

Executive Summary

Teacher Professional Development

I. History

Teacher Professional Development History

In July of 2007, Teacher Professional Development Department was formed to serve as a vehicle to address the specific professional development needs of teachers in CMS. The goals of the department are to provide differentiated professional development, as well as data-based instruction, for teachers aligned to the Superintendent's *Strategic Plan 2010* addressing individual school and employee needs.

II. Governance

- A. Title II funding serves as the primary budget source for the Teacher Professional Development Department. Title II funds the following programs:
 - Mentor Training
 - Professional Development Master Teacher Initiative (PDMT)
 - New Teacher Induction Program (NTIP)
 - Lateral-Entry Program
- B. Title I funding heavily influences day-to-day services provided by the Teacher Professional Development Department. Housed in the department are 6 Professional Development Title I Coordinator positions.
 - Elementary Math / Literacy Coordinators (2)
 - Middle School Math / Literacy Coordinators (2)
 - High School Math / Literacy Coordinators (2)
- C. Title I is the primary funding source for the 2009 CMS Summer Teacher Conference. Local Education Agency (LEA) Improvement funds provide teachers the opportunity to expand their knowledge in courses focused on addressing district improvement status under No Child Left Behind (NCLB) Legislation.

III. Budget

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Program/Area	Cost
Salary and Benefits	\$148,243
Supplies and Materials	\$40,000
National Board Salary and Benefits	\$194,391
Substitute Funds (National Board teachers attending institutes)	\$1,000
National Board Materials/Supplies and Expenses	\$20,000
Budget Total	\$403,634

IV. Goals

The Teacher Professional Development Department focuses on the achievement of the goals set forth in the Strategic Plan 2010 through the following efforts.

- A. **Effective Educators**
 - Bring newer technology, such as threaded-discussion forums and videoconferencing to the process of delivering and receiving professional development.
 - Provide technical assistance, group training, and ongoing individual training to PD contacts, teachers, and administrators to support the goal of technology-supported professional development.

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- Increase teacher retention and promote the development of more analytical and reflective practitioners by continuing to increase the number of National Board Certified Teacher candidates.
 - Form additional cohorts of the National Board Fellowship Program (NBFP) at high-needs schools to support and retain third through fifth year teachers while developing them as more analytical and reflective practitioners.
 - Increase utilization of Professional Development Master Teacher (PDMT) Learning Labs that provide quarterly opportunities for first through third year teachers to observe instructional strategies based upon best instructional practices.
 - Increase teacher retention by increasing participation of first and second-year teachers in the NTIP Program, as well as by expanding the New Teacher Induction Program (NTIP) to include third-year teachers.
 - Increase retention of lateral entry teachers through lateral entry pre-service training and sustained follow-up.
 - Utilize the Charlotte Teachers Institute to build teacher content knowledge and encourage collaboration and idea sharing among teachers and faculty.
 - Seek Stimulus Funding to create additional cohorts of *Take One!* Candidates at high-needs schools, while focusing on second and third-year teachers.
- B. World Class Service**
- Provide continuous training and engage in more collaboration with the licensure department to assist CMS employees efficiently and effectively.
 - Respond to all emails and telephone calls within 24 hours.
 - Develop frequent needs assessments to ensure professional development tailored to employee needs.
 - Provide department/program emails (i.e., mypd@cms.k12.nc.us, nboffice@cms.k12.nc.us, summerteacherconf09@cms.k12.nc.us) as a communication vehicle for employee questions and concerns.
- C. High Academic Achievement**
- Provide technical support and professional assistance to the district's implementation of instructional strategies through quality teacher professional development.
 - Provide the Differentiation Academy as a vehicle to move toward district goals of Effective Educators and High Academic Achievement.

V. Topics Impacting Professional Development

- A. Technology:** The use of technology in the form of online discussions, forums, videoconferences and web-based courses help make professional development opportunities more accessible to teachers.
- More Strategic 21st Century based technology is necessary to remain current in Best Practices for Professional Development.
- B. Teacher Retention:** Based on current research (NCTAF, 2005), the teaching profession loses 50% by the end of the 5th year.
- C. Teacher Growth:** Opportunities are necessary for mid-career and career-level teachers to remain actively engaged in the profession.
- D. Student Achievement:** Current research, pedagogy, and data are necessary to provide relevant professional development.

VI. Initiatives/Programs

Professional Development Initiative/Program	Description
Charlotte Teacher Institute	An innovative initiative focused on cultivating knowledge, creativity, leadership skills and collaboration for CMS teachers. CTI will connect CMS elementary, middle, and high school teachers with expert faculty from Davidson College and UNC Charlotte for a semester of

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	content-rich seminars on topics of their choice.
CMS Online Modules	Custom eLearning programs developed through collaborative efforts of experienced project managers, instructional designers, technical experts and talented graphics designers. Currently there are thirteen modules available online.
Discovery Education	Provides digital content to 82 elementary and middle schools that did not make Adequate Yearly Progress (AYP). The program focuses on specific “at-risk” subject areas including Math, Language Arts, Social Studies, and Science. Extensive professional development aims to create a cultural shift that empowers CMS teachers to utilize media in engaging students at differentiated levels in the classroom.
Lateral Entry Advancement Program (LEAP)	Provides ten-day, state-mandated training and support for Lateral-Entry teachers.
Mentor Contact Program	The principal selects representatives who will be responsible for new teacher induction and mentoring at the school site (one per school).
MyPD	<p>The product name for the MyPD registration system is Avatar Pro. Avatar Pro™ is a web-based Professional Development Management System (PDMS) developed for K-12 Professional Development programs that are looking to address teacher recruitment, development and retention issues.</p> <p>Through a web-based interface, Avatar Pro provides CMS the ability to:</p> <ul style="list-style-type: none"> • Track and manage professional learning experiences • Develop professional learning communities (PLCs) • Help align district goals and objectives with teacher professional development.
National Board Support Program	<p>CMS has a support program in place for teachers who seek National Board Certification. The support system also includes <i>Take One!</i>, monthly classes to support <i>Take One!</i> candidates, and the National Board Fellowship Program (NBFPP) to support third through fifth-year teachers at selected high-needs schools. The following are included in the support system for teachers:</p> <ul style="list-style-type: none"> • Certification-specific study groups meet approximately every three weeks to analyze student needs and reflect upon instruction to improve student achievement. • Monthly seminars address analysis and reflection of practice as well as pedagogical topics, such as Accomplished Assessment and Cooperative Learning. • Analysis of videotaped segments and student work samples provide opportunities for educators to refine their craft while addressing student needs.
New Teacher Induction Program (NTIP)	<p>The NTIP is a five-year induction program for all new teachers in years 1-5. Teachers take part in the New Teacher Academy, PDMT visits, educational fieldtrips, healthy lifestyle clinics, and elective courses. NTIP is designed to:</p> <ul style="list-style-type: none"> • Promote teacher retention through first five years of teaching. • Provide support for new teachers through pedagogical and content-based seminars.
North Carolina Teacher Cadet Program	It is an innovative year-long or semester-block activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who may consider teaching as a profession. It is an honors program that details many components of the education environment and involves students in content, application, observations, and teaching in preschool, elementary, middle school, and high school settings.
Professional Development Master Teacher (PDMT) Initiative	<p>The PDMT Initiative is an opportunity to provide teachers with extended learning and professional development on various topics. The following further describes the PDMTs Initiative:</p> <ul style="list-style-type: none"> • PDMT Leadership Academy monthly training sessions provide continuous professional development on teacher leadership, urban education, peer coaching, and best instructional practices. • PDMTs follow up individually with visiting first and second-year teachers to discuss implementation of new instructional strategies as well as other challenges faced by new teachers. • First and second-year teachers participate in the New Teacher Academy courses with visits to the Learning Labs to experience first-hand implementation of instructional strategies and classroom management techniques discussed in class. Teachers then

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participate in a debriefing session with the PDMT following the visit.

- New and experienced teachers who participate in the Differentiation Academy visit PDMT Learning Labs, observe implementation of differentiated instructional strategies, debrief the lab experience with the PDMT and course instructor following the visit, and submit instructional plans demonstrating their understanding of the new instructional strategies learned, and analyze the impact on student learning.

Renewal Credit

Receive, advise, review, and process approximately 2500 requests to date for training certificates outside of CMS, NB renewal, Continuing Education Units (C.E.U.) reports, and college transcripts.

Riverdeep/Learning Village

The Riverdeep Learning Village (RLV) application is a suite of tools developed by IBM and Riverdeep to address the needs of schools as they strive to establish themselves as professional learning communities. It is an instructional web portal that CMS uses to:

- Build, create, link, and maintain the curriculum within an easy-to-use framework.
- Puts the curriculum map online providing centralized access to curriculum specialists, teachers, and administrators.
- Provides teachers with a single instructional resource web page and the ability to create customized lessons such as Student Learning Objectives and activities based on class or individual students needs.
- Links lesson plans and assessment with benchmarks, & standards and classroom resources.
- Helps administrators manage teachers' Student Learning Objectives, part of the TIF-LEAP Initiative, to increase student achievement by collaboratively developing a performance-based compensation system that results in more high-quality teachers and principals, especially in hard-to-staff schools and subjects.

VII. Results

Data-Based Instruction

- 100% of prioritized schools (identified by PD Coordinators based on AYP performance, Title I status, and gap analysis) received specialized Teacher PD Department support.
- 100% of PD planning is driven by system data.
- 100% of PD offerings provided teachers with strategies to use data to drive instruction.

Differentiated Instruction

- 100% of PD offerings incorporated differentiated instruction strategies.
- 100% of Teacher PD Department members designed and delivered professional development courses.

Effective Educators

- 885 Teachers received Discovery Education (DE) training.
- 97% of Teachers in DE training expect to use all or majority of training.
- 298 Teachers completed online modules.
- 798 teachers, counselors and Media Specialists attended 70 sessions of 21 different topics at Seamless Saturdays.
- 695 teachers (PreK-12) in schools not meeting AYP received Math PD support.
- 622 teachers (PreK-12) in schools not meeting AYP received Literacy PD support.
- 1,219 National Board Certified Teachers in CMS as compared to 1,503 in Wake County and 14,193 in North Carolina.
- 6 of 7 Strategic Staffing schools participated in the PDMT Leadership Academy (August, March, and April).

High Academic Achievement Strategies

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- Using Avatar, the conference component of MyPD, Coordinators and Specialists have begun to utilize online discussions related to coursework.
- **100%** of Teacher PD courses require teachers to provide evidence (student artifacts, teacher tools, plans) of best teaching practices introduced in each course and to analyze the impact on student learning.
- **414** National Board Candidates in 2008-2009.
- **40** Teachers from Merry Oaks, Ranson Middle, Waddell, and West Meck were active members of National Board Fellowship Program.
- **20** Teachers were active Take One! participants.

MyPD

- To date, over **1100** courses and **1500** classes reviewed and published during the 2008-09 school year.

World-Class Service

- **96%** of visiting teachers reported an overall satisfaction with PDMT Learning Lab visits in 2008-09.
- **98%** of visiting teachers reported the PDMT Learning Lab visit encouraged them to remain in teaching.
- **91%** of visiting teachers reported the PDMT Learning Lab visit encouraged them to remain in CMS.
- **50%** of the Teacher Professional Development Department serves on the Core Training Team of the Data Wise Improvement Process charged with developing and delivering comprehensive data analysis training for the district.
- **45%** of requests for individual PDMT Learning Lab visits included requests to observe Differentiated Instruction strategies. **100%** of these requests were met.
- **100%** of Requests for Service (RFS) were responded to within **2** business days.
- The Teacher PD Department researched, developed, and implemented a new global evaluation form to further enhance the quality of professional development.

VIII. Next Steps

- Departmental Goals of Differentiated Instruction & Data-Based Instruction**
 - Continue researching, designing, and implementing Professional Development courses centered on Differentiated and Data-Based Instruction.
 - Continue offering workshops that focus on pedagogy and instructional strategies as well as content.
 - Provide continued support and training in PLCs (Professional Learning Communities) across the district so that teachers can build capacity at the team and building level for improvement in both instruction and assessment of instruction.
- CMS Online Modules** are currently offered as independent study courses. To facilitate collegial dialogues and offer extra support as teachers learn new instructional best practices, a blended model of online course materials and face-to-face meetings can provide a richer learning experience.
- Lateral Entry Advancement Program (LEAP)**
 - Modify delivery of training to reflect anticipated decrease in number of Lateral Entry teachers hired in 2009-2010.
- National Board Support Program**
 - Increase participation in National Board Certification to promote development of analytical and reflective practitioners focusing on modifying instruction based on student needs to impact student achievement.
- National Board Fellowship Program (NBFP)**
 - Increase participation at existing NBFP sites and establish new NBFP sites at high-needs schools to increase retention of third through fifth-year teachers while improving their practice.
- New Teacher Induction Program (NTIP)**
 - Expand scope and course offerings to embrace third-year teachers in 2009-2010.
 - Increase participation of first and second-year teachers in 2009-2010.
- Professional Development Master Teacher (PDMT) Initiative**
 - Increase utilization of PDMT Learning Labs across the district.

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- Train new cohort of PD Instructors.
 - Support teacher leaders within Strategic Staffing schools.
- H. **Professional Development (PD) Portal** is a new communication tool that aims to provide one-stop for teachers to fulfill their PD needs. Teachers will be able to find:
- Workshop information
 - Teacher PD Programs
 - Technical Support on all PD systems
 - Related links to curriculum materials
- I. **Take One! Support Program**
- Promote development of analytical and reflective practice in first and second-year teachers through *Take One!*
- J. **Video Conferencing** is the technology tool that the Professional Development Department is exploring to increase teacher participation in high-quality workshops by minimizing time and travel constraints. The Teacher Professional Development Department's vision is to take the workshops to teachers in the learning communities.