



Professional Learning Plan

2020-2021

“College and Career Readiness Begins in Kindergarten”

1. Philosophical Framework for Professional Learning

Professional Learning in the **Carter Community Charter School** occurs within a range of job-embedded, collaborative and data-driven activities that develop knowledge and understanding, sustain growth, and lead to refinements in practice. It is a collective and interactive process that expands capacity in order to produce improved student learning.

A vibrant professional learning culture requires a foundation of respect, trust, mutual interdependence, an active role by all educators, and shared belief that improved student learning must remain the ongoing goal for all professional learning.

The best professional learning requires:

- Continuous cycles of doing, reflecting/discussing, and refinement;
- Feedback loops from administrators, curriculum coaches/team lead, or team to assist the educator in reflecting on practice and determining any changes that may be necessary;
- A balance of knowledge gained from looking inward at data and analysis of practice with what can be learned by looking outward at research or information from those acknowledged as experts;
- Learning about content balanced with learning about pedagogy;
- Technology to access knowledge through classroom videos, websites, webinars, online courses, professional learning networks and to plan collaboratively.

The **individual educator** and the **administrator(s)** share responsibility for sustaining professional learning by planning and implementing a coherent system that attends to the accomplishment of individual and school, goals. This collective approach requires an active role for all educators in ongoing inquiry in order to:

- Study present outcomes and practices at the individual, content area and school-wide level (including administrative and curriculum coach/team lead observation of practice);
- Determine strengths and challenges;
- Study and apply research to challenges;
- Select and implement solutions;
- Determine success;
- Reflect on outcomes; and Refine as necessary

Carter Community Charter School's Board and Administration recognizes that teaching quality and school leadership are the most important factors in raising student achievement. These qualities of teaching and leadership are framed by Learning Forward's four guiding questions:

1. What do students need to know and be able to do?
2. What do teachers need to know and be able to do?
3. What do leaders need to know and be able to do?
4. What are professional development needs?

To comply with recertification and more importantly to grow and develop professionally, educators will create a plan for their professional learning that includes goals for strengthening content area knowledge and professional skills, and solicits feedback on practice from both administrators and colleagues. Educators need to be involved in decisions about their professional learning based on their backgrounds, experience levels, or learning needs. Educators will maintain their own records of professional learning activities undertaken to achieve their goals. *Professional learning goals should be based on evidence for student growth, teacher learning, and in keeping with Carter School's goals.*

2. Standards of Professional Learning

The Standards for Professional Learning from the organization Learning Forward guide professional learning. These standards are representative of the most current research about adult/professional learning:

<p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p>	<p>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.</p>	<p>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.</p>	<p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>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.</p>	<p>Learning Design: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>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.</p>	<p>Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

Carter Community Charter School Professional Development Plan

Carter Community Charter School Professional Development Plan is the product of continuous data review and analysis to address the *principal goal of increasing student achievement*. This data is used in professional development planning and will lead to improved student performance. The Professional Development Plan will be updated regularly to *allow mid-course adjustments depending* on the current student performance data.

3. Roles & Responsibilities

Carter Community Charter School is charged with the ongoing planning, delivery and evaluation of staff development *throughout* the school year. The roles in professional learning are based on Learning Forward's Professional Learning

Standards

Charter Board

- Adopts employee agreements that support continuous individual and organizational improvement
- Adopts policies that support ongoing professional learning and continuous improvement
- Adopts and supports the implementation of professional learning standards
- Funds professional learning adequately to attain intended results
- Supports professional learning for all employees

Division Leadership (Principal at Carter Community)

- Establishes comprehensive, coherent and articulated professional development program and professional practices across all levels
- Supports the principals, coaches, teachers, students and families by providing professional development materials, communication and resources
- Ensures that all stakeholders have access to all necessary data sets to promote student success
- Creates, coordinates, and communicates recognition and incentive system that rewards collaboration that achieves School goals

School Site Leadership (Principal, Assistant Principal and Director of Programs and Services)

- Creates an organizational structure that supports collegial learning
- Creates and maintains a learning community to support teacher and student learning
- Creates a culture of learning that upholds the vision of every student performing at or above expectations
- Promotes a school culture that supports ongoing team learning and improvement
- Participates in a school culture that is characterized by collegiality and shared responsibility
- Create compelling conversations that contribute to the collaborative culture
- Communicates School's strategic goals, strategies and professional practices

- Provides recommendations on improving the School's Literacy, Math and Science, Social Studies programs based on contextual data and information
- Dedicates resources to support staff growth
- Collects and communicates data
- Stays current on research-based practices
- Supports Professional Learning Communities (PLC's) to ensure teams use data to drive instruction and make collective changes in practice
- Create and support Teacher Leaders
- Celebrates successes with the school community

Instructional Coach (Contracted), Beginning Teacher Mentors and Teacher Leaders

- Participates in a school culture that is characterized by collegiality and shared responsibility
- Develops knowledge about effective group process
- Creates compelling conversations that contribute to the collaborative culture
- Communicates school's strategic goals, strategies and professional practices
- Facilitates the collection, analysis and communication of data
- Ensures effective use of data to make instructional decisions
- Models current research-based instructional strategies with teachers
- Conducts observations, walkthroughs and conferences to support teacher growth based (For Beginning Teachers)
- Facilitates and coaches Professional Learning Communities (PLC) Team meetings and activities to ensure teams use data to drive instruction and make collective changes in practice
- Monitors and collects data for evaluating professional development on teacher and student growth
- Celebrates successes with the school community

Teachers

- Complete all professional development assigned or self selected
- Participate in learning teams
- Participate in a school culture that is characterized by collegiality and shared responsibility
- Develop knowledge about effective group process
- Create compelling conversations that contribute to the collaborative culture
- Participate in instructional leadership development experiences
- Serve in a variety of instructional leadership roles
- Analyze disaggregated student data to identify adult learning priorities at the classroom, and school,
- Work with colleagues to use disaggregated data to establish professional learning goals
- Analyze relevant student data in order to monitor and revise school and classroom improvement strategies
- Facilitate Professional Learning Communities (PLC) Team meetings and activities to ensure teams use data to drive instruction and make collective changes in practice
- Monitor and collect data for evaluating personal professional learning and student growth
- Celebrate successes with the school community

4. Professional Learning Goals and Initiatives

A majority of professional development will occur at grade or building levels in accordance with Carter’s school wide professional development goals.

Goals for professional learning ensure:

- Alignment with state, division, and school performance goals;
- Effective personnel in every classroom/instructional setting;
- High levels of continuous learning for all;
- Application of learning to benefit students.

Ongoing Professional Development Initiatives

- **Reading**
 - EL Education ELA Curriculum (K-8 ELA)
 - Job-Embedded coaching from literacy specialist focused on assistance with implementation of EL LearnZillion ELA Curriculum and
 - Refresh of Guided Reading, Phonics Instruction, and Digging Deeper
- **Math**
 - Illustrative Math
- **Virtual Learning**
 - Teacher Center Google for Education
 - Zoom
 - PowerSchool
 - Additional platforms will be added
- Professional Learning Communities
- Data/Assessment
- Framework for Teaching/Teacher Evaluation Instrument
- Social-Emotional Learning

Professional Development Initiatives

Initiative	Professional Development	Teachers	Objective
Reading	EL Education ELA Curriculum Job Embedded Literacy Coaching through, “Get Understanding Literacy Consultant”	K-8 th	Provide a comprehensive, research-informed curriculum based on college and career readiness standards. Provide literacy/based instructional coaching tailored to the context of each classroom and the individual needs

			of teachers and students.
Math	Illustrative Math	6 th – 8 th	Provide support to teachers in the use of research-based instructional routines to successfully facilitate student learning in math
Virtual Learning	Teacher Center Google for Education <ul style="list-style-type: none"> • Includes Google Meets • Google Classroom 	All teachers All Staff All Administrators	Google Educators Level 1 certification provide faculty and staff with knowledge to use Google Tools to use and help with student instruction. *Learning Management System for Carter
	Zoom	All teachers All staff All Administrators	To provide faculty and staff with knowledge to use and train students on the video conference, chat, and webinar platform
Assigned and/or Self-Selected Professional Learning Path	Lorman Education Services the leading provider of online training and continuing education. Offers over 53 school-related educational courses and hundreds of other educational professional courses to grow educational professional. Through On-Demand Programs, Live and taped webinars, reference manuals, audio recording and library of resources,	All teachers All Staff All Administrators	To provide access for professionals to create their own learning paths.
Social and Emotional Learning	Peaceful Schools NC, provide professional development roots in conflict resolution and discipline to support growth and responsibility, through professional lead workshops, job	All teachers All Staff All Administrators	To provide continuous training to improve the school wide climate and cultural.

	embedded training, and written resources		
Effective Leadership	Book Study “Getting It Done, Leading Academic Success in Unexpected Schools	Administrator	To build both leadership capacity and instructional expertise.
Teacher Leadership	Virtual Book Study of Deliberate Coaching, “A Tool Box for Accelerating Teacher Performance by Gavoni and Weatherly	Team Leaders and Athletic Coaches	Provide a toolbox of behavioral techniques for educators and leaders who are looking to move their coaching from haphazard to deliberate.
Beginning Teacher Support Program	<p>The BTSP is a three-year induction program that provides a comprehensive support model for teachers in their first, second, and third year of teaching in North Carolina (NC).</p> <p>BTS are assigned mentors Beginning teachers attend monthly meetings Observe master teachers Keep reflection journals to guide discussions with administration</p>	All BTSP Teachers Mentors	The Beginning Teacher Support Program is designed so that the experiences of beginning teachers are positive and focused on the knowledge, skills, and dispositions associated with effective teaching. The support program's platform is aligned with the North Carolina Professional Teaching Standards and the North Carolina Educator Effectiveness System with targeted support from mentors within the school's Professional Learning Community (PLC). To assure that beginning teachers have a supportive work climate, each school has a Site-based Beginning Teacher Support Plan that is aligned with the District's Beginning Teacher Support Program.
Professional Learning Centers	<p>Administrator and/or Teacher Leader lead meetings to look at student data, analyzes school systems, and examines all facets of student achievement.</p> <p>Together, the PLC focuses on the challenges of helping all students learn.</p>	All teachers All Administrators All Staff	To building teacher capacity and instructional expertise.