

Risen Christ Lutheran School  
Professional Development Plan  
2022-2025

## **I. Introduction**

This Professional Development Plan for Risen Christ Lutheran School (RCLS) describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. We strive to support adult learning by providing a framework that affords every educator an opportunity to enrich his or her practice. The ultimate goal of professional development at RCLS is improved student learning.

The scope of professional development (PD) at Risen Christ will not be limited to attending a workshop or participating in a seminar with a visiting expert. Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions. RCLS has begun to implement grade level planning and coordination teams (learning communities) and will work to sustain this structure as one of our PD avenues.

At RCLS, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. RCLS recognizes and adheres to the essential standards established by the National Staff Development Council and the Ohio Standards for Professional Development. The standards include:

### **Context**

**Planning and Coordination Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the RCLS School Board and Administration.

**Leadership:** Staff development that improves the learning of all students requires skillful school leaders who guide continuous instructional improvement.

**Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

## **Process**

**Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement.

**Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**Researched-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.

**Learning Designs:** Staff development that improves the learning of all students applies knowledge about human learning and change to achieve its intended outcomes.

**Learning:** Staff development that improves learning of all students provides educators with the knowledge and skill to collaborate.

## **Content**

**Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe orderly and supportive learning environments, and hold high expectations for students' academic achievement.

**Implementation and Quality Teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

**Outcomes:** Professional learning that increases educator effectiveness and results for all students, aligns its outcomes with educator performance and student curriculum standards.

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement.

## **II. NLSA and Ohio Department of Education Requirements**

This Professional Development Plan meets the requirements of National Lutheran School Accreditation, the Ohio Department of Education's Standards for Professional Development as well as the standards recognized by The National Staff Development Council. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of the Ohio Department of Education.

RCLS maintains records of professional development credits in each employee's personnel file. It is the teacher's responsibility to monitor their own certificate progress and requirements and to submit IPDPs and earned credits to RCLS administration by required deadlines.

## **III. Philosophy**

The purpose of the RCLS professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high faceted, information-based process that is strategically planned to provide individual and school-wide solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus attention and resources on professional development strategies for improving student learning and achievement. As such, professional development at RCLS will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support to provide staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills.

- impart opportunities to explore, question and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual, classroom and school-wide needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved

Although professionals at Risen Christ Lutheran School are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with school goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

**1. Identify school educational goals**

- Review existing educational goals
- Analyze student achievement data: past, present, projected trends
- Analyze formative and summative assessments
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards

**2. Plan for implementation**

- Outline flexible and integrated (PD) strategies and activities that address the needs as identified through school goals
- Identify sources of expertise to assist with identified needs and goals
- Select (PD) content and process at school, team and individual levels
- Identify sources and uses of financial resources

**3. Implement professional development strategies**

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

**4. Monitor progress**

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings

- Keep records of PD implementation, participation and feedback

#### **IV. Needs Assessment**

As part of the ongoing professional development planning cycle, (RCLS) reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

##### **Student Data**

- Report Cards
- Student Attendance and Discipline records
- Special Needs data
- Academic Intervention Service Records
- Terra Nova scores
- Ohio State Tests Scores
- STAR Reading Assessments
- STAR Math Assessments
- Success of graduates in 7th and 8th grade, data to be garnered through surveys and Interviews

##### **Staff Data**

- Professional Development Needs Assessment Survey
- Professional Development Evaluation/Feedback Surveys
- LCMS/NLSA surveys
- Mentor and Mentee surveys

##### **Additional Data Sources**

- Longitudinal Student Performance Data
- Teacher Attendance, Retention and Turnover Rates
- Professional Performance Reviews and Observation/Evaluations

## Risen Christ Lutheran School Staff Development Needs Assessment

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

Q1 I am responding to this survey as a:

- \_\_\_\_\_ Teacher
- \_\_\_\_\_ Classroom Aide
- \_\_\_\_\_ Tutor/Mentor
- \_\_\_\_\_ Classroom Volunteer
- \_\_\_\_\_ Administrator
- \_\_\_\_\_ Support Staff

Q2 The highest level of education I have completed is:

- \_\_\_\_\_ High School Diploma
- \_\_\_\_\_ BA/BFA/BS
- \_\_\_\_\_ MA/MS
- \_\_\_\_\_ Ed.D/Ph.D

Q3 Including this year, I have worked \_\_\_\_\_ years in the education profession.

- \_\_\_\_\_ 20 or more
- \_\_\_\_\_ 16-19 years
- \_\_\_\_\_ 11-15 years
- \_\_\_\_\_ 6-10 years
- \_\_\_\_\_ 1-5 years

Q4 The students I work with fall into the following range:

- \_\_\_\_\_ Preschool/Kindergarten
- \_\_\_\_\_ 1st/2nd grade
- \_\_\_\_\_ 3rd/4th grade
- \_\_\_\_\_ 5th/6th grade

Q5 My current certification status is:

- \_\_\_\_\_ Non-tax
- \_\_\_\_\_ Resident Educator
- \_\_\_\_\_ 5 year Professional
- \_\_\_\_\_ Permanent

Q6 I need training in research-based strategies that best meet the instructional needs of students who are economically disadvantaged.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q7 I need training in research based strategies that best meet the needs of students with:

- ☐ ADD/ADHD
- ☐ Emotional Disturbance
- ☐ Autism
- ☐ Intellectual Disability
- ☐ Speech/Language Impairment
- ☐ Visual Impairment
- ☐ Deafness

Q8 I need training in research-based strategies that best meet the instructional needs of gifted and talented students.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q9 I need training about strategies for effective communication with parents and their child's progress and class activities

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs



Q10 I need training in effective practices for parents as partners in the school community

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q11 I need training about developing effective school, community and business relationships

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q12 I need training in creating developmentally appropriate lessons that address student learning differences and needs

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or need

Q13 I need training in research-based strategies for varying and modifying instruction to meet the diverse learning needs of each student

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or need

Q14 I need training in the use of current technology tools

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or need

Q15 I need training in standards-based unit design

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q16 I need training in strategies for motivating and engaging students

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q17 I need training in effective questioning techniques that elicit higher level thinking

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q18 I need training in differentiated instructional strategies

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q19 I need training in formative assessment strategies

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q 20 I need training in analyzing and interpreting data

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q21 I need training in strategies for monitoring student progress

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q22 I need training in the process of curriculum mapping

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Not applicable to my current teaching situation or needs

Q23 I prefer staff development opportunities offered through:

- ☐ LEA
- ☐ online
- ☐ Universities
- ☐ ODE/ODJFS/OCLQS
- ☐ other organizations such as: \_\_\_\_\_

Q24 I prefer to participate in professional development:

- ☐ Before School
- ☐ During School
- ☐ After School
- ☐ On Weekends
- ☐ In August before school begins
- ☐ In late May or June
- ☐ During 3 or 4 day weekends

The Risen Christ Lutheran School Professional Development Plan is based on the The Ohio Standards for Professional Development. The link for the Ohio Standards for Professional Development is listed below. The Ohio Standards for Professional Development should be used throughout the processes of establishing and implementing professional development goals and plans.

[http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development\\_FINAL.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development_FINAL.pdf.aspx)

## **V Goals and Implementation Plans for 2022-2025**

### **Standard 1: Professional Learning Communities**

#### **Element 1.2 Develop collective responsibility.**

Risen Christ Professional Learning Communities will begin meeting on 8/23/2022 to establish new planning and learning goals.

Suggested groupings are:

Preschool, Pre-K and Kindergarten

1st and 2nd Grade

3rd and 4th Grade

5th - 7th Grade

Special Education and Intervention Staff Grades K-9

Responsibility: Principal, Instructional Staff

Timeline: Ongoing

Professional Learning Community groupings are flexible. Meetings should be set up to best meet the established goals.

#### **Element 1.3 Create alignment and accountability**

Use student data and survey data, to identify individual, team and school needs to inform professional development choices which ensure that each student is healthy, safe, engaged, supported and challenged.

Responsibility: Principal, Team Coordinators, Instructional Staff

Timeline: Ongoing

### **Standard 3: Resources**

#### **Element 3.1 Recommend resources to align professional learning with high-priority student and educator learning needs and to support implementation.**

The Risen Christ Instructional staff will collaboratively identify needs in student and educator learning for best practice in instruction and technology available for both learning and assessment. Once needs are established, time, training expertise and finances will be allocated to begin implementation within the 2022-23 school year.

Responsibility: Principal, Instructional Staff, IT Staff

Timeline: Begin August 2022, training ongoing.

Additional Goals to be added once school year surveys have been completed, compiled and the lead teaching staff have met to set the goals they deem most beneficial to student learning outcomes.

## **New Teacher Mentoring Plan**

### **I. New Teacher Mentoring Plan**

The New Teacher Mentoring Program is designed to ensure that every new teacher is successful and effective during his or her first years of teaching. The New Teacher Mentoring Plan is intended for use by all incoming teachers and is not dependent upon years of experience or the type of teaching certification the incoming teacher holds.

### **II. The Mentor Program will help ensure success for all newly hired teachers through collaboration, observation, inquiry and dialogue about excellent teaching with excellent teachers serving as positive role models. Newly hired teachers in the Resident Educator Program will be assigned a mentor by the last day of August of their first year of teaching.**

### **III. We believe that successful mentoring:**

- a. Gives new teachers explicit expectations, training in those expectations and coaching/feedback to implement and master those techniques.
- b. Involves all members of the educational community.
- c. Enhances recruitment and retention of newly hired teachers.
- d. Provides a structured system for teachers to gain new ideas, share their expertise and seek advice.
- e. Provides an atmosphere where peers can examine classroom procedures and teaching methods of best practice.
- f. Promotes the development of a common vocabulary relative to effective teaching practices.

### **IV. Effective Monitoring**

As a result of participating in an effective mentoring program new teachers will:

- a. Become confident in themselves, their practice and their place in the classroom.
- b. Feel valued and supported by the entire school community.
- c. Be able to verbalize a clear understanding of effective teaching and learning.
- d. Consistently plan and deliver effective, sound fundamental lessons/instruction.
- e. Assess student learning and make adjustment as needed.
- f. Confidently practice strong classroom management skills.

## V. Characteristics of Effective Mentors

### a. Attitude and Character

- Possesses a clear understanding of the Risen Christ Lutheran School Purpose, Mission and Philosophy.
- Will be a role model for other teachers.
- Exhibits strong commitment to the teaching profession.
- Willing to receive training to improve mentoring skills.
- Demonstrates a commitment to lifelong learning.
- Is reflective and able to learn from experiences.
- Is resilient, flexible, persistent and open-minded.
- Exhibits good humor and resourcefulness.
- Enjoys new challenges and solving problems.

### b. Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively.
- Ask questions that prompt reflection and understanding
- Provides feedback in a positive/productive ways.
- Is efficient with use of time.
- Conveys enthusiasm for teaching.
- Maintains confidentiality.
- Practices effective principles of feedback.

### c. Professional Competence and Experience

- Is regarded by colleagues as an outstanding teacher.
- Has excellent knowledge of subject matter and standards.
- Demonstrates excellent classroom management skills.
- Feels comfortable being observed by other teachers.
- Collaborates well with other teachers and administrators.
- Is willing to learn new teaching strategies to share with and model for new teachers.
- Can model expected practice.
- Can verbalize teaching/learning expectations.

### d. Interpersonal Skills

- Is able to maintain a trusting professional relationship.
- Is approachable; easily establishes rapport with others.
- Is patient.

## VI. Mentoring Roles and Responsibilities

- a. The primary role of the mentor is providing guidance and support.
- b. Mentor responsibilities include but are not limited to:
  - Attend ODE mentor training
  - Attend one new teacher orientation
  - Collaboratively develop a plan of activities with the new teacher to provide:
    1. Goal setting
    2. Feedback on lesson design
    3. Observation of mentor and other teachers
    4. Timeline for implementation
    5. Guidance on curriculum
    6. Assist new teachers in developing appropriate contacts
    7. Lesson design feedback/co-planning
    8. Assessment design/analysis
    9. Classroom management strategies
    10. Discussion/Reflection
  - Facilitate completion of the ODE RE documents (not required for new teachers on a non-tax license/certificate.)
  - Maintain Mentor/Mentee confidentiality
- c. Mentoring activities shall include but are not limited to:
  1. Modeling instruction
  2. Observations
  3. Joint lesson planning
  4. Team teaching
  5. Reflecting with the new teacher on lesson outcomes
  6. Coaching
  7. Orientation to the school culture
  8. Discussion of practice
  9. Discussion/Reflection
  10. Lesson design feedback/co-planning
  11. Assessment design feedback/co-planning
  12. Classroom management strategies
  13. Relationship building
  14. Routines and procedures
  15. Discussion of individual needs and possible resources



#### VIII School Administrator/Principal

The Administrator/Principal working in partnership with the mentors will be responsible for coordinating and facilitating the mentoring program. Inherent in this position is an understanding and respect for the confidential nature of the new teacher/mentor relationship. The Administrator/Principal shall fulfill the mandated recording and documentation of mentoring activities.

Teachers new to Risen Christ require one on one, face to face training on:

(Date, Mentor and New Teacher initial as each training is complete)

Alarm System \_\_\_\_\_  
Keys \_\_\_\_\_  
Fire Drill \_\_\_\_\_  
Severe Weather Drills \_\_\_\_\_  
Emergency Operation Plan \_\_\_\_\_  
Gradelink Communication System \_\_\_\_\_  
Scholastic Reading Club \_\_\_\_\_  
A to Z Reader \_\_\_\_\_  
Super Teacher Worksheets \_\_\_\_\_  
LEA \_\_\_\_\_  
ODE Safe Accounts \_\_\_\_\_  
OCCRRRA \_\_\_\_\_ (preschool only)  
OCLQS \_\_\_\_\_ (preschool only)  
SUTQ \_\_\_\_\_ (preschool only)  
Gradelink \_\_\_\_\_  
Attendance \_\_\_\_\_  
Chromebooks \_\_\_\_\_  
Classroom Computers \_\_\_\_\_  
Conferences \_\_\_\_\_  
Interims \_\_\_\_\_  
Grade Cards \_\_\_\_\_  
Specials \_\_\_\_\_  
Licensing \_\_\_\_\_  
Fingerprints \_\_\_\_\_  
NEHS \_\_\_\_\_  
Year End Certificates \_\_\_\_\_  
Cleaning and Sanitizing \_\_\_\_\_  
Risen Christ Mailbox \_\_\_\_\_  
Risen Christ email \_\_\_\_\_  
Staff Attendance at Special Events \_\_\_\_\_  
Staff Meetings \_\_\_\_\_  
Science Fair \_\_\_\_\_