PROFESSIONAL DEVELOPMENT FOR CERTIFICATED FACULTY IN NCSS: Ideally, should focus on the following except that approved by the Superintendent of Schools or Required by Federal or State Law:

NCSS NON-NEGOTIABLE: INCREASED STUDENT ACHIEVEMENT

Research-Based Instructional Strategies
- Using Data to Improve Curriculum and Instruction
- Using “Marzano 9” or other research-based instructional strategies in classroom instruction
- Developing Teacher Expertise in Subject Matter Content (per Georgia Performance Standards and GaDOE Frameworks)
- Using Higher Order Thinking Strategies
- Using Assessment to Improve Instruction (e.g., Formative, Benchmark, Progress Monitoring, Thinkgate)
- Response to Intervention (RtI)/Pyramid of Interventions (POI)
- Preparing Students for College or Workforce (inclusive of CTAE, Counseling, etc.)

Building Background Knowledge for Academic Achievement
- Implementing Direct Vocabulary Instruction (DVI) to build background knowledge of students
- Implementing Sustained Silent Reading (SSR) or other schoolwide reading/writing strategies geared towards building background knowledge of students
- Using effective mentoring to build background knowledge of students

Technology Integration
- Using technologies to improve the delivery of curriculum and instruction by enhancing classroom lessons
- Using technologies in the better management of curriculum and instruction and in other school-related matters such as attendance, finance, etc.

NCSS NON-NEGOTIABLE: MORE EFFECTIVE TEACHING

During a “window” from August 2010 through December 2010, Principals will be reviewing major learnings from Mike Schmoker’s *Results Now: How We Can Make Unprecedented Improvements in Teaching and Learning* with school-based faculty following introduction of content in monthly Leadership Team meetings of Principals and Central Office Administrative staff. Purpose: Organizational reflection/challenge with an outcome aimed to improve school-based practice impacting classroom instruction.

On October 5 and 6, 2010, and again in February of 2011, Teacher Leaders from each school, Principals, and Central Office Administrative Staff will be working with Data/RBIS/BBK expert Dan Mulligan who will “model” effective classroom-based instructional strategies. Purpose: NCSS personnel will report learnings/skills back to staff as way of information sharing (if not some modeling and “trial” practice) as we head into NCSS Summer Instructional Improvement Institute beginning in July 2011. (Aside: The major references for this work are Robert Marzano, Debra Pickering & Jane Pollock’s *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* and Robert Marzano’s *Building Background Knowledge for Academic Achievement.*)

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During a “window” from December 2010 through February 2011, Principals will be reviewing the major learnings from Robert Marzano and Timothy Waters’ District Leadership That Works: Striking the Right Balance with school-based faculty following introduction of content in monthly Leadership Team meetings of Principals and Central Office Administrative staff. **Purpose:** Organizational reflection/challenge with an outcome aimed to improve district- or central office-based practice impacting schools and classroom instruction.

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