



PILLAR #8 - PROFESSIONAL DEVELOPMENT

Dr. Vilicia Cade, Chief Academic Officer

Sandusky City Schools' professional development will focus on improving learning for all adults to enrich student achievement. When learning is part of the school day, all educators are engaged in learning... "Educators benefit most by learning in the setting where they can immediately apply what they learn---- in the school where they work" (Learning Forward, 2017).

Professional learning opportunities will provide insight into how Sandusky City Schools (SCS) will launch a comprehensive, ongoing, and intensive approach to improving teacher and administrator effectiveness at raising student achievement by focusing on a vision for building capacity for a "collaborative data-driven culture".

Professional development will be a pivotal vehicle for addressing Ohio Department of Education (ODE) recommendations outlined in the SCS's Crosswalk Document prepared by Dr. Claire Huff-Franklin, Director of the Office of Academic Distress Commissions and Educational Reform, Center for Accountability and Continuous Improvement for "Standards 2: Curriculum & Instruction" and "Standard 3: Assessment & the Use of Data".

During the 2018-2019 school year, the district started shifting from the concept of "Wavier Days" to elevating the concept of "Professional Learning Days". The district launched a focus on adult learning by defining two groups of employees: **Group I:** Directly influences the instructional core and has a direct impact on student learning. These adults have direct contact with students. They are usually teachers, principals, coaches, paraprofessionals, counselors and others. **Group II:** Has an impact on aspects of the school that supports "learning readiness". They play a significant role in helping teachers and principals ensure that the "holistic" needs of students are addressed so that learning can be maximized.

Another big shift in how the district provides professional learning will affect the instructional staff and the district "service delivery" model. It will also strengthen how the district monitors and supports new professional development implementation. This new model of how SCS will support professional learning for teachers and principals includes a mechanism that ensures that teacher voice, efficacy, and data-driven decision making are critical components. This can be described as "job-embedded professional learning" delivered through "teacher-based teams" and "building focus teams" during the school day. All job-embedded learning will be augmented during professional learning days identified in the district yearly calendar. "Coaching" will be a new hallmark for how principals and teachers receive job-embedded professional development in Sandusky City Schools. During the 2019-2020 school year, principals will receive job-embedded professional development through various opportunities working one-on-one with the Chief Academic Officer; teachers will work in small groups with instructional coaches.

Finally, all professional learning will be anchored in Sandusky City Schools' Academic Theory of Action: "Schools Are at the Center of our Organization".



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2019-2020 GOALS

1. Develop a district-wide professional learning plan with a catalog of professional development offerings for Group I employees
2. Develop a protocol for ensuring that all schools and departments have a professional learning plan that aligns to the district's goals
3. Develop professional learning planning tools to streamline all professional learning requests to student need and data

2020-2021 GOALS

1. Develop a district-wide professional learning plan with catalog of professional development offerings for Group I and Group II employees.
2. Ensure budget and planning tools align with identified district goals
3. Outline instructional framework critical areas of need to ensure professional learning offerings align

2021-2022 GOALS

1. Ensure that the district-wide professional learning plan is digital and technology driven along with a catalog of offerings for Groups I and II employees
2. District needs drive the development of goals and professional learning is continuous and embedded in the culture
3. Technology is the bedrock of the student instructional framework and all critical areas of need align

