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Appendix G

Planning, Implementation and Evaluation of Professional Development

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Section G-1

National Staff Development Council (NSDC) Standards

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National Staff Development Standards

The National Staff Development Council's revised (2001) Standards for Staff Development reflect what NSDC and the broader staff development community have learned about professional learning since the creation of the original standards in 1995. The revision of the standards was guided by three questions:

- What are all students expected to know and be able to do?
- What must teachers know and do in order to ensure student success?
- Where must staff development focus to meet both goals?

Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

The National Staff Development Council (NSDC) has established national standards aimed at giving schools, districts, and states direction in what constitutes quality staff development for all educators. The bottom line is that staff development must shift from counting how many staff participated and whether they enjoyed the session, to determining whether the system is improving student achievement. The standards address the often-asked question, "What are the best approaches for successful staff development?"

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Section G-2

Commissioner's Award of Excellence for Professional Development

Notes

The Commissioner's Award of Excellence for Professional Development

Professional development for teachers and school leaders is a high priority for educators in Missouri as evidenced by the passage of two significant pieces of legislation: The Outstanding Schools Act of 1993 and No Child Left Behind legislation. Having professional development as a high priority has motivated school leaders statewide to identify exemplary practices for professional development through the current MSIP accreditation process.

In 2000, the Commissioner of Education, Dr. Kent King, requested that the Missouri Staff Development Leadership Council, a group affiliated with the MSDC, create a rubric that would provide a clear, consistent picture of professional development that leads to high levels of learning for all students. Such a rubric could then be used by districts to self-evaluate their current quality of staff development and serve as a guide for improving the quality and results of their staff development practices. A copy of this rubric follows.

This rubric uses the National Staff Development Council's (NSDC) 12 standards as a framework. Adequately addressing each of these principles is necessary for a full realization of the potential of individuals, school communities and institutions to improve and excel. The ***NSDC Standards*** emphasize that, ultimately, professional development needs to be evaluated on the basis of its impact on teacher effectiveness and student learning.

The Commissioner's Award of Excellence for Professional Development is based on the degree to which a district meets these standards. To be considered, a district's application must demonstrate alignment with the evaluation rubric for professional development. The application includes an open-ended format allowing each district to provide evidence of meeting Level 4 Indicators. Districts self-nominate for ***The Commissioner's Award of Excellence for Professional Development***.

The Missouri Staff Development Council (MSDC) oversees the review and selection process. Districts that have received the award are willing to assist you in your efforts. Please feel free to contact them. A copy of the application guidelines and a list of award-winning districts are available on the MSDC web site – http://www.msdc-mo.org. MSDC is also willing to provide support and is available to provide regional workshops on the standards and the Commissioner's Rubric for Excellence in Professional Development in conjunction with your Regional Professional Development Centers.

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Section G-3

Alignment and Making the Connections

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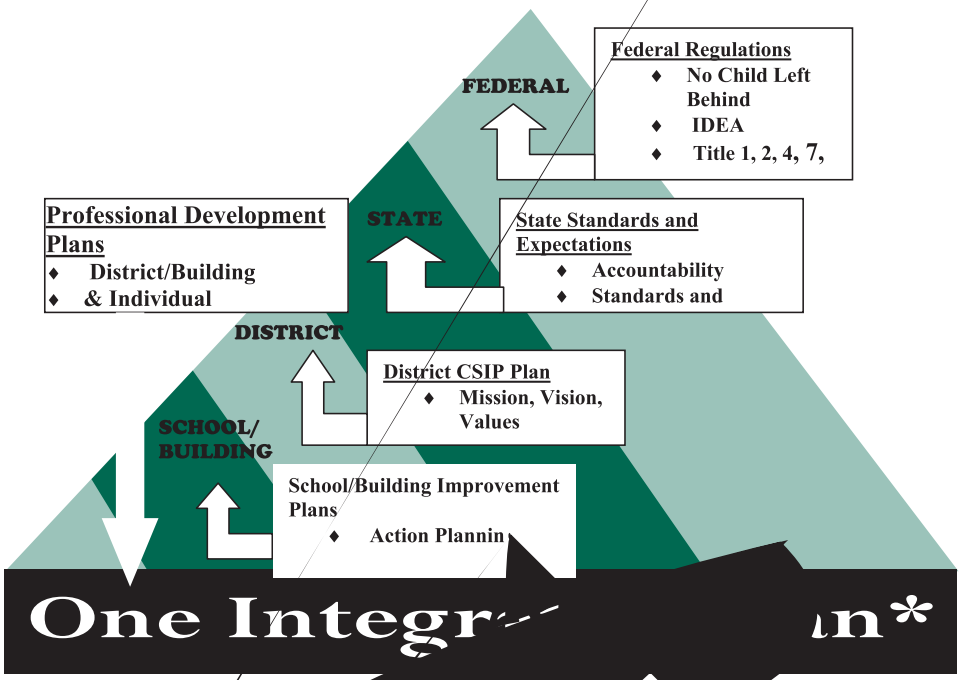
ALIGNMENT

Cycle Four MSIP will focus on the alignment of state, district, school (building) and individual improvement plans.



*Adopted from a pr d; Pittsford, NY 14534: 585-248 fessional Development 2005

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Sample 2

District Goal

District 397 *will improve student performance in reading across the curriculum.*

School Goal

397 Middle School *will develop and implement strategies for teaching/ reinforcing appropriate reading skills in all classes.*

Individual Development Plan

John Doe *will implement the teaching of appropriate reading skills and use appropriate instructional strategies to support the improvement of student performance in reading*

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Section G-4

Models of Staff Development

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MODELS OF STAFF DEVELOPMENT

Rationale

The growth of staff development programs in recent years has resulted from a belief that effective staff development is necessary to increase student achievement. A growing body of research on the effectiveness of staff development programs has identified the characteristics of productive programs. The characteristics include:

- Connectedness to school settings and to school-wide efforts.
- Involvement of teachers as planners.
- Providing choice and differentiated learning opportunities.
- Use of demonstration, supervised practice, and feedback as part of training; and
- Ongoing assistance and support.

Although there are many ways in which educators may learn, training continues to be the dominant model. In many districts staff development equates to training. Differentiated models of staff development are described to illustrate that there are many ways, in addition to training, to improve job-related knowledge, skills, or attitudes (Sparks and Loucks-Horsley, 1990). Five models are offered as useful methods for accomplishing the goals of staff development.

INDIVIDUALLY GUIDED STAFF DEVELOPMENT

The learner designs learning activities. One of the assumptions of this model is that individuals are motivated by being able to select their own learning goals and means for accomplishing those goals. One belief which under girds this model is that self-directed development empowers teachers to address their own problems and, by doing so, creates a sense of professionalism.

OBSERVATION/ASSESSMENT

Instructional practices are improved through classroom observation and feedback. Having someone else in the classroom to view instruction and give feedback or provide reflection is a powerful way to impact classroom behavior. This model uses colleagues or other personnel to act as another set of "eyes and ears" for the teacher. Opportunities for analysis and reflection on professional practice are available in this format.

INVOLVEMENT IN A DEVELOPMENT/IMPROVEMENT PROCESS

Systematic school improvement processes typically involve assessing current practices and determining a problem and a solution that will improve student outcomes. The solution might include developing curriculum, designing programs, or changing classroom practice. New skills or knowledge may be required which can be accomplished through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviors.

TRAINING

A training design includes the selection of objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and "executive control" need to be included as well. The improvement of teachers' thinking should be a critical outcome of any training program. The most effective training programs include exploration of theory, demonstrations of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.

INQUIRY

Teachers formulate questions about their own practice and pursue objective answers to those questions. Inquiry involves the identification of a problem, data collection (from

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research literature and classroom data), data analysis, and changes in practice with additional data collection. The inquiry can be done individually or in small groups. This model is built on a belief that the mark of a professional teacher is the ability to take "reflective action."

Standards for Staff Development. National Staff Development Council (1995), p.29
NSDC: Oxford, Ohio

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SAMPLE 1

Normandy Professional Development Committee (PDC)
Annual Needs Assessment (2001-2002)

Your School: _____

Directions: Please complete the following to assist your Professional Development Committee (PDC) in planning capacity building and professional development opportunities for the 2000-2001 school year. When complete, please return to your building PDC representative by Thursday, June 1st. Thank you.

Indicate with a check mark in the columns to the right, the "level of comfort and understanding" you have related to each of the following. *(Note: If you don't know what a particular term or phrase means, then you would mark a "low" level of comfort for that item. If you check a "high" level of comfort, that would indicate that you use or have applied the strategy and could teach others how to use it. Remember that this is a survey and there are no right/wrong answers!)*

	Low			High		NA
	1	2	3	4	5	
1. Aligning my curriculum to the Show-Me Standards.						
2. Adjusting my instruction to different learning styles.						
3. Aligning my classroom assessments to performance standards and Missouri Assessment Program (MAP response items.						
4. Articulating my school's instructional curriculum across grade levels.						
5. Articulating my classroom instructional curriculum across disciplines/content areas.						
6. Adapting my instruction for inclusion.						
7. Using multiple intelligences in my instructional delivery.						
8. Participating in study groups or doing action research.						
9. Using authentic assessment strategies.						
10. Using differentiated instruction to address student learning issues/challenges.						
11. Using cooperative discipline to better manage my classroom.						
12. Using technology for instructional delivery.						
13. Using integrated "reading/writing across the disciplines."						
14. Using guided and/or independent student reading.						
15. Using projects as learning activities/assignments.						
16. Using cooperative discipline strategies regularly.						
17. Designing constructed response assessments.						
18. Developing scoring guides for classroom assessments.						
19. Inquiry teaching (Experiments, PBL, research-based).						
20. Portfolio development (for myself or my students).						
21. Teaching through context.						
22. Using brain-based research to design learning.						
23. Mapping curriculum.						
24. Clustering standards to create performance tasks.						

(Needs Assessment continued)

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	Low			High		NA
	1	2	3	4	5	
25. Teaching for higher order thinking skills.						
26. Using Socratic and open-ended questioning.						
27. Using cognitive coaching to improve performances.						

28. Are there any other professional development needs that should be addressed next year?

_____
_____
_____
_____
_____

29. List any educational, computer-assisted/learning software that you would like to acquire or learn how to use:

_____
_____
_____
_____
_____

[NOTE: The Normandy School District's Professional Development Committee (PDC) reviewed Missouri School Improvement Program (MSIP) expectation and the research connected to "best practices." From that collection of information, they constructed a needs assessment that collected data from teachers indicating the degree to which they could teach others how to improve student achievement to meet MSIP requirements and how to implement "best practices" to help in the task of improving student performance.]

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Section G-6

National Staff Development Council (NSDC) "Time"

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The importance of time for the implementation of standards-based high quality professional development programs within schools and practices in the part of individual teachers becomes evident in the chart below. The chart represents a summary of one aspect of Robert Marzano's effective school research.

Predicted Effect of School and Teacher on Student Achievement*

Situation

* Based on *A New Era of School Reform: Going Where the Research Takes Us*; A report on 2000-2005 effective schools research prepared by Robert J. Marzano and presented to the Mid-continent Research for Education and Learning, 2550 S. Parker Road, Suite 500, Aurora, Colorado, 80014.

Effective practices in terms of school-level factors overcome the average performance of teachers, but not the ineffective performance of teachers. However, effective practices on the part of teachers not only compensates for average performances at the school level, but even ineffective performance at the school-level. (Marzano report, p. 81)

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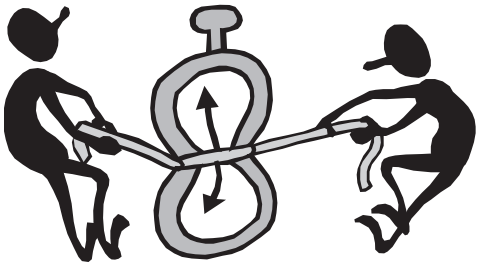

Creating TIME for Professional Learning

One of the challenges for districts and professional development committees is creating time for powerful learning opportunities for teachers and administrators. Ideas gathered from resources from districts and NSDC that have proven successful include the following:

- Â Lengthen the regular school day. "Save" the extra minutes to create larger blocks of time when teachers can plan or learn together.
- Â Create regularly scheduled early dismissal/late start days.
- Â Expand or add planning or learning times for teachers.
- Â Hire substitute teachers to fill-in for regular classroom teachers to enable those teachers to plan or learn together.
- Â Add an extra teaching position in the school for a rotating substitute teacher who would regularly fill in for teachers in order to free them for planning or learning time.
- Â Use common planning time to enable teachers working with the same students, the same grade level, or the same subject to share information, collaborate on projects, or learn more about their shared interest.
- Â Organize "specials" into blocks of time to create common time for teachers with similar interests.
- Â Link planning periods to other non-instructional times, such as lunch periods, giving teachers the option to use their personal time for shared learning time.
- Â Enlist administrators to teach classes.
- Â Authorize teaching assistants and/or college interns to teach classes at regular intervals, always under the direction of a teacher.
- Â Team teachers so one teaches while the other plans or learns independently.
- Â Plan day-long, off-site field experiences/service learning opportunities for students in order to create a large block of time when teachers can learn.
- Â Create multi-day summer learning institutes for teachers in order to ensure that they receive the necessary depth in areas of strategic importance for the district.
- Â Provide professional learning time during staff meetings.
- Â Spread time from multi-school planning days across the calendar to provide more frequent, shorter school-based learning opportunities.

Information Provided by the National Staff Development Council (NSDC)

"Time for planning and professional development is urgently needed--not as a frill or add-on, but as a major aspect of the agreement between teachers and districts."

Prisoners of Time, 1994

Principals seeking to raise performance for all students know better than anyone that more time is required for teacher professional development. The question is not whether to make ongoing improvement in teacher skills and knowledge a more significant part of teachers' daily work life, but how to do so without disrupting student learning or breaking the bank.

Teachers should spend at least one-fourth or twenty-five percent of their work-time learning to improve their teaching. Other than workshops, there are other ways to improve teaching such as:

- ü Planning lessons and critiquing students' work with colleagues
- ü Observing and coaching in each other's classrooms

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- ü Conducting action research
- ü Participating in a study group
- ü Mentoring a new teacher
- ü Developing curriculum
- ü Doing school improvement planning
- ü Examining new technological resources to supplement lesson planning

WHAT SOME SCHOOLS ARE DOING

Canton Middle School
Baltimore, Maryland
Teachers teach three 90-minute classes and have one 70-minute planning period daily. Each year, they have 18 half days for workshops and intensive work with each other. A majority of the staff works an additional five weeks during the summer to write curriculum for the following school year and earns $15 an hour.

Iowa City Community School District
Iowa City, Iowa
All students go home one hour early every Thursday. But teachers continue working until 4 p.m., with the extra time devoted to staff development. The first and third Thursdays of the month are devoted to the building's staff development agenda; second and third are district-wide staff development times.

Sweetwater High School
National City, California
At Sweetwater High School, a large faculty of 120 teachers found one hour a week for heterogeneous study groups. After analyzing the number of instructional minutes in a regular school day, they determined that the school was "banking" time in terms of instructional minutes. In order to have time in the school day for 20 study groups to meet, they took the accumulated five minutes and combined them with the time from a staff development day to create 26 days when classes could begin 45 minutes later.

Holtville High School,
Holtville, California
Classes begin 30 minutes later on Wednesdays but teachers arrive 30 minutes earlier than on the other four days of the week. This gives teachers one hour for collaborative planning.

Deepwood Elementary School
Round Rock, Texas
The principal limits faculty meetings to one Wednesday a month. Study groups—small groups of teachers who work together to learn more about a topic of interest to them--meet after school on the other three Wednesdays. All teachers are asked to reserve every Wednesday for these meetings.

Hefferan Elementary School
Chicago, Illinois
Students have four intense days of classroom work each week and a fifth day called Resource Day. On Resource Day, they are involved in art, music, physical education, library, and computer lab. Their regular classroom teachers then have intensive professional development time every week.

The National Staff Development Council believes that ... effective staff development provides adequate time during the work day for staff members to learn and work together to accomplish a school's mission and goals.

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Q & A

How much time is necessary?

The National Staff Development Council (NSDC) believes 25 percent of an educator's work time should be devoted to learning and collaboration with colleagues. But that doesn't mean sending teachers to workshops for 25 percent of their work-time. That learning time should include the hours that teachers spend planning with their colleagues, writing curriculum during the summer, working on school improvement plans, doing classroom-related research, participating in study groups, mentoring a new teacher, observing and coaching each other, and many other related learning activities.

Why don't teachers just go to school after students leave every day?

The many demands of their work often leave teachers exhausted by the end of the school day. That means they're focusing on their own learning needs when they are not at their peak. The National Staff Development Council (NSDC) also believes that telling teachers to learn on their own time sends the wrong message to educators about the value of their own learning.

Learning must become a seamless part of a Teacher's day.

Teachers in my district are already out of the classroom for many hours every year for workshops. I'm not interested in taking more time away from students.

Providing more time for teacher learning should never lead to reducing the time students spend with teachers. By examining the variety of ways that teachers can learn on-the-job, schools can structure programs that enable teachers to continue learning while also ensuring that students are not short-changed.

To Learn More About

Time

- *What Matters Most: Teaching for America's Future* by the National Commissions on Teaching & America's Future, chaired by Linda Darling-Hammond. Influential 1997 national report that makes the case for investing in teacher learning as the route to improved student learning. Price: $20. Phone: (888) 492-1241.

- "Finding Time for Professional Development." a web page by North Central Regional Educational Laboratory. Devoted to examining options for more professional development time. Its address is www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm.

- *Finding Time for Faculties to Study Together* by Carlene Murphy Journal of Staff Development, Summer 1997 (Vol. 18, No. 3)

- *Prisoners of Time*, the report of the National Education Commission on Time and Learning. Outlines the time challenge and suggests strategies for solutions. Available at www.emich.edu/public/emu_programs/tlc/toc.html. Or order #065-000-00640-5. Price: $6.75. Phone: (800) 299-5486 or Fax: (703) 243-0496.

- *Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success* by the National Foundation for Innovation in Education. Addresses rationale for teacher development and relationship between teacher and student learning. Price: $15. Order from NFIE Publications, P.O. Box 509, West Haven, CT 06516. The report also is posted on NFIE's web site at www.nfie.org/takechar.htm.

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Visit the National Staff Development Council's (NSDC's) Online Library at www.nsdc.org/library for articles from NSDC publications regarding use of time. The NSDC Board of Trustees resolution regarding this topic also appears on the web site.
The National Staff Development Council (NSDC) is a nonprofit educational association with 8,000 members who are primarily district administrators, principals, and teachers committed to high levels of learning and performance for all students and staff members.

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Oxford, OH 45056
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Section G-7

Timeline: Constructing Your District's Professional Development Plan

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Section G-8

Data to Inform/Guide Decision-Making

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DATA TO INFORM/GUIDE DECISION-MAKING

Decisions regarding school improvement and improvement in teaching and learning must be made based on a review of pertinent data. The following are examples of the kind of data that must be collected, reviewed, and collaboratively discussed prior to making important decisions.

Â Student academic outcome data, as reported by:
MAP scores
District tests
Teacher-constructed classroom assessments
American College Test results
Authentic classroom projects demonstrating each student's competencies
Grades earned

Â Student behavioral outcomes, as reported by:
Attendance
Disciplinary referrals to the office
Suspensions
Persistence to graduation
School dropouts

Â Teacher satisfaction data, as reported by:
Expressed needs and wants
Assignments
Support
Resources available for classroom use
Time for job-related professional development
Surveys
Focus groups

Â Parent, business, community satisfaction, as reported by:
Surveys
Focus groups
Open-ended feedback collected following major school experiences

Â Organizational systems data, as reflected in:
Reorganizing the system for change
Allocation of resources (time, money, people)
Involvement of stakeholders in planning and implementing changes

Â Demographic data, such as:
Diversity (race, gender, religion, family structure, etc.)
Special needs (special education, gifted education, traumatic life experience, drug use, alcoholic or family history, etc.)
Free and reduced lunch
Community demographics
Involvement with juvenile/other court
Community services received

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Section G-9

Levels of Use and Effective Steps of Professional Development

Notes

LEVELS OF USE AND EFFECTIVE STEPS OF PROFESSIONAL DEVELOPMENT

Level of Use

The purpose of professional development is to improve teaching so all students achieve at higher levels of learning. Leaders expect that staff members will have varying degrees of knowledge and expertise for any staff development priority identified. (For example, some staff members may not be familiar with the use of cooperative learning structures (Kagen), whereas other individuals may have attended workshops on this topic, practiced using the strategies in the classroom, and become quite comfortable with the strategies. Individuals will fall into one of the "Levels of Use" listed below with any particular instructional practice, strategy, skill, or program that is targeted for professional development.

Non-use-have not yet learned about the staff development priority
Awareness-has knowledge of the staff development priority so he/she can describe, discuss or explain what it is
Demonstration-has experience using the strategy(ies) connected to the staff development priority; use the strategy(ies) to improve student performance related to the targets for school improvement
Integration –Is able to correlate the strategy(ies) connected to student learning and school improvement.
Mastery-has developed an expertise and confidence; is able to anticipate needs for school improvement; identifies staff development priority(ies) and applies appropriate strategies; able to train and mentor others

Effctive Steps of Professional Development

Since staff members will vary in their knowledge or experience with respect to a staff development priority (a topic of focus identified by district, building, or individual), it is important that professional development opportunities are designed to support staff at their level of experience or expertise. The following "Effective Steps for Staff Development" serve as a guideline when planning the type of professional development that will best meet the needs of staff.

Theory (for individuals at the non-use or awareness level)
Learners participate in the study of the theoretical basis or the rationale for the skill.
Suggested training formats: lectures, self-assessment exercises, group discussions, question/answer sessions, panels, handouts

Demonstration (for individuals at the awareness, demonstration level)
Learners observe the modeling of the skill or competency.
Suggested training formats: trainer demonstrations, films, case studies, questions

Practice/Feedback (for individuals at the demonstration or integration level)
Learners demonstrate/practice the new skill in a protected environment. Learners practice analysis of the behavior of others and offer constructive criticism.
Suggested training approach: Structures must be provided so that participants have the opportunity to demonstrate the skill in a safe environment. Trainers must have the skills to reinforce appropriate behavior, identify but dignify inappropriate responses, offer alternative positive behaviors, and maintain the self-esteem of participants.

Coaching/Teaming (for individuals at the integration or mastery level)
Learners coach one another as they work the new skill or competency into their repertoire. They provide each other with ideas and feedback.
Suggested training approach: Training must recognize the needs for follow-up in terms of coaching and teaming and provide participants with the skills or resources to develop teams or networks and to serve as effective coaches.

Adapted from: Hord, Ruthford, Huling-Austin & Hall. Taking charge of change (1987), ASCD.

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Section G-10

Adult Learning and The Professional Development Plan and Activities

Notes

ADULT LEARNING

Like other students, adults have some general and specific requirements for a delivery system and environment that will support their learning. The following information is taken from a few sources to help guide Professional Development Committees (PDCs) in planning and providing effective professional development for staff.

From the work of **John Goodlad:

(A) Adult Learning Preferences

- Most adults learn best by doing—get them involved!
  - Adults can learn from the experiences of peers as well as from their own experiences.
  - Adults like small-group interaction to network formally and informally.

- Adults hate to have their time wasted.
  - Post clear goals, agenda, and benefits.
  - Find a need and fix it with practical, concrete examples.

- Adults need to succeed.
  - Provide a "map of the territory" and refer to it frequently.
  - Protect adults' self-esteem.
    - Use clear, written directions for activities.
    - Check for understanding frequently—"turn to your neighbor and…"
    - Call on volunteers; never use sarcasm.
  - Establish procedures for returning from breaks or lunch and zero noise signal ahead of time.

- Adults need comfort.
  - Establish breaks approximately every 75 minutes.
  - Provide a variety of refreshments, especially if in-service workshop is after a full day of teaching (de-caf and regular coffee, teas, juices, and healthy snacks are preferable choices.)
  - Graciously accommodate late-comers and those who need to leave early.

(B) Adults Prefer Learning Situations Which:

- Are practical and problem-centered, so…
  - Give overviews, summaries, examples, and use stories.
  - Plan for direct application of new information.
  - Design collaborative, problem-solving activities.
  - Anticipate questions as new learning occurs.
  - **CAUTION—**Guard against becoming too theoretical.

- Promote their positive self-esteem, so…
  - Provide low-risk activities in small group settings.
  - Plan for building success incrementally.
  - Help them become more effective and competent.
  - **CAUTION—**Readiness to learn depends on self-esteem.

- Integrate new ideas with existing knowledge, so…
  - Help them recall what they already know that relates to the new ideas.
  - Help them see how the new information is relevant to them.
  - Plan ways they can share their experience with each other.
  - **CAUTION—**Find ways to assess participant knowledge before an event.

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- Show respect for the individual learner, so…
  - Provide for their needs through breaks, snacks, coffee, and comfort.
  - Provide a quality, well-organized experience, that uses time effectively.
  - Avoid jargon and don't "talk down" to participants.
  - Validate and affirm their knowledge, contributions, and successes.
  - Ask for feedback on your work or ideas.
  - **CAUTION—**Watch you choice of words to avoid negative perceptions.

- Capitalize on their experience, so…
  - Don't ignore what they know; it's a resource for you.
  - Plan alternative activities so you can adjust to fit their experience level.
  - Create activities that use their experiences and knowledge.
  - Listen before, during, and after the event.
  - **CAUTION—**Match the degree of choice to their level of development.

From "Assumptions About Staff Development Based on Research and Best Practice," by **Fred H. Wood and **Steven R. Thompson** (Fall 1993). *Journal of Staff Development 14 (4): 52-57.*

Just as it is important for teachers to plan instruction based upon what they know about how their students learn, staff developers need to be much more aware of how adults learn and the implications of this for designing and implementing in-service programs. For example:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Therefore, staff development should address areas that educators believe are important and have immediate application in the "real world."

- Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs. Therefore, staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.

- Adult learning is ego-involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self. Therefore, staff development should be structured to provide support from peers and reduce the fear of judgment during learning.

- Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, in-service should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

- Adults are much more concrete in the way they operate than formerly thought. Therefore, educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.

- Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis and evaluation. Therefore, staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.

- Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. Therefore, staff development must accommodate the diversity in terms of needs, knowledge, readiness to learn, etc.

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- Â Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.

- Â Because the transfer of learning is not automatic for adults, it must be planned for and facilitated. Therefore, coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

**Other helpful information from research:

- Â Adults learn and retain:
  - o Ten percent of what we hear.
  - o Fifteen percent of what we see.
  - o Twenty percent of what we both see and hear.
  - o Forty percent of what we discuss with others.
  - o Eighty percent of what we experience directly or practice.
  - o Ninety percent of what we attempt to teach others.

- Â Effective staff development should build in purposeful redundancy particularly repeating the same ideas in differing forms of presentation

- Â Effective professional development is ninety percent effective when opportunity to practice with feedback or coaching is provided with a real situation (clinical experience). Concrete experiences and coaching are available during and after the professional development offering.

- Â Effective professional development is experiential using both simulated practice with group critique or video tape review and opportunity to test one's own environment.

- Â Effective professional development involves a challenging activity which provides opportunity for:
  - o a first-time experience.
  - o demanding or extended performance.
  - o a reasonable risk of failure in an accepting environment.

- Â Effective professional development provides models of excellence. Leaders teach by modeling.

- Â Effective professional development is rewarding to participants, and they believe that the learning will help them become more effective.

- Â Effective professional development includes human development activities to set a climate of warmth, trust, and enhanced self-esteem.

- Â Effective professional development is personalized and accommodates individual participant needs and learning styles.

- Â Effective professional development is partially self-directed, so that adults have at least some control over their own learning.

- Â Effective professional development integrates new information and knowledge with applied practice and performance.

- Â Effective professional development is results- or goal- focused. All activities are strategically selected to attain predetermined intentional outcomes.

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- Â Effective professional development attempts to change perceptions where destructive beliefs and attitudes exist.

THE PROFESSIONAL DEVELOPMENT PLAN AND ACTIVITIES

Each professional development activity that is included in the PDC's Professional Development Plan (both district-level and school-level) needs to be carefully planned. The following are tips from practice that can, in a sense, provide a checklist for your use.

In **planning** the professional development program did you:

- Â Identify a planning team including consultant and representative teachers?
- Â Identify a credible person to lead the professional growth program?
- Â Summarize data collected from teachers and submit to planning team?
- Â Consult research and validate programs as meeting specific goals before scheduling them?
- Â Consider providing a variety of activities such as short lecture, group work, role-play, demonstration, simulation, etc.?
- Â Plan for individual differences?
- Â Plan for teachers to have choice?
- Â Build in time for group interaction?
- Â Identify ways to communicate workshop objectives and expectations to potential participants prior to in-service program?
- Â Select a location that would be conducive to workshop and convenient to participants?
- Â Arrange for appropriate equipment, supplies, and refreshments?

In **implementing** the professional growth program, did you allow for:

- Â Participants to make the role change from teacher to learner?
- Â Participants to know "Who is here and why?" and "What are our resources?"
- Â Feedback from participants concerning their attitudes, feelings, and knowledge during the program?
- Â Deviation from the plan to allow for meeting emerging needs of participants?
- Â Participants to work with a variety of people and other resources?
- Â Participants to process learning and discuss application to their own classroom settings individually and in groups?

When planning for the completion of the professional growth program, did you provide:

- Â An opportunity for participants to evaluate the program?
- Â A method for determining which expected outcomes were achieved?
- Â A data collection summary on the effects of the program after participants returned to their classrooms/schools?
- Â Follow-up activities with teachers through newsletters, visitations, and report of evaluations?
- Â Information about the activities to school leaders with suggestions on how administrators might provide support for teachers?

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Section G-11

Five Levels of Program Evaluation

Notes

Five Levels of Program Evaluation

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Use of New Knowledge & Skills

- questio

Org. Support & Change

- district/school records

Learning

- st

Information taken from Guskey's article *The Age of Our Accountability*

Notes

Section G-12

Individual Teacher Portfolios

Notes

Individual Teacher Portfolios

Just as Missouri public school students must "show that they know" through mastery of the Show-Me Performance Standards Process Goals, teachers are also requested to document that they have provided "quality work" and are accountable professionals who are continuously improving. The items selected by an individual teacher for their personal professional portfolio are evidence of these behaviors.

In deciding what to include in a portfolio, teachers must reflect on their best work and determine what represents that work. A portfolio can become, then, a manifestation of a teacher's professional philosophy, showing written and perhaps video work. A portfolio assembled in the context of the framework for professional practice can achieve more than one put together without such a framework (Danielson, C., 1996, *Enhancing Professional Practice: A Framework for Teaching,* Princeton Education Associates, Princeton, NJ, p. 38)

Teacher portfolios can serve many purposes: for supportive information for employment, to assist mentees or coaching endeavors with peers, to apply for certification upgrades and as a tool to initiate self-reflection on the quality and goals for professional growth.

The following INTASC Standards (Developed by the Interstate New Teacher Assessment and Support Consortium can serve as a framework for organizing the portfolios:

Standard #1 – Knowledge of Subject Matter
The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard #2 – Knowledge of Human Development and Learning
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard #3 – Adapting Instruction for Individual Needs
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #4 – Multiple Instructional Strategies
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #5 – Classroom Motivation and Management Skills
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6 – Communication Skills
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classrooms.

Standard #7 – Instructional Planning Skills
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard #8 – Assessment of Student Learning
The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

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Standard #9 – Professional Commitment and Responsibility
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

Standard #10 – Partnerships
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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HIGH-QUALITY PROFESSIONAL DEVELOPMENT

To ensure all children in the state of Missouri are taught by highly-qualified teachers, the goal is for all Missouri teachers to participate in high-quality professional development each year. Teachers will be provided with the description of high-quality professional development (HQPD) and asked to reflect on their professional development experience each year to determine if it meets the established criteria.

Teachers, who determine whether their professional development experience meets the criteria, will complete the attached survey and submit it to the appropriate person for entry into the Core Data system. (The data is reported in the June cycle.) The datum collected is a yes/no response for each educator, indicating whether the teacher has been involved in high-quality professional development during the school year. The challenge is to increase that percent each year. The following table shows data for past years.

Year	2003	2004	2005	2006	2007
Percentage of Missouri teachers					

Note that Missouri's nine regional professional development centers (RPDCs) will provide training to local education agencies (LEA) personnel each year concerning high-quality professional development. In addition, assistance will be provided concerning the construction of high-quality professional development district-level programs.

Page 2 – Required and acceptable criteria for high-quality professional development including links to National Staff Development Council's Standards for Staff Development and directions.

Page 3 – National Staff Development Council's Standards

Page 4 – Survey to be completed by educators

Page 5 – Definitions for some terms in Part II of the survey

Notes

HIGH-QUALITY PROFESSIONAL DEVELOPMENT

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development. Following are Missouri's criteria for high-quality professional development. Note the references to the National Staff Development Council's Standards, which are provided in the parentheses.

Part I: High-quality professional development:

- actively engages teachers in planning, skills, and information over time, (Standard 2)
- is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level,
- (Standards 8, 10)
- is directly linked to district and building school improvement plans, (Standard 1)
- is developed with extensive participation of teachers, parents, principals, and other administrators, [Parent participation may be at the
- Comprehensive School Improvement Plan (CSIP) level] (Standards 1, 2, 9, 12)
- provides time and other resources for learning, practice, and follow-up, (Standards 3, 7)
- is supported by district and building leadership, (Standard 2)
- provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional
- development activity, (Standard 5)

Part II: Some types of activities that might be considered high-quality professional development if they meet the above requirements are:

- study groups, (Standard 1)
- grade-level collaboration and work, (Standards 1, 9)
- content-area collaboration and work, (Standards 1, 9)
- specialization-area collaboration and work, (Standards 1, 9)
- action research and sharing of findings, (Standards 4, 6)
- modeling, (Standards 8, 9)
- peer coaching, (Standards 8, 9)
- vertical teaming, (Standards 1, 9)
- other

Part III: Topics for high-quality professional development may include:

- content knowledge related to standards and classroom instruction, (Standard 11)
- instructional strategies related to content being taught in the classroom, (Standard 7)
- improving classroom management skills, (Standards 9, 10)
- a combination of content knowledge and content-specific teaching skills, (Standards 7, 11)
- the integration of academic and career education, (Standard 9)
- research-based instructional strategies, (Standards 6, 11)
- strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills, (Standard 10)
- strategies to assist teachers in creating and using classroom assessments, (Standard 5)
- instruction in the use of data to inform classroom practice, (Standards 4, 11)
- instruction in methods of teaching children with special needs, (Standard 10)
- instruction in linking secondary and post-secondary education, (Standard 9)
- involving families and other stakeholders in improving the learning of all students, (Standards 10, 12)
- strategies for integrating technology into instruction, (Standard 10)
- research and strategies for the education and care of preschool children, (Standard 6)

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- research and strategies for closing achievement gaps between diverse groups of students, (Standard 10)
- • other _____

• To be considered high-quality professional development, the fully-implemented **combined**, **ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III.
• Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development.
• All fully-implemented activities in the plan(s) must be aligned to a priority of the district or building CSIP. If they are not fully-implemented, they shall not be funded with federal funds. A district may choose to support these activities with other funds, but may not report them via Core Data as high-quality professional development.
• Professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning, (Standard 5).

Note: References to Standards indicate links to the National Staff Development Council's Standards for Staff Development detailed below.

National Staff Development Council's
Standards for Staff Development

Context Standards

1. **Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3)

2. **Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.6)

3. **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.6)

Process Standards

4. **Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and helps sustain continuous improvement. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.4, 6.7.5)

5. **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.4, 6.7.5)

6. **Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)

7. **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal. (Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.4)

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8. **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3)

9. **Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate. (Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.6)

Content Standards

10. **Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement. (Related to MSIP Standard 6.7; Indicator 6.7.1)

11. **Quality Teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Related to MSIP Standard 6.7; Indicators 6.7.2, 6.7.3, 6.7.4, 6.7.6)

12. **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Related to MSIP Standard 6.7; Indicator 6.7.1)

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Social Security Number ____-____-____ Date ____-____-____

Survey of Teachers - High-Quality Professional Development

To be considered high-quality professional development, the fully-implemented **combined**, **ongoing activities** in the district, building, and/or individual professional development plan(s) must meet all of the criteria in Part I and at least one criterion in Part II and one in Part III. Unless one-day workshops and short-term conferences or workshops are part of a fully-implemented professional development plan, they are not considered high-quality professional development. All completed activities in the plan must be aligned to a goal of the district or building CSIP.

Instructions: Reflect on your professional development experiences for the past school year. Check each criterion met. Forward your completed survey to the appropriate person in your building or district.

Part I: High-quality professional development:

___ actively engages teachers in planning, skills, and implementation over time.
___ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
___ is directly linked to district and building school improvement plans.
___ is developed with extensive participation of teachers, parents, principals, and other administrators.
* Parent participation may be at the CSIP level.
___ provides time and other resources for learning, practice, and follow-up.
___ is supported by district and building leadership.
___ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

___ study groups.*
___ grade-level collaboration and work.
___ content-area collaboration and work.
___ specialization-area collaboration and work.
___ action research and sharing of findings.*
___ modeling.*
___ peer coaching.*
___ vertical teaming.*
___ other _____

*see definitions on page 5

Part III: Topics for high-quality professional development may include:

___ content knowledge related to standards and classroom instruction.
___ instructional strategies related to content being taught in the classroom.
___ improving classroom management skills.
___ a combination of content knowledge and content-specific teaching skills.
___ the integration of academic and career education.
___ research-based instructional strategies.
___ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
___ strategies to assist teachers in creating and using classroom assessments.
___ instruction in the use of data to inform classroom practice.
___ instruction in methods of teaching children with special needs.
___ instruction in linking secondary and post-secondary education.
___ involving families and other stakeholders in improving the learning of all students.
___ strategies for integrating technology into instruction.

Notes

___ research and strategies for the education and care of preschool children.
___ research and strategies for closing achievement gaps between diverse groups of students.
___ other_____

_____

Definitions for Some Terms in Part II of the Survey

Study Groups – groups of educators meet to learn new strategies and programs, to review new publications, or to review students' work together. (Bernhardt)

Action research – teachers and/or administrators raise questions about the best way to improve teaching and learning, systematically study the literature to answer the questions, implement the best approach(es), and analyze the results. (Bernhardt)

Modeling – demonstrating best practices, instructional strategies, and effective communication for other educators to observe.

Peer coaching – non-evaluative observation of peers in order to give confidential feedback on instructional strategies, best practices, and communication.

Vertical teaming – groups of educators, and sometimes patrons, from more than one department or grade level working collaboratively on issues of school improvement.

Notes

National Staff Development Council Standards Assessment Inventory (SAI)

The Missouri Department of Elementary and Secondary Education, in cooperation with the nine Regional Professional Development Centers, are sponsoring a pilot program in which 10% of the schools in the state are participating in an NSDC online Standards Assessment Inventory (SAI). The inventory is made up of 50 questions designed to measure a district's placement on a continuum measured against the standards coupled with NSDC's Innovation Configurations.

Though professional development is often viewed as the responsibility of local districts, a state can have a significant impact on the quality of professional development of its educators by providing opportunities for schools to examine their professional development procedures and practices. This study will provide a third party assessment of the existing professional development practices and policies as measured against the benchmarks of the National Staff Development Council Standards and current research on best practice in professional development. The goal of the study is to provide useful information and perspectives on the current professional learning landscape across the state and give schools the capacity to make recommendations for change.

Current research clearly shows: Teacher quality is the most significant factor in advancing student achievement. In recognition of this finding, the accountability measures found in the No Child Left Behind Act (NCLB) increases the pressure on schools to ensure teacher quality and demonstrate significant improvements in student learning. Teachers must rely on professional development to deepen their knowledge base and to help them acquire the skills needed to be successful in the classroom. NCLB requires that states provide evidence that more teachers each year are participating in high quality professional learning and that it is making a difference for students. The ASI gives districts a way to measure their professional development program against the standards and to have concrete information to make changes based on the findings.

New approaches to professional learning which address adult learning needs, are gaining recognition across the nation. NCLB definition of high-quality professional development, which closely aligns with the NSDC standards, reflects current research on effective professional development practice that impacts student learning.

To shift from the old paradigm of one-shot workshops and sit-and-get training, policy makers, school leaders, and teachers need to learn about new professional development strategies and practices that have a track record of success in improving instruction and student results. Improving the quality of professional learning for all teachers requires serious planning, implementation, and evaluation. The ASI instrument is a tool to be used by schools to evaluate their programs and practices so that they can make changes that will ultimately help them advance student learning.

Professional development standards can provide a framework for district and school level planning and evaluation of professional development policies and practices. The ASI measures against the standards and can serve as a tool to review and evaluate strengths and weaknesses of current professional development programming. The standards support professional development that is results-driven and has "the end" in mind---student learning. There is a body of evidence that connects each NSDC standard to strategies that support improved student learning.

For more information about the state pilot project, contact your local Regional Professional Development Center (RPDC). If you would like more information about the ASI please go to the NSDC website: http://www.nsdc.org/