

PROFESSIONAL DEVELOPMENT EFFECTIVENESS AUDIT

Please place an "X" in the appropriate box/boxes that describes the role(s) of the person:

- Leadership Team
 Principal/Assistant Principal
 PDC Member
 Collaborative Team Leader
 Teacher
 Other Certified Staff

Please respond to each statement or question below. Select an A for Always (or Most of the Time), S for Sometimes, or N for Never (or Very Seldom).

A	S	N	PROFESSIONAL LEARNING COMMITMENT-ESSENTIAL CONDITIONS FOR LEARNING (CONTEXT)
			School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team, building, and district goals for student achievement.
			Learning teams share collective responsibility for the learning of all students within the school or school system.
			Learning teams apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation.
			Learning teams provide an ongoing system of support for continuous improvement and implementation.
			Building leaders recognize that high expectations for students, requires effective professional learning to expand educators' knowledge, skills, practices and dispositions.
			Building leaders demand effective professional learning focused on results for educators and students.
			Building leaders have a deep understanding of and cultural responsiveness to the community they serve.
			Building leaders clearly articulate the critical link between increased student achievement and educator professional learning.
			Building leaders apply understanding of organizational and human changes to create the conditions, provide for the resources, and support professional learning and change.
			Building leaders make their own learning very visible to both teachers and students.
			Building leaders model attitudes and behaviors they expect of all educators.
			Building leaders engage with all stakeholders within the educational community, with parents, business personnel and community organizations to communicate the importance of professional learning to promote the success of all students.
			Before decisions are made about the allocation of resources to support professional learning, there is a clear understanding of student and educator learning needs to ensure equity in resource allocation (within building focus).
			The school has a schedule that provides time in the school day for teacher collaboration and planning to increase student learning.
			A significant time investment (15%) is made to ensure effective professional learning takes place in the building.
			Educators have access to just-in-time learning resources and are able to participate in local or global communities or networks available to individuals or teams during the workday.
			Investments are made in professional learning outside the school or workplace to supplement and advance job-embedded professional learning.

			Resources used for professional learning are tracked and monitored to evaluate the effectiveness of their allocation and use.
			Funding decisions at the building level addresses inequities in learning needs and opportunities to learn.
			PROFESSIONAL LEARNING PRACTICE - DEFINES QUALITY and EFFECTIVENESS (PROCESS)
			Data from multiple sources inform decisions about professional learning that leads to increases in student and educator learning.
			Educators receive professional learning support in the effective analysis and use of data to make informed decisions.
			Other forms of data are used to understand student needs (demographics, engagement, attendance, student perceptions behavior and discipline, extracurricular activities, etc.)
			Student learning needs guide decisions about educator professional learning.
			School leaders and/or system administrators engage in data collection and analysis to determine changes in policy, procedures, fiscal resources, human resources, time, or technology, needed to support school, team-based and individual learning.
			Data is uses to monitor and assess progress against established benchmarks.
			School teams use data to monitor implementation of professional learning and its effect on educator practice and student learning.
			Professional learning is no longer “one size fits all” but is based on the learning needs of school teams or individual teachers.
			Well-designed, ongoing evaluation of professional learning addresses its worth, merit and effectiveness.
			Professional learning designs are influenced by goals of learning, characteristics of the learners, comfort level with the learning process and with each other, familiarity with the content, magnitude of the expected change, work environment, and resources available to support the learning.
			The following common design features of effective professional learning are _____present in our building level learning opportunities: active engagement, modeling, reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment that support change in knowledge, skills, dispositions and practice.
			In our building, professional learning occurs in face-to-face, online and hybrid settings.
			Most of our professional learning occurs as a part of the workday, while other forms occur outside the school day.
			Our building job-embedded learning designs engage individuals, pairs, or teams of educators in professional learning during the workday.
			Educator professional learning provides many opportunities (+50 hours) for educators to practice new learning with ongoing assessment, feedback, and coaching so the learning becomes fully integrated into routine behavior.
			Professional learning leaders use change process research to support long-term change in practice by extending learning over time.
			The school provides sustained support for implementation over-time and includes the following components: coaching, reflection, on-going workshops to deepen understanding, time for collaboration, sharing

			and planning, extended learning opportunities, on-going practice, demonstrations or modeling, and on-going evaluation and feedback to refine practice.
			PROFESSIONAL LEARNING IMPACT - RESULTS (CONTENT)
			Professional learning is aligned to the districts' educator performance standards and indicators that are aligned to the <i>Essential Principles of Effective Educator Evaluation</i> .
			Professional learning deepens educators' content knowledge, pedagogical content knowledge, and understanding of how students learn their specific discipline.
			Professional learning uses student learning outcomes as its outcomes and models and engages educators in practices they can expect to implement within their classrooms.
			Professional learning: (respond to each)
			<ul style="list-style-type: none"> • is coherent and builds on what educators already know
			<ul style="list-style-type: none"> • focuses on learning outcomes and pedagogy aligned with national or local curriculum and assessments for educator and student learning
			<ul style="list-style-type: none"> • aligns with educator performance standards
			<ul style="list-style-type: none"> • supports educators in developing sustained ongoing professional communication with other educators who are engaged in similar changes in their practice