



CLARK COUNTY SCHOOL DISTRICT

Professional Development Strategic Plan 2005 - 2008



CLARK COUNTY SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

Mr. Larry P. Mason, President, District D
Mrs. Ruth L. Johnson, Vice President, District B
Mrs. Sheila R. Moulton, Clerk, District G
Mrs. Susan Brager-Wellman, Member, District F
Mrs. Shirley Barber, Member, District C
Mrs. Mary Beth Scow, Member, District A
TBA, Member, District E

ADMINISTRATION

Dr. Agustin A. Orci, Superintendent
Dr. Walt Rulfes, Superintendent

REGIONS

Mr. Robert F. Alfaro, East Region Superintendent
Mrs. Marsha Irvin, Northeast Region Superintendent
Dr. Lauren Kohut-Rost, Southeast Region Superintendent
Dr. Carla Steinforth, Northwest Region Superintendent
Dr. Jolene Wallace, Southwest Region Superintendent

Professional Development Consortium Members 2005

Agustin Orci
Superintendent

Walt Rulffes
Superintendent

Emily Aguero
Director, Human Resources

Nancy Alamo
Director, English Language Learner Program

Robert F. Alfaro
Region Superintendent, East Region

Annie Amoia
Principal, Bartlett Elementary School

Loretta Asay
Coordinator, K-12 Science & Health

Thomas Axtell
General Manager, KLVX Communications Group

Katie Barmettler
Coordinator, Safe & Drug Free Schools

Sharon Blackmon
Coordinator, Equity & Diversity Education

Shirley Breedon
Director, Professional Development Education

Philip Brody
Assistant Superintendent/CTO, TISS

Shirley Carroll
Coordinator, AVID Program

Chanda Cook
Parent Representative, Southwest Region

Erin Cranor
Parent Representative, Southeast Region

Sue Daellenbach
Director, Research, Accountability, & Innovation

Thelma Davis
Coordinator, K-5 Mathematics

Sue DeFrancesco
Assistant Superintendent, Northwest Region

Debbie Earl
Parent Representative, Northwest Region

Jhone Ebert
Director, Magnet Schools & Distance Education

Carol Erbach
Director, Support Staff Personnel

Christy Falba
Director, Math, Science, & IT

Kathy Foster
Business Manager, Business & Finance Services

Kathleen Frosini
Director, Career & Technical Education

Paul Garbiso
Assistant Superintendent, Southwest Region

Rosanna Gallagher
Director, Instruction Unit

Hector Garcia
Chief, School Police

Bill Garis
Director, Student Athletics, Activities, & Fine Arts

Paul Gerner
Associate Superintendent, Facilities

Rhonda Glyman
Parent Representative, Student Support Services

Charlene Green
Associate Superintendent, Student Support Services

Jeffrey Hafen
Director, Support Staff Training & Development

Bill Hanlon
Executive Director, RPDP

Lenore Hemphill
Technology/Facilities Liaison, TISS

Vicki Herman
Coordinator, Family & Consumer Science

Marsha Irvin
Region Superintendent, Northeast Region

Rebecca Kaatz
Assistant Superintendent, East Region

Jane Kadoich
Director, Guidance & Counseling

Kristy Keller
Principal, Canarelli Middle School

Kate Kinley
Assistant Superintendent, Northeast Region

Andrea Klajter-Phillips
Principal, Cozine Elementary School

Lauren Kohut-Rost
Region Superintendent, Southeast Region

Karlene Lee
Assistant Superintendent, RAI

Arlene Lewis
Director, Research, Accountability, & Innovation

Patricia Lopez
Parent Representative, East Region

Melba Madrid-Parra
Director, English Language Learner Program

Donna Mahler
Principal, Ullom Elementary School

Barbara Mathews
Executive Director, Student Support Services

Jennifer Mayon
Coordinator, CPDD

Cathy Mellor
Coordinator, Student Support Services

Pat Nelson
Coordinator, Communications

Greta Peay
Coordinator, English Language Learner Program

Jennifer Peterson
Coordinator, K-12 Mathematics

Bridget Phillips
Principal, Bilbray Elementary School

Diane Reitz
Director, K-12 Literacy

Scott Reynolds
Executive Director, Student Support Services

George Ann Rice
Associate Superintendent, Human Resources

Patricia Saas
Coordinator, Title I Services

John Schleifer III
Director, Education Services

Martha Slack
Teacher Facilitator, Title I Services

Ellen Sloane
Coordinator, Education Services

Lee Solonche
Director, KLVX Communications Group

Celeste Stansberry
Coordinator, Equity & Diversity Education

Carla Steinforth
Region Superintendent, Northwest Region

Carol Threats
Director, Support Staff Personnel

Martha G. Tittle
Assistant Superintendent, CPDD

Debbie Tomasetti
Coordinator, Teacher Induction

Jennifer Varrato
Coordinator, K-12 Literacy

Essington Wade
Coordinator, Math, Science, & IT

Yvonne Walker
Coordinator, Title I Services

Jolene Wallace
Region Superintendent, Southwest Region

Eva White
Assistant Superintendent, East Region

Paula Williams
Parent Representative, Northeast Region

Dode Worsham
Director, Leadership Development

Karyn Wright
Director, K-12 Teacher Development

Susan Wright
Director, Title I Services

Kenneth Wronski
Principal, Wiener Elementary School

Linda Young
Director, Equity & Diversity Education

Paula Zona
Principal, Bryan Elementary School

TABLE OF CONTENTS

A MESSAGE TO THE CLARK COUNTY COMMUNITY.....	1
EXECUTIVE SUMMARY.....	2
MISSION, BELIEFS, AND INITIATIVES.....	3
PROFESSIONAL DEVELOPMENT SERVICES OVERVIEW.....	4
STRATEGY I – ALIGNMENT OF PROFESSIONAL DEVELOPMENT.....	5
STRATEGY II – CCSD REGULATION 4240, PROFESSIONAL DEVELOPMENT ALL EMPLOYEES.....	6
STRATEGY III – TECHNOLOGY SYSTEM.....	7
STRATEGY IV – ENHANCED COMMUNICATION	8

A MESSAGE TO THE CLARK COUNTY COMMUNITY

Page 1

July 2005

A Message to the Clark County Community:

The Clark County School District is committed to providing professional development opportunities to its employees in order to improve student achievement. This plan is the result of a collective effort by the Professional Development Consortium whose members were selected to ensure that we had broad, experienced, and diverse representation of CCSD professional development service providers. The collaboration process generated many interesting ideas and reinforced the dynamic opportunities available to CCSD staff for professional growth and development.

This strategic plan is practical in nature, and it sets realistic goals to enhance professional development through ongoing collaboration and communication. As we look to improve services and systems over the next three years, the goals are to provide consistency in standards, products, and services; to improve communications internally and with the public; to continue to dedicate the necessary time and resources to meet the professional development needs of a diverse, large urban school district; and to comply with state and federal guidelines.

As the fifth largest school district in the nation, we provide professional services for 30,000+ employees and education services for 290,000+ students. The ongoing need to provide quality training is essential in order to ensure quality performance and increased student achievement. Children of Clark County are fortunate to live in a community that supports continued opportunities for improved performance.

The Clark County School District is committed to providing quality education and service through continuous improvement of performance based on the goals of Access, Accountability, and Achievement.

Dr. Agustin Orci
Superintendent

Dr. Walt Rulffes
Superintendent

EXECUTIVE SUMMARY

In March 2005, the former Professional Development Council was re-established as the Professional Development Consortium (PDC) in order to enhance communication and to expand collaboration regarding professional development in the Clark County School District (CCSD). Region, division, and department representatives who offer professional development for CCSD staff, as well as parent representatives from each Region, were invited to participate.

Providing many opportunities for professional development is essential to attracting and retaining highly qualified employees. While there are overlapping resources and opportunities for staff development throughout the district, providing multiple training options for staff is critical in order to continue to meet the needs of Clark County's growing staff population and to comply with federal and state standards. While most professional development is not mandated, competency is; therefore, the importance of providing multiple opportunities for professional development is paramount. This has become even more crucial since, as of Fall 2004, most training must be offered outside of the contract day.

The PDC reviewed existing professional development opportunities throughout CCSD, discussed the relevance of professional development as it relates to the district's beliefs and initiatives, reviewed current methods for communicating training opportunities, and brainstormed ways to enhance communication and collaboration. The PDC will continue to meet semi-annually. The following strategies will be implemented during the next three years:

Strategy I – Alignment of Professional Development

All service providers will deliver professional development aligned with instructional and district initiatives and/or based on operational requirements. Professional development must be focused on: needs as defined by School Improvement Plans; District Initiatives; Nevada Standards; Domains and Standards as outlined in the Appraisal Report for Licensed Personnel; Domains and Standards as outlined in the Report for Administrative Personnel; and CCSD Policies, Procedures, and Regulations. The PDC discussed ways to ensure that professional development is based on one or more of the above standards. [Implement August 2005 – July 2008]

Strategy II – CCSD Regulation 4240, Professional Development: All Employees

Revise and update *CCSD Regulation 4240, Professional Development: All Employees* by elaborating on the relevance of professional development and its alignment to state and federal standards; implementing guidelines regarding the process to initiate professional development opportunities in order to enhance communication and collaboration through the increased use of the online training registration and information software; and redefining the Professional Development Education (PDE) procedures to match existing practices. [Implement by January 2006]

Strategy III – Technology System

Enhance the online registration and information system to be more user-friendly, and include standardized fields in order to provide greater consistency in data input and reporting. Offer training opportunities to district staff regarding the use of the online registration system, the importance of inputting trainings into the online system, and the need for consistency in data input. Routinely disseminate training reports generated from the online system to the appropriate divisions, and analyze the master reports semi-annually as part of the PDC semi-annual meetings. [Implement by February 2006]

Strategy IV - Enhanced Communication

Provide information that can be accessed by the community so that parents and community members have a better understanding of CCSD professional development offerings. Research, develop, and implement an online professional development master calendar that provides an overview of training opportunities throughout the district and that can be tied to the existing technology system for participant registration. [Implement by July 2008]

MISSION, BELIEFS, AND INITIATIVES

MISSION

CCSD students have the knowledge, skills, attitudes, and ethics necessary to succeed academically and practice responsible citizenship.

BELIEFS

- Student achievement is our highest priority.
- Leadership is critical.
- Data drives decisions.
- We act in the best professional judgment in making decisions for all students.
- The principal is the instructional leader.
- Meaningful participation by impacted stakeholders in decision-making is necessary.
- Communication with all stakeholders is vital.
- A safe and orderly environment is provided.
- Professional development is continuous.
- Integrity and professionalism are demonstrated at all times.
- All students have access to and benefit from the core curriculum.
- All students will learn.
- All students will succeed.
- Service to and involvement with the customer is our responsibility.
- All of our actions define who we are.

2005-06 DISTRICT INSTRUCTIONAL INITIATIVES

- Reduce Dropouts and Improve Graduation Rate
- Reduce the Achievement Gap
- Promote Parent Education and Participation
- Expand Early Childhood Opportunities
- Expand Learning Opportunities for ELL and Special Needs Students
- Extend Career Technology, Thematic, and Magnet Offerings
- Promote Equity and Diversity K-12
- Focus on Science Instruction K-12

ONGOING INITIATIVES

- Literacy for All Students by Grade 3
- Algebra by 8th Grade
- A+ in Action Accountability Plan
- Full-Day Kindergarten

PROFESSIONAL DEVELOPMENT SERVICES OVERVIEW

CCSD Regions, Divisions, and Departments offer ongoing professional development opportunities for staff. The following is a list of divisions, regions, and departments that offer professional development in CCSD:

INSTRUCTION UNIT

East Region

Northeast Region

Northwest Region

Southeast Region

Southwest Region

Curriculum & Professional Development Division

- Career & Technical Education
- Guidance & Counseling
- K-12 Teacher Development
- Leadership Development
- Literacy
- Magnet Schools & Distance Education
- Math, Science & Instructional Technology
- Professional Development Education (PDE)
- Student Athletics, Activities, & Fine Arts

Education Services Division

Human Resources Division

Instructional Support & Staff Development

- Equity & Diversity Education
- Regional Professional Development Program (RPDP)
- Support Staff Training & Development

Student Support Services Division

OPERATIONS UNIT

Business and Finance Services Division

Community & Government Relations

Facilities Division

KLTX – Channel 10

School Police

Research, Accountability, & Innovation Division

Technology & Information Systems Services Division

STRATEGY I - ALIGNMENT OF PROFESSIONAL DEVELOPMENT

Page 5

In addition to discussing professional development and how it is linked to district initiatives, the PDC identified various trainings related to operational requirements. As one of the brainstorming activities, the PDC members listed and sorted all current trainings by the district initiatives and by a category entitled “Policies/Procedures/Regulations” in order to identify the trainings related to operations.

While it was clear through this PDC group activity that most of the current professional development and training offerings are either based on district initiatives or based on operational requirements, a method for tracking this information needs to be established to ensure alignment.

To monitor alignment and implementation of professional development offerings, the following steps will be taken beginning August 2005 through July 2008:

- The district initiatives and operational needs will become part of the online registration and information system as outlined in *Strategy III – Technology System*.
- The PDC will continue to review, assess, and make recommendations for ensuring alignment of professional development.
- District administration will address with staff the importance of the alignment of professional development and training with district initiatives and operational requirements.
- Region Superintendents and designees will communicate with school administrators the importance of aligning professional development with identified initiatives and related school improvement plans/goals and will monitor implementation of Strategy I.
- Region leadership will communicate with new administrators the importance of participating in, and encouraging, professional development and explain how professional development contributes to their school improvement plans. New administrators will be informed of how to access and utilize professional development opportunities available to all staff.
- Site administrators will align professional development with school achievement needs, as specified in the school improvement plans, and will enhance school climate and foster collaboration through meaningful professional development.
- *CCSD Regulation 4240, Professional Development: All Employees* will be updated to include the alignment of professional development with district initiatives and operational requirements.

STRATEGY II -CCSD REGULATION 4240

PROFESSIONAL DEVELOPMENT: ALL EMPLOYEES

Page 6

This regulation will be updated by January 2006. The revisions will better define existing professional development; will include revising Professional Development Education (PDE) procedures; and will include the alignment of professional development with district initiatives and operational requirements. Additionally, in order to improve communication and enhance collaboration, all service providers who conduct professional development must follow the same guidelines for initiating training opportunities.

The PDC determined that consistent use of the online registration and information system will enhance communication and collaboration among the service providers. The online registration and information system guidelines that will be added to this regulation include, but are not limited to the following:

- Trainings/professional development conducted or facilitated by a CCSD professional development service provider (see page four – *Professional Development Services Overview*) must be recorded in the online registration and tracking system.
- Data input into the online system must be consistent and must be updated and maintained by each service provider to include periodic checking for input errors and/or incomplete information.
- Prior to initiating a professional development training opportunity, the online system offerings will be reviewed by the service provider for similar training opportunities scheduled within 6 months. If there are similar opportunities, two actions should take place:
 - Communicate with the other service provider to establish an opportunity to collaborate and to ensure open communication.
 - Avoid scheduling conflicts and unnecessary duplication of services.

Additionally, the revised CCSD Regulation 4240 will define the following:

- Models for providing professional development opportunities, i.e., large groups, small interest groups, online, video based, etc.
- The role and responsibilities of the Professional Development Consortium (PDC), including parent representation.
- Partnerships with universities, community agencies, and other entities to deliver professional development opportunities in the Clark County School District.

STRATEGY III - TECHNOLOGY SYSTEM

To ensure efficient implementation of the new professional development guidelines and the consistent use of the online registration and information system, as outlined in the proposed revisions to Regulation 4240, the system will be updated by February 2006 as follows:

- Input fields will be updated to become more user-friendly.
- Drop-down boxes will be added to some fields to ensure consistency of data input.
- Additional fields will be added to link trainings to the district initiatives and operational requirements and to list collaborating providers.
- Multiple opportunities for training on the online registration and information system will continue to be offered to district staff.

Online tracking professional development reports will be distributed semi-annually to the appropriate service provider for review and inconsistencies in data entries will be updated by the service provider.

The PDC will meet semi-annually and will review the master online tracking report to ensure the goals of consistency, communication, and collaboration are being addressed.

STRATEGY IV – ENHANCED COMMUNICATION

Page 8

While improving the technology system will increase communication and collaboration among service providers, it is also important to expand existing technology. The following will be offered by July 2008:

- Participants will have the option to view an online master calendar that will be linked to the online registration and information system.
- Participants will be able to “shop” for the training most relevant to their needs through the use of a user-friendly, web-based system.
- Additional links for professional development will be added throughout the CCSD website.
- Community members and parents will have access to the training topics being offered throughout the district in order to provide them a better understanding of the professional development being conducted and how professional development relates to the goals of improved student achievement.
- Communications for professional development service providers will be increased.
- The PDC will continue to review, assess, and make recommendations for enhancing inter/intra district collaboration.

