

Appendix B

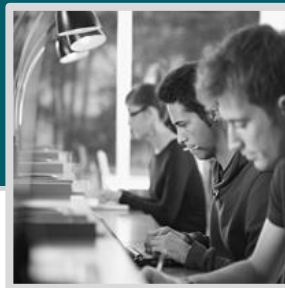
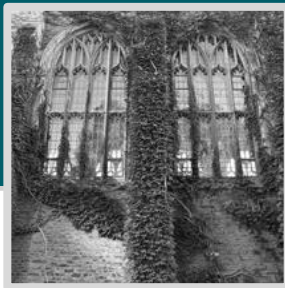
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Professional Development Program Evaluation: Frameworks and Tools

Prepared for Arlington Public Schools

April 2016



In the following report, Hanover Research provides an overview of three models of professional development evaluation and provides sample data collection tools frequently used as part of these evaluation frameworks.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The use of data is a core component of successful professional development design, implementation, and refinement. According to Learning Forward, a national organization dedicated to fostering professional learning among teachers in order to improve student achievement, “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.”¹ Using multiple sources and types of data to analyze student, educator, and system performance helps to create a more balanced and comprehensive portrait of the impact of professional learning programs, and this, in turn, positively contributes to program decision making.² Similarly, education experts from the Annenberg Institute for School Reform at Brown University recommend that educators approach issues related to school improvement by using a standardized inquiry protocol to collect data.³ For professional development activities, this inquiry framework helps provide a consistent approach to improvement that can be duplicated in different contexts.⁴

A review of Arlington Public Schools’ Professional Development Program Evaluation Design (Version 5.1) indicates that the division has already begun to implement this approach. To support ongoing development around professional learning data practices in Arlington Public Schools (APS), Hanover Research has compiled this literature review of current research related to assessing the efficacy of professional development in the K-12 setting. Because APS has already established preliminary goals for its professional development evaluation, this report will focus on frameworks and tools for data collection.

This report is organized in the following sections:

- **Section I: Professional Development Evaluation Models** provides an overview of the structure and philosophy of three professional development evaluation models that have gained popularity in the education field, namely the Kirkpatrick, Guskey, and Clarke-Hollingsworth models.
- **Section II: Sites of Evaluation** offers an in-depth examination of common tools and approaches used to collect data from the evaluation areas identified in Section I.
- **Section III: Case Studies** profiles two educational organizations that have implemented evaluation frameworks based on the models discussed in this report.

¹ “Standards for Professional Learning.” Learning Forward. http://learningforward.org/standards#.U2p_4PIIdUg2

² “Data.” Learning Forward. http://learningforward.org/standards/data#.U49yx_ldVqU

³ Barnes, F. “Inquiry and Action: Making School Improvement Part of Daily Practice.” Annenberg Institute for School Reform at Brown University. 2004, p. 7. http://annenberginstitute.org/tools/guide/SIGuide_intro.pdf

⁴ Haslam, M.B. “Teacher Professional Development Evaluation Guide.” National Staff Development Council. 2010, pp. 62-63. <http://learningforward.org/docs/pdf/evaluationguide.pdf?sfvrsn=0>

KEY FINDINGS

- **The two most common approaches to professional development evaluation are based on different theories of teacher change.** Linear approaches posit a step-by-step change process wherein professional learning must precede changes in professional practice, while distributed approaches assume a more fluid dynamic that envisions learning and change in professional practice as an ongoing, back-and-forth process.
- **Regardless of the theory of teacher change that undergirds the evaluation framework, professional development evaluations generally aim to examine the following five areas:**
 - Participant Feedback
 - Participant Learning
 - Organizational Context
 - Application of Learning
 - Student Outcomes
- **Data collection for professional development evaluation across all of the above areas draws upon a broad array of sources and informs both qualitative and quantitative analyses.** In particular, comparing data collected before and after training provides strong insights into the degree of teacher change created by professional development.
- **Student outcomes represent one of the most critical and challenging sources of data for professional development evaluation.** Improved student outcomes are the ultimate goal of professional development, and as such provide a powerful testament to programs' success or failure. When selecting data sources, schools must be careful to ensure that the data capture the learning objectives covered in the training. Data sources may include surveys, interviews, samples of student work, local assessment results, and/or state standardized test results.
- **Assessment of participant learning helps to gauge the effectiveness of the training's pedagogical approach.** Possible data sources include pre- and post-training surveys or interviews, as well as more comprehensive tools such as scenario-based question prompts, quizzes, skills demonstrations, and portfolios. The tools used to assess the application of participant learning are similar, but tend to be administered over a longer time period to assess how quickly a teacher's practice may have changed.
- **An examination of organizational context is critical for understanding the drivers and impediments to teachers' implementing the skills acquired through professional development.** For instance, factors related to organizational context include the program's alignment with the district or school mission, its impact on organizational procedures, and the available resources to support teacher change, among others. Possible data sources for this evaluation area include school or district records and policy documents, meeting minutes, and surveys.

SECTION I: PROFESSIONAL DEVELOPMENT EVALUATION MODELS

In the past decade, three professional development evaluation models have gained popularity in the education field, namely the Kirkpatrick, Guskey, and Clarke-Hollingsworth models. Each of these models differs based on its conceptualization of “teacher change.” Generally, teacher change is founded on the idea that teachers implement their professional practice as learners in a broader learning community of educators. As a result, professional development has the ability to change teacher professional practice through contributing to and fostering learning.⁵

Each evaluation model discussed in this report has a unique causal chain that enumerates how teacher learning, student impact, and professional development activities influence each other.⁶ The Kirkpatrick and Guskey models are both *linear* approaches to teacher change, wherein one stage in teacher change leads directly to another. In contrast, the Clarke-Hollingsworth model is a *distributed* approach, wherein each component of teacher change is linked to others and can be initiated from multiple points.⁷ This section explores the structures of each model and explains how the different conceptualizations of teacher change influence each approach to evaluation.

LINEAR APPROACHES OF EVALUATION

Developed by Dr. Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and former President of the American Society for Training and Development (ASTD), the Kirkpatrick Training Evaluation Model has been adapted to a wide range of educational and industry contexts since the late 1950s.⁸ The Kirkpatrick model includes four levels: instead of measuring only one outcome at the end of the program, it focuses on measuring four types of tiered training outcomes. These outcomes include participant reactions, participant learning, participant behavior, and student results (Figure 1.1).⁹

Figure 1.1: Kirkpatrick Four-Level Training Evaluation Model

⁵ Clark, D. and Hollingsworth, H. “Elaborating a model of teacher professional growth.” *Teaching and Teacher Education*, 18, 2002, p. 948.

<https://xa.yimg.com/kq/groups/73868647/1021761450/name/clark+and+Hollingsworth.pdf>

⁶ *Ibid.*, p. 949

⁷ Warren, E. “Early Childhood Teachers’ Professional Learning in Early Algebraic Thinking: A Model that Supports New Knowledge and Pedagogy.” *Mathematics Teacher Education and Development*, 10, 2008/2009. pp. 30 and 31.
<http://eric.ed.gov/?id=EJ863711>

⁸ [1] “About US: Donald L. Kirkpatrick.” Kirkpatrick Partners.

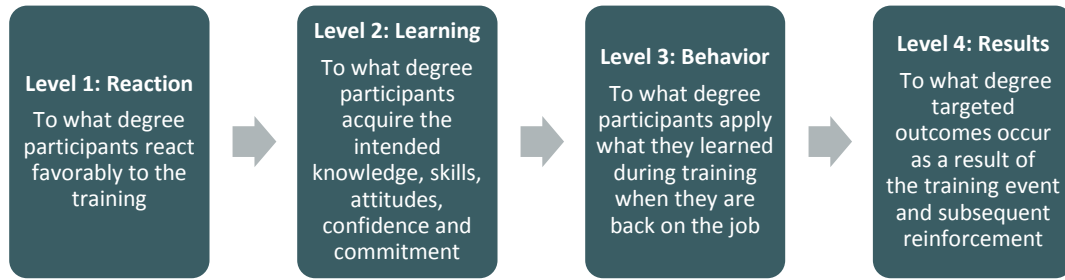
<http://www.kirkpatrickpartners.com/AboutUs/DonKirkpatrick/tabid/223/Default.aspx>

[2] “Kirkpatrick’s Four-Level Training Evaluation Model.” Mind Tools.

<http://www.mindtools.com/pages/article/kirkpatrick.htm>

⁹ Preskill, H. and Russ-Eft D. “Building Evaluation Capacity.” Sage Publications, Thousand Oaks, CA. 2004, p. 101.

http://www.sagepub.com/upm-data/5068_Preskill_Chapter_5.pdf



Source: Kirkpatrick Partners¹⁰

The Kirkpatrick model operates on the implicit assumption that the causal chain of teacher learning is sparked by a receptive reaction to the information the teacher acquires in class. That is, professional development causes teachers to modify their knowledge and beliefs, which in turn causes them to change their behavior and classroom practices. At the end of the causal chain, if the previous steps are followed, students demonstrate better outcomes because of improved instructional and professional practices on the part of their teachers.¹¹ Accordingly, the Kirkpatrick evaluation model is intended as an accumulative process that builds on the data collected at each previous level, and aims to provide a more detailed layer of assessment at each successive level.¹²

The Guskey model is based on the Kirkpatrick model, but was developed explicitly for an educational setting and follows a somewhat different conceptualization of the causal chain of teacher change. The Guskey model was developed by Dr. Thomas Guskey, a Professor of Education Psychology at the University of Kentucky’s College of Education.¹³ In Guskey’s conceptualization of causal change, shifts in teacher attitude and knowledge do not occur solely because of the information acquired in a training session. Rather, “teachers change their beliefs and attitudes through changing their practice and reflecting on the results” (Figure 1.2).¹⁴

¹⁰ Taken verbatim from “The Kirkpatrick Model.” Kirkpatrick Partners.

<http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel/tabid/302/Default.aspx>

¹¹ Clarke and Hollingsworth, Op. Cit., p. 949.

¹² “Evaluating Training Programs: Kirkpatrick’s Four Levels.” Washington State Employment Security Department.

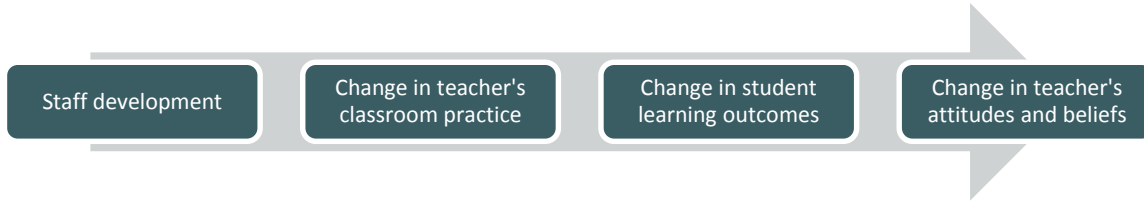
http://www.wa.gov/esd/training/toolbox/tg_kirkpatrick.htm

¹³ “Educational, School, and Counseling Psychology: Thomas Guskey.” University of Kentucky College of Education.

<http://education.uky.edu/EDP/guskey>

¹⁴ Guskey (1986) from Clarke and Hollingsworth, Op. Cit., p. 50.

Figure 1.2: Guskey’s Theory of Teacher Change

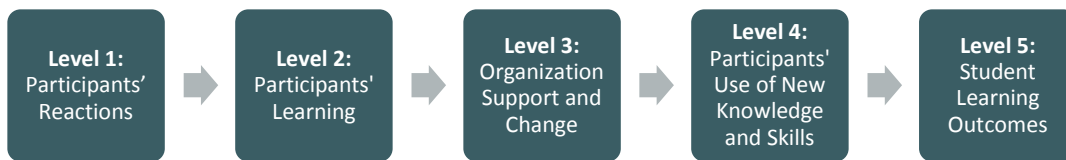


Source: Clarke and Hollingsworth¹⁵

Guskey suggests that once teachers see the power of a new teaching method, they are more likely to believe that the method is effective and continue to apply it, which creates a positive self-perpetuating cycle. Therefore, creating space for teachers to effectively implement new practices in their classrooms and directly evaluate student learning is critical.¹⁶

Dr. Guskey further asserts that Kirkpatrick’s model did not fully illustrate the process by which professional development contributes to improved student outcomes because it did not account for the critical role that resources and the school or district environment play in the professional development of teachers.¹⁷ Thus, Guskey created one additional level of evaluation to the Kirkpatrick framework, called “Organizational Change and Support,” which aims to identify the means by which professional development lessons are embedded in the structural organization of an entity. This additional level allows evaluators to examine a teacher’s access to resources and institutional support, both of which assist in the application of new ideas.¹⁸ Figure 1.3 provides a diagram of Guskey’s modified approach to professional development evaluation, which, despite having a different causal chain than Kirkpatrick, follows a similar evaluation process.

Figure 1.3: Guskey’s Five Levels of Professional Development Evaluation



Source: Guskey (2000)¹⁹

¹⁵ Ibid.

¹⁶ Ibid., 31

¹⁷ Kreider, H. and Bouffard, S. “A Conversation with Thomas R. Guskey.” *Harvard Evaluation Exchange*. XI:4, Winter 2005/2006. <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development/a-conversation-with-thomas-r.-guskey>

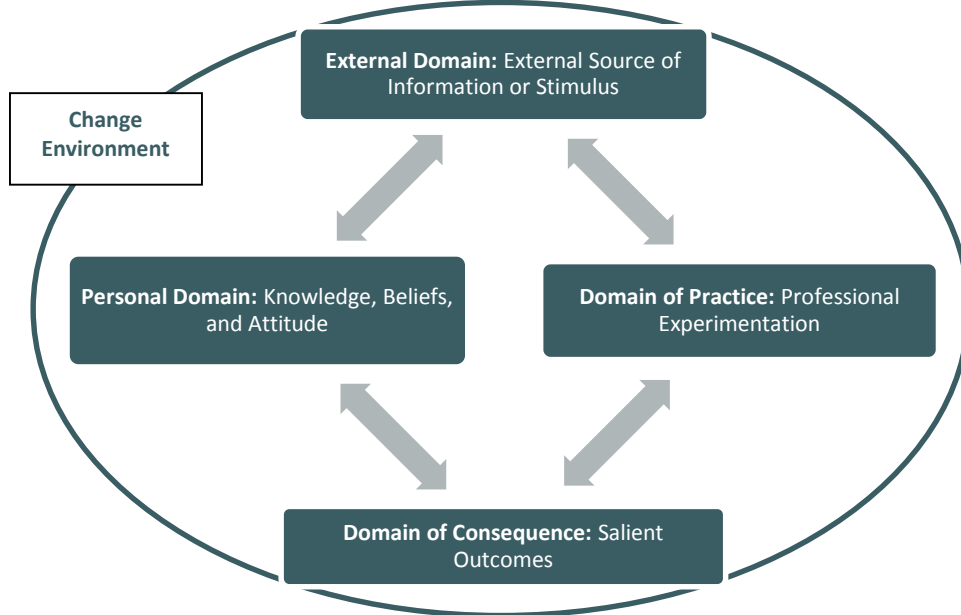
¹⁸ Ibid.

¹⁹ Guskey (2000) from Ibid.

DISTRIBUTED APPROACHES OF EVALUATION

As described above, the Guskey model provides an alternative to the idea that it is necessary to change teacher beliefs and attitudes *prior* to changing classroom practices in order to achieve improved student outcomes. The Clarke-Hollingsworth conceptualization of teacher change builds on Guskey’s model by eliminating the hierarchical levels and structuring the evaluation framework according to domains. This model assumes that the process of teacher change can be initiated from changes occurring in any domain, instead of having to follow a linear path.²⁰ According to this model, instruction is influenced by the Domain of Practice, or instructional behavior; the Personal Domain, or the beliefs that prompt behavior; the Domain of Consequence, or the beliefs about what will happen as a result of those actions; and the External Domain, which is the site of new information and stimuli (e.g., professional development activities) that can influence practice (Figure 1.4).²¹

Figure 1.4: Clarke-Hollingsworth Model



Source: Clarke and Hollingsworth²²

In the Clarke-Hollingsworth model, change occurs through “mediating processes of reflection and enactment.” That is, change in one domain triggers a teacher to reflect critically on professional practice and make changes to other domains. However, the process of a teacher engaging in reflection and change also depends on the overall Change Environment.²³ Change Environment refers to the supports or impediments to change that a teacher faces, and is a concept that is similar to Guskey’s Organization Support and Change

²⁰ Clarke and Hollingsworth, Op. Cit., p. 949.

²¹ McDonough, A. and Clarke, B. “Professional development as a Catalyst for Changes in Beliefs and Practice: Perspectives from the Early Numeracy Research Project.” p. 521. www.merga.net.au/documents/RP582005.pdf

²² Adapted from Ibid., p. 951

²³ Clarke and Hollingsworth, Op. Cit., p. 951

level. Although it was not explicitly created as an evaluation model, the Clarke-Hollingsworth model of teacher growth is designed as an analytical tool that facilitates the assessment of professional development activities.²⁴

CONSIDERATIONS FOR IMPLEMENTATION

USABILITY OF THE MODELS

The models discussed in the report require the examination of a range of data and provide frameworks for both summative and formative evaluations. Summative evaluations are generally conducted at the end of a program to determine its overall effectiveness. Conversely, formative evaluations are conducted during a program to gain insight into how the program is being implemented and to gather information that can be used to help modify or replicate the program in the future.²⁵ In particular, formative evaluations rely on an understanding of how participant learning and professional practice change over the course of professional development. In contrast, summative evaluations are more likely to focus on student outcome data in order to understand the overall impact of professional development activities.²⁶

Whether an evaluation's purpose is formative or summative will likely affect the design of and the resources invested in the evaluation process. For instance, in an analysis of a campus that implemented the Guskey evaluation framework and was awarded with the U.S. Department of Education Model Professional Development Award, researchers found evidence of evaluation for all five levels of the model.²⁷ However, while evaluation of Participants' Reactions (Level 1) and Participants' Learning (Level 2) could be achieved simply by using standardized forms, evaluation of Organization Support and Change, Use of New Knowledge and Skills, and Student Learning Outcomes (Levels 3-5) required additional investments of funds and time from school leadership. This is likely because the evaluation of Levels 3-5 relied more heavily on school artifacts and interviews with teachers and staff.²⁸

IDENTIFYING CHANGE THROUGH COMPARISON

When distilled to their basic components, the models described in this report are intended to determine if professional development led teachers to change their professional practice, and if so, whether that change affected student outcomes. In the evaluation literature, comparisons are the primary method used to measure change. In *Assessing Impact*, Joellen Killion provides a summary table of the most common kinds of comparisons used in impact evaluations (Figure 1.5).

²⁴ Ibid., p. 958

²⁵ Killion, J. "Assessing Impact, 2nd Ed." Corwin Press, A Sage Company: Thousand Oaks, CA. 2008. pp. 13 and 15.

²⁶ Ibid.

²⁷ McMahan, M. "A Case Study of a School Organization as it Relates to Staff Development Evaluation." Texas A&M University Thesis, May 2000. p. v.

²⁸ Ibid., p. 3.

Figure 1.5: Common Comparisons for Impact Evaluations

TITLE	DESCRIPTION
Individual Comparison	Compare scores from same individual pre- and post-intervention
Cohort Group Comparison	Compare scores from same group pre- and post-intervention
Panel Group Comparison	Compare post-intervention scores of same group from two different years (e.g., first graders in one year vs. first graders the next year)
Selected Comparison (Control Trial) Group	Compare pre- and post-intervention scores of an intervention and a control group

Source: Joellen Killion²⁹

Each of these comparison types has certain advantages and disadvantages. For instance, individual comparisons are useful in providing information about changes, but they may not allow for conclusions about attribution. Additionally, cohort group comparisons, panel group comparisons, and selected comparisons provide information about the impact of the program, but “may not account of differences present in the groups before the staff development intervention or interventions that may have been used in the comparison group during the period of interest [emphasis in original].”³⁰

DATA COLLECTION

The process of data collection can be simplified if techniques and instruments are piloted with a small group and if data collectors are well-trained on the associated expectations and methods.³¹ As a first step, evaluators should examine the professional development program’s logic model or theory of change to determine what kind of data to collect.³² Additionally, regardless of the source of data, Killion further recommends that evaluators ensure that they understand the answers to each of the following five questions when collecting data:

1. Are the data being collected those that were planned?
2. What problems are occurring in the data-collection process, and how can they be resolved?
3. What other data might need to be collected?
4. How do I manage data during this time?
5. How can I ensure accuracy and precision in the data-collection process?³³

In addition to piloting the data collection instruments and processes, Killion also notes that evaluators should ensure that there is clarity regarding the management of data collection, including a plan and master schedule that “delineates who will collect the data, where the data will be collected, when the data will be collected, and how the data will be collected.”³⁴

²⁹ Killion, Op. Cit., p. 75.

³⁰ Ibid.

³¹ Ibid., pp. 97-98

³² Haslam, Op. Cit., p. 24.

³³ Killion, Op. Cit., p. 97

³⁴ Ibid., p. 98.

SECTION II: SITES OF EVALUATION

As presented in Section I, linear and distributed approaches to professional development evaluation are based on different causal chains of teacher change. However, even given these differences, it is notable that these approaches to evaluation examine many of the same core areas. This section reviews the strategies and tools used to collect data for each of the evaluation areas associated with the Guskey, Kirkpatrick, and Clarke-Hollingsworth models. To facilitate this analysis, the levels of the linear approaches and the domains of the distributed approach will be discussed under headings that more accurately reflect their content areas. A brief overview of these evaluation areas and the associated level or domain in the three evaluation models is provided in Figure 2.1.

Figure 2.1: Evaluation Model Crosswalk

EVALUATION AREA	GUSKEY MODEL	KIRKPATRICK MODEL	CLARKE-HOLLINGSWORTH MODEL
Participant Feedback	Level 1: Participants' Reactions	Level 1: Reaction	N/A
Participant Learning	Level 2: Participants' Learning	Level 2: Learning	Personal Domain and External Domain
Organizational Context	Level 3: Organization Support and Change	N/A	Change Environment
Application of Learning	Level 4: Participants Use of New Knowledge and Skills	Level 3: Behavior	Domain of Practice
Student Outcomes	Level 5: Student Learning Outcomes	Level 4: Results	Domain of Consequences

Source: Kirkpatrick Partners and Connecting Communities³⁵

PARTICIPANT FEEDBACK

The Kirkpatrick and Guskey models both assert that participants should provide feedback on the training.³⁶ In particular, the Kirkpatrick model takes an in-depth approach to this issue in that it also seeks to understand how trainees *experienced* the training overall.³⁷ Kirkpatrick dictates that there are three main areas at this level that evaluators should examine:

- **Satisfaction:** Obtain insight into how well participants liked the training. This element is also present in the Guskey model.

³⁵ [1] "Guskey's Five Critical Levels of Professional Development Evaluation." Connecting Communities. <http://connectingcanycommunities.wikispaces.com/file/view/Guskey+5+levels.pdf>

[2] "The Kirkpatrick Model," Op. Cit.

³⁶ [1] Guskey, T. "Does It Make A Difference? Evaluating Professional Development." *Educational Leadership*, 59:6 2002. <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx>

[2] "Kirkpatrick's Four-Level Training Evaluation Model," Op. Cit.

³⁷ Ibid.

- **Engagement:** Measure the extent to which participants were actively involved in and contributed to the training.
- **Relevance:** Examine the types of future opportunities participants believe they will have in the course of their work to apply training lessons.³⁸

Kirkpatrick and Guskey both rely heavily on the use of questionnaires and surveys to collect data at this level and encourage the use of mixed methods in analysis.³⁹ Kirkpatrick argues that feedback forms should allow evaluators to quantify responses (e.g., “60 percent of respondents think that...”), while also providing space for qualitative feedback through written comments and suggestions.⁴⁰ Similarly, Guskey recommends using questionnaires with a combination of Likert-type rating scales and open-ended questions.⁴¹

Figure 2.2 provides a comparison of the examples of questions that both models recommend asking participants at this level. Notably, while the rationale for inclusion of questions directly related to training content is self-evident, the Guskey model also encourages asking questions focused on physical comfort. These questions allow evaluators to assess how well a training session prepared participants for learning.⁴² An example of how one educational program translated these sample questions into a questionnaire can be found in Appendix A and is discussed in the Ohio ABLE case study in Section III. Kirkpatrick also asserts that in addition to using inquiry-based tools, evaluators can indirectly assess Engagement and Trainee Satisfaction by observing participant body language during training sessions.⁴³

³⁸ “The New World Kirkpatrick Model.” Kirkpatrick Partners.

<http://www.kirkpatrickpartners.com/OurPhilosophy/TheNewWorldKirkpatrickModel/tabid/303/Default.aspx>

³⁹ [1] Guskey (2002), Op. Cit.

[2] “Kirkpatrick’s Four-Level Training Evaluation Model,” Op. Cit.

⁴⁰ “Evaluating Training Programs: Kirkpatrick’s 4 Levels,” Op. Cit.

⁴¹ Guskey (2002), Op. Cit.

⁴² Ibid.

⁴³ Ibid.

Figure 2.2: Examples of Questions to Gauge Participant Reaction

GUSKEY ⁴⁴	KIRKPATRICK ⁴⁵
<ul style="list-style-type: none"> ■ Did participants like it? ■ Was their time well spent? ■ Did the material make sense? ■ Were the activities well planned and meaningful? ■ Was the leader knowledgeable and helpful? ■ Did the participants find the information useful? ■ Questions related to physical comfort: <ul style="list-style-type: none"> ○ Were the refreshments good? ○ Was the room at the right temperature? ○ Were the chairs comfortable? 	<ul style="list-style-type: none"> ■ Did the trainees feel that the training was worth their time? ■ Did they think that it was successful? ■ What were the biggest strengths of the training? ■ What were the biggest weaknesses of the training? ■ Did they like the venue and presentation style? ■ Did the training session accommodate their personal learning styles?

PARTICIPANT LEARNING

Both linear and distributed approaches encourage evaluators to examine the knowledge and skills that participants have acquired, whether this acquisition occurred directly through training or indirectly through reflection and changes in a different domain.⁴⁶ For instance, Clarke and Hollingsworth emphasize the importance of participants’ beliefs and attitudes, while Kirkpatrick explicitly encourages evaluators to measure attitude, confidence, and commitment, which, alongside knowledge and skills, make up five distinct areas of learning.⁴⁷ Figure 2.3 provides a first-person definition of the significance of each area as described by the Kirkpatrick model.⁴⁸

Figure 2.3: Kirkpatrick Learning Areas

LEARNING AREA	DESCRIPTION
Knowledge	“I know it.”
Skill	“I can do it right now.”
Attitude	“I believe this will be worthwhile to do on the job.”
Confidence	“I think I can do it on the job.”
Commitment	“I intend to do it on the job.”

Source: Kirkpatrick Partners⁴⁹

The Guskey model has a single overarching question that guides this level: “Did participants acquire the intended knowledge and skills?”⁵⁰ Guskey dictates that assessments require

⁴⁴ [1] Ibid.
^[2] Guskey (2000) from “A Conversation with Thomas R. Guskey,.” Op. Cit.
⁴⁵ Taken verbatim from “Kirkpatrick’s Four-Level Training Evaluation Model,” Op. Cit.
⁴⁶ [1] Ibid.
^[2] Guskey (2002), Op. Cit.
^[3] Clarke and Hollingsworth, Op. Cit., p. 951.
⁴⁷ “The New World Kirkpatrick Model,” Op. Cit.
⁴⁸ Ibid.
⁴⁹ Ibid.
⁵⁰ Guskey (2000), taken from “A Conversation with Thomas R. Guskey,.” Op. Cit.

active demonstration on the part of participants.⁵¹ Therefore, he suggests using tools aligned with training content objectives that require participants to provide evidence of what they have learned, such as:

- Pencil-and-paper quizzes
- Skills demonstrations
- Written and oral reflections
- Portfolios assembled over the course of the training⁵²

Additionally, a 2009 article published on the evaluation of the professional development program Transformative Teaching in Early Years Mathematics (TTEYM) illustrates that many of the five learning areas can be assessed through written and oral reflection, and that interviews can provide both qualitative and quantitative data. TTEYM is grounded in the Clarke and Hollingsworth and the Guskey theories of professional development and teacher change.⁵³ The six-month program consisted of two cycles, each of which used an expert to guide teachers through different facets of lesson plan development and implementation.⁵⁴ The authors of the study used the following tools to assess the learning of teachers and students:

- Interviews conducted with teachers at the end of the six-month program and then again 18 months later
- Field notes written during classroom observations
- Videotape recordings of lessons and professional development activities
- Interviews conducted with a sample of students at the end of each cycle⁵⁵

The first set of teacher interviews were open-ended and conducted by a neutral third party to encourage respondents to share their opinions on the new model. Transcripts of the interviews were coded and analyzed to determine the concepts mentioned with the highest frequency.⁵⁶ The second set of interviews drew from the three categories with the highest mention frequencies (i.e., mathematical knowledge, mathematical thinking, and personal confidence), and engaged in deeper open-ended questioning about how teachers' beliefs, attitudes, and skills had changed in each area.⁵⁷ Conducting the interview sets at different times allowed for longitudinal comparison of teachers' beliefs and knowledge about mathematics, thus providing more precise insights into the type of learning that the program had sparked.

⁵¹ Guskey (2002), Op. Cit.

⁵² Guskey (2000), taken from "A Conversation with Thomas R. Guskey,," Op. Cit.

⁵³ Warren, Op. Cit., p. 1.

⁵⁴ Ibid., p. 37.

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ibid., p. 42.

Scenarios are another tool that can be useful as a measure of learning.⁵⁸ Scenario-based question prompts simulate real-life situations through detailed descriptions of particular challenges or situations. They are a popular tool for educator professional development because they require participants to practice new skills and help them to gain confidence in applying new knowledge and skills in the workplace.⁵⁹ There are primarily two types of scenarios. In a *clinical* scenario, the participant responds to a set of questions that have predetermined and measurable answers, similar to standardized assessments. Clinical scenarios are often used in medical education. In contrast, *situational* scenarios require the learner to respond to an open-ended question about how they would use a skill in the workplace.⁶⁰ Because there are numerous ways of effectively applying new professional development knowledge and skills in the classroom, situational scenarios are often better suited to the educational context.

In the area of learning, the primary method of scenario analysis is what Joellen Killion refers to as a cohort comparison (see Figure 1.5). Scenarios are given to participants before training to establish a baseline of ability, and then again after training to determine the extent to which participants are able to apply their newly learned knowledge and skills to relevant situations.⁶¹ Additionally, analysis of change in clinical scenarios can be conducted by using statistical tests, while situational scenario comparisons can be done by tracking the appearance of themes or key concepts.⁶²

ORGANIZATIONAL CONTEXT

In the Organization Support and Change level in Guskey's model and in the Change Environment of Clarke and Hollingsworth's model, evaluators examine the broader context in which professional development and professional practice take place. Guskey places particular focus on a participant's work environment because organizational policies and culture can support or undermine efforts to implement new skills.⁶³ For example, if funding is unexpectedly reduced for classroom aides, than full-time teachers may experience greater demands on their time and be less able to attend professional development sessions or experiment with new instructional methods.⁶⁴ While Kirkpatrick does not have an explicit evaluation area dedicated to organizational context, in Level 4: Behavior, he encourages evaluators to bear in mind the context of a trainee's overall environment because behavioral change only happens when "required drivers," such as systems that reinforce and reward certain behaviors, are present.⁶⁵

⁵⁸ Ibid., p. 165.

⁵⁹ Nichols, A. "Pre- and Post-Scenarios: Assessing Learning and Behavior Outcomes in Training Settings." *The Canadian Journal of Program Evaluation*, 19:2, 2004. p. 167.
<http://search.proquest.com/docview/220807202/fulltextPDF/6C6B901602BD4362PQ/1?accountid=132487>

⁶⁰ Ibid., p. 167.

⁶¹ Ibid., p. 171.

⁶² Ibid., pp. 171 and 173.

⁶³ Guskey (2002), Op. Cit.

⁶⁴ Haslam, Op. cit., p. 26

⁶⁵ "The New World Kirkpatrick Model," Op. Cit.

Data collection related to organizational context requires evaluators to draw on a broad range of sources, such as:

- District or school records
- Minutes from follow-up meetings
- Questionnaires and interviews provided to both participants and school administrators containing questions such as:
 - Did professional development promote changes that were aligned with the mission of the school and district?
 - Did it affect organizational climate and procedures?
 - Was implementation advocated, facilitated, and supported?
 - Was the support public and overt?
 - Were changes at the individual level encouraged and supported at all organizational levels?
 - Were sufficient resources made available, including time for sharing and reflection?
 - Were successes recognized and shared?
 - Were problems addressed quickly and efficiently?⁶⁶

Guskey's commitment to examining Organization Support and Change also aligns with Learning Forward's recommendation to compare a training's original plan to how it was actually implemented in order to identify important impediments to professional development.⁶⁷ In particular, Learning Forward recommends that evaluators collect data on:

- The availability of supplies and equipment to implement new professional practices.
- How contextual factors such as changes in leadership, school or district priorities, resources, teacher assignments, or student body demographics influenced implementation.
- The extent to which all players identified in professional development, including participants, presenters, facilitators, administrative staff, and leadership, carried out their responsibilities for professional development.⁶⁸

The Gadsen Elementary School District provides an example of how the multiple characteristics that comprise organizational context can be measured using a unified assessment framework. In this example, evaluators assess the role that leadership plays in shaping organizational context by placing school leadership on a performance continuum in the following six critical areas:

- Create atmosphere or context for change

⁶⁶ [1] Ibid.

[2] Guskey (2000), Op. Cit.

⁶⁷ Haslam, Op. Cit. p. 24.

⁶⁸ Ibid., p. 25

- Develop and communicate a shared vision
- Plan and provide resources
- Invest in professional development
- Check for progress
- Provide assistance⁶⁹

For example, in the category “Create atmosphere or context for change,” leadership that simply creates time for collaborative work would be placed at the lower end of the scale, while leadership that creates time for collaborative work while also helping to foster staff skills in the areas of collaboration, modes of conversation, conflict management, and decision making would be placed at the higher end of the spectrum.⁷⁰ A copy of the full assessment spreadsheet and the indicators used at Gadsen Elementary School District can be found in Appendix B.

APPLICATION OF LEARNING

The Kirkpatrick model refers to this level as Behavior, while in the Guskey model it is known as Participants’ Use of New Knowledge and Skills and in Clarke and Hollingsworth’s model it is considered the Domain of Practice or professional experimentation. In each model, this area of evaluation is designed to assess how instructors apply what they have learned to their professional practice. Similar to the learning evaluation area, in the Guskey model there is one overarching question related to the application of learning: “Did participants effectively apply the new knowledge and skills?” Guskey further notes that questionnaires, structured interviews with participants and supervisors, written reflections, and examination of portfolios are all acceptable ways to assess this level.⁷¹ Kirkpatrick provides specific examples of the questions that evaluators can ask to assess this evaluation area:

- Did the trainees put any of their learning to use?
- Are trainees able to teach their new knowledge, skills, or attitudes to other people?
- Are trainees aware that they have changed their behavior?⁷²

Guskey and Kirkpatrick both encourage evaluators to collect data for a prolonged period after the end of a training in order to allow time for teachers to modify their professional practice, and to observe how and in what increments they do so. In the Kirkpatrick model, evaluators are expected to engage in data collection for three to six months, while in the Guskey model the amount of time allotted depends on evaluator preferences.⁷³

⁶⁹ Killion, Op. Cit., pp. 187.

⁷⁰ Ibid., pp. 187-189.

⁷¹ Guskey (2002), Op. Cit.

⁷² Taken verbatim from “Kirkpatrick’s Four-Level Training Evaluation Model,” Op. Cit.

⁷³ [1] Guskey (2000), Op. Cit.

The West Virginia Department of Education provides an additional example of how the application of learning can be measured through the provision of pre-tests and post-tests that compare changes in teacher responses concerning the usage of certain strategies in class. Full samples of these tests can be found in Appendix C. Ohio ABLE also gauges the application of learning through a single, reflective questionnaire administered after the program. This sample questionnaire can be found in Appendix A. In-depth descriptions of both the West Virginia and Ohio programs are presented in Section III of this report.

STUDENT OUTCOMES

There is a growing body of literature that links teacher learning and professional development with improved student achievement. However, testing the precise nature of the relationship between professional development and student outcomes is challenging because there are typically confounding factors that may create confusion or uncertainty over perceived linkages.⁷⁴ The prevalence of confounding factors makes examination of the four previous content areas that undergird theories of teacher change especially important. After all, simply measuring student achievement before and after a program does not enumerate the *processes* by which professional development makes an impact on student outcomes.⁷⁵

In addition, Guskey points out that improved academic achievement are not the only positive student outcomes that can accrue from effective professional development. Specifically, he recommends using the following questions, which extend beyond the realm of academic achievement per se, to guide data collection in this area:

- What was the impact on students?
- Did it affect student performance or achievement?
- Did it influence students' physical or emotional well-being?
- Are students more confident as learners?
- Is student attendance improving?
- Are dropouts decreasing?⁷⁶

In the Kirkpatrick model, evaluators are asked to answer similar questions, but are encouraged to use specific “leading indicators.” These leading indicators are short-term observations and measurements that show whether performed behaviors learned from

[2] Kirkpatrick, D. “Implementing Kirkpatrick’s Four Levels TU101.” ASCD, 2007. p. 12.

<http://astd2007.astd.org/PDFs/Handouts%20for%20Web/Handouts%20Secured%20for%20Web%205-15%20thru%205-16/TU101.pdf>

⁷⁴ Reitzug Ulrich C. “Professional Development.” In A. Molnar (ed.), “School Reform Proposals: The Research Evidence.” National Education Policy Center, January 1, 2002. pp. 5 and 6.

<http://nepc.colorado.edu/files/Chapter12-Reitzug-Final.pdf>

⁷⁵ InPraxis Group Inc. “Effective professional Development: What the Research Says.” Alberta Education, 2006. p. 36.

<http://www.assembly.ab.ca/lao/library/egovdocs/2006/aled/158121.pdf>

⁷⁶ Guskey, (2000), Op. Cit.

training are actually creating the desired impact.⁷⁷ The selection of indicators and measurement practices at this level is highly dependent on the desired outcomes for the training.⁷⁸

Additionally, Guskey notes, somewhat counterintuitively, that evaluations should also include indicators that are unrelated to the content of the training. For example, after participating in writing workshops, educators might develop new lesson plans to improve students' writing. Writing scores might improve, but at the same time math scores might decline because the teachers' new skills require additional instructional time to implement. An assessment of student outcomes that only looks at writing and reading scores might miss this critical but unintended consequence of the training. Guskey recommends examining indicators at the individual, class, school, and even district levels, depending on the nature of the training.⁷⁹

Frequently, evaluators select data sources that are easily accessible such as standardized test scores or student grades. However, this practice may not provide measures of student achievement that are sensitive enough to pick up the unique impact of professional development. For example, standardized tests are generally highly reliable psychometrically, but they are designed to assess broad content retention and not specific curricular indicators, often rendering them ill-suited for professional development evaluation purposes. The measure of student achievement that evaluators use should be aligned not only with the broader curriculum as well as classroom instructional practices and assessments, but also with the content covered in the professional development.⁸⁰ Common student outcome data sources include:

- Samples of student work
- Student scores on local benchmark assessments
- Student scores on state assessments
- Student and school records
- Structured interviews with students and parents⁸¹

Furthermore, one method of using samples of student work to assess impact on student achievement is to include them in teacher portfolios. Analysis of changes in student samples over time can indicate whether they are consistent with observed changes in participant learning and the application of learning.⁸²

⁷⁷ "Kirkpatrick's Four-Level Training Evaluation Model," Op. Cit.

⁷⁸ Ibid.

⁷⁹ Ibid.

⁸⁰ Killion, Op. Cit., p. 29.

⁸¹ [1] Haslam, Op. Cit., p. 31.

[2] Guskey, (2000), Op. Cit.

⁸² For an example school portfolio guidance document, see: Killion, Op. cit., p. 178.

SECTION III: CASE STUDIES

This section profiles two educational organizations that have implemented evaluation frameworks based on the models discussed in Section I and Section II of this report.

WEST VIRGINIA DEPARTMENT OF EDUCATION

The West Virginia Department of Education (WVDE) Technology Integration Specialist (TIS) program provides professional development activities related to 21st Century Technology Tools to create school-based technology specialists.⁸³ In 2006, the program expanded to include special education practitioners by providing 320 hours of specialized online and face-to-face professional development sessions.⁸⁴ WVDE developed an evaluation framework based on the Guskey model to assess the effectiveness of the TIS Special Education program.⁸⁵ WVDE's adaptation of the Guskey model was centered on the development of six overarching questions, each of which is aligned with the five levels of the Guskey model while focusing on criteria and areas of interest that are unique to the TIS program (Figure 3.1).

Figure 3.1: Guiding Evaluation Questions

QUESTION CODE	EVALUATION QUESTION	GUSKEY LEVEL
EQ1	To what extent is the training that is provided to participating TISs of adequate quality, relevance, and usefulness?	1. Participants' Reactions
EQ2	To what extent does the TIS program build the capacity of participating TISs to plan and facilitate (a) teaching and learning, (b) information access and delivery, and (c) program administration?	2. Participants' Learning
EQ3	To what extent do TISs encounter barriers to successful program implementation (e.g., financial, temporal, relational, etc.)?	3. Organization Support and Change
EQ4	To what extent is the level of technology integration in TIS schools positively impacted through participation in the program?	4. Participants' Use of New Knowledge and Skills
EQ5	In what ways have school administrators and teachers leveraged the TIS and the resources provided by the TIS?	Levels 4 and 5
EQ6	What impact has the TIS program had on students' technology literacy in participating schools?	5. Student Learning Outcomes

Source: West Virginia Department of Education⁸⁶

WVDE relies on surveys of participants to measure the program's impact with regards to the application of learning (EQ4), and has used a mixed-methods approach with quantitative

⁸³ "The West Virginia Special Education Technology Integration Specialist Program." West Virginia Department of Education, 2012. p. 1.

<http://wvde.state.wv.us/research/reports2012/WVSpecialEducationTISProgramAdministratorsReport2012.pdf>

⁸⁴ Ibid., p. 2.

⁸⁵ Ibid.

⁸⁶ Taken verbatim from Ibid., p. 3.

and qualitative techniques to analyze survey results and measure changes over time. Specifically, the Office of Research provided online pre- and post-training surveys to administrators (including principals, assistant principals, and teachers) at the schools where TIS participants worked.⁸⁷ Respondents were asked to answer pre-test questions explaining how they anticipated using specialist services once they were trained, and post-test questions retrospectively assessed how they had used specialists. Questions used a 5-point, Likert-type scale, ranging from “unlikely” to “likely.” In addition, respondents were asked via open-ended questions to write descriptive responses to the questions in addition to the ratings.⁸⁸ Quantitative analysis tools included descriptive statistics (such as average response rates) and tests of statistical significance. Qualitative responses to open-ended questions were coded in order to track the mention frequency of broad themes.⁸⁹ Copies of each survey instrument can be found in Appendix C.

Usage of the Guskey model and cohort comparisons also allowed evaluators to identify multiple areas of improvement for the Special Education system.⁹⁰ For example, decline in average scores between pre- and post-training on administrators’ perceived likelihood of using specialists versus their actual usage seemed to indicate that schools needed ongoing post-training support on how to use specialist services.⁹¹ WDVE’s experience also suggests that regardless of the assessment tools used, evaluators must be careful to monitor administration carefully. For example, comparison of pre- and post-training data was complicated by the fact that, at some schools, different administrators took each test.⁹²

OHIO ADULT AND BASIC LITERACY EDUCATION

The Ohio Adult Basic and Literacy Education (ABLE) program provides free services to adults seeking courses on basic skills, college, career, GED prep, and English as a second language.⁹³ Its professional development evaluation framework is a core part of its pursuit of continuous improvement and draws on both the Guskey and Kirkpatrick models.⁹⁴

Figure 3.2 provides an overview of ABLE’s professional development evaluation framework. ABLE emphasizes that each subsequent level of analysis builds on the prior one, such that participant satisfaction is the foundation of the evaluation pyramid, and an understanding of impact requires having a comprehensive understanding of participant satisfaction, learning, and behavior.⁹⁵

⁸⁷ Ibid.

⁸⁸ Ibid., p. 4.

⁸⁹ Ibid., pp 4 and 5.

⁹⁰ Ibid., p. 16

⁹¹ Ibid., pp. 4,7 and 16

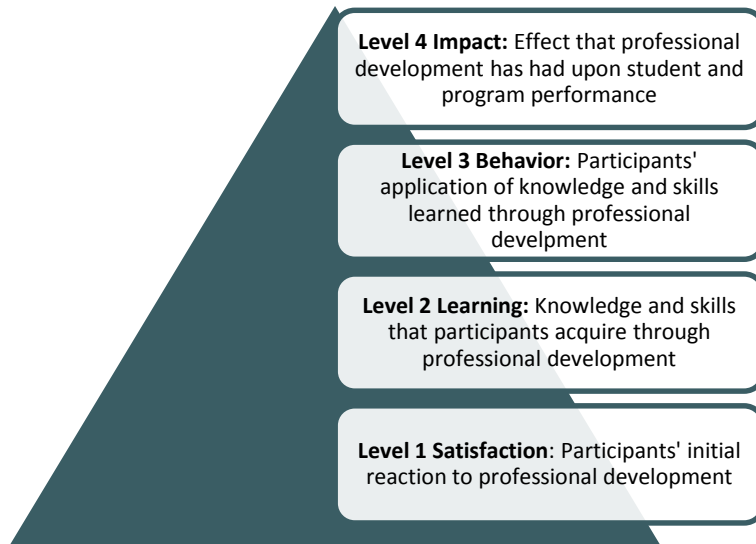
⁹² Ibid., p. 5

⁹³ “Ohio Adult Basic and Literacy Education.” ABLE. <http://www.ohioable.org/>

⁹⁴ Mullins, D., T. Lepicki, and A. Glandon. “A Professional development Evaluation Framework for the Ohio ABLE System.” Ohio State University Center on Education and Training for Employment, December 2010. pp. 1 and 2. http://uso.edu/network/workforce/able/reference/development/PD_Eval_Framework_Report.pdf

⁹⁵ Ibid., p. 3

Figure 3.2: Ohio ABLÉ Evaluation Framework



Source: Mullins, D., T. Lepicki, and A. Glandon⁹⁶

For each level in the evaluation framework, ABLÉ provides a brief description of what this level entails; an overview of its purpose and the intended usage of the data collected; and an overview of the data collection methodology.⁹⁷ ABLÉ further emphasizes that not every professional development activity can be analyzed at all four levels. While most or all activities can generally be assessed at the basic level of participant satisfaction, it might be more challenging to assess how behavior or achievement was changed as a result of program participation.⁹⁸

For Levels 1 and 2, ABLÉ primarily relies on the same core survey instrument. In fact, there is an optional component that can be added or removed from the survey depending on whether the evaluation is focused on gauging participants' reactions or learning. This optional component includes the assessment of the Knowledge, Skills, and Attitudes (KSA) of interest to evaluators.⁹⁹ For participant learning, ABLÉ also encourages local programs to develop an additional assessment instrument based on pre-established learning objectives and to create rubrics that can analyze additional qualitative indicators such as reflective papers and lesson plans.¹⁰⁰

For Levels 3 and 4, ABLÉ does not provide pre-established survey instruments because of the broad array of trainings local programs offer, and instead emphasizes the importance of

⁹⁶ Adapted from *Ibid.*, p. 3

⁹⁷ *Ibid.*, p. 5

⁹⁸ *Ibid.*, p. 4

⁹⁹ *Ibid.*, pp. 1 and 6.

¹⁰⁰ *Ibid.*, p. 8.

a general cohesive evaluation process. However, Figure 3.3 presents further guidance regarding the measurement and evaluation of participant behavior.

Figure 3.3: Level 3 Evaluation Process

DEFINE THE BEHAVIOR OBJECTIVES OF THE TRAINING
The provider of the professional development should define which behaviors the training is attempting to increase, decrease, or otherwise modify as a result of the training.
SPECIFY DIMENSIONS OF QUALITY AND QUANTITY FOR THE BEHAVIOR OBJECTIVES
In defining the behavior objectives, the provider should define the criteria for measures of desirable behavior including the frequency with which the behaviors should take place.
DETERMINE TIME DURATION BETWEEN TRAINING AND EVALUATION
Since participants need time to plan and reflect on how to implement knowledge and skills gained through a training, providers will need to decide how long to wait before evaluating the success or failure of implementation. Depending on the complexity of the behavior objectives, this delay could range from one week to three months. Providers may also consider conducting a second round of evaluation within six months of the training as a follow-up to the initial evaluation.
DETERMINE METHODS OF EVALUATION
The training provider will need to decide upon one or more evaluation methods to utilize for evaluating changes in behavior. Possible methods include: <ul style="list-style-type: none"> ▪ Onsite observations of participants ▪ Written descriptions of implementation process by participants (reflective journals, portfolios, etc.) ▪ Follow-up interviews with participants ▪ Self-reporting evaluations on implementation

Source: Mullins, D., T. Lepicki, and A. Glandon¹⁰¹

Regarding Level 4, ABLE notes that “impact evaluations are the most complex and difficult to implement.”¹⁰² ABLE observes that this level of analysis generally relies on existing data sources and recommends the following sources as resources:

- ABLELink data (student records)
- Record of Accomplishment section of the Individual Professional Development Plan
- Program Professional Development Plan
- Local Program Desk Review
- Local Program Data Quality Checklist (staff training)¹⁰³

ABLE also maintains that longitudinal tracking of changes that compare outcomes for trained participants versus those who have yet to be trained is ideal, but may require certain logistical conditions, such as staggered roll-outs and multi-site or multi-year initiatives. Regardless of the type of data used, the outcomes and the measurement criteria for the data sources should be defined prior to the training.¹⁰⁴

¹⁰¹ Ibid., p. 10.

¹⁰² Ibid., p. 12.

¹⁰³ Ibid., p. 13.

¹⁰⁴ Ibid.

APPENDIX A

OHIO ABLE EVALUATION FRAMEWORK: LEVEL 1

Level 1: Satisfaction Instrument

Below is an excerpt from the current standardized evaluation instrument used in all Ohio ABLE single session trainings to collect participant satisfaction data.

1. My goal for attending this session is:

2. On this topic, I consider myself (choose one):

An Expert	Skilled/Knowledgeable	A Novice
③	②	①

SESSION CONTENT:

In regards to this session, the content presented...

	Significantly	Generally	Somewhat	Very Little	Don't Know
3. is USEFUL to me.....	④	③	②	①	①
4. is APPLICABLE to my job.....	④	③	②	①	①
5. has CHANGED my THINKING.....	④	③	②	①	①
6. has REINFORCED my THINKING.....	④	③	②	①	①

7. List at least one thing you learned today that you will use in your classroom/program.

Concerning the content of the session you attended, how much have each of the following INCREASED?

8. KNOWLEDGE of the content presented.....	④	③	②	①	①
9. CONFIDENCE that you can apply the knowledge to your job.....	④	③	②	①	①
10. MOTIVATION to implement the content/techniques presented.....	④	③	②	①	①

Source: Ohio ABLE¹⁰⁵

¹⁰⁵ Mullins et al., Op. Cit., p. 20

OHIO ABLE EVALUATION FRAMEWORK: OPTIONAL LEVEL 2 COMPONENT

KNOWLEDGE, SKILLS, AND ATTITUDE (Before and after this training)

11. [INSERT KSA]	Before	④	③	②	①	①
	After	④	③	②	①	①
12. [INSERT KSA]	Before	④	③	②	①	①
	After	④	③	②	①	①
13. [INSERT KSA]	Before	④	③	②	①	①
	After	④	③	②	①	①
14. [INSERT KSA]	Before	④	③	②	①	①
	After	④	③	②	①	①
15. [INSERT KSA]	Before	④	③	②	①	①
	After	④	③	②	①	①

Source: Ohio ABLE¹⁰⁶

Note: This portion of the form would be customized to reflect the specific Knowledge, Skills, and Attitude sought by the professional development program.

OHIO ABLE EVALUATION FRAMEWORK: LEVEL 3¹⁰⁷

This appendix contains sample questions that can inform the collection of data to measure changes in behavior as a result of professional development. These samples are intended to provide a basic understanding of behavior evaluation. Professional development providers would customize the questions and consider a variety of methods for collecting the data (e.g., interview, observation, questionnaire, reflective journal).

Information for Implementation

1. List at least one thing you have implemented in your classroom/program from the training.
2. Explain one “take away” from the training that has stuck with you.

Description of Implementation

3. Since the training, how have you used the strategies in your classroom/program?
4. Comparing the training to your current practice, how has your practice improved because of the training?
5. What have you done differently in your practice as a result of the training?
6. How do you vary your implementation of what you learned in the training in order to accommodate your classroom?
7. Reflecting on your current practices, are they:

¹⁰⁶ Ibid.

¹⁰⁷ Mullins et al. Op. Cit., p. 22.

- directly influenced by what you learned in the training
- influenced by participating in the training
- as a result of another source (explain)

Degree of Implementation

8. To what extent has the information in the training changed your classroom routine

9. How regularly are you using the techniques presented in the training in your program?

10. To what extent have you integrated the strategies from the training into your work?

APPENDIX B

GADSEN ELEMENTARY SCHOOL DISTRICT #32: ORGANIZATIONAL CONTEXT INDICATORS

The principal and other leaders do the following.

<i>Desired outcome</i>	<i>LEVEL I</i>	<i>LEVEL II</i>	<i>LEVEL III</i>	<i>LEVEL IV</i>
Create atmosphere or context for change	Schedule time and place for staff reflection and collaborative work Provide learning environment Develop culture of learning Develop staff's skills of <ul style="list-style-type: none"> • collaboration • modes of conversation • conflict management • decision-making model Nurture leadership team skills Activate leadership teams for learning Monitor to ensure time is used well	Schedule time and place for staff reflection and collaborative work Provide learning environment Develop culture of learning Develop staff's skills of <ul style="list-style-type: none"> • collaboration • modes of conversation • conflict management • decision-making model, Activate leadership teams for learning	Schedule time and place for staff reflection and collaborative work Provide learning environment Develop staff's skills of <ul style="list-style-type: none"> • collaboration • modes of conversation • conflict management • decision-making models 	Schedule time and place for staff reflection and collaborative work Provide learning environment
Develop and communicate a shared vision	Identify purpose or school mission Define values and staff beliefs Engage staff in studying data to identify needs for improvement Study and select new programs or practices to address the priority need for improvement Create an innovation configuration that represents and communicates the new practice, the vision of change Keep the vision visible Revisit the vision periodically	Identify purpose or school mission Engage staff in studying data to identify needs for improvement Select new programs or practices to address the priority need for improvement Create an innovation configuration that represents and communicates the new practice, the vision of change	Engage staff in studying data to identify needs for improvement Select new programs and practices to address the priority need for improvement	Engage staff in studying data to identify needs for improvement Adopt new programs and practices to address the need for improvement

(Continued)

<i>Desired outcome</i>	<i>LEVEL I</i>	<i>LEVEL II</i>	<i>LEVEL III</i>	<i>LEVEL IV</i>
Plan and provide resources	Gather staff information (stages of concern, level of understanding, innovation configuration) and relevant data Use six strategies to develop an implementation plan that will achieve the vision Identify resources needed and plan to access them: <ul style="list-style-type: none"> • currently available • needed as reflected in the vision Establish timelines	Gather staff information (stages of concern, level of understanding, innovation configuration) and relevant data Use six strategies to develop an implementation plan that will achieve the vision Identify resources needed and plan to access them: <ul style="list-style-type: none"> • currently available • needed as reflected in the vision 	Use six strategies to develop an implementation plan that will achieve the vision Identify resources needed and plan to access them: <ul style="list-style-type: none"> • currently available • needed as reflected in the vision 	Identify resources needed and plan to access them: <ul style="list-style-type: none"> • currently available • needed as reflected in the vision
Invest in professional development	Gather and analyze student data (AIMS, mandated and district assessments) and teacher data (stages of concern, level of understanding, innovation configuration) Use staff and student data to create adult learning activities Create vision-driven action plan for professional development Arrange for, schedule, and deliver adult learning activities Establish timelines	Gather and analyze student data (AIMS, mandated and district assessments) and teacher data (stages of concern, level of understanding, innovation configuration) Use staff and student data to create adult learning activities Create vision-driven professional development plan	Gather and analyze student data (AIMS, mandated and district assessments) and teacher data (stages of concern, level of understanding, innovation configuration) Create professional development plan	Create professional development plan

Appendix B1

<p>Check for progress</p>	<p>Gather staff information</p> <ul style="list-style-type: none"> • stages of concern • level of understanding • innovation configuration <p>Include staff in interpreting data and determining needs</p> <p>Develop a culture of continuous assessment</p> <p>Celebrate small and large successes publicly or privately</p> <p>Establish timelines</p>	<p>Gather staff information</p> <ul style="list-style-type: none"> • stages of concern • level of understanding • innovation configuration <p>Include staff in interpreting data and determining needs</p> <p>Develop a culture of continuous assessment</p>	<p>Gather staff information</p> <ul style="list-style-type: none"> • stages of concern • level of understanding • innovation configuration <p>Ask staff what they need for implementation of new practices</p>	<p>Ask staff what they need for implementation of new practices</p>
<p>Provide assistance</p>	<p>Schedule needed professional development</p> <ul style="list-style-type: none"> • large-group • small-group • individuals <p>Provide coaches or mentors</p> <p>Review time and activities for collaborative work</p> <p>Inventory resources, restock, or share</p> <p>Revisit action plan and revise as needed</p> <p>Celebrate small and large successes publicly or privately</p>	<p>Schedule needed professional development</p> <ul style="list-style-type: none"> • large-group • small-group • individuals <p>Provide coaches or mentors</p> <p>Review time and activities for collaborative work</p> <p>Inventory resources and restock</p>	<p>Schedule needed professional development</p> <ul style="list-style-type: none"> • large-group • small-group • individuals <p>Review time and activities for collaborative work</p> <p>Inventory resources and restock</p>	<p>Schedule needed professional development</p> <ul style="list-style-type: none"> • large-group

Source: Copyright © 2007 Gadsden Elementary School District #32. Reprinted with permission from the leadership team at Gadsden Elementary School District #32, San Luis, AZ; created in collaboration with Wilda Storm and Shirley Hord.

Source: Joellen Killion¹⁰⁸

¹⁰⁸ Killion, Op. Cit., pp. 187-189.

APPENDIX C

WVDE SPECIAL EDUCATION TIS ADMINISTRATOR PRE SURVEY¹⁰⁹

This survey is intended to help you to determine the most effective ways to utilize the SE TIS in your school. Please note that you may receive a second survey near the end of the school year to help WVDE better understand how school administrators are leveraging the resources provided to schools through the SE TIS program.

Section I: About You

In which county is your school located?

Please indicate the name of your school.

What is your role within your school?

- Principal
- Assistant Principal
- Other

Before receiving this survey, I was aware that my school would have a SE TIS for the 2011-12 academic year.

- Yes
- No

Section II: Your plans to use the SE TIS

Please indicate how likely it is that you will use the SE TIS for each of the following purposes.

I plan to ask my SE TIS to share what he/she has learned by leading standards-based professional development for the other teachers in my school.

Unlikely 1 2 3 4 5 Likely

I plan to ask my SE TIS to model the integration of technology for their co-teachers and others within the school.

Unlikely 1 2 3 4 5 Likely

I anticipate asking my SE TIS to assist me in developing the school's strategic plan with regard to information and technology needs.

Unlikely 1 2 3 4 5 Likely

I expect that my SE TIS will assist his/her co-teachers in customizing available digital resources and tools such as West Virginia Writes (formally Writing Roadmap), TechSteps, and Acuity to personalize learning for students.

Unlikely 1 2 3 4 5 Likely

¹⁰⁹ West Virginia Department of Education, Op. Cit., pp. 19-22

I will request that the SE TIS work with teachers to identify digital resources and tools that effectively integrate technology into their current curriculum.

Unlikely 1 2 3 4 5 Likely

I will ask the TIS to conduct analyses of student data and engage in action research to help me understand the impact of technology integration in my school.

Unlikely 1 2 3 4 5 Likely

Please articulate what you believe the role of the SE TIS should be in your school.

What outcomes do you expect as a result of having a SE TIS in your school?

Please provide any additional comments you may have about the SE TIS program.

WVDE SPECIAL EDUCATION TIS ADMINISTRATOR POST SURVEY

This survey is intended to help WVDE better understand how school administrators are leveraging the resources provided to schools through the SE TIS program. Thank you for your cooperation and support of the SE TIS program.

Section I: About You

In which county is your school located?

Please indicate the name of your school.

What is your role within your school?

- Principal
- Assistant Principal
- Other

Before receiving this survey, I was aware that my school would have a SE TIS for the 2011-12 academic year.

- Yes
- No

Section II: Use of the SE TIS

Please indicate your use of the SE TIS for each of the following purposes.

My SE TIS shared what he/she learned by leading standards-based professional development for the other teachers in my school.

Seldom 1 2 3 4 5 Always

My SE TIS modeled the integration of technology for their co-teachers and others within the school.

Seldom 1 2 3 4 5 Always

My SE TIS assisted me in developing the school's strategic plan with regard to information and technology needs.

Seldom 1 2 3 4 5 Always

My SE TIS assisted his/her co-teachers in customizing available digital resources and tools such as West Virginia Writes (formally Writing Roadmap), TechSteps, and Acuity to personalize learning for students.

Seldom 1 2 3 4 5 Always

I requested that the SE TIS work with teachers to identify digital resources and tools that effectively integrate technology into their current curriculum.

Seldom 1 2 3 4 5 Always

I asked the TIS to conduct analyses of student data and engage in action research to help me understand the impact of technology integration in my school.

Seldom 1 2 3 4 5 Always

Please articulate what you believe the role of the SE TIS should be in your school.

What outcomes did you observe as a result of having a SE TIS in your school?

Please provide any additional comments you may have about the SE TIS program.

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1700 K Street, NW, 8th Floor
Washington, DC 20006

P 202.559.0500 F 866.808.6585
www.hanoverresearch.com

A REVIEW OF K-12 PROFESSIONAL DEVELOPMENT STRUCTURES

Prepared for Arlington Public Schools

April 2016

In this report, Hanover Research provides an overview of professional development structures for K-12 teachers at school districts of interest to Arlington Public Schools.



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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research provides Arlington Public Schools with an overview of best practices in professional development (PD) structure for K-12 education as well as profiles of select school districts that follow these models. Specifically, the report reviews evidence-based literature and model school district practices in six areas: management and leadership, external involvement, offerings and requirements, funding and compensation, scheduling and administration, and evaluation and effectiveness.

Section I presents findings from scholarly literature on best practices in PD structures in the six areas identified above, and summarizes trends from the six school districts profiled in Section II. **Section II** profiles five public school districts of interest to Arlington Public Schools, drawing upon information from five-year PD plans, institutional websites, and, where possible, interviews with professional development personnel.

KEY FINDINGS

- **School districts typically employ a combination of centralized office and site-based staff in the management of professional development initiatives.** Centralized offices often serve a coordinating function, while expertise is often housed at the sites themselves. Where a leadership team exists, it generally consists of cross-departmental personnel, including teachers, administrators, and other specialists.
- **Many school districts rely upon external expertise for research, evaluation, and monitoring of professional development activities.** Some examples of external involvement include university partnerships, government evaluation projects, and corporate or professional resource centers. Experts suggest that collaborative, rather than hierarchical, partnerships may develop more actionable outcomes that are better aligned to educator needs.
- **Research suggests that continuous, integrated professional development scheduling is more effective than one-time workshops.** However, the workshop model remains the most prevalent model of PD in education. At the five schools reviewed in this report, ongoing mentorships are the most common form of continuous PD offering, though these are mostly intended for novice teachers. Additional forms of continuous PD for experienced teachers include working groups and learning communities.
- **Research suggests that most districts spend between two and five percent of their budget on professional development.** However, evidence suggests that many school districts underestimate the full extent of PD expenditures due to insufficient tracking.

- **Teacher incentives for professional development generally include stipends, course credit, and substitute teachers assigned for required PD time.** However, not all districts offer stipends, and most stipends vary depending on the type of PD. Furthermore, very few districts offer any form of tuition to teachers seeking additional credentials or education through external providers.

SECTION I: SUMMARY OF PROFESSIONAL DEVELOPMENT TRENDS

The structuring, management, and administration of professional development (PD) programs has received significant attention over the past two decades. Much of this attention has been critical, with experts citing the inefficiency and ineffectiveness of these programs and calling for redesign. For instance, in an address for the American Educational Research Association, Professor Hilda Borko of the University of Colorado, described many present PD initiatives as “fragmented, intellectually superficial, and [failing to] take into account what we know about how teachers learn.”¹ At the same time, professional development requirements at many school districts have been increasing, a trend observed as early as 1994, when the National Education Commission on Time and Learning noted the extent to which expectations for teachers have proliferated and learning time is necessary.²

For school districts revisiting their PD offerings – as Arlington Public Schools intends – reviews of best practices in PD structuring can demonstrate how to navigate the challenge of implementing a successful structure for PD programming while addressing its ineffectual nature. In one such review, a comprehensive report on the state of teacher professional development for the Center for Public Education (CPE), researcher Allison Gulamhussein suggests 11 self-assessment questions for districts before restructuring or instituting PD:³

- What existing PD does the district provide?
- Does the district’s current PD programming align with research about teacher learning?
- Is PD producing an impact on student learning?
- How is PD spending tracked by the district?
- Does the district need to develop more effective accounting codes to pinpoint PD spending?
- Is an in-house or consulting model of staffing more cost-efficient and effective for the goals of the PD, or is it better to have a combination of the two?
- How much is the district spending on PD?
- How much teacher time is paid for within the current contract, not used for planning or classroom teaching?
- Which model for purchasing teacher time is cost efficient for the district?
- What current in-house staff can provide coaching and professional learning?
- What external resources can be used to staff coaching and professional learning communities?

¹ Borko, H. “Professional Development and Teacher Learning: Mapping the Terrain.” *Educational Researcher* 33:8, 2004. p.3. [http://media.leidenuniv.nl/legacy/educ-researcher-33-\(2004\)-3-15---borko---professional-development-and-teacher-learning.pdf](http://media.leidenuniv.nl/legacy/educ-researcher-33-(2004)-3-15---borko---professional-development-and-teacher-learning.pdf)

² “Prisoners of Time.” National Education Commission on Time and Learning, 1994. <http://www2.ed.gov/pubs/PrisonersOfTime/index.html>

³ Taken verbatim with minor modifications from: Gulamhussein, A. “Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability.” Center for Public Education, 2013. p.39. <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>

This section provides context to help APS answer some these and other research questions and presents findings on best practices in professional development (PD) structures in six areas: management and leadership, external involvement, offerings and requirements, funding and compensation, scheduling and administration, and evaluation and effectiveness. Additionally, the section summarizes trends from the five school districts profiled in Section II of this report.

MANAGEMENT AND LEADERSHIP

The majority of PD structures display similar tendencies in management and leadership. In an article on their experiences managing a Kansas State University (K-State) school-university PD partnership, researchers Allen, Perl, Goodson, and Sprouse note that management and leadership for teacher PD mostly continues to take the form of a triad model of new teacher supervision, in which **a cooperating teacher and university supervisor conduct semester-long formal observations of a student teacher** to ensure qualification for licensure.⁴

Although this model of management is ubiquitous, districts should consider readjusting it to allow for a greater degree of co-teaching. Allen et al. point out that without this, given the volume of student teachers in most programs and schools, “intervention attempts are not always timely and effective,” and the strict hierarchical nature of the model may also pose difficulties in supervision and proper mentorship preparation.⁵

However, co-teaching can circumvent this hierarchical drawback. For instance, K-State researchers developed their PD model after observing an influx of inexperienced individuals in schools resulting from traditional student-teaching-based PD models.⁶ Building upon the commonly accepted principle that an “extra person in the classroom [reduces] the student-teacher ratio and thus [improves] student learning,” K-State’s College of Education developed a model in which teachers and prospective teachers remain in classrooms together for co-teaching, and in which cooperating co-teachers are required to provide more integrated feedback, such as instructional direction during co-teaching, immediately after a lesson, and ongoing throughout the day rather than at longer intervals.⁷ They also reevaluated the role of university supervisors, who became more incorporated into this process through partnerships with administrators and teachers to provide actionable research meeting the specific needs of the school.⁸

⁴ Allen, D., Perl, M., et al. “Changing Traditions: Supervision, Co-teaching, and Lessons Learned in a Professional Development School Partnership.” *Educational Considerations* 42:1, 2014. p.19. <http://coe.k-state.edu/edconsiderations/issues/edcons-f2014.pdf#page=23>

⁵ Ibid., p.20.

⁶ Ibid., p.19.

⁷ Ibid., p.20.

⁸ Ibid.

The K-State model need not be adopted in full, but its design suggests several structures for co-teaching and mentorship experiences in order to ensure a continuous flow of feedback, support, and autonomy. These may be implemented to promote effective leadership practices in any PD structure (Figure 1.1).

Figure 1.1: Co-Teaching Leadership Practices for PD, K-State

<p>ONE TEACH, ONE ASSIST</p> <ul style="list-style-type: none"> •With this approach one person does all of the teaching while the other moves around the classroom helping individuals, monitoring students' behavior, or observing selected students to monitor for understanding. 	<p>ONE TEACH, ONE OBSERVE</p> <ul style="list-style-type: none"> •One person does all of the teaching while the second is responsible for observing students. You might collect data on what activities engage a student, what distracts them, how often they are on task, and which students interact with them. 	<p>PARALLEL TEACHING</p> <ul style="list-style-type: none"> •The classroom is split in half and instructors teach the same information. Smaller groups might allow for more involvement, or there might be a particular reason for grouping. It is also possible to have instructors teach the same concept using different techniques.
<p>ALTERNATIVE TEACHING</p> <ul style="list-style-type: none"> •One person manages the whole group while the other works with a small group inside of or outside the classroom. The small group instruction does not have to relate to the lesson being covered with the large group. 	<p>STATION TEACHING</p> <ul style="list-style-type: none"> •Station teaching occurs when the classroom is divided into various teaching stations. The teacher and student teacher work at two stations and the other stations run independently, with a teacher aid or a volunteer. 	<p>TEAM TEACHING</p> <ul style="list-style-type: none"> •Team teaching occurs when two teachers serve as one. Students are generally involved in individualized or small group instruction. Lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students.

Source: Allen et al.⁹

In creating an effective structure for leadership and hierarchy, PD managers must also consider mediations. In a review of PD literature in the journal *Teaching and Teacher Education* from 2000 to 2010, University of Chile expert Beatrice Avalos describes mediations as “springboards that provide the impetus for moving from one point to another” and provides examples of conversations and interactions. Common types of mediating influences built into teacher PD structures include university-school partnerships, facilitators, and teacher co-learning; studies find all of these structures are beneficial for teachers when enabling collaborative and reflective inquiry.¹⁰

⁹ Taken verbatim with minor modifications from: Allen et al, Op. cit., p.25.

¹⁰ Avalos, B. "Teacher professional development in Teaching and Teacher Education over Ten Years." *Teaching and Teacher Education* 27, 2011. p. 16. <http://content.elsevierjournals.intuitiv.net/content/files/s0742051x10001435-04221022.pdf>

In practice, most of the five schools profiled in this report favor management structures consisting of a hybrid: **a centralized district office supervising all PD initiatives, and a leadership team drawing from teachers, administrators, specialists, and others located in the schools themselves.** Some districts do not advertise a centralized office, while others do not mention the existence of a crosscutting leadership team. However, these structures generally coexist in hybrid form, and share authority in processes such as the creation of a five-year PD plan.

Centralized offices for PD, where they exist, go by names such as:

- Staff Development Office (Minneapolis Public Schools)¹¹
- Teacher Development (Tulsa Public Schools)¹²
- Department of Professional Development (Duval Public Schools)¹³

Typical of this common hybrid structure is the Minneapolis School District, whose PD initiatives are coordinated through a Staff Development office but managed by a Professional Development Working Group consisting of K-12 teachers, policy directors, evaluation specialists, principals, external consultants, content specialists, and district executives.¹⁴ In such a structure, the district seems to serve mostly a coordinating function, while expertise is housed at the sites themselves.

EXTERNAL INVOLVEMENT

External teacher educators, consultants, and coaches are still a large part of teacher PD. However, Avalos finds that many researchers are reevaluating the role of such professionals, and that redesigning partnership experiences to be more equitable may be more successful. Some of the partnership structures she mentions include:¹⁵

- experiences between university professors and teachers in formal courses where roles and role-playing were investigated, in order to further more productive engagements in learning and change
- external researchers working with teachers as co-researchers
- teachers co-learning with their peers and colleagues, and engaging in collaborative or reflective opportunities continuously rather than in an isolated workshop setting

¹¹ Bernard, D. Director of Professional Development, Minneapolis Public Schools. Phone interview, May 1, 2015.

¹² Ackley, K. Director of Teacher Development, Tulsa Public Schools. Phone interview, April 30, 2015.

¹³ "Professional Development." Duval County Public Schools. <http://www.duvalschools.org/Page/7163>

¹⁴ "Five-Year Comprehensive Professional Development Plan." Minneapolis Public Schools, 2011. p.3. http://staffdev.mpls.k12.mn.us/uploads/mps_pd_plan_final.pdf

¹⁵ Taken verbatim with minor additions from: Avalos, Op. cit., pp.16-18.

Of the five districts profiled, most do not readily advertise external influences on their websites, but rather, in their PD plans. The vast majority are guided by state requirements for PD, licensure, certification, and teacher credit rather than PD specialists or consultants, and generally state these standards on their website. **However, in five-year PD plans, districts do advertise a variety of university, corporate, and government partnerships used for research, evaluation, and best practice purposes.** Katy Ackley, Director of Teacher Development for Tulsa Public schools, shared that districts may turn to external involvement to mitigate the problems caused by the lack of a clearinghouse for best practices.¹⁶

For instance, the Minneapolis Public School System lists six major external influences in the development of its plan, including “the New Teacher Project, Council of Great City Schools, Annenberg Institute, Vanderbilt University Study of Middle School Mathematics, Consortium for Policy Research in Education (CPRE), and University of Pittsburgh Institute for Learning.”¹⁷ Duval County Public Schools links to and advertises the Florida Diagnostic and Learning Resources System, a learning resource for novice teachers.¹⁸

OFFERINGS AND REQUIREMENTS

Deciding which type of PD to offer, and how much of each type should count towards state or district teacher requirements, is a critical decision for administrators. Gulamhussein’s CPE report summarizes findings from a review of professional development research and identifies the following principles for effective professional development:¹⁹

- The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy *and* grapple with the implementation problem.
- There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
- Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.
- Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.
- The content presented to teachers shouldn’t be generic, but instead grounded in the teacher’s discipline (for middle and high school teachers) or grade-level (for elementary school teachers).

¹⁶ Ackley, Op. cit.

¹⁷ Five-Year Comprehensive Development Plan,” Op. cit., p.7.

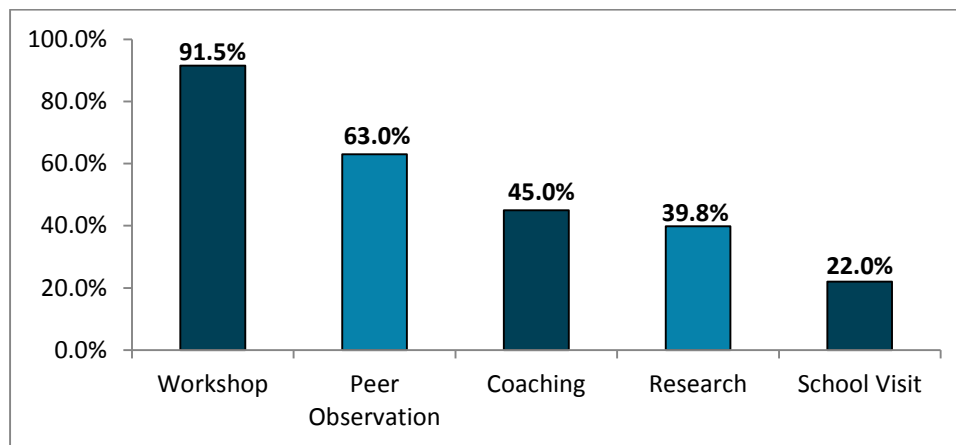
¹⁸ “Florida Diagnostic and Learning Resources System.” Crown, FDLRS.

<http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/How%20to%20Master%20Directions.pdf>

¹⁹ Gulamhussein, Op. cit., pp.3-4.

As Gulamhussein points out, “[o]ne-time workshops are the most prevalent model” of PD structuring, “[y]et workshops have an abysmal track record for changing teacher practice and student achievement.”²⁰ Likewise, researchers Yoon et al., analyzed over 1,300 studies on professional development programs and found that “the only professional development programs that impacted student achievement were lengthy, intensive programs. Programs that were less than 14 hours had no effect on student achievement...[and] didn’t even change teaching practices.”²¹ However, the workshop trend may be changing: in a national study of charter school management organizations, researchers from Mathematica Policy Research and the Center for Reinventing Public Education found **most charter schools moving towards frequent coaching, monitoring, and mentorship models over workshops or other types of one-time professional development.**²² Figure 1.2 displays the distribution of the various types of professional development as of 2008.

Figure 1.2: Distribution of PD Types Provided in Previous Year, 2008



Source: Darling-Hammond et al.²³

Gulamhussein suggests that this approach is ineffective because of the inadequate focus on the *implementation* of new skills and the excessive focus on the learning phase: “If school districts want teachers to change instruction, the implementation stage must be included and supported more explicitly in professional development offerings.”²⁴

²⁰ Ibid., p.2.

²¹ Yoon, K. “Reviewing the evidence on how teacher professional development affects student achievement.” Regional Educational Laboratory at Edvance Research, Inc., 2007. <http://files.eric.ed.gov/fulltext/ED498548.pdf>. As cited in: Gulamhussein, Op. cit., p.9.

²² Furgeson, J., Gill, B., et al. “The National Study of Charter Management Organization (CMO) Effectiveness – Charter School Management Organizations: Diverse Strategies and Diverse Student Impacts.” Mathematica Policy Research & Center for Reinventing Public Education, 2012. p.34. <http://files.eric.ed.gov/fulltext/ED528536.pdf>

²³ Darling-Hammond, L., Chung Wei, R., et al. *Professional Learning in the Learning Profession: A Status Report on teacher Development in the United States and Abroad*. National Staff Development Council, 2009. As cited in: Gulamhussein, Op. cit., p.9.

²⁴ Gulamhussein, Op. cit., p.11.

Notably, **offerings that support reflection and collaboration may be more effective than the traditional workshop approach.** Avalos finds that reflection-based activities are an emerging focus of professional development studies: “Studies in this decade center primarily on reflection as an instrument for change and on the various ways in which reflection can be developed... More practically, [many studies consider] the opportunity offered by self-assessment tools or reflective school portfolios as triggers for change.”²⁵ This finding indicates that reflection processes, as well as conducive PD structures, such as mentorship and self-assessment, may constitute a worthwhile area of exploration for school districts. In examining the policy and administration context of the schools in which structures are implemented, she also posits that structures should support collaboration and networking, as these are proven to be key elements of teacher learning.²⁶

FUNDING AND COMPENSATION

Gulamhussein’s review finds that “**pre-recession spending on professional development [occupies] between two and five percent of a typical district’s budget,**” and the most costly item in this spending is typically the time teachers spend with coaches and learning communities.²⁷

In a review of the funding-related component of PD structures, she suggests that “effective professional development funding... doesn’t necessarily require more spending, but a restructuring of existing funds.”²⁸ However, this is a difficult process made more cumbersome by the fact that many districts are not fully aware of their PD funding patterns. Most track their PD expenditures within the catchall category of instructional support, which also encompasses curriculum development, instructional supervision, computer technology and media, and other library costs and may obscure funds spent solely on PD.²⁹ Possibly due to this obfuscation, **most districts tend to underestimate the amount they spend on professional development activities.**³⁰ Researchers themselves struggle to identify the average amount districts spend on PD (Figure 1.3).

Figure 1.3: Researcher Findings on Annual District Budgeting for PD

STUDY	DISTRICT PD EXPENDITURES
Hertert, 1997	1.7 to 7.6% of total budget
Miller et al, 1994	2% of total budget
Miles et al, 1999	3.8% of total budget, \$23 million a year, \$4,894 per teacher and principal
Miles & Hornbeck, 2000	2.4 to 4.3% of total budget, 2.4 to 5.9% of budget (with in-service days), \$2,010 to \$5,528 per teacher

²⁵ Avalos, Op. cit., p.11.

²⁶ Avalos, Op. cit., p.16.

²⁷ Gulamhussein, Op. cit., p.4.

²⁸ Ibid., p.29.

²⁹ Ibid.

³⁰ Ibid.

STUDY	DISTRICT PD EXPENDITURES
Miles et al., 2003	3.5% of total budget, \$19 million, \$4,380 per teacher

Source: Gulamhussein³¹

However, researchers do agree that PD is extremely expensive for districts. In a 2012 study of the items most frequently downsized after the national sequester in 2010, Ellerson found that reducing professional development was the most common area for cuts, with 69.4 percent of studied districts reporting cuts in this area.³² Many researchers find that teacher time is the most costly element of PD budgeting, a troubling finding when experts recommend three to four hours of time per week built into teachers' workdays for "collaboration and coaching."³³ Synthesizing some of these findings, Gulamhussein suggests several ways for administrators to purchase teacher time:³⁴

- Pay for more daily working hours through teachers' contracts
- Pay substitutes to cover teachers' classes
- Institute paid stipends to teachers for professional development time
- Reallocate funds within current teacher training budgets to cover these costs
- Form a time study team of teachers, administrators, or other representatives of the school community to determine restructuring options

Budgeting information was not often readily available at the school districts profiled in this report, but Minneapolis Public Schools Director of Professional Development David Bernard and Tulsa Public Schools Director of Teacher Development Katy Ackley both mentioned in interviews that they use external grant funds for many PD activities.³⁵ In the 2008-2009 school year, Minneapolis Public School sites, for instance, received PD grants ranging from \$4,450 to \$8,000 for individual workshops.³⁶

Categorization, as Gulamhussein mentioned, is a major part of studies in PD funding and compensation. Vague or incomplete categorization can result in obfuscation of true PD activities, and mixing of unrelated endeavors into the PD strategy. However, most districts profiled in this report do not make their PD funding categories publicly available, preventing a wider evaluation of benchmarking in this area.

³¹ Ibid., p.28.

³² Ellerson, N. *Cut Deep: How the Sequester Will Impact Our Nation's Schools*. American Association of School Administrators, 2012. As cited in: Gulamhussein, Op. cit., p. 29.

³³ Killion, Joellen. *Establishing Time for Professional Development*. Learning Forward, 2013. p.6. As cited in: Gulamhussein, Op. cit., p. 30.

³⁴ Taken nearly verbatim from: Gulamhussein, Op. cit., p.31.

³⁵ [1] Bernard, D. Director of Professional Development, Minneapolis Public Schools. Phone interview, May 1, 2015.

[2] Ackley, K. Director of Teacher Development, Tulsa Public Schools. Phone interview, April 30, 2015.

³⁶ "Grant Recipients." Minneapolis Public Schools. http://staffdev.mpls.k12.mn.us/Grant_Recipients_2006-07.html

In terms of teacher incentives and compensation, most of the profiled districts use some combination of stipends, college credit, and PD points for relicensure. Tuition reimbursement programs are virtually nonexistent, and when teachers are involved with universities for PD, incentives generally take the form of college credit or credit for research conducted, rather than PD. Some districts note provision of substitutes during PD as a teacher incentive, such as the Oakland Unified Public School District in its course catalog.³⁷

SCHEDULING AND ADMINISTRATION

Avalos finds that PD models are becoming more **contextually integrated into schools, and more comprehensive and continuous in terms of scheduling**: “At the end of this journey through so much that has been studied and written on teacher professional development over a decade, what perhaps most vividly stands out is the extent to which, at least in these publications, we have moved away from the traditional in-service teacher training model.”³⁸ She states that it is clear from the literature that several different types of models are valid in the new paradigm of teacher PD, but cautions that little is currently known about how pervasive or enduring these changes are.

In a 2011 study of 1,939 German secondary school teachers, researchers Richter et al. indicate that literature also establishes a **difference between ideal PD structures for beginning and experienced teachers**.³⁹

Although the empirical basis is rather weak, findings indicate that beginning teachers tend to use observations and informal discussions with colleagues to improve their practice, whereas more experienced teachers are more inclined to use formal meetings for their professional learning. In other words, teachers seem to use different learning opportunities across the career cycle.

They emphasize the need for a distinction between formal opportunities — “structured learning environments with a specific curriculum, such as graduate courses or mandated staff development” — and informal learning opportunities, which “do not follow a specified curriculum and are not restricted to certain environments.”⁴⁰ The traditional view of PD structuring, according to these researchers, assumes that formal opportunities are the backbone of how teachers update their learning, but this is not necessarily true. The role of informal opportunities such as “conversations with colleagues and parents, mentoring

³⁷ “Teacher Professional Development Catalog.” Oakland Unified Public School District, 2014.

<http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/84/Teacher%20Professional%20Learning%20Catalog%20%2010%2010%2014%204.41pm.pdf>

³⁸ Avalos, Op. cit., p.17.

³⁹ Richter, D., Kunter, M., et al. “Professional development across the teaching career: Teachers’ uptake of formal and informal learning opportunities.” *Teaching and Teacher Education* 27, 2011. p.116.

http://www.researchgate.net/profile/Dirk_Richter4/publication/248527099_Professional_development_across_the_teaching_career_Teachers_uptake_of_formal_and_informal_learning_opportunities/links/544e3ad20cf29473161a5ff8.pdf

⁴⁰ Ibid., p.117.

activities, teacher networks, and study groups” should also be considered. In a school environment characterized primarily by voluntary PD participation, as in Germany, the researchers found that teachers pursue formal opportunities primarily during the middle phase of their careers, one of “experimentation and activism.”⁴¹ Perhaps most strikingly, they found that there is a distinction not between the amount of PD experienced and novice teachers prefer, but between the medium of instruction. Their findings suggest that newer teachers prefer collaborative methods, while more experienced teachers may find reading and other forms of self-directed learning more attractive.⁴²

When selecting from the variety of PD structuring choices available, administrators should account for these considerations as well as their target audience. As an introduction to these diverse options, the North Central Regional Education Laboratory (NCREL) provides an informal overview of 16 common PD structures available to teachers, their institution process, and their cost considerations. This list has been reproduced as Appendix I of this report.

The overwhelming majority of PD offerings at the five districts profiled in this report are workshops held during the school day. Some advertise summer and Saturday academies, but most adhere to the one-day workshop model of scheduling. Specialized summits are a notable trend in PD administration; these summits connect teachers with external experts or the outside community and thus, teachers may enjoy participation in an audience that is wider than that of the standard one-day workshop. For example, Guilderland Central School District hosts the EdTech Team Capital Region Summit, a conference on Google App use in education attended by area teachers, educational technology users, and others.⁴³ Similarly, Tulsa Public Schools concludes a community reading for professional development with a capstone summit by the book’s author, a PD expert.⁴⁴

EVALUATION AND EFFECTIVENESS

Evaluation, both formative and summative, is an important component of ongoing PD structuring and delivery, as such districts must make key decisions as to what constitutes effective PD and what types of outcomes they want to see. Borko emphasizes the necessity of evaluating professional development with a comprehensive understanding, pinpointing the role of key elements in any professional development system. These key elements include:⁴⁵

- The professional development program;

⁴¹ Ibid., Op. cit., p.124.

⁴² Ibid., Op. cit., p.124.

⁴³ “Guilderland Central School District to host Google Summit.” Guilderland Central School District.
<http://www.guilderlandschools.org/district/newsarchive/1415/042415googlesummit.cfm>

⁴⁴ “IPD Book Study.” Tulsa Public Schools.
http://www.tulaschools.org/8_Employees/01_PROFESSIONAL_DEV/iPDbook2.asp

⁴⁵ Taken verbatim from: Borko, Op. cit., p.4.

- The teachers, who are the learners in the system;
- The facilitator, who guides teachers as they construct new knowledge and practices; and
- The context in which the professional development occurs.

At most of the five districts profiled in this report, evaluation measures are still in their infancy and only detailed in the districts' five-year plans. Tulsa Public Schools Director of Teacher Development Ms. Ackley noted in an interview that evaluation is a challenge for all PD staff, as popular measures of efficacy, such as student outcomes data, are subject to so many variables that they cannot provide insight on the effects of teacher PD.⁴⁶

Some of the five districts profiled in this report invite external review teams to conduct site visits and evaluate PD in their schools. For instance, at Duval County Public Schools evaluation was conducted in 2008 by a Quality Assurance Review Team that made recommendations reviewed by the national AdvancED Accreditation Commission.⁴⁷ Similarly, Minneapolis Public Schools have undergone evaluation reviews from several groups, including universities, such as Vanderbilt University and University of Pittsburgh, and policy organizations, such as the New Teacher Project and Council of Great City Schools.⁴⁸

⁴⁶ Ackley, Op. cit.

⁴⁷ "Five-Year Comprehensive Professional Development Plan." Duval County Public Schools, 2015. p.21.
http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/DCPS_Five_Year_PD_Plan.pdf

⁴⁸ "Five-Year Comprehensive Professional Development Plan." Minneapolis Public Schools, 2011. p.7.
http://staffdev.mpls.k12.mn.us/uploads/mps_pd_plan_final.pdf

SECTION II: PROFESSIONAL DEVELOPMENT PROFILES

This section profiles five public school districts of interest to Arlington Public Schools, using five-year PD plans, institutional websites, and interviews with professional development personnel. Figure 2.1 displays a summary of the five districts profiled.

Figure 2.1: Districts Profiled for PD Structuring Strategy

DISTRICT NAME	LOCATION	SCHOOLS	STUDENTS	TEACHERS
Minneapolis Public Schools	Minneapolis, MN	93	35,842	2,427
Tulsa Public Schools	Tulsa, OK	84	41,076	2,412
Duval County Public Schools	Jacksonville, FL	199	125,686	7,619
Oakland Unified Public School District	Oakland, CA	137	46,463	-
Guilderland Central School District	Guilderland Center, NY	7	4,925	400

In these profiles, Hanover provides as much detail as possible for the six practice areas for PD structuring discussed in Section I: management and leadership, external involvement, offerings and requirements, funding and compensation, scheduling and administration, and evaluation and effectiveness. However, it should be noted that some information, such as PD budgeting, substitute teacher information, and other administrative details were not often readily available for all schools.

MINNEAPOLIS PUBLIC SCHOOLS

The Minneapolis Public School District (MPSD), headquartered in Minneapolis, MN, is a large urban school district consisting of 93 schools enrolling 35,842 total students. It employs 2,427 classroom teachers, and its student-to-teacher ratio is 14.8 to one.⁴⁹ Its professional development initiatives are housed through its Staff Development office, the purpose of which “is to enhance the professional performance of all employees in the district so that...[its] mission can be realized.” In preparing its PD efforts, the Staff Development office has been aligned with the National Staff Development Council’s standards since April 1997.⁵⁰

In preparing this report, Hanover conducted an in-depth interview with David Bernard, Director of Professional Development for the Minneapolis Public Schools, who spoke of the district’s PD plan, scope, and development.⁵¹ Details from this interview are used in the following subsections of this profile.

⁴⁹ “Minneapolis Public School District.” National Center for Education Statistics.

https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=minneapolis&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=2721240

⁵⁰ “Staff Development Home.” Staff Development Office, Minneapolis Public Schools. <http://staffdev.mpls.k12.mn.us/>

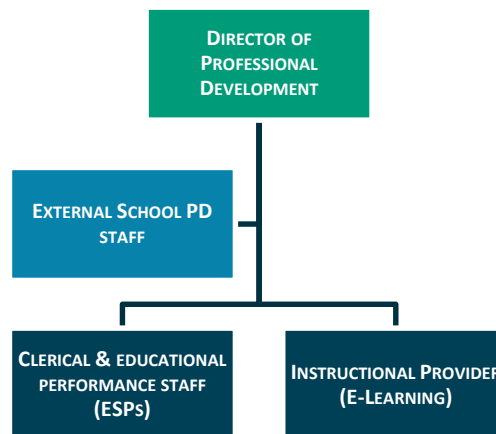
⁵¹ Bernard, D. Director of Professional Development, Minneapolis Public Schools. Phone interview, May 1, 2015.

MANAGEMENT AND LEADERSHIP

MPSD's program, as a hybrid, offers both district initiatives that guide PD for all staff members and individual PD plans created to meet each school's specific needs. Coordinated through the Staff Development office, leadership is shared between the Academic Leadership Team, which consists of academic directors, the district's associate superintendent, and principals at school sites.⁵² In the development of the district's Five-Year Comprehensive Development Plan, its flagship PD initiative from 2011-2016, leadership was also shared with a Professional Development Working Group which included:⁵³

- Executive Director of Special Education
- Director of Organizational and Professional Development
- Program and content specialists in Special Education, Literacy, and English Language Learning
- Professional development consultants
- School principals
- Evaluation and testing specialists
- District and school policy directors
- K-12 teachers under his role (Figure 2.2).

Figure 2.2: Professional Development Office Leadership, MPSD



Source: Bernard⁵⁴

⁵² Ibid.

⁵³ "Five-Year Comprehensive Professional Development Plan." Minneapolis Public Schools, 2011. p.3. http://staffdev.mpls.k12.mn.us/uploads/mps_pd_plan_final.pdf

⁵⁴ Bernard, Op. cit.

EXTERNAL INVOLVEMENT

Mr. Bernard describes PD development at MPSD as “based on our individual needs,” and states that most is developed in-house.⁵⁵ Since the adoption of its Comprehensive Plan, MPSD has also subjected its PD initiatives to external reviews from several groups, including the New Teacher Project, Council of Great City Schools, Annenberg Institute, Vanderbilt University Study of Middle School Mathematics, Consortium for Policy Research in Education (CPRE), and University of Pittsburgh Institute for Learning.⁵⁶

OFFERINGS AND REQUIREMENTS

MPSD teachers are not required by the district to participate in a set number of hours of PD; however, Minnesota State requirements for relicensure mandate 125 hours of PD over five years, in four designated areas: Positive Behavioral Intervention Strategies; Accommodation, Modification, and Adaptation of Curriculum, Materials, and Instruction; Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents; and Reading Preparation.⁵⁷

In 2014, the district began a collective school-wide engagement program for each of its school teams, which entails following PD plans teachers create during the school year and providing companion PD for principals and teachers. Mr. Bernard describes this program as “first facilitated, and then supported in a number of ways,” with a high degree of autonomy for schools and teachers.⁵⁸ MPSD also participates in collaborative action research, which entails a higher degree of coaching and support. Although PD is not tied to the evaluation process for teachers, they are incentivized to participate through their individual professional learning communities.⁵⁹

The support structure for new hires in the district consists of teacher mentors, induction coordinators, induction PD courses, and opportunities for probationary teachers during the first three years.⁶⁰

FUNDING AND COMPENSATION

PD initiatives at MPSD are generally funded through the central budget via Title 2 funding, although there are no funds allocated for PD specifically. Resources such as teacher stipends are funded through external grants.⁶¹ Mr. Bernard estimates that around \$14 million of the district’s annual budget is spent on PD.⁶²

⁵⁵ Bernard, Op. cit.

⁵⁶ Five-Year Comprehensive Development Plan,” Op. cit., p.7.

⁵⁷ “Renewal Application Packet: Renewal Instructions.” Minnesota Department of Education, 2015. pp.3-4.

⁵⁸ Bernard, Op. cit.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Ibid.

⁶² Ibid.

Individual PD initiatives at the district's component schools are also funded through grants. A list of grant recipients from the 2008-2009 school year, for instance, presents workshops in reading and writing strategies, critical thinking skills, reader and writer workshop facilitation, and data analysis, which received from \$4,450 to \$8,000 in grant funds.⁶³ Conditions for PD grants posit that PD activities should:⁶⁴

- Focus on the school classroom and research-based strategies that improve student learning;
- Provide opportunities for teachers to practice and improve their instructional skills over time;
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- Enhance teacher content knowledge and instructional skills;
- Align with state and local academic standards;
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide opportunities for teacher mentoring; and
- Align with the plan of the district or site for an alternative professional pay system.

Teacher incentives in the district are achieved through stipends, as well as through incentivizing individual action research opportunities for teachers through a graduate program. These action research projects are then conducted over the course of the year.⁶⁵ Although Mr. Bernard explicitly likens this program to a graduate course, tuition reimbursement is not presently available.

SCHEDULING AND ADMINISTRATION

Presently, MPSD uses e-Compass, True North Logic software, as its PD learning management system. Mr. Bernard shared that they are presently not satisfied with this system for budgeting reasons on the district's side and capability reasons on the provider's side.⁶⁶

In scheduling PD, moving away from during-school PD is a priority for the district, an approach Mr. Bernard describes as "trying to create challenges."⁶⁷ He also notes that there is a percentage of the budget set aside for substitute teachers through the human capital and human resources offices, in order to ensure that all science teachers are able to attend

⁶³ "Grant Recipients." Minneapolis Public Schools. http://staffdev.mpls.k12.mn.us/Grant_Recipients_2006-07.html

⁶⁴ Taken verbatim from: "Effective Staff Development Activities." Minneapolis Public Schools. http://staffdev.mpls.k12.mn.us/Effective_Staff_Development_Activities.html

⁶⁵ Bernard, Op. cit.

⁶⁶ Ibid.

⁶⁷ Ibid.

PD. There is software in place to coordinate these substitutes, but he was not able to comment on this.⁶⁸

EVALUATION AND EFFECTIVENESS

Evaluation structures have become more pronounced in the district since a 2009 audit of its PD initiatives, which described evaluation as “nonexistent.”⁶⁹ Mr. Bernard says that it varies in implementation, but is moving towards a greater degree of standardization. Current data sources used include focus group discussions, benchmark discussions, and teacher data.⁷⁰ He notes that there is room for improvement, especially in aligning PD initiatives with existing structures, needing more support for monitoring PD implementation, and budget considerations.

TULSA PUBLIC SCHOOLS

The Tulsa Public School District (TPS), headquartered in Tulsa, OK, is a large urban school district consisting of 84 schools enrolling 41,076 total students. It employs 2,412 classroom teachers, and its student-to-teacher ratio is 17.02 to one.⁷¹ Its professional development initiatives are housed through its Office of Organizational & Professional Learning, whose mission is to “[engage] every educator in personalized and accelerated adult learning every day so every student achieves without exception.”⁷²

In preparing this report, Hanover conducted an in-depth interview with Katy Ackley, Director of Teacher Development for Tulsa Public Schools, who spoke of the district’s PD plan, scope, and development.⁷³ Details from this interview are used in the following subsections of this profile.

MANAGEMENT AND LEADERSHIP

As most TPS schools are Title I, TPS follows Title I requirements and offers PD initiatives as a district-wide PD scheme and individual site-specific PD plans. Although Ms. Ackley emphasizes that she would not refer to it as a “plan” at this stage in development, intentions for the district-wide PD initiative include establishing a basic communication structure that focuses on written and word-of-mouth communications.

Ms. Ackley shares leadership with another Director of Teacher Development, and both report to the Director of Organizational and Professional Learning, who supervises all PD

⁶⁸ Ibid.

⁶⁹ “Five-Year Comprehensive Development Plan,” Op. cit., p.7.

⁷⁰ Bernard, Op. cit.

⁷¹ “Tulsa Public School District.” National Center for Education Statistics.

https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=tulsa+&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=4030240

⁷² “Organizational and Professional Learning.” Tulsa Public Schools.

http://www.tulsaschools.org/8_Employees/01_PROFESSIONAL_DEV/professional_dev_main.asp

⁷³ Ackley, K. Director of Teacher Development, Tulsa Public Schools. Phone interview, April 30, 2015.

initiatives in the district. They supervise a team of about 55 staff who are deployed to schools and provide coaching support for teachers. The office has a separate subsection for leadership development, and its Director works with principals and assistant principals. The team at the Office of Organizational & Professional Learning is under the jurisdiction of the Executive Director of Organizational and Professional learning and Director of Leadership Development, the two Directors of Teacher Development, a Grants Manager, and a Strategic School Design Specialist.⁷⁴

EXTERNAL INVOLVEMENT

Ms. Ackley describes previous PD creation attempts in the district as a “free-for-all” and points out that the district is hoping to standardize the development process for PD, and mitigate the problems caused due to a lack of clearinghouse for best practices.⁷⁵

She envisions the district continuing to use services such as external coaches and team-ups for subject-specific offerings. For instance, TPS teamed up with Scholastic in 2015 to offer PD in software and data management for teachers using the System 44 and READ 180 systems in their classrooms.⁷⁶

Many of TPS’ offerings are workshops or summer summits and seminars, but it also offers unique opportunities in collaboration with external experts such as the IPD Book Study, a structured community book reading of *Professional Capital: Transforming Teaching in Every School*, followed by a one-day capstone convening with the book’s co-author, PD expert Dr. Andy Hargreaves. This event is open to site leadership teams, district leaders, school administrators, and site-based teacher leaders, and it is intended to “act as an ignition event that will engage a larger group of stakeholders in a new district iPD culture.” The event is modeled on the Bill and Melinda Gates Foundation assemblies.⁷⁷

OFFERINGS AND REQUIREMENTS

Under past state law, Oklahoma teachers were required to participate in 70 hours of PD over five years in order to maintain their certifications, a law which no longer exists. As a district, TPS is required to offer a minimum of 30 hours per year.⁷⁸

Ms. Ackley states that PD can be a part of teacher evaluation, and the district “likes to make a connection back to that framework so teachers can know where it is they can expect to get support.” One indicator on the district’s teacher evaluation directly involves PD and professional growth.

⁷⁴ “Organizational and Professional Learning,” Op. cit.

⁷⁵ Ackley, Op. cit.

⁷⁶ “Summer Professional Development Catalog.” Tulsa Public Schools, 2015. p.3.

http://www.tulaschools.org/8_Employees/01_PROFESSIONAL_DEV/pdf/Summer2015.pdf

⁷⁷ “IPD Book Study.” Tulsa Public Schools.

http://www.tulaschools.org/8_Employees/01_PROFESSIONAL_DEV/iPDbook2.asp

⁷⁸ Ackley, Op. cit.

TPS' new teacher induction program involves a three-day onboarding PD where all new teachers come into a centralized PD center, followed by ongoing embedded support in the form of mentors for a full school year. The district also conducts a follow-up after year one, mostly consisting of a handoff from the teacher mentor to a coach who serves as a "go-to person for support as needed beyond year one."⁷⁹

FUNDING AND COMPENSATION

Handled by the Executive Director, PD funding for the district is provided through a dedicated professional development budget, the general fund budget, and PD-related grants. Teachers receive stipends for after-hours PD as well as college credit in some cases, but presently there are no pay incentives or tuition reimbursement plans in place.⁸⁰

SCHEDULING AND ADMINISTRATION

TPS has used a management software system called DK to schedule PD. The district is highly unsatisfied with the system, and Ms. Ackley comments, "To say it's obsolete is an understatement." The district is transitioning to MyLearningPlan this summer, and also works with a variety of other online PD models, although Ms. Ackley mentions that these are more related to delivery than management. In this category, the district also advertises external PD resources on its site, such as Edivate, an instructional video hub, educator social network, and access point for professional development tracking tools,⁸¹ and TeachingChannel, another repository of instructional resources.⁸²

The district builds two district-wide designated PD days into the calendar at the beginning of each year, and seven "early release Fridays" during which teachers have two hours of PD. About four hours are determined by individual sites in order to meet the district's 30-hour per year requirement.⁸³ On these designated calendar days, students have no school, but sites are responsible for covering substitutes on days when PD is offered during the school day. A subsection of schools is involved in a pilot project to engage in more frequent PD, and instructional coaches generally provide coverage for these schools. The budget for this initiative and substitute requests are handled at the site level.⁸⁴

EVALUATION AND EFFECTIVENESS

Popular metrics for evaluation in the district include teacher evaluation scores, student achievement, and other variables that affect students. "I think it's a question everyone who works in PD grapples with," notes Ms. Ackley. "There's basic obvious ones, you get feedback

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ "Edivate: The New PD 360." Edivate. <https://www.pd360.com/#login>

⁸² "TeachingChannel: Getting Better Together." TeachingChannel. <https://www.teachingchannel.org/>

⁸³ Ackley, Op. cit.

⁸⁴ Ibid.

from your participants... [we also ask] are we seeing growth when it comes to teacher evaluation scores? Obviously, student achievement is the end game, but there are so many other variables... that it's hard to answer that question. We haven't found the one answer, but those are some of the things we look at."⁸⁵

She notes that the district has made significant improvements and their models, such as the embedded professional learning through coaching model for new teachers, has "everything it needs to be the most effective," and requires attention in the implementation component. For this purpose, Ms. Ackley favors co-implementation: "I think embedded side-by-side coaching has the potential to give us more bang for our buck when it comes to PD."⁸⁶

DUVAL COUNTY PUBLIC SCHOOLS

Duval County Public Schools (DCPS), headquartered in Jacksonville, FL, is a large urban school district consisting of 199 schools enrolling 125,686 total students. It employs 7,619 classroom teachers, and its student-to-teacher ratio is 16.5 to one.⁸⁷ Its professional development initiatives are housed through its Department of Professional Development, whose mission is to "[invest] in continuous professional learning that is standards-based, results-driven, relevant, and improves administrative leadership, teaching quality, and student achievement."⁸⁸

MANAGEMENT AND LEADERSHIP

According to its five-year professional development plan, the district houses all its resources in one central clearinghouse on its website, coordinated by the Department of Professional Development, but initiatives function mainly through on-site school learning communities.⁸⁹ Presenting a rationale for this structure, the district maintains that through on-site communities, "teachers are less isolated, share in the collective responsibility for student success, and have higher morale and less absenteeism."⁹⁰ One cornerstone of the DCPS system is its team of Professional Development Facilitators (PDF), full-time professionally certified teachers who are responsible for administering professional development at DCPS sites. PDFs must possess the following qualifications:⁹¹

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ "Duval County Public School District." National Center for Education Statistics.

https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=duval&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=1200480

⁸⁸ "Professional Development." Duval County Public Schools. <http://www.duvalschools.org/Page/7163>

⁸⁹ "Five-Year Comprehensive Professional Development Plan." Duval County Public Schools, 2015. p.9.

http://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/DCPS_Five_Year_PD_Plan.pdf

⁹⁰ Ibid.

⁹¹ Taken nearly verbatim from: "Professional Development Facilitator Manual." Duval County Public Schools, 2015.

pp.5-6.

<http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/PDF%20MANUAL%202014-15%209-10-14.pdf>

- Effective communication and interpersonal skills
- Establishing a positive learning environment
- Demonstrating multicultural sensitivity and flexibility
- Professional Educator Certificate
- Minimum 3 years (5 recommended) of successful teaching experience
- Peer mentoring and/or coaching experience (formal and/or informal)
- Trained or willing to complete CET prior to beginning the role of PDF
- Effective or Highly Effective CAST rating (prior year performance evaluation (Highly skilled classroom teacher with high expectations for students, evidence of outstanding instructional practice, strong knowledge of content and methods that support high standards)
- Experience working with adult learners
- Evidence of strong interpersonal communication skills
- Evidence of strong organization and technology skills
- Teacher leader experience (Coach, grade/department level chair, School Leadership Team, and others)

On-site, PDFs serve as overseers of the Mentoring and Induction for Novice Teachers (MINT) program, a guided program for mentorship of new teachers, and professional development in-service liaisons for each school on-site.⁹² PDFs may also participate in the MINT programs as mentors themselves.

EXTERNAL INVOLVEMENT

DCPS links to and advertises the use of the Florida Diagnostic and Learning Resources System (FDLRS), particularly for novice teachers. This resource is a “support system for exceptional student education serving Clay, Duval, and Nassau Counties of Northeast Florida,” and provides diagnostic, instructional, and human resources support to exceptional children, parents, and teachers.⁹³

OFFERINGS AND REQUIREMENTS

According to Florida law, teachers in the DCPS system must renew their Professional Teaching Certificates every five years by accruing at least six semester hours of college credit or 120 in-service points. These points may be earned through professional

⁹² Ibid., p.6.

⁹³ “Florida Diagnostic and Learning Resources System.” Crown, FDLRS.<http://www.fdlrcrown.org/>

development, institutions of higher learning, independent studies, and other approved means.⁹⁴

DCPS offers a variety of professional development initiatives, including developed endorsement programs for ESOL students, K-12 reading, and gifted students. Endorsement programs are 300 hours in length and consist of five 60-hour courses. They are intended to:⁹⁵

...enhance the educators' knowledge and skills, improve instructional practice, and increase student achievement. These research-based courses are designed to facilitate the implementation of appropriate instructional strategies, educational interventions, and support for the unique needs of the learners.

DCPS also provides resources for novice teachers through a collection it refers to as MINT, or Mentoring and Induction for Novice Teachers.⁹⁶ Code of Ethics sessions, short workshops for teachers with temporary and professional certificates (CHAMPs), and Clinical Educator Training workshops are some of the commonly offered professional development sessions for new teachers in this program. A team of six MINT staff manages MINT school specialists, who are deployed throughout the district.⁹⁷ New teachers at DCPS are assigned mentors, who guide them using a rigorous list of expectations for the first ten months of service:⁹⁸

- Review roles and responsibilities
- Assist with school orientation
- Provide weekly novice teacher support
- Conduct informal observation visits with brief written comments
- Support completion of novice teacher's MINT requirements
- Attend school and/or region-based mentor professional learning opportunities
- Communicate with PDF monthly

DCPS also offers developed non-instructional professional development based on Florida law, and began to evaluate the effectiveness of non-instructional personnel in schools during the 2010-2011 school year.⁹⁹

⁹⁴ "Renewal of Professional Teaching Certificates." Duval County Public Schools. <http://www.duvalschools.org/Page/8006>

⁹⁵ "Professional Development: Endorsements." Duval County Public Schools. <http://www.duvalschools.org/Page/8795>

⁹⁶ "Welcome to MINT: Mentoring and Induction for Novice Teachers." Duval County Public Schools. <http://www.duvalschools.org/Page/10206>

⁹⁷ "MINT Specialists." Duval County Public Schools. <http://www.duvalschools.org/Page/9337>

⁹⁸ Taken verbatim from: "Mentors." Duval County Public Schools. <http://www.duvalschools.org/Page/10933>

⁹⁹ "Non-instructional Professional Development." Duval County Public Schools. <http://www.duvalschools.org/Page/8005>

FUNDING AND COMPENSATION

There are no advertised teacher incentive activities for most PD initiatives at Duval. Participation in the district's PDF program may count towards certificate extension for teachers, which usually requires 120 in-service points, a three-hour college course, or a passing score on a subject test related to the area of certification.¹⁰⁰ One hour of participation in such an activity earns one in-service point, and at least 60 hours must be completed before teachers may supplement these with courses or subject tests.

SCHEDULING AND ADMINISTRATION

DCPS uses an electronic registration system called Electronic Register Online to manage professional development courses, including recertification, endorsement add-on, district and school-based learning, and others. Staff may register online via a link on the professional development website.¹⁰¹ Many DCPS courses are also delivered entirely online via the How to Master program, which provides "training courses that address individual skill levels from novice to advanced" on subjects such as PC skills, integrating technology in the classroom, and soft skills.¹⁰²

EVALUATION AND EFFECTIVENESS

DCPS made use of a quality assurance review team in 2008, which made five recommendations for the national AdvancED Accreditation Commission on PD (Figure 2.3).

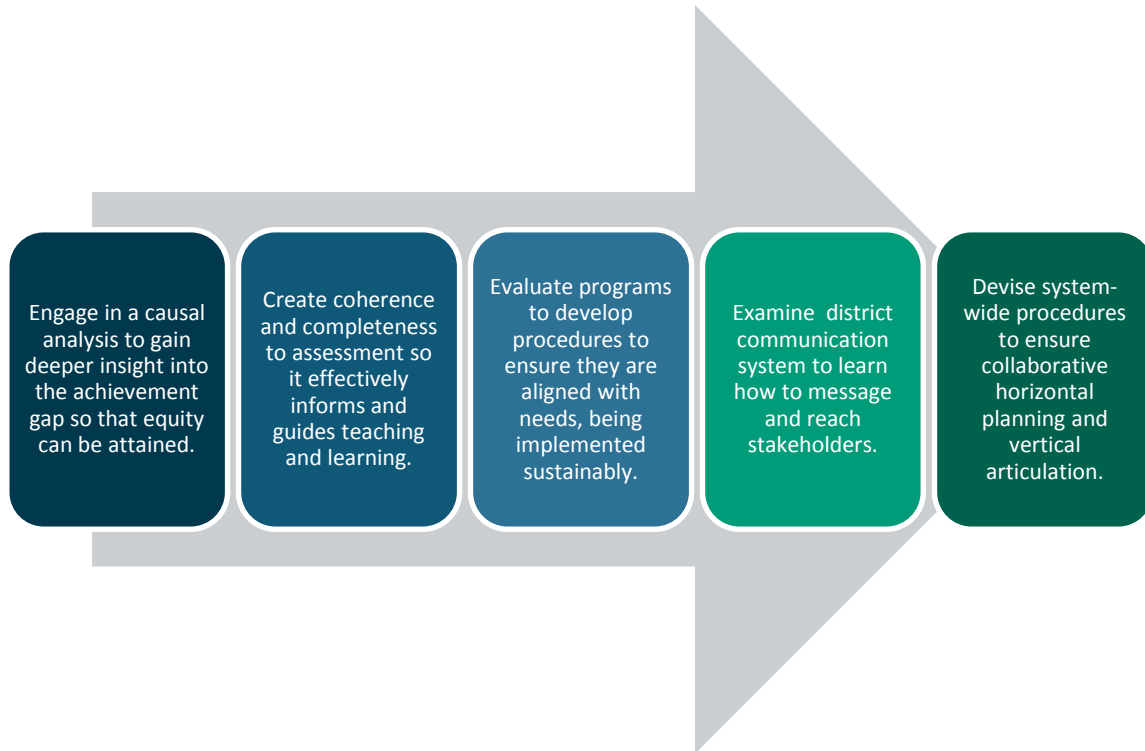
¹⁰⁰ "Professional Development Facilitator Manual," Op. cit., p.17.

¹⁰¹ "DCPS ERO – Register for Courses." Duval County Public Schools. <http://dcps.duvalschools.org/Page/11683>

¹⁰² "How to Master." Duval County Public Schools.

<http://www.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/4381/How%20to%20Master%20Directions.pdf>

Figure 2.3: Recommendations, Quality Assurance Review Team



Source: DCPS¹⁰³

OAKLAND UNIFIED PUBLIC SCHOOL DISTRICT

Oakland Unified Public School District (OUPS), headquartered in Oakland, CA, is a large urban school district consisting of 137 schools enrolling 46,463 students.¹⁰⁴ Its professional development initiatives are primarily overseen by the Talent Development Office, which handles a range of programs and initiatives related to teacher support, development, and retention.¹⁰⁵

MANAGEMENT AND LEADERSHIP

Throughout the year, professional development opportunities at OUPS are offered through a wide-range of district-level departments, with central oversight generally offered through the Office of Talent Development and Office of New Teacher Support and Development.¹⁰⁶ These offices house a variety of PD initiatives including intern support, the Beginning

¹⁰³ Taken verbatim with minimal modification from: “Professional Development Facilitator Manual,” Op. cit., p.21.

¹⁰⁴ “Oakland Unified Public School District.” National Center for Education Statistics. https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=oakland+unified&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=0628050

¹⁰⁵ “Talent Development Office.” Oakland Unified School District. <http://ousd.k12.ca.us/Page/9830>

¹⁰⁶ [1] “Talent Development Office.” Oakland Unified Public School District, 2014.

<http://publicportal.ousd.k12.ca.us/Domain/2980>

[2] “New Teacher Support and Development Office.” Oakland Unified Public School District, 2014.

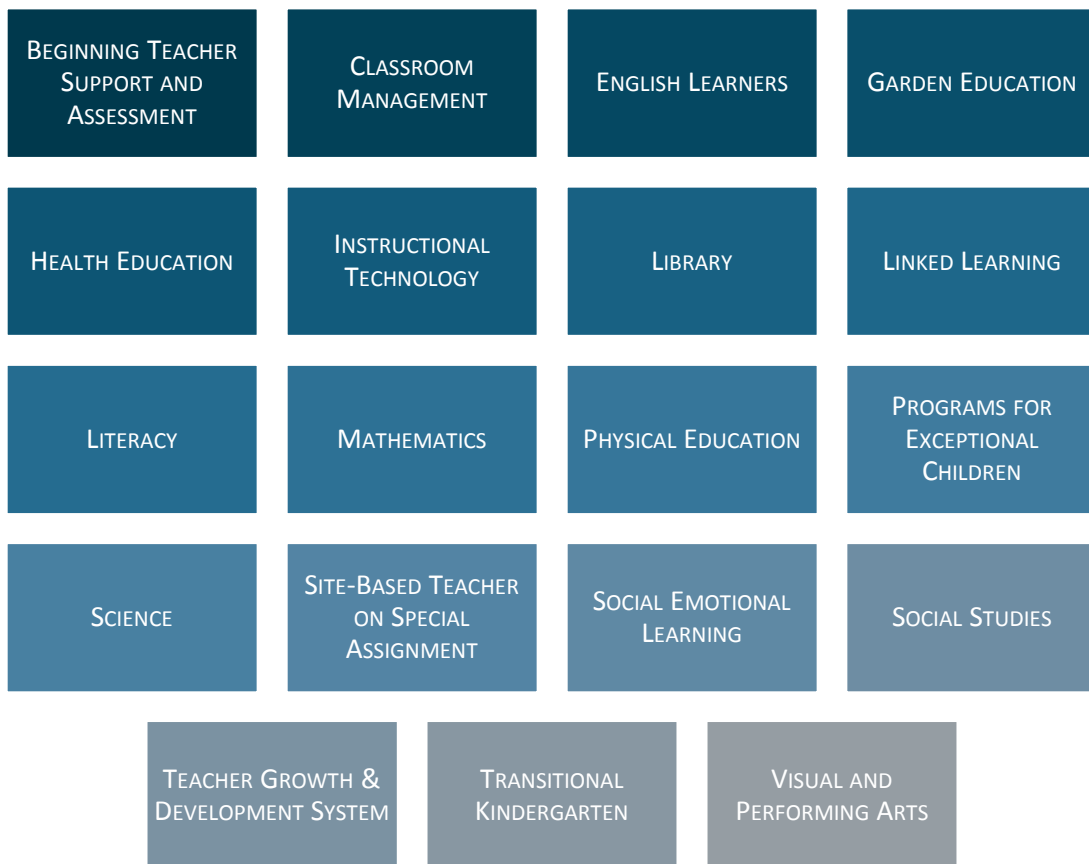
<http://publicportal.ousd.k12.ca.us/Domain/84>

Teacher Support & Assessment Program, and the Peer Assistance and Review program.¹⁰⁷ Additionally, a review of the OUPS *Professional Learning Catalog* identified additional PD opportunities and initiatives offered by the Academic Team (Teaching & Learning, Programs for Exceptional Children, and Community Schools & Student Services), Human Resources, and Linked Learning.¹⁰⁸

OFFERINGS AND REQUIREMENTS

OUPS offers PD initiatives in a variety of subject areas (Figure 2.4). Each of these initiatives is offered in multiple class-sessions, and appears to be administered on-site at each relevant school.

Figure 2.4: PD Subject Areas Offered at OUPS



FUNDING AND COMPENSATION

¹⁰⁷ Ibid.

¹⁰⁸ "Teacher Professional Development Catalog." Oakland Unified Public School District, 2014. <http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/84/Teacher%20Professional%20Learning%20Catalog%20%2010%2010%2014%204.41pm.pdf>

Appendix B2

Most professional development at OUPS does not offer a teacher stipend. There are a variety of other options listed as teacher incentives or mitigating supports in the Professional Development Catalog, including:¹⁰⁹

- Professional development initiatives rolled into year-long stipends for positions, such as Health Ed Leader or LGBTQ+ training
- One-time monetary stipends based on attendance and site-based PLC work, for very few PD opportunities such as Teacher Leadership Common Core Standards training
- Per-hour stipends, such as a \$25/hour stipend for the Elementary Math Teacher Leadership Collaborative
- Site-specific funds for particular opportunities

¹⁰⁹ Ibid.

SCHEDULING AND ADMINISTRATION

OUPS uses an online registration system called On-Track for PD registration and attendance. The software is linked to staff's intranet pages, and allows teachers to view and register for PD by subject area.¹¹⁰

In addition to regularly scheduled PD opportunities throughout the academic year, OUPS's academic calendar lists a total of three dedicated Professional Development days in August, October, and January.¹¹¹ Although most programs are offered on multiple dates, the majority of regular PD programming during the school year takes place during the school day, with some additional programming in the evenings.¹¹² A scan of the Professional Development Catalog indicates that programs offered after regular school hours are typically two to three hour sessions often offered on multiple days at a single designated site.

GUILDERLAND CENTRAL SCHOOL DISTRICT

Guilderland Central School District (GCS), headquartered in Guilderland Center, NY, is a suburban school district enrolling approximately 5,000 students across seven elementary, middle, and high schools.¹¹³ GCS administers professional development to its 400 classroom teachers through its centralized Staff Resources.¹¹⁴

MANAGEMENT AND LEADERSHIP

Guilderland Central School District's Professional Development Plan outlines a PD philosophy in which adult learning is not limited to one-off workshops and seminars, but rather one that is "collaborative, continuous, embedded in daily practice and focused on student achievement."¹¹⁵ As a means of achieving this mission, GCS has organized staff into learning communities under the jurisdiction of individual school and district leaders.¹¹⁶ Further, the district's professional development program is overseen by a cross-departmental Professional Development Committee, comprising teachers and teaching assistants, counselors, and coordinators, and operates under the oversight of the Assistant

¹¹⁰ "Teacher Professional Development Catalog," Op cit. p.7.

¹¹¹ "2014-2015 School Calendar." Oakland Unified Public School District, 2014.

http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/124/calendar14-15_ENG_bw.pdf

¹¹² "Teacher Professional Development Catalog," Op cit. p.7.

¹¹³ "Guilderland Central School District." National Center for Education Statistics.

https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=guilderland&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=3613080

¹¹⁴ "Staff Resources." Guilderland Central School District.

<http://www.guilerlandschools.org/district/staff/staffresources.cfm>

¹¹⁵ "Professional Development Plan." Guilderland Central School District, 2015. p.5.

<http://www.guilerlandschools.org/district/pubs/districtplans/PDP.pdf>

¹¹⁶ Ibid. p. 6.

Superintendent for Instruction and Coordinator for Elementary Program and Staff Development.¹¹⁷

OFFERINGS AND REQUIREMENTS

New York State requires teachers, teaching assistants, and substitute teachers to renew their certifications every five years based upon successful completion of 175 hours of PD, if teachers, and 75 hours, if teaching assistants.¹¹⁸In addition, like all New York schools, GCS staff are subject to the requirements of the Annual Professional Performance Review (APPR) state plan for teachers and school principals, which among other action items establishes “regulations governing the evaluation of teachers and school leaders” and thus dictating the content of their professional development.¹¹⁹

For beginning educators or those in training, GCS has established a program known as GEMS, or Guilderland Educators Mentoring for Success, in which teacher and student mentors meet once every month and report to a district-wide mentor coordinator. Mentors are tenured teachers with at least two recommendations from colleagues, and one from an administrator or supervisor.¹²⁰

SCHEDULING AND ADMINISTRATION

GCS uses My Learning Plan, Inc., a web-based educator evaluation and professional learning data management system, in order to manage and schedule PD opportunities. The system’s linked website on GCS’ staff page describes it as a “web-based tool that helps school districts manage all aspects of in-district and out-of-district professional learning in one comprehensive online system.”¹²¹ GCS uses the system as a hub for centralizing and delivering professional development, and describes the function of the system for different user groups:¹²²

- **Teachers** use their private identification and password to maintain an electronic learning portfolio and record all of their activities.
- School **administrators** use this site to approve activities and maintain critical records.
- **All users** benefit from a streamlined workflow that automates many tasks and provides better, faster access to records and information.

GCS also uses a secure internal social network for learning called Edmondo, a “real-time platform to exchange ideas, share content, and access homework, grades, and school

¹¹⁷ Ibid., p.3.

¹¹⁸ Ibid., p.7.

¹¹⁹ “APPR: An overview of New York’s new teacher/principal evaluation system.” Guilderland Central School District. <http://www.guilderlandschools.org/district/academics/APPR/APPRhome.cfm>

¹²⁰ “Professional Development Plan,” Op. cit., p.33.

¹²¹ “My Learning Plan, Inc.” My Learning Plan, Inc. <https://www.mylearningplan.com/Index.html>

¹²² Taken verbatim from: “Staff Resources,” Op. cit.

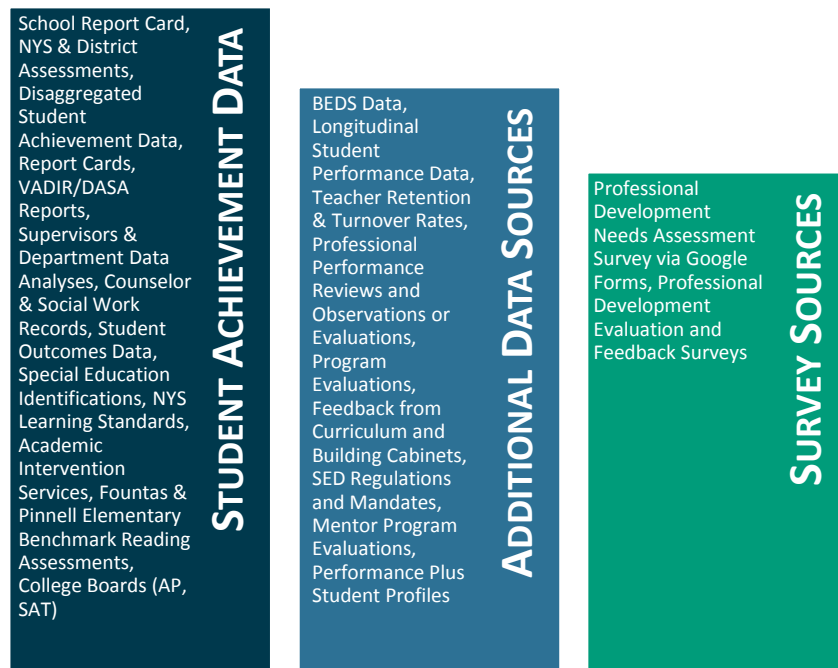
notices.”¹²³ Edmodo is a professional development tool that provides teachers with instant feedback on Common Core State Standards, by individual student and by standard.¹²⁴

EVALUATION AND EFFECTIVENESS

In its strategy for PD monitoring, GCS outlines a general five-step process for monitoring the progress of professional development initiatives: i) identify success measures for professional development activities; ii) identify data sources and gathering method for each measure; iii) plan for articulation of findings; iv) keep records of PD implementation, participation and feedback; and v) administer feedback surveys and collectively analyze results.¹²⁵

Additionally, GCS collects a host of academic data in order to engage in this monitoring process, as described in Figure 2.5, below.

Figure 2.5: Data Sources for Evaluation of PD, GCS



Source: GCS¹²⁶

¹²³ Ibid.

¹²⁴ “Edmodo.” Guilderland Schools. <https://guilderlandschools.edmodo.com/>

¹²⁵ “Professional Development Plan,” Op. cit., p.8.

¹²⁶ Ibid., p.9.

APPENDIX I: NCREL-RECOMENDED PROFESSIONAL DEVELOPMENT STRUCTURES

STRUCTURE	PROFESSIONAL DEVELOPMENT STRUCTURE	COST CONSIDERATIONS
Lunch-hour Summit	Planning period(s) are scheduled immediately prior to and following lunch. Time available varies but could be as much as 1.5 hours — monthly, weekly, or daily.	None
Business Partnerships	Teachers, staff, and administrators participate in training opportunities scheduled for local business or corporation.	None
	Educators participate in paid summer internships with a business. Broadens teacher understanding of content, provides real-world work outside the classroom, and encourages close partnerships.	None to district; business covers cost
Faculty Meetings	Faculty meetings provide mini opportunities for professional development. (To share mundane information, use electronic communication processes instead of meeting time.)	None
Student Service Learning or Internships	Students are scheduled out of building for regular blocks of time for service learning or internship experiences. While students receive hands-on experiences that could lead to future careers and personal development, teachers have opportunities to meet, study, and grow. Also encourages better school-community relationships.	If paid position coordinates program, yes
Practice Time	Teacher practices new instructional techniques and methods with class while trained observer takes notes on teacher and student behaviors and outcomes. Substitute may free up a colleague. Principal or other critically important support staff (e.g., speech therapist, reading specialist) may observe or conduct lesson, releasing another trained teacher to observe.	Yes
	Teacher practices new instructional techniques and methods while being videotaped. Later, teacher or team of teachers reviews video and gives constructive feedback	None
Summer Training	Professional development, collaboration, planning, evaluation, and assessment are scheduled during summer and/or interim sessions.	Collective bargaining or agreed-upon hourly rate/stipend
Banked Time (Extended Day or Early Release)	School day starts earlier and/or ends later; minutes are banked for future use with early student dismissal or full day of training. When sufficient time accumulates, students start earlier or later, allowing teachers time to meet.	None
Banked Time (Leave with Students)	Faculty leave when students leave (usually earlier than end of contract day), accumulating paid time to be used for professional development later. (See "Saturday Academy" using banked time.)	None

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STRUCTURE	PROFESSIONAL DEVELOPMENT STRUCTURE	COST CONSIDERATIONS
Common Planning Periods	Administrators develop schedule that allows as many teachers as possible, at common grade level or within departments, to have common planning periods.	None
Saturday Academy	Teachers attend workshops or meetings on Saturday, using banked time.	Yes
Creative Scheduling	Teachers attend workshops or meetings on Saturday, receiving stipend or hourly rate.	None
	Administrators schedule block of time for teachers to work together. Block could be created by scheduling all special nonacademic classes (e.g., music, art, PE, library, computer lab) at same time, allowing students to rotate from one special class to another while grade-level or cross-grade-level teachers meet. Also, time blocks could be adjusted (e.g., from traditional 20-minute class to much longer time), accommodating needs of both the discipline and the teachers.	Yes
On-Site Cohort	District or school establishes partnership with college or university offering on-site, customized courses or degrees to meet needs of faculty and school improvement plan. Job-embedded professional development.	If board-supported, cost is contractual or per semester hour
Event-Specific Scheduling	Students experience wide range of programs while teachers work on school improvement (professional development, planning).	Substitute teacher(s)
Sabbatical	Teachers voluntarily set aside 20 percent of salary; district banks money. After five years, funds are used for full year's paid sabbatical.	No cost to district; reduction in teacher salary
Substitute Rotations	Possible approaches: (1) Permanent substitutes are hired, allowing the same individuals to work with classes, or (2) substitutes are hired for particular days needed. Teachers are scheduled to work, reflect, create, modify curriculum, and grow professionally (frequency varies from weekly to monthly).	Yes
Online Courses	Teachers can access specialized areas of interest—anytime, anywhere. Individualized learning or small learning teams could be formed around the course or topic.	Course registration

Source: NCREL¹²⁷

¹²⁷ Taken verbatim from: "Professional Development Structures." North Central Regional Education Laboratory. <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd6structures.htm>

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4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

www.hanoverresearch.com

ESSA Definition of Professional Development

Source: <http://learningforward.org/who-we-are/professional-learning-definition>

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. Included in this new law is a definition of professional learning, created in partnership with Learning Forward and in alignment with Learning Forward's Standards of Professional Learning. This definition of professional development in federal policy provides guidance on new ways of thinking about professional learning to extend beyond the workshop or university course models or learning designs.

A common definition across the Division for professional learning is a key component in supporting and providing superior training. A common definition allows a district to describe explicitly how the system and schools must organize and implement professional learning to increase student achievement. See the appendix for the complete professional learning definition.

"PROFESSIONAL DEVELOPMENT — The term 'professional development' means activities that—

"(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

"(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

"(i) improve and increase teachers'—

"(I) knowledge of the academic subjects the teachers teach;

"(II) understanding of how students learn; and

"(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

"(ii) are an integral part of broad school-wide and district-wide educational improvement plans;

"(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

"(iv) improve classroom management skills;

"(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

"(vi) advance teacher understanding of—

"(I) effective instructional strategies that are evidence-based; and

"(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

"(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

"(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

"(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

"(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

"(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

"(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

"(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

"(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

"(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

"(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

"(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

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"(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness."

In addition, exemplary professional development is when

- "teachers design the professional development offerings in the school, in order to improve student learning and meet the school's goals" AND
- "the culture of professional inquiry is open, and provides teachers with multiple opportunities to collaborate on their work" (Danielson, 2002. p 66).

Professional Learning Requirements

Federal

No Child Left Behind (NCLB)

No Child Left Behind, enacted January 8, 2002, reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promoted an increased focus on reading and reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). This federal funding is targeted to support programs and teaching methods that work to improve student learning and achievement. NCLB emphasizes the need for Highly Qualified Teachers, and requires States to develop and implement a comprehensive plan for increasing teacher effectiveness so that all teachers are highly qualified. Under NCLB, states and school districts have flexibility in using federal education funds. This allows districts to use funds for their particular needs, including teacher professional development.

Elementary and Secondary Education Act (ESEA)

In June, 2012, the U.S. Department of Education granted Virginia waivers from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB).

Annual Measurable Objectives (AMOs) for Identifying Low-Performing Schools

Virginia, under No Child Left Behind Act flexibility waivers granted by the US Department of Education, is establishing annual measurable objectives (AMOs) for reducing proficiency gaps between students in the commonwealth's lowest-performing and highest-performing schools. These objectives in reading and mathematics will replace the Adequate Yearly Progress (AYP) targets schools were previously required to meet under the federal education law.

The AMOs represent the percentage of students within each subgroup in the lowest-performing schools that must pass Standards of Learning (SOL) tests in reading and mathematics in order to reduce – by half – the gaps separating these students from their peers in the highest-performing schools within six years. The federal accountability determination starting points for the 2012-2013 accountability year are based on the 2010-2011 reading assessments and the 2011-2012 mathematics assessments.

Revised AMOs for mathematics proposed for assessment years 2012-2013 through 2016-2017 culminate with all students and student subgroups achieving pass rates of at least 73 percent in the subject. The methodology sets ambitious but achievable goals that require greater rates of annual progress for subgroups that are further behind.

IDEA –EIS and RtI

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services. The final regulations for the reauthorized Individuals with Disabilities Education Act (IDEA) became effective on October 13, 2004.

IDEA allows funding for Early Intervention Services (EIS), which includes Response to Intervention (RtI). EIS is for students in kindergarten through grade 12, with a particular emphasis on students in kindergarten through grade three, who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

RtI strategies are tools that enable educators to target instructional interventions to children's areas of specific need as soon as those needs become apparent. The core characteristics that underpin all RtI models are: (1) students receive high quality research based instruction in their general education setting; (2) continuous monitoring of student performance; (3) all students are screened for academic and behavioral problems; and (4) multiple levels (tiers) of instruction that are progressively more intense, based on the student's response to instruction. For example, an RtI model with a three-tier continuum of school-wide support would include the following tiers and levels of support:

Tier One (Universal/Core) - for all students using high quality scientific research-based core instruction in their general education setting which includes interventions.

Tier Two (Supplemental Intervention) - for specialized small group instruction of students determined to be at risk for academic and behavioral problems

Tier Three (Intensive) - for specialized individualized instructional/behavioral support for students with intensive needs.

RtI was included in IDEA to support methods that more accurately distinguish between children who truly have Specific Learning Disabilities (SLD) from those whose learning difficulties could be resolved with more specific, scientifically based, general education interventions. Similarly, the President's Commission on Excellence in Special Education recommended that the identification process for SLD incorporate an RtI approach.

IDEA calls on educational practitioners to use scientifically based research to guide their decisions about which interventions to implement. IDEA states that in implementing coordinated early intervening services districts may implement activities that include--

- (1) Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- (2) Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

State

Virginia Acts of Assembly – 2013 Session

Chapter 650

Section 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.

Approved March 20, 2013

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) administrative and supervisory personnel *principals, supervisors, and division superintendents* in the evaluation and documentation of teacher and administrator *principal* performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired. The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; *the evaluation of personnel*, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, *including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents*.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, *principals*, and administrators *superintendents* to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula,; and (iv) for administrative personnel *principals and supervisors* designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator *principal* performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel. In addition, each local school board shall also provide teachers and principals with high-quality professional

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development programs each year in (i) *(a)* instructional content; (ii) *(b)* the preparation of tests and other assessment measures; (iii) *(c)* methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) *(d)* instruction and remediation techniques in English, mathematics, science, and history and social science; (v) *(e)* interpreting test data for instructional purposes; (vi) *(f)* technology applications to implement the Standards of Learning; and (vii) *(g)* effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

Virginia Licensure Renewal

Updated May 10, 2013

One of the most vital qualities of all professionals is the commitment to continuous learning and growth in knowledge and skill. The Virginia individualized renewal system was implemented statewide in 1990. The renewal process ensures that school personnel continually update their professional knowledge and skills. The division superintendent license, postgraduate professional license, collegiate professional license, pupil personnel services license, vocational evaluator license (no longer issued), school manager license, or technical professional license may be renewed upon the completion of 180 professional development points within a five-year period based on an individualized professional development plan. Additionally, individuals are required to complete the following:

1. Child Abuse Recognition and Intervention training
2. Technology Standards for Instructional Personnel
3. CPR and use of AED

The substance or content of each renewal activity must be consistent with the license holder's goal(s) for professional development and must clearly fit one or more of six domains of professional competency in education. License holders should choose, and advisors should verify, only those activities whose substance is clearly included within one or more of the following domains of professional growth:

1. curriculum or subject(s) specifically related to one's assigned professional duties or responsibilities;
2. specialization area one serves or reasonably expects to serve (Examples of specialization areas include, but are not limited to, English, mathematics, history and social studies, sciences, career and technical education, or special education.);
3. concepts, principles, and methods of effective teaching, supervision, and administration (Examples include, but are not limited to, classroom and behavior management, leadership skills, curriculum development, and administrative management.);

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4. concepts and principles of physical, intellectual, psychological, social, and emotional development of children and youth;

5. concepts and principles of communication, learning, exceptionality, individuality, and cultural differences (Examples include but are not limited to oral and written communication, motivation, retention, and individual differences); and

6. concepts and principles of effective relationships among schools, families, and communities.

Each license holder is required to document the accrual of 180 professional development points to renew his/her license. Points for renewal are based upon activities drawn from the following eight options:

1. College Credit
2. Professional Conference
3. Curriculum Development
4. Publication of Article
5. Publication of Book
6. Mentorship/Supervision
7. Educational Project
8. Professional Development Activity

Staff development programs have become more sophisticated in recent years with the advent of needs assessment, program design, training, implementation, follow-up, and evaluation components being included in professional development activities. The research on effective staff development includes a large body of knowledge on adult learning that describes which types of programs will best meet the instructional, psychological, emotional, and physical needs of the participants. Quality staff development is sequential in nature and needs ongoing support and/or follow-up in-service programs.

Local employing educational agencies are encouraged to design staff development activities using teams of teachers, administrators, and central office personnel working in a collaborative effort to enhance professional performance and advance the goals of the employing educational agency. Non-college credit activities previously sponsored by educational agencies are now included in several of the options, especially Option 8.

What is quality professional learning? Best Practices

Professional Learning Plan

*The question for educators is not whether all humans **can** learn, but **what conditions** can we devise so that they **will** learn.*

Roland Barth

Purpose of a Professional Learning Plan

A comprehensive system of professional learning describes the vision, mission, definition, and beliefs driving professional learning to ensure that all educators engage in continuous professional learning focused on increasing their effectiveness and student results. The comprehensive system includes multiple components that specify the policies, procedures, responsibilities, governance, and operations for continuous educator learning. It also describes how professional learning aligns with other systems within a school division and major initiatives for reform.

Professional learning matters. Research has shown that the most important in-school determinant of a student's success is the quality of teaching. Therefore, the most important resource that school divisions have to ensure great teaching for every child is high-quality professional learning for all educators.

Professional learning provides educators with the support they need to improve student learning. A key element is the evolution of educator support from professional *development* to professional *learning*. Professional development is typically single-shot, one-size-fits-all workshops for educators based on the expertise of the individuals delivering the session. Professional learning, on the other hand is:

- targeted and based on the specific learning needs of the students and school community
- individualized for the strengths and needs of the teachers
- grounded in the principles of adult learning theory
- sustained and supported through implementation with coaching and follow-up
- consistently monitored and assessed to evaluate its impact on student learning and adjusted when necessary

Supporting educators in their continual efforts to improve instruction so that each student may achieve at higher levels is the purpose of professional learning. Decisions regarding professional learning should support the primary goal of improving instruction to improve learning.

A professional learning plan is a research-based framework to structure and guide the development and implementation of annual professional learning plans. A needs assessment which includes student achievement data, classroom observation data, current research, and educator learning needs should be used to determine areas of focus for each year. The goal, both short and long-term, of the process is to increase the achievement and success of all students through improving the effectiveness of all staff. Arlington Public Schools' focus on enhancing the capacity and collegiality of its employees through

structured and targeted professional learning is grounded in Learning Forward's definition of professional learning and *Standards for Professional Learning* (2011). The plan demonstrates the Division's commitment to ensure that every educator engages in effective professional learning every day so that every student achieves his or her highest potential. To compete globally, to continue to meet technological, environmental, and innovation challenges, and to take advantage of opportunities to succeed beyond public school, every student must have exemplary teaching every day. Professional learning provides the pathway to exemplary teaching and student learning.

Key Components of a Professional Learning System

1. Vision/function of professional learning as a part of education system
2. Definition of professional learning to establish a common understanding and practices to increase educator effectiveness and student achievement
3. Standards for professional learning to establish quality indicators
4. Ongoing assessment and evaluation with data to measure the quality, effectiveness, and impact of professional learning for accountability and improvement processes
5. Roles and responsibilities of stakeholders including teachers, principals, central office, regional agencies, state agency, etc.
6. Resources (time, staff, technology, funding, and materials) for ensuring effective professional learning

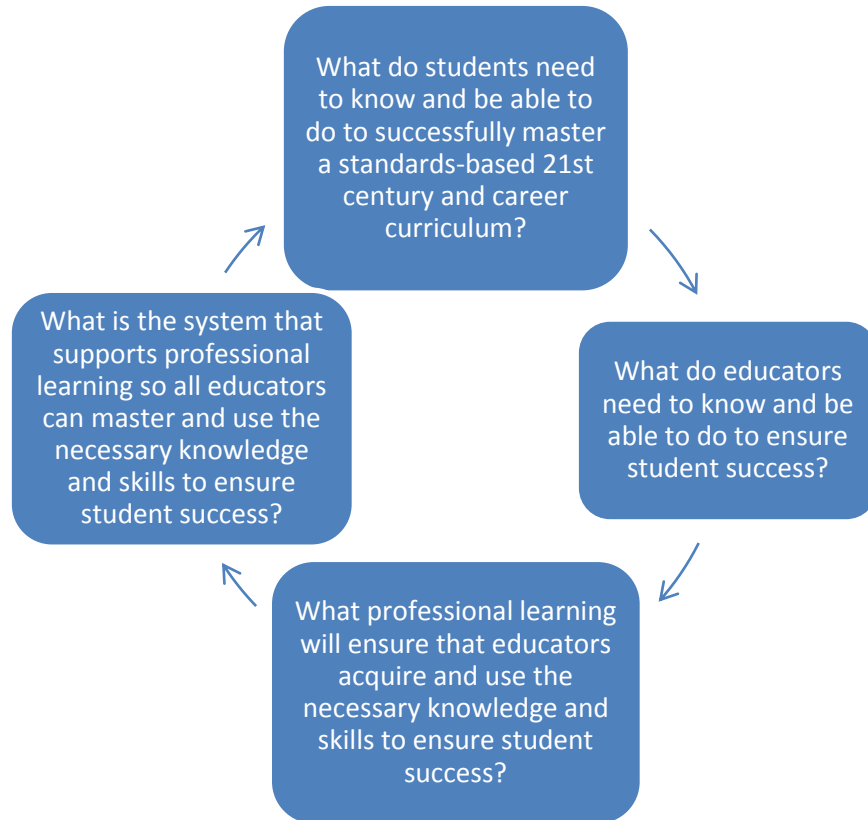
Professional Learning Principles and Guidelines

A comprehensive professional learning plan is an intentionally designed system that supports continuous learning and improvement for all educators that results in increased student achievement. Effective professional learning is results-driven, standards-based, content-rich, student-centered, and job-embedded.

Results-Driven

1. What is it we want our students to know and be able to do? (Content objectives)
2. What do we want our teachers to know and be able to do to develop and sustain effective learning environments for students? (Professional educator standards)

What do leaders need to know and be able to do to create optimum conditions for teaching and learning? (Educational Leader Standards)
3. In what ways can we ensure teachers and leaders develop the skills they need to be consistently effective? (Standards for Professional Learning)



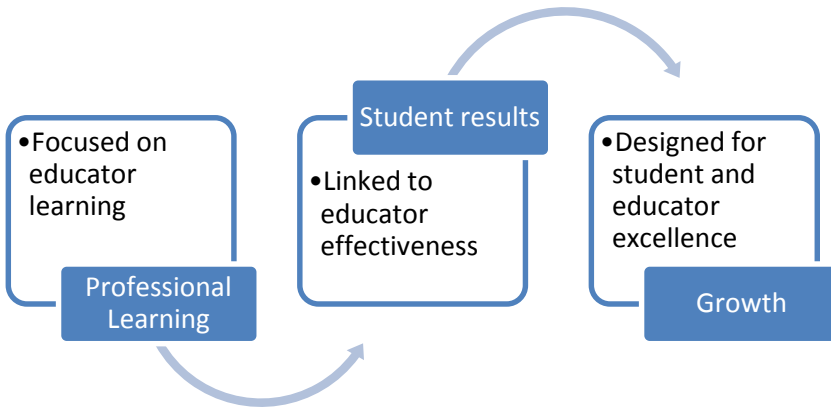
Duval County Public Schools

Standards-Based

Standards for Professional Learning

Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators.

The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels, and they guide the design, implementation, and evaluation of professional learning. The standards are not a prescription for how education leaders and public officials should address all the challenges related to improving the performance of educators and their students. Instead, the standards focus on one critical issue -- professional learning. See the appendix for the *Standards for Professional Learning*.



Learning Forward 2011

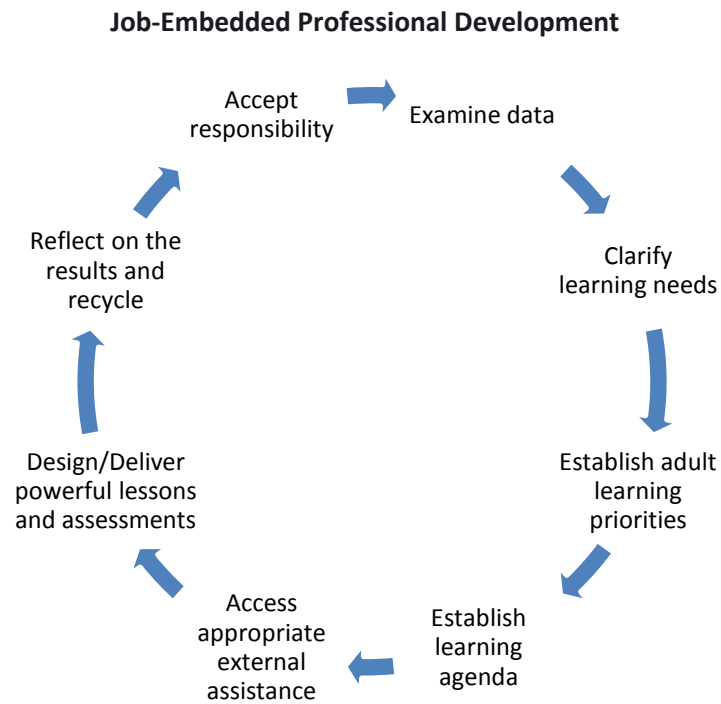
Content-Rich

High levels of student achievement require corresponding high levels of educator learning. This requires sustained professional learning grounded in content-specific pedagogy linked to curriculum objectives. (Source: Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Education Policy Analysis 8(1), 7.)

School-Centered

Both staff and students benefit from the effects of professional learning communities in schools; teachers are less isolated, share in the collective responsibility for student and colleague success, and have higher morale and less absenteeism. (Source: Hord, S. (2003). *Professional learning communities: Perspectives from the field*. New York, NY: Teachers College Press.)

Job-Embedded



Job-embedded professional development can take many forms:

1. Examine student data
2. Case studies
3. Classroom observations
4. Develop formative assessments
5. Action research
6. Lesson planning with colleagues
7. Peer or expert coaching
8. Book studies
9. Participate in a videoconference or conference calls with an expert
10. Classroom walk-through
11. Lesson study
12. Curriculum mapping

Learning Forward: *If not a workshop, then what?*

Appendix B5

In addition to the *Standards for Professional Learning* established by Learning Forward, the following principles serve as guidelines for planning professional learning activities. Collectively, these principles represent our aspirations about how we will plan, execute, and judge the quality and impact of professional learning activities.

1. Relevant: Professional learning experiences are tied to educators' daily work in classrooms and are responsive to educators' needs.
2. Differentiated: Many professional learning experiences (including introductory workshops, opportunities for continued support, and the sharing of successes and challenges) are required to prepare teachers to implement new curricula. Professional learning sessions will be differentiated to focus on topics or themes specified to address teacher needs.
3. Choices: Teachers and administrators have opportunities to select from regularly offered professional learning experiences focused on continued learning and improvement. All educators play an important role in defining and directing the nature and content of their professional learning. Each experience offered should be part of a coherent coordinated effort toward overall school improvement and student success.
4. Research-based Best Practices: Effective professional learning follows the principles of adult learning and engages educators in practices that have been shown to have positive effects on student learning goals and needs.
5. Practical application: Effective professional learning will focus on providing and preparing teachers to implement instructional strategies and units of instruction which are key components of improved student learning.
6. Equity of Opportunity: All educators have equitable access to Division-initiated, school-initiated, and educator-initiated professional learning experiences that will further their own growth and development, and build their professional expertise to serve in leadership roles.
7. Active Engagement: Educators interact with information and strategies to construct their own understanding, to explore application to their practice, and to reflect analytically on the results of their practice.
8. Collaboration: Effective professional learning provides opportunities for educators to collaborate with colleagues and other experts to improve their practice. These opportunities build their content and pedagogical content knowledge and encourage reflection on teaching practices.

Adapted from Montgomery Public Schools, MD

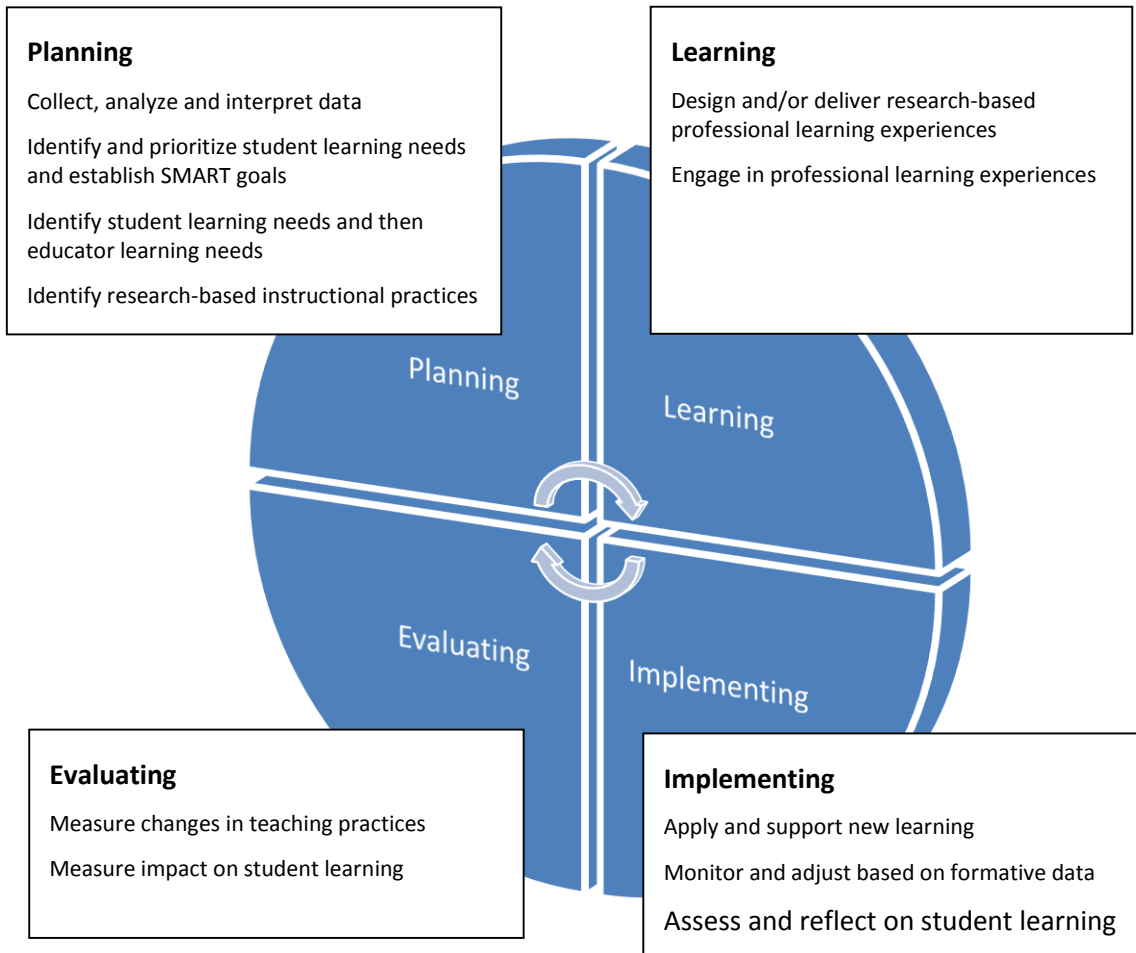
What Professional Learning Is and What Professional Learning Is Not

Professional Learning IS :	Professional Learning IS NOT :
Professional learning includes experiences that are appropriate for time dedicated to learning and change in teaching practices.	Professional learning does not include management or administrative tasks.
<p>EXAMPLES</p> <ul style="list-style-type: none"> • Participating in or leading a coaching session • Engaging in a peer observation session • Participating in a Professional Learning Community (PLC) • Leading or participating in a book study • Attending or presenting a workshop • Presenting at or attending a national conference • Leading or participating in a school wide Data Team • Engaging in self-reflection with colleagues • Developing or writing curriculum • Conducting action research • Developing common assessments • Reviewing student work • Analyzing data • Reading research on particular areas of instruction • Join a professional network 	<p>EXAMPLES</p> <ul style="list-style-type: none"> • Planning a field trip • Lesson planning on an individual basis (without collaborating with another teacher) • Cleaning or organizing a classroom • Posting bulletin board displays • Grading papers individually without discussing results with another teacher • Completing paperwork not tied to new learning • Organizing a back-to-school night or open house • Focusing exclusively on student behavior practices rather than student learning

Adapted from Learning Forward

Professional Learning Framework

The fundamental purpose of our school system is to help all students achieve high levels of learning. Therefore, we must examine all our practices on the basis of impact on student learning. Individuals, teams, schools, and offices focus their work on supporting student achievement, ensuring the work is effective, efficient, and promotes continuous improvement.



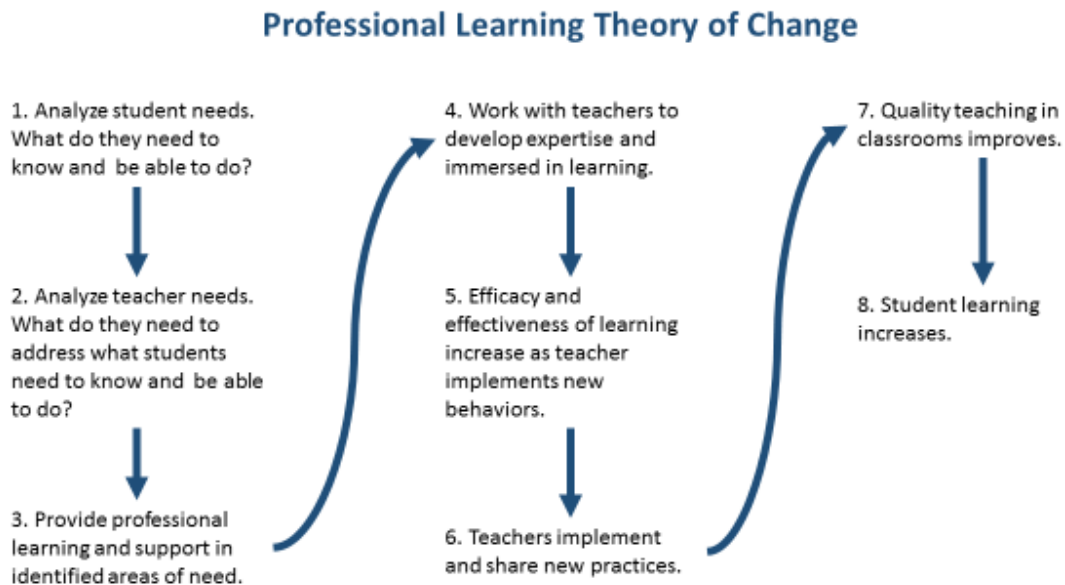
Effective professional learning is linked to student learning by creating a theory of change. A theory of change includes three elements. The first two are *planned actions*, selected after the study and application of research on large-scale change, curriculum implementation, and change in practice, *sequenced* to accomplish the intended outcomes. The third element is the set of *assumptions* that underpin the selection and sequence of the planned actions. These assumptions explain the rationale for the planned and sequenced actions to enact change.

http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2011/09/common_core_standards_and_theory_of_change.html

“The label theory of change is often referred to by other terms, such as pathway of change, engine of change, blueprint, logic model and theory of action. Regardless of the label, a theory of change offers a

picture of important destinations and guides you on what to look for on the journey to ensure you are on the right pathway...The theory of change is a practical and essential part of a successful transformation effort.” <http://www.aecf.org/upload/publicationfiles/cc2977k440.pdf>

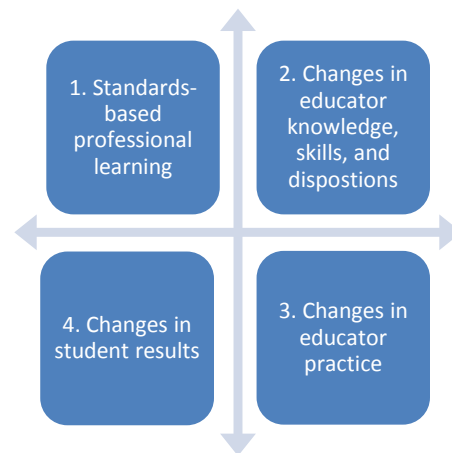
Professional Learning Theory of Change



Best practices include the use of a Logic Model that specifies the flow of how that change will occur over time to include:

- Inputs/resources
- Activities/processes
- Initial outcomes
- Intermediate outcomes
- Results

Relationship between professional learning and student results



Learning Forward

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

Experiencing and Implementing Professional Learning

Professional learning refers to various types of continual learning experiences that educators engage in, including work in professional learning communities, collaborative teams, division workshops, conferences, university courses, etc. This terminology, used by Learning Forward, connects educators' learning to improved student performance and broadens educators' traditional conception of professional development.

MACRO



<i>Division-Initiated Professional Learning</i>	<i>School-Initiated Professional Learning</i>	<i>Educator-Initiated Professional Learning</i>
<p>Workshop, content-focused professional learning</p> <p>Ex. Introduce new/revised standards for curricula; new teacher induction</p>	<p>Planning and professional learning to establish, revisit, and further school wide goals for improvement</p> <p>Ex. Develop plans to achieve instructional goals to improve student achievement</p>	<p>Participation/presentation at national, state, and local conferences to acquire and share knowledge of best practices</p>
<p>Content-focused professional learning to provide continued support for implementation of curricula</p> <p>Ex. Presentations of instructional strategies/best practices by content experts/master teachers</p>	<p>Content-specific vertical teams (PLCs) for alignment and continuity across grades</p> <p>Ex. Focus on achievement of instructional goals schoolwide, learn from one another, align instruction</p>	<p>Out of division workshops and graduate courses to further learning in a particular topic area</p> <p>Ex. Administrative degree, master's, doctorate,</p>
<p>Learning teams (dept meetings, specialist groups, etc.) share knowledge and address challenges of implementation</p> <p>Ex. Examine and develop common formative and summative assessments or common units for instruction</p>	<p>Grade level or horizontal teams (PLCs) to work toward achieving instructional goal</p> <p>Ex. Scheduled weekly meetings for teachers in core content areas to set goals, monitor progress, problem solve for improvement, opportunity for teachers to direct their own learning</p>	<p>Optional in Division training on selected topics to support continued educator learning</p> <p>Ex. Mentor training, National Board Certification, Cognitive Coaching, etc.</p>

MICRO

Macro professional learning¹: Macro learning consists of broad professional learning experiences that focus on content and pedagogical skills, but do not guarantee that learning is transferred to practice.

Appendix B5

This type of learning is often designed for an entire staff or a particular large group. In this type of professional learning, teachers work together to build common knowledge and understanding.

Micro professional learning: In micro learning, teachers apply the new knowledge and skills gained through macro learning experiences. They have the opportunity to transfer learning to practice. Such experiential learning occurs in daily work as teachers apply new practices and skills, reflect on this practice, and collaborate with colleagues in team-based activities.

¹Curry, M. and Killion, J. (2009, Winter). Slicing the Layers of Learning. *Journal of Staff Development*, v. 50, 1. Pgs. 56-61.

Professional learning serves three purposes.

1. **Individual learning** to enhance individual competencies related to performance standards and individual results; however, that is insufficient for implementing new curricula, for example. Professional learning activities focused on improving individual teaching effectiveness places emphasis on aligning with educator evaluation system. The data is used to evaluate the educator's strengths and weaknesses, identify professional learning opportunities to address weaknesses or build on strengths, and monitor the results to determine whether expected outcomes occur.
2. **School and team-based** (grade level, subject area, vertical) to ensure consistency and quality in instruction, curriculum implementation, assessment, and student results and alignment with improvement plans. This focused professional learning involves identifying the knowledge and skills needed by students and teachers, and determining a school-wide focus or goal.
3. **Division implementation** to ensure high fidelity of implementation with division programs such as curriculum, social skills, etc. This focused professional learning is needed when new programs are introduced, i.e., new or revised content standards. Yet, program specific is insufficient to achieve overall school or team goals.

ALL three purposes must be a part of a comprehensive system of professional learning.

Implementation of Professional Learning

Planning

Standards-based planning begins by analyzing multiple sources of data to identify Division, school, and individual professional learning needs. Sources may include:

- Division Strategic Plan
- School Improvement Plans
- School Professional Development Plans
- Professional Growth Plans

Learning

All professional learning opportunities shall focus on improving teaching practices and student achievement. Professional learning opportunities meet the following criteria:

1. Link to Division and/or school improvement goals
2. Target identified goals related to instructional practice and student achievement
3. Use experiences that model effective professional learning design with demonstration, practice and feedback, followed by ongoing support (e.g. coaching, study groups, teaming)
4. Apply knowledge of adult learning theory and change
5. Provide support that is sustained over time so that the knowledge and skills become part of the teaching repertoire
6. Design differentiated learning opportunities
7. Assess effectiveness of professional learning and its impact on student learning

Implementing

It is important to ensure the knowledge and skills learned are transferred to the classroom. Monitoring, adjusting based on data, support and additional professional learning are provided.

Evaluating

To ensure continuous improvement, formative and summative evaluations are used to measure changes in teaching practices and impact on student learning. Guskey's Levels of Evaluation outlines the impact of professional learning experiences in which educators participate. Each level focuses on collection of data to inform decisions and actions related to the planning of future professional learning. The ultimate goal of professional learning is to impact student achievement and each level of evaluation is working towards this outcome. The information collected through evaluation will be used to differentiate professional learning experiences, meet educator needs, and influence next steps in planning professional learning at the Division and school levels.

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Level	Purpose	Questions Addressed	Monitoring Tools/Data
Level 1 Participant Reaction	<ul style="list-style-type: none"> To adapt program design and delivery 	<ul style="list-style-type: none"> How satisfied were the participants with the experience? Did the professional learning appeal to various learning styles? Were the processes used appropriate for participant learning and application? Did the processes used achieve the intended outcomes? 	<ul style="list-style-type: none"> Evaluation Surveys Exit Cards Plus/Delta Follow-up Focus Groups
Level 2 Participant Learning	<ul style="list-style-type: none"> To check for understanding and learning To adapt program design and delivery 	<ul style="list-style-type: none"> Did the participants learn the desired knowledge and skills? Are the participants able to apply the knowledge that they learned? What outcomes were achieved and what outcomes were not achieved, and why? 	<ul style="list-style-type: none"> Exit Slips Written responses to questions posed Application of learning individually or in groups during the session
Level 3 Participant Application of New Knowledge and Skills	<ul style="list-style-type: none"> To determine quality and consistency of classroom application To measure changes in teaching practices 	<ul style="list-style-type: none"> What changes in teacher practice have resulted from the professional learning program? How effectively and consistently have participants used the new knowledge and skills? To what degree do participants themselves report that they are comfortable utilizing the new knowledge and skills? 	<ul style="list-style-type: none"> Classroom visits to observe strategy in practice Student surveys or interviews about teacher use of new strategy Peer observations focused on the new strategy Supervisory observations Surveys of educators
Level 4 Impact on Student Learning	<ul style="list-style-type: none"> To determine the impact on student learning 	<ul style="list-style-type: none"> How did student learning/performance change as a result of the comprehensive professional learning program? How do students report that their learning experiences changed? 	<ul style="list-style-type: none"> Examination of student work Review of student grades Student surveys and/or interviews Formative and summative assessments

Adapted from Stamford Public Schools, CT

Professional Development Planning

Planning professional development is a systemic, standards-based planning process that aligns and integrates professional learning with the Professional Performance Standards, Areas of Instructional Focus, and APS Strategic Plan. As plans are developed, consider the following questions:

STANDARDS

For content/program area, what will employees know and be able to do as a result of this plan? This should be the year-long learning goal for each target audience.

- What data was used to determine the need for this professional learning? (SOL results, evaluations from previous offerings, number of participants from previous offerings, needs assessments from school and office staffs, surveys, needs assessments, observations, etc.)
- Who is the target audience?
- How does the plan support the Strategic Plan, Areas of Focus, School Improvement Plans, federal/state/local mandates?
- What are the key concepts/essential understandings?

ASSESSMENT

- **How will you know your plan is successful?**
- How will you measure participants' mastery of specified outcomes?
- How will you verify participants' implementation of this content?
- What evidence will you collect?
- What will you do if the plan is not successful?

INSTRUCTION

- **What learning experiences will you provide participants?** What learning designs will you use? (examples include workshop, study group, action research, online/web-based, e-Learning, webinars, hybrid) How will you determine which design facilitates the learning?
- **Describe how you are collaborating with colleagues from other offices/schools to align professional development.**

REFLECTION ON PROFESSIONAL DEVELOPMENT PLAN

- How will you know if this professional development has met your intended outcomes?
- What data/evidence will you collect?
- Based on this data how will you refine your plan?

Resources for Districts

Launched in 2008 by NSDC and a team of researchers from the Stanford Center for Opportunity Policy in Education (SCOPE), the three-part Status of Professional Learning research study aims to measure the effectiveness of professional learning in the United States. Funding for the multiyear research effort comes from the Bill & Melinda Gates Foundation.

<http://learningforward.org/publications/status-of-professional-learning#.UnhWkBD9XO8>

Professional Learning Plans: A Workbook for States, Districts, and Schools

Professional learning plans establish short- and long-term guidance for professional learning and its implementation. This workbook offers information and tools to walk educators through seven planning steps, from data analysis to setting goals to identifying learning designs to monitoring impact. Effective plans help individuals, schools, districts, and states to coordinate learning experiences designed to achieve outcomes for educators and students.

Comprehensive Professional Learning System: A Workbook for States and Districts

This workbook guides a team in reviewing, revising, or replacing an existing professional learning system. The process outlined and the tools included support the team in conducting all aspects of its work, usually done over several months, with continuous progress monitoring and input from research, experts, and constituents. The workbook is designed to be used by leaders in education agencies, including state departments or ministries of education, local school systems, and other governing agencies or organizations that provide professional learning.

Professional Learning Initiative Analysis: A Workbook for States and Districts

Given what system leaders must accomplish with limited resources, they must make bold decisions about their current investments to achieve high-priority goals related to implementing college- and career-ready standards. This workbook is designed to guide users through a five-step process of understanding what professional learning is available in their system; what is known about it; how it contributes to achieving the system's goals; and what actions leaders might consider to increase the overall effectiveness, efficiency, and equity of professional learning.

Professional Learning Policy Review: A Workbook for States and Districts

Designed to assist states and districts in conducting a self-guided review of current professional learning policies, this workbook presents a six-phase process for the review and includes 29 tools to facilitate the entire process as well as links to resources for accessing and studying professional learning policies. The tools include recommendations for leadership team members, meeting agendas, protocols, analysis guides, report outlines, and follow-up timelines.

Learning Forward's Standards for Professional Learning

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.

- Engage in Continuous Improvement
- Develop Collective Responsibility
- Create Alignment and Accountability

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.

- Develop Capacity For Learning And Leading
- Advocate For Professional Learning
- Create Support Systems And Structures

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

- Prioritize Human, Fiscal, Material, Technology, And Time Resources
- Monitor Resources
- Coordinate Resources

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.

- Analyze, Student, Educator, and System Data
- Assess Progress
- Evaluate Professional Learning

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- Apply Learning Theories, Research, And Models
- Select Learning Designs
- Select Learning Designs

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.

- Apply Change Research
- Sustain Implementation
- Provide Constructive Feedback

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

- Meet Performance Standards
- Address Learning Outcomes
- Build Coherence