, Google certifications, writing instruction focused on common language and structures, and math alignment work. Russell Independent is focused on true professional learning experiences rather than simply meeting professional development requirements.

Professional learning emphasizes that learning is a process that continues over time, extends into practice and expects results for both educators and students. Professional learning is ongoing, relevant and job-embedded learning for educators at all stages of career development. Professional learning provides opportunities for individual and collaborative professional study, analysis, application and reflection relevant to ongoing improvements in professional practice and student achievement.

Russell Independent's Board Policy 3.19 AP 1 addresses the professional development requirement for certified staff members annually.

**BOARD POLICY EXCERPT: 03.19 AP.1****CERTIFIED STAFF RESPONSIBILITIES**

In addition to job-embedded professional learning included in the Professional Development Plan, it is the responsibility of each full-time certified staff member to complete the twenty-four (24) hours of professional development required in the District calendar. Part-time employees shall complete the appropriate portion of the twenty-four (24) hours.

**REQUIREMENT MUST BE FULFILLED**

Professional development is ongoing. However the twenty-four (24) hours required by statute must be fulfilled by June 1 of each year. If it is not, repayment for the appropriate hours will be deducted from the individual's paycheck.

It is the responsibility of the individual to provide appropriate documentation for all completed professional development. Internal offerings are documented by sign-in sheets. For activities outside the District, it is the responsibility of the individual to obtain the appropriate form prior to attendance, have it completed and return it to the PDC. Registration costs, meals, and mileage are the responsibility of the individual unless supplemental funds are provided by another source.

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## Russell Independent Certified PD/EILA Evaluation Form

*Revised June 2018*

Please submit feedback regarding the professional development you have just completed. Credit is awarded once the evaluation is complete.

I. Printed Name: \_\_\_\_\_ Training Date: \_\_\_\_\_

II. Work Site Location (circle)      RPS      RMIS      RMS      RHS      Central Office

III. Session Title and PD/EILA #: \_\_\_\_\_

IV. Presenter: \_\_\_\_\_

Feedback Questions	Poor	Fair	Satisfactory	Very Good	Excellent
1. Level of effort I put into the training?					
2. My skill/knowledge level at the end of the PD					
3. Trainer was effective in delivery					
4. Trainer effectively used the time provided					
5. Training content was organized/well planned					
6. Presentation was clear and activities were appropriate					
7. Overall rating of this training					

8. Most valuable aspect of the training? \_\_\_\_\_

9. Any additional thoughts/information? \_\_\_\_\_

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## **Russell Primary School PD Plan**

School Year 2018-19

The RPS Faculty Survey to determine Professional Development needs revealed the following priority areas for the 2018-2019 school year:

1. Go Math!
2. 6+1 Writing
3. Guided Reading – With a focus of RTI groups
4. Curriculum Mapping
5. Exact Path

Based on the PD Survey results and administrator observation, the following PD Plan will be submitted for SBDM consideration to be enacted during the school year 2018-2019.

### **Non-Flex Professional Development**

6 hours—District PD Day

3 hours—Required Data Analysis

### **Flex Professional Development**

(The following will be made available before or during the 2018-19 school year.)

15 Hours:

Go Math!, 6+1 Writing, Guided Reading, Curriculum Mapping, and Exact Path

Art, Music, P.E., Special Education, and Speech/Language teachers have different needs specific to their content area. All certified will be required to participate in the non-flex PD. However, special area teachers have the option of requesting separate PD based on content needs. Special requests must have approval from the Principal and PD Coordinator.

**SBDM Approval:**

Phil Cassity: \_\_\_\_\_

Carlynn Conley: \_\_\_\_\_

Amanda Lewis: \_\_\_\_\_

Cari Jachimczuk: \_\_\_\_\_

Liz Adams: \_\_\_\_\_

Sarah Corey: \_\_\_\_\_

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## **Russell-McDowell Intermediate School PD Plan**

School Year 2018-2019

The RMIS Faculty Survey to determine Professional Development needs revealed the following priority areas for the 2018-2019 school year:

1. Curriculum Mapping (Reading/Language Arts, Math, and Science)
2. RTI/Differentiation
3. Google Classroom/Technology
4. EDI—Explicit Direct Instruction
5. Student Engagement
6. Math PD
7. Exact Path
8. KAGAN Structures

Based on the PD Survey results and administrator observation, the following PD Plan will be submitted for SBDM consideration to be enacted during the school year 2018-2019.

### **Non-Flex Professional Development**

6 hours—District PD Day

3 hours—Required Test Data

Analysis 2 hours--RTI

2 hours--EDI

2 hours--6+1 Writing

2 hours--Kagan Structures/Classroom Engagement

### **Flex Professional Development**

(The following will be made available before or during the 2018-2019 school year.)

Curriculum

Mapping Google

Classroom Math

Strategies Exact

Path

Art, Music, P.E., Special Education, and Speech/Language teachers have different needs specific to their content area. All certified will be required to participate in the non-flex PD. However, special area teachers have the option of requesting separate PD based on content needs. Special requests must have approval from the Principal and District PD Coordinator.

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**Professional Development Plan  
Russell Middle School  
2018-2019**

6 Hours	Opening Day-Russell Middle School (PBIS, Suicide, BBP)
6 Hours	Department/ District Curriculum Alignment (RHS/RMIS/RMS)
3 Hours	K-Prep Testing Analysis (KASC)
3 Hours	On Demand Writing Scoring and Analysis (RMS)
3 Hours	School Culture (RMS)
2 Hours	Flexible Professional Development (Staff)
1 Hour	Legal Update (RMS/Russell Ind)

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Russell High School  
Professional Development Plan  
2018-2019

Based on the results of the RHS Faculty survey, the following PD Plan will be submitted for SBDM consideration. It will be in place for the 2018-2019 school year.

**Non-Flex (Mandatory)**

August	District PD Day	6 Hrs
	Curriculum Alignment/RMS	6 Hrs
	Test Score Analysis	3 Hrs
	Content Specific PD	5 Hrs
	On-Demand Writing	2 Hrs
	Legal Updates	2 Hrs
	TOTAL	24 Hrs

**Total Required Professional Development - 24 Hrs**

**@@Teachers in the area of Art, Music, P.E., Special Education, and FL/Global Competency have different needs other than classroom teachers. All certified will be required to participate in non-flex PD. However, the teachers listed above have the option of requesting separate PD based on specific needs. This plan must have approval from the Principal and the Chief Academic Officer.**

**PD Hours MUST be completed by May 1, 2019.**

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