

**I. History:**

**Origin:** The department was formed in July 2007 to serve as a vehicle to address the specific professional development needs of teachers in CMS.

**Our Mission:** The mission of the Teacher Professional Development Department is to provide leadership, resources, consultative services, and technical assistance with the goal of improving teaching and learning through comprehensive, research-based professional development.

Teaching and Learning	Teacher Leadership	New Teacher Support	21 <sup>st</sup> Century Technology
<ul style="list-style-type: none"> <li>• Differentiation Academy</li> <li>• Professional Development on Rigorous Instruction</li> <li>• National Board Institutes</li> <li>• Take One! Cadre</li> <li>• School Quality Review Process Modules</li> <li>• Summer Teacher Conference</li> <li>• Instructional Assistant Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Coaching Academy</li> <li>• Leadership Academy</li> <li>• Professional Development Master Teacher Initiative</li> <li>• Charlotte Teachers Institute</li> <li>• Teaching Fellows Institute</li> </ul>	<ul style="list-style-type: none"> <li>• New Teacher Induction Program</li> <li>• New Teacher Academies</li> <li>• Lateral Entry Advancement Program</li> <li>• Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual Learning Implementation</li> <li>• Technology Integration Courses</li> <li>• Professional Development Wiki Support Site</li> </ul>

## Board of Education Executive Summary

### Teacher Professional Development Department

May 24, 2011

A significant tenet of managed performance empowerment is an organization's ability to build the professional capacity of its highly qualified staff. Professional development plays a key role. The overarching goal of CMS' Teacher Professional Development Department is to provide high-quality, data-driven, research-based professional development that is tailored to the particular needs of teachers (who are grouped by experience, level, subject, specialty, etc.). Professional development sessions allow teachers to return to the field after each session, implement their new knowledge and return again to their professional group to reflect, analyze and revise in preparation for continued implementation. These designed practice-and-reflection sessions provide meaningful connections between theory and practice. Therefore, teachers are more likely to incorporate newly learned concepts and strategies into their instructional methods.

Under managed performance empowerment, the district emphasizes building capacity at the individual teacher/class level. Professional development must be targeted according to needs that are identified through accurate analysis of student-achievement data. Courses and follow-up must be strategic and long-lasting so that teachers can focus on supporting students' individual learning needs.

The Teacher Professional Development Plan includes many differentiated programs. Two major initiatives are described in this report: the New Teacher Induction Program (NTIP) for teachers in Years 1-5 and the Professional Development Master Teacher (PDMT) Initiative that provides master-level teachers (mid-career to advanced-career) leadership opportunities

## II. Driving Governance:

- The *Strategic Plan 2014* serves as the framework for the work within the Teacher Professional Development Department
- Charlotte-Mecklenburg Board of Education Policy

# Board of Education Executive Summary

## Teacher Professional Development Department

May 24, 2011

### III. Budget:

Program/Area	Cost
Salary and Benefits	\$855,903
Supplies and Materials	\$42,862
National Board Salary and Benefits	\$170,302
Substitute Funds (National Board teachers attending institutes)	\$1,077
National Board Materials/Supplies and Expenses	\$20,000
<b>Budget Total</b>	<b>\$1,090,144</b>

### IV. Goals, Objectives and Measures:

#### Goals 2010-2011

##### **Effective Teaching and Leadership**

- Expand professional development for PreK-12 teachers to provide a variety of instructional strategies so the needs of all students are met
- Provide support for teachers within the NC Teacher Evaluation Process
- Refine and expand district-wide instructional coaching models
- Design teacher professional development that is linked to teacher effectiveness and laboratory-based learning experiences
- Increase graduation rate

##### **Teaching and Learning through Technology**

- Create more online opportunities and support course developers to assist teachers in successfully completing at least one renewal credit through an online/virtual course
- Provide virtual support for teachers and administrators in key areas of content and pedagogy

#### Objectives 2010-2011

- Coordinate professional development services to impact student achievement.

## Board of Education Executive Summary

### Teacher Professional Development Department

May 24, 2011

- Create circular professional development experience for teachers including follow-up and monitoring components to increase individual capacity for improvement in instructional practices.
- Offer 480 seats in Differentiation Academy I and II.
- Design an online module that serves as an overview and refresher on the NC Teacher Evaluation Process.
- Implement and facilitate Coaching Academy I to district-wide support personnel and administrators.
- Increase instructional capacity of online professional development instructors to address identified needs within the six School Quality Review criteria.
- Plan and implement Summer Conference for teachers addressing district goals and develop year-long follow-up professional development.
- Create a professional development support wiki with open enrollment to all teachers and administrators.
- Design training module framework to address each area of the School Quality Review process.
- Increase active enrollment and participation in the New Teacher Induction Program.

#### V. Major Initiatives:

The Teacher Professional Development Plan includes many differentiated initiatives, including the National Board Support Program, the Lateral Entry Advancement Program (LEAP) and the Differentiation Academy. Two major initiatives are described below: the New Teacher Induction Program (NTIP) for teachers in Years 1-5 and the Professional Development Master Teacher (PDMT) Initiative that provides master-level teachers (mid-career to advanced-career) leadership opportunities.

##### **New Teacher Induction Program (NTIP)**

Charlotte-Mecklenburg Schools is dedicated to developing and retaining teachers. The New Teacher Induction Program (NTIP) provides new teachers opportunities that include three 10-hour New Teacher Academies (NTAs) targeting four tasks: solidifying the basics for effective teaching, managing by motivating, standards-based instruction, professional networking opportunities, wellness curriculum courses, and on-the-job professional development learning labs. In addition, the NTIP incorporates a state-mandated mentoring program for teachers in Years 1-3.

##### **Professional Development Master Teacher (PDMT) Initiative**

The Professional Development Master Teacher (PDMT) Initiative promotes effective teaching by strengthening pedagogy and content using laboratory-based professional development. This initiative is designed to identify master teachers who use best practices and to share their expertise with other teachers.

## Board of Education Executive Summary

### Teacher Professional Development Department

May 24, 2011

The classrooms of PDMTs serve as learning labs for all CMS schools. This allows new and experienced teachers to see instructional strategies they have studied used in a classroom. Teachers also visit learning labs individually through the New Teacher Induction Program or at the recommendation of an administrator. Teachers who use the lab develop at least one new lesson plan based on the experience. Follow-up for these visits is provided by the master teacher through analysis of instructional planning and student work samples provided by the visiting teacher. Additional support for the visiting teacher is provided by mentors, literacy facilitators, academic facilitators, and Lateral Entry Advancement Program staff. Additionally, other PDMTs serve as an extension of the Teacher Professional Development Department by designing and delivering courses to both new and experienced CMS teachers.

#### VI. Results:

##### Accomplishments 2010-2011

- Served 440 participants in Differentiation Academy I and provided follow-up in schools focused on differentiated instruction of core curriculum (Rtl) and rigorous, complex, unit design.
- Modified and extended Coaching Academy I from a six-hour class to a 12-hour, two-day Academy.
- Served 1,322 teachers in learning lab visits to Professional Development Master Teacher (PDMT) classrooms.
- Supported a record number of 288 teachers in achieving National Board Certification and 49 others who renewed their certification. (Twelfth year CMS recognized in top five districts in nation for new National Board Certified teachers).
- Aligned professional development courses to the measures of teacher effectiveness and identified 12 professional development opportunities needed to support CMS staff according to the identified measures.
- Created training and framework for comprehensive index of professional development aligned to School Quality Review.
- Issued credit to 1,168 teachers who completed math- and literacy-based professional development courses.
- Offered independent online module for teachers new to the district and existing teachers to learn and/or review the NC Teacher Evaluation Process.
- Launched Learning Management System and taught 171 central office-based employees during three newly developed courses.
- Served more than 2,000 teachers during the 2010 Summer Teacher Conference by offering 99 courses provided by 14 CMS departments.
- Created an open-access wiki site for virtual professional development support.

# Board of Education Executive Summary

## Teacher Professional Development Department

May 24, 2011

### **VII. Lessons Learned/Next Steps:**

#### **Goals 2011-2012**

##### **Effective Teaching and Leadership**

- Expand professional development for PreK-12 teachers to provide a variety of instructional strategies so the needs of all students are met (Differentiation Academy).
- Provide training modules for K-12 to address rigor in instruction.
- Refine and expand district-wide instructional coaching models.
- Design teacher professional development linked to teacher effectiveness.
- Design training modules to address each area of the School Quality Review process.
- Increase graduation rate.

##### **Teaching and Learning through Technology**

- Create more online opportunities and support course developers to assist teachers in successfully completing at least one renewal credit through an online/virtual course to fulfill the renewal requirement.

#### **Objectives 2011-2012**

- Coordinate professional development services to impact student achievement.
- Create circular professional development experience for teachers including follow-up and monitoring components to increase individual capacity for improvement in instructional practices.
- Offer 680 seats in Differentiation Academy I and II.
- Implement and facilitate Coaching Academy I to district-wide support personnel and administrators.
- Ensure that 100 percent of the 12 identified professional development opportunities aligned to the identified measures of teacher effectiveness is available to all certified staff.
- Develop online professional development module to address identified need within the six School Quality Review criteria.
- Increase online professional development opportunities.
- Plan and implement Summer Conference for teachers addressing district goals and develop year-long follow-up professional development.
- Develop a digital library of best practices linked to learnings of the Measuring Effective Teacher project.
- Support curriculum specialists in development of professional development to address instructional gaps for students identified by summative assessments.