



MISSOURI PROFESSIONAL LEARNING GUIDELINES

for student success

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Section I. The Mission, Mandates and Regulations for Professional Learning



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Section 1: The Mission, Mandates and Regulations for Professional Learning

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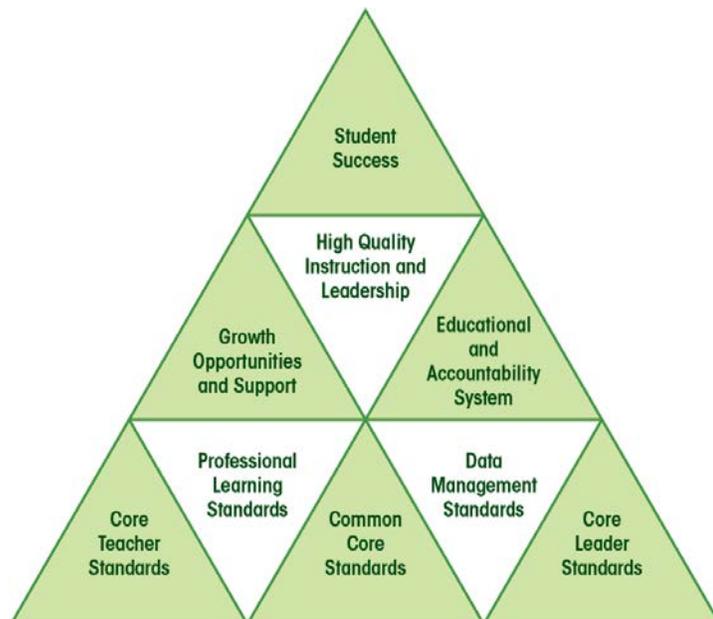
A. Mission of Professional Learning

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.



The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires time and opportunities for observing teaching and learning; practicing new ways of teaching; looking at student work; studying student data; learning new skills; and sharing in and out of the classroom. Research has found that it can take 50 hours or more of effective professional learning to realize performance gains for students.

To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure that all students meet rigorous standards and performance outcomes and are college and career ready at graduation.

Aligning Professional Development

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional learning activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience involve active learning processes?
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

B. Missouri Mandates and Regulations

Statutory Authority for Professional Development

Beginning with the Excellence in Education Act of 1985, Missouri has recognized through legislation that the professional learning of educators is vital to student learning. Through this act and later significant pieces of legislation, school districts have been required to support professional learning in the following ways. (For a listing of specific legislation, see Missouri's historical perspective on professional learning.)

School districts will:

- Establish a Professional Development Committee (PDC) in each district that is charged with four responsibilities:
 - Work with beginning and experienced teachers to identify instructional concerns and remedies
 - Serve as a confidential consultant upon a teacher's request
 - Assess faculty needs and develop learning opportunities for staff
 - Present to the proper authority faculty suggestions, ideas and recommendations pertaining to classroom instruction
- Provide a plan of professional development, with assistance from the PDC, for a teacher's first two years of teaching. (Mentoring guidelines and teacher evaluation should guide the development of this plan.)
- Ensure that the PDC is elected by the teachers currently employed by the district.
- Allocate 1 percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the PDC for the professional development of certified staff.
- Ensure that 75 percent of the 1 percent is spent in the fiscal year in which the 1 percent is received.
- Establish a collaborative process in which the PDC, in consultation with the administration and with local school board approval, determines expenditures for professional development funds
- Ensure that professional development funds under this section are spent for the purpose of meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- Understand that the penalty for noncompliance with the requirements is loss of state aid during the next school year.

From enacted legislation, Missouri has developed an in-depth, organized, systemic approach to professional learning. Although all professional development must be tied to the objectives of the Comprehensive School Improvement Plan, focused needs assessments are still appropriate, particularly

when connected to Individual Professional Growth Plans for educators and student performance data. Building and District Professional Development Plans must be clearly focused on professional learning that supports the identified performance indicators needed for educator success in order to ensure higher levels of learning for all students.

Questions and Answers

What qualifies as prior teaching experience?

Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

Can a teacher get credit for teaching experience in a public school in another state?

Yes.

If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?

No.

Must PDC membership be limited to classroom teachers?

No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

May non-certified staff be members of the PDC?

Teachers may select non-certificated staff members to serve on the PDC; however, staff development for non-certificated staff is not an allowable expenditure for the mandatory one percent professional development monies. If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certificated staff and they want the PDC to assist in planning this training, then non-certificated staff members could serve on the PDC.

Does “entry year” mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?

Certification standards require two full years of mentoring for only those teachers new to the profession who have not taught two full years in a public school setting.

Must teachers have an Individual Professional Development Plan (IPDP) for the first four years of teaching?

Certification standards require an Individual Professional Development Plan throughout the time that a teacher has an Initial Professional Certificate (IPC).

Must teachers joining the public system from a private school prepare a Professional Development Plan (PDP) even though they have taught at least two years in a private school?

Yes.

Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?

Yes. During the first two years of teaching in a public school, a teacher must have a mentor and must write a Professional Development Plan. As long as the teacher has an Initial Professional Certificate he/she is required to have an Individual Professional Development Plan.

In selecting PDC members, does the entire district staff vote, or can individual schools elect PDC members?

School systems may use whatever methods they wish to select PDC members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, gifted, special education, etc.

What type of follow-up assistance are universities required to provide?

The law is not specific. However, section 4. (2) does specify “retraining, internships, counseling and in-service training.”

Can a district PDC meet and vote on items without an administrative advisor present?

Yes. However, PDC work must be done in consultation with district administration. A close working relationship should be established among teachers and the district administration as they work to plan professional development activities aligned to that district’s Comprehensive School Improvement Plan.

Is training for the PDC required?

Training is not required; however, it is highly recommended. Local Regional Professional Development Centers (RPDCs) and the Missouri Staff Development Council (MSDC) provide workshops for new PDC members.

Is the PDC responsible for helping all new teachers in the district create their individual plan, or is this the responsibility of the new teacher and mentor?

The PDC should create a framework for the Individual Professional Development Plan that can be used as a template for new teachers. The mentor should then work with the teacher to develop the plan based on identified performance areas tied to teaching standards and indicators. For example, the PDC may establish a new teachers' orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, content, etc.

Must the 25 percent carryover money be spent the next year?

Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify that it must be spent first in the following years.

By what date must 75 percent to 100 percent be spent?

Generally, bills must be paid by June 30 of the current year.

What does “after consultation with the administrators of the school district” mean?

Teachers on the PDC and administrators should discuss, consider, and agree upon all aspects of the District's Professional Development Plan. Ideally, administrative representatives work on the PDC as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member. Otherwise, the administrator serves as a non-voting member or a consultant.

What does the law mean by “a school improvement plan?”

The intent of the law is that the set-aside funds be used for professional development designed to help districts meet the objectives of their Comprehensive School Improvement Plans, using the Missouri School Improvement Program as a model or guide. The law does not specify that the plan must be aligned to MSIP, but it would not be practical to have two plans, an MSIP plan and a separate school improvement plan.

Must a new district professional development plan be written each year?

Professional development plans may be drafted for one year at a time or for multi-year periods with annual reviews, revisions, and updates.

Must the professional development plan be approved by the board each year?

Yes. After the PDC has devised a new plan or reviewed, revised, and updated the previous year's plan in consultation with the administration, it must be presented to the board for approval.

Is an end-of-year report required?

An end-of-year report is not required but is recommended to provide feedback for the staff and the board. Annual program evaluation is always essential for future planning.

How will compliance for the expenditure of PDC fund be monitored?

During each Missouri School Improvement Program on-site review, the visiting team will review the Professional Development Plan, interview teachers, and reach a conclusion with respect to whether the district is in compliance with the statute. Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be required to include compliance statements.

What is the penalty if a district fails to allocate and expend the required amounts for professional development?

The district will not receive state aid under the foundation program during the following year.

Does the 1 percent foundation formula apply to money received specifically for summer school?

No.

Can more money be spent on professional development than 1 percent of the foundation money?

Definitely. Districts are encouraged to support professional development with additional monies whenever possible. Certainly, district funds should be set aside for the development of non-certificated staff since one percent monies cannot be used for non-certificated staff. In addition, districts are encouraged to explore additional federal and state funds for professional development such as Title I, technology acquisition and enhancement, and video funds. Districts are also encouraged to secure competitive grants which also provide professional development funds.

Who writes the Comprehensive School Improvement Plan?

This plan should be a collaborative plan written by administrators, teachers, patrons, and students. The local board of education is responsible for approval of this plan. The plan should not be written solely by one person.

Should the plan be made public to all district staff?

The Comprehensive School Improvement Plan should be public to all staff and patrons.

Can local boards reject the PDC's Professional Development Plan?

Yes. If this happens, the PDC must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

Mentoring Standards

In 2007, Senate Bill 64 charged the Department of Elementary and Secondary Education with the task of collaboratively developing high quality mentoring standards for beginning teachers and leaders. The purpose of this legislation was to ensure common minimal mentoring objectives for all beginning educators across all public school districts. The standards developed would apply to both of the required years of mentoring for all beginning teachers.

In collaboration with the Missouri Advisory Council of Certification for Educators (MACCE), the mentoring standards were developed and approved by the State Board in 2008. The Standards were vetted through the customary rule making process and entered into the Code of State Regulations in May of 2008.

- [Teacher Mentoring Standards](#)
- [Mentoring Appendix A](#)
- [New School Leader Mentoring Registration Form](#)
- [Apply to be a mentor for a new school leader](#)
- [Directions for Mentoring Log Form](#)
- [Administrator Mentoring Program \(AMP\)](#)

This is significant legislation in that it recognizes how vital it is to have a foundational framework for mentoring in order to offer guidance and support for the successful growth and development of all beginning teachers and leaders. It identifies specific non-negotiable mentoring program elements that are needed to support beginning educators.

Teaching Standards

In 2009, Senate Bill 291 was passed directing each public school, including public charter schools to adopt teaching standards by no later than June 30, 2010. Included as part of this bill are six important concepts that are to be included in any teaching standards used in Missouri schools:

1. Students actively participate and are successful in the learning process.
2. Various forms of assessment are used to monitor and manage student learning.
3. The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
4. The teacher uses professional communication and interaction with the school community.
5. The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
6. The teacher acts as a responsible professional in the overall mission of the school.

While districts have the responsibility of adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards to support school districts in this effort.

Reform Efforts

Key reform efforts leading to the development of Missouri's Model Standards for Educators include:

2007 – 2009

Missouri Advisory Council of Certification for Educators (MACCE) developed the first draft of Missouri's Model Teaching Standards prior to any legislation.

2007-2008

[Educational Leadership Policy Standards: ISLLC 2008](#)

The revised *ISLLC 2008 Standards* reinforces the proposition that the leader's primary responsibility is to improve teaching and learning for all children. The new standards organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student.

2009 – 2010

[Race to the Top](#)

The U.S. Department of Education Competitive State Grant focused on reform around four specific areas:

1. Common Core Student Standards
2. Comprehensive, robust data systems that track student performance data, teacher effectiveness, leader effectiveness, and preparation institution effectiveness
3. Teacher and leader effectiveness
4. Turning around the lowest performing schools

2010 – 2011

[InTASC Model Core Teaching Standards](#)

The InTASC Model Core Teaching Standards promote a new paradigm for delivering education and call for a new infrastructure of support for professionals in that system. Key themes in the standards are:

- Personalized learning for diverse learners
- Strong focus on application of knowledge and skills in the real world
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and leaders

2011 – 2012

[Top 10 by 20](#)

Early in 2011, the Department of Elementary and Secondary Education in Missouri launched Top 10 by 20, an ambitious improvement effort focused on raising student performance and placing Missouri students in the top 10 achieving states by the year 2020.

The Moral Imperative

To date, Missouri finds itself ranked in "the middle of the pack" in student performance (based on the [National Assessment of Educational Progress, NAEP, 2011](#) results). The state's districts and schools have made significant gains in student achievement over the past 20 years. Graduation rates have continued to climb each year with more graduates entering college. Missouri has made steady improvement in student achievement, but too many students have been left behind.

It is imperative that Missouri move to "the head of the class" in student performance to prepare students to be able to compete in a global economy. Without knowledgeable, skillful citizens, Missouri will have difficulty attracting or maintaining new and current corporations and businesses. Currently, only 15 percent of Missouri's students who begin college, complete a four year degree. That means 85 percent of students lack the high level of knowledge and skills needed to compete for jobs that pay a decent wage. This could make Missouri an unattractive state to employers. This, in turn, could translate into Missouri not being able to compete nationally or internationally. The success of Missouri depends on the success of its students. And student success depends on the knowledge and skills (effectiveness) of educators. The PDC will have an important role in this reform effort – to ensure that Missouri educators have access to professional learning opportunities that will enable them to become more effective teachers and leaders.

Missouri's Plan – A Map to Success

A Vision for the Future

In Missouri, by the year 2020:

- Student performance in the state – in every district and in every school – is among the top 10 states in the nation.
- Fully three quarters of students are proficient on state standards for what they should know and be able to do.
- The number of high school graduates is approaching 100 percent, and the number of these graduates going on to post-secondary education has doubled in the past decade.
- Businesses throughout the country and world are seeking out locations in Missouri because of its reputation for a world-class workforce.
- Missouri is proud – of its children and its schools.

Missouri's Schools – the Best Choice, the Best Results

The key to successfully transforming education in Missouri will be inherent in the ability to focus on a few goals with a few strategies that are done with precision and fidelity. It is this work – and the commitment of everyone in the state – that will get Missouri to the top 10.

The goals of Missouri's Top 10 by 20 initiative are:

1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.

4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

For further information about the department's reform plan, visit the following sites: [The Plan](#), [The Plan Summary](#), [Video](#).

Missouri's Model Standards for Educators (2010-2011)

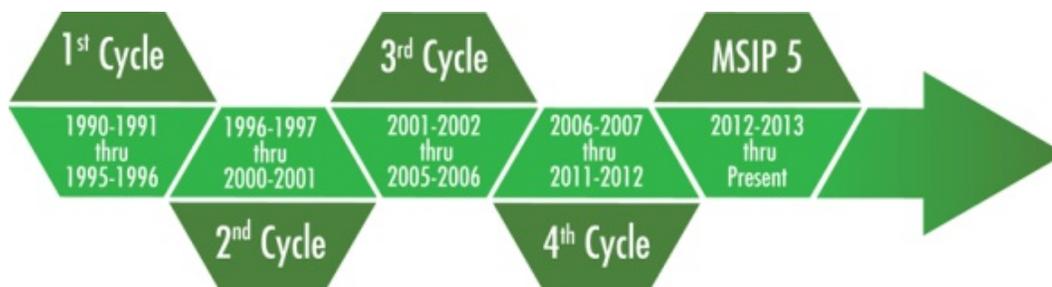
The Missouri Model Teacher and Leader Standards articulate expectations of performance for the professional teacher and leader in Missouri. The standards are based on theories of teaching and leading and indicate that effective educators are caring, reflective practitioners and lifelong learners. These educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students. The Missouri Model Teacher and Leader Standards describe effective practices in teaching and leading that act as a guide to improved student achievement. The standards articulate professional performance expectations across a developmental continuum of knowledge and skills. In point, it is the expectation that both teachers' and leaders' professional practice will continue to mature and grow throughout their career. Professional learning is the vehicle that will enable teachers and leaders to improve their professional practice.

- [Model Teacher Standards](#) (adopted by the State Board of Education in June, 2011)
- [Teacher Standards Continuum](#)
- [Model Standards Information](#)
- [Model Counselor Standards](#) (adopted by the State Board of Education in December, 2011)
- [Model Librarian Standards](#) (adopted by the State Board of Education in December, 2011)
- [Model Leader Standards](#) (adopted by the State Board of Education in June, 2011)
- [Leader Standards Continuum](#)
- [Model Superintendent Standards](#) (adopted by the State Board of Education in December, 2011)
- [Model Superintendent Standards Continuum](#)

Missouri School Improvement Program (2012)

The Missouri School Improvement Program (MSIP) is the state's school accountability system for reviewing and accrediting public school districts in Missouri. MSIP began in 1990 and is entering its 5th version this year.

[5CSR 20-100.105 Missouri School Improvement Program \(MSIP 5\) Rule](#)



MSIP 5 Policy Goals:

- Articulate the state's expectations for student achievement with the ultimate goal of all students graduating ready for success in college and careers.
- Distinguishing performance of schools and districts in valid, accurate, and meaningful ways so that districts in need of improvement can receive appropriate support and interventions and high-performing districts can be recognized as models of excellence.
- Empower all stakeholders through regular communication and transparent reporting of results.
- Promote continuous improvement and innovation within each district (dese.mo.gov/qs/MSIP5.html)

MSIP 5 Transition Timeline

Assessment Data	APR release	Classification	SB 576
2011-2012	4 th Cycle MSIP - 2012 APR (summer 2012)	Board Classification for all remaining 4 th Cycle districts	
2011-2012	MSIP 5 - 2012 APR (fall 2012)	Draft MSIP 5	
2012-2013	MSIP 5 - 2013 APR (summer 2013)	Year 1 MSIP 5	Year 1 APR
2013-2014	MSIP 5 - 2014 APR (summer 2014)	Year 2 MSIP 5	Year 2 APR
2014-2015	MSIP 5 - 2015 APR (summer 2015)	Year 3 MSIP 5 Board Classification for all districts based on MSIP 5	Year 3 APR

The new Annual Measurable Objectives (AMOs) will provide schools and districts with clear and precise information that will prioritize areas for improvement, allow for the setting of realistic and attainable goals. Three distinct metrics of district and school performance – status, progress, and growth – will be used in combination with graduation rate to determine Reward Schools, Focus Schools and Priority Schools.

The State Board of Education approved higher standards for public schools at its meeting Dec. 1-2, 2011. The fourth revision of the Missouri School Improvement Program (MSIP 5) raises the bar once again, keeping Missouri's education standards among the highest in the nation. The updated standards support the state's goals to promote continuous improvement statewide and to ensure all students graduate ready for success in college and careers.

- [MSIP 5 Brochure](#)
- [MSIP 5 Flyer](#)
- [MSIP 5 Comprehensive Guide to Missouri School Improvement Program](#)
- [MSIP 5 Performance Standards](#)
- [MSIP 5 Scoring Guide](#)
- [MSIP 5 Crosswalks - Process and Resource Standards](#)

ESEA Flexibility Waiver (2012)

The Elementary and Secondary Education Act (ESEA), more commonly known as "No Child Left Behind," was created to close the achievement gap among all students. In addition, it called for all students to be proficient by 2014. Since 2002, Missouri schools and districts have been held accountable to both the state's Missouri School Improvement Program (MSIP) and No Child Left Behind (NCLB) requirements. Since district and school improvement plans are informed by these state and federal reports, differing determinations contribute to disjointed improvement interventions and duplication of effort. In 2012, the U.S. Department of Education invited all states to apply for a flexibility waiver, which, if granted, would give the state and local educational systems flexibility and regulatory relief (the waiver would replace the federal requirements of No Child Left Behind). The waiver would allow Missouri to establish an aligned accountability system for federal and state requirements that would utilize a single reporting system of annual measurable objectives (AMOs) for multiple indicators. By implementing an aligned accountability system through the flexibility of the ESEA waiver, Missouri can more appropriately distinguish among schools and districts in valid, accurate and meaningful ways so that schools and districts in need of improvement can receive appropriate support and interventions to meet expectations and high-performing schools and districts can be recognized as models of excellence.

On June 29, 2012, [Missouri's ESEA Flexibility Waiver](#) was approved giving flexibility from the cumbersome No Child Left Behind requirements. Missouri's flexibility waiver went into effect immediately for the 2012-2013 school year. Missouri's ESEA waiver:

- Implements higher academic standards
- Creates one state system of accountability
- Allows more flexible Title I spending for schools
- Focuses on school improvement
- Improves the teacher evaluation system

Frequently Asked Questions

- [Accountability FAQs](#)
- [Educator FAQs](#)
- [General FAQs](#)

Response to questions from the June 29 ESEA Flexibility webinar

- [Webinar FAQs](#)

District Resources

- [ESEA School designation](#)
- [Sample letter for parents on waiver](#)
- [Sample letter for parents on school choice](#)

Educator Certification

Missouri state statute ([Section 168.011 RSMo](#)), states that a valid certificate is required for educators in Missouri public schools.

For individuals wishing to enter the education profession, Missouri has several roads leading to a certificate of license to teach.

Traditional

An individual completes a four-year, college-recommended course of study, does student teaching, passes an exit exam, and graduates with a bachelor's degree in a field of education and will receive an Initial Professional Certificate. The Initial Professional Certificate is a four-year certificate which requires two years of mentoring, annual evaluations, a beginning teacher assistance program, and 30 contact hours of professional development.

Alternative Route

An individual with a bachelor's degree in a content area (such as math or English) may return to a college of education for a two-year program of study that enables the person to take courses and teach simultaneously. The teacher works under a two-year, provisional certificate and usually completes about 30-35 college credits. When the individual completes the program and passes the exit test, the college may recommend that the individual receive an Initial Professional Certificate. This route requires contracted employment with a school district.

Temporary Authorization Route

An individual with a bachelor's degree in a content area is required to take a prescribed set of courses and two exit assessments. Such a person works under a one-year, renewable certificate that requires the completion of nine college credits each year in order to be renewed. When the requirements are completed, the individual receives an Initial Professional Certificate. This route requires contracted employment with a school district.

Missouri's Certification Plan

[Senate Bill 296](#) passed in 2003 and this legislation created a two-tier plan of professional classification that replaced the previous four-level plan of certification. The two-tier plan follows:

Initial Professional Certificate (IPC)

An initial professional certificate is valid for four years and is assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years.
- Successful completion of 30 contact hours of professional development which may include college credits.
- Participation in a Beginning Teacher Assistance program.
- Successful participation in an educator evaluation system that aligns to the essential components articulated in the ESEA Waiver (state model).
- Completion of four years of approved teaching experience.
- Have an Individual Professional Development Plan.

Career Continuous Professional Certificate (CCPC)

A career continuous professional certificate is valid continuously for 99 years dependent upon an individual's meeting the following:

- All requirements at the IPC level (four years of experience);
- Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
- Have an Individual Professional Development Plan

OR

- Two of the following items:
 - 10 years of teaching experience;
 - A master's degree; or
 - National Board Certification

Certificate Classifications

- **Lifetime Classification** – Prior to September 1988, applicants who met all requirements were issued a lifetime certificate; those certificates are still valid. Teachers holding lifetime certificates in other areas will enter under the appropriate level of professional classification for any new area(s) of certification [[5CSR 20-400.150](#) (Page 4)].
- **Administration Classification** – Referring to principals, career education directors and special education directors, this classification requires two-years of teaching experience and a master's degree in educational administration. Superintendent certification requires at least one year of building-level experience and an Educational Specialist or Doctorate degree in educational administration. [[5 CSR 20-400.160](#) (Page 5)].
- **Adult Education and Literacy (AEL) Classification** – These individuals, must have a bachelor's degree and complete particular courses in adult learning theory [[5 CSR 20-400.200](#) (Page 12)].
- **Career Education Classification**– These teachers specialize in such fields such as nursing, automotive technology, occupational family and consumer science, and trade/industrial fields. Individuals must have extensive occupational experience in the field or a related bachelor's degree [[5 CSR 20-400.190](#) (Page 11)].
- **Professional Classification** –This certificate is issue to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications [[5CSR 20-400.150](#) (Page 4)].

- **Student Services Classification** – Counselors, psychologists, speech/language pathologists, or career education evaluators generally have a master’s degree or higher in a student services area [[5 CSR 20-400.260](#) (Page 17)].
- **Provisional Classification** – These two-year, nonrenewable certificates are for educators who lack a few hours of meeting all the requirements for full certification. Provisional certificates are issued at the request of an employing district [[5 CSR 20-400.260](#) (Page 17)].
- **Temporary Classification** – These one-year, renewable certificates are issued to individuals who have a bachelor’s degree in a content or closely-related field and who agree to meet a variety of requirements, including taking college courses in pedagogy. Temporary certificates are issued at the request of an employing district [[5 CSR 20-400.260](#) (Page 17)] .
- **Substitute Classification** – These certificates are issued for a period of four years. A substitute certificate may be granted to an individual who has completed a minimum of 60 semester hours of credit from an accredited college/university [[5 CSR 20-400.260](#) (Page 17)].

Inactive Certificates

If a certificate becomes inactive, it can be reactivated by completing 24 hours of professional development, which may include college coursework within the six months prior to or after returning to work. If not contracted as a teacher, then a two- to three-semester hours course must be completed.

The professional development may include hours spent in district-approved professional improvement activities or in class in an appropriate college curriculum (one college credit = 15 contact hours).

The Role of the PDC

The PDC plays a very important role in the district by providing high quality professional learning opportunities and serving as an advocate for educators - positioning them for success by helping them work toward educator effectiveness and continuous certification. Significantly contributing to this accomplishment are the examples listed below.

- Developing a strong mentoring program ([Mentoring Program Standards](#) and [Mentoring Appendix A](#))
- Providing professional development opportunities that are consistent with the district Comprehensive School Improvement Plan, Individual Professional Development Plans, and simultaneously helpful to teachers striving to meet [certification requirements](#).

Professional Development Reporting

As of October 2005, all districts are required to submit an annual online report that will detail the actual contact hours of professional development completed by certified staff members in the preceding year. The reporting must be completed by November 15. The district/building person/personnel completing this information will require a user-id and password. This form is located on the Department of Elementary and Secondary Education website at:

<https://k12apps.dese.mo.gov/webapps/securityforms.asp>. The completed form should be faxed to 573-526-4125 as soon as possible. Guidelines to aid in reporting this information can be found at:

http://www.dese.mo.gov/divteachqual/teachcert/PD_Reporting_STEP-BY-STEP_GUIDE.pdf

The PDC can perform a vital service for the district by tracking the professional development activities of certified staff for reporting purposes.

Missouri Standards, Curriculum Frameworks and Assessment System

The Outstanding Schools Act of 1993, established almost two decades ago, still gives valid, relevant direction to the State Board of Education and the department. This legislation calls for the development and implementation of academic standards, curriculum frameworks, and performance-based assessments. All three of these mandates have direct implications for professional development and for the express knowledge, skills and strategies effective educators need in order to ensure that students are college and career ready.

The “Show Me” Standards

For decades Missouri has been a proponent for educational excellence and renowned for its commitment to rigorous standards for students and accountability for educators. The Outstanding Schools Act of 1993 called for the collaborative creation of Missouri academic standards -standards that would ensure that Missouri students have a solid foundation of knowledge and skills as well as the ability to apply both of these to problems, situations, and decisions they will encounter in their lives after graduation. Each of six educator groups comprised of approximately 25 educators representing elementary, secondary, technical and higher education; and those representing the educational needs of disadvantaged students, students with disabilities and gifted students worked on the development of the standards.

The Show-Me Standards were reviewed by the State Board of Education, two ad hoc committees appointed by the State Board of Education for that purpose, the Commission on Performance led by former Governor Mel Carnahan, and the teachers of the state through their professional development committees. In

addition, there was a public comment period prior to the State Board of Education approval process. The Show-Me Standards were approved by the Missouri State Board of Education on January 18, 1996.

The Show Me Standards focus on the knowledge, skills and competencies that are essential to lead a productive, fulfilling, and successful life after graduation – whether continuing education or entering the workforce. The expectation was for schools to establish high expectations that challenged all students to reach their maximum potential.

The Show Me Standards promoted active, hands-on learning through the integration and application of basic knowledge and skills in practical and challenging ways across all disciplines. Students who are active participants in the learning experiences are more engaged, motivated and connected.

The standards set the foundation for what students needed to know and be able to do to be successful in life after graduation and were never meant to define how each school district would determine its curriculum structure or how it would implement that curriculum in the classroom.

There are 73 standards – 33 performance standards listed under four broad goals and 40 knowledge standards. ([The Show Me Standards](#)).

Missouri Learning Standards

The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. Included in the standards are the Common Core State Standards (CCSS), a set of academic expectations for English language arts and mathematics.

The Missouri Learning Standards include:

- English Language Arts Common Core State Standards
- Mathematics Common Core State Standards
- New Generation Science Standards (future plans)
- New Generation History/Social Studies Standards (future plans)
- Non-content Core Standards (future plans)

The Journey Begins

One of the greatest risks facing the United States is that children – this country's greatest resource – are not receiving the kind of education that equips them with the necessary knowledge and skills to navigate a world without borders in an ever increasing knowledge-based global economy. This inability to navigate jeopardizes their future living standards and their participation in the democratic public sphere. If students are not prepared for life in the 21st century; if they are unable to

"Many of our urban high schools are drop-out factories, with up to half of the entering students never graduating. At many of our state universities, more than half of the entering freshmen require courses in remedial math or English – or both. Performance gaps between affluent and poor students in terms of test scores, high school completion rates, and ultimately, wage earnings continues to grow at an alarming rate. With statistics like these, America cannot remain globally competitive and economically vibrant."

- C. L. Max Nikias & William G. Tierney
Education Week, April 2012

compete with students across the world for future jobs; then the United States will lose its competitive edge and global position.

This concern prompted the commissioning of a report released in 2008, [*Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*](#), that was sponsored by the [National Governors Association \(NGA\)](#), the [Council of Chief State School Officers \(CCSSO\)](#), and [Achieve, Inc.](#) According to the report, "America is losing ground" due to educational outcomes that have remained basically stagnate while other countries have compared their performance internationally and used this data to drive improvement. The authors of the report called on state leaders to take the following actions:

Action 1: Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.

Action 2: Leverage states' collective influence to ensure that textbooks, digital media, curricula, and assessments are aligned to internationally benchmarked standards and draw on lessons from high-performing nations and states.

Action 3: Revise state policies for recruiting, preparing, developing, and supporting teachers and school leaders to reflect the human capital practices of top-performing nations and states around the world.

Action 4: Hold schools and systems accountable through monitoring, interventions, and support to ensure consistently high performance, drawing upon international best practices.

Action 5: Measure state-level education performance globally by examining student achievement and attainment in an international context to ensure that, over time, students are receiving the education they need to compete in the 21st century economy.

- Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education
A report by the National Governors Association,
Council of Chief State School Officers, and Achieve, Inc.

In response to this call for action, the Common Core State Standards Initiative – a state-led effort, was born. Coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers, the standards were developed in collaboration with teachers, school leaders, professors of higher education and experts, to provide a consistent framework to prepare our students for college and to compete globally for future jobs.

The standards are informed by the highest, most effective models from states across the country and from countries around the world. The standards are designed to provide teachers and parents with a common understanding of what students need to know and be able to do to be college and career ready by graduation. Key to this state lead initiative, consistent standards, provide appropriate benchmarks for all students- regardless of where they live.

The [Common Core State Standards \(CCSS\)](#) for English language arts and mathematics were released June 2, 2010 and define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.

Presently, 46 states, the District of Columbia and the U.S. Virgin Islands have formally adopted the Common Core State Standards. Missouri was one of the first five states to adopt the standards – tying Michigan with an adoption date of June 15, 2010. The Common Core State Standards are supported by national organizations, business and colleges across the country and have endorsing partners such as Adobe, ADE Consulting Services, Inc., Discovery Post, Don Johnston Incorporated, etc. to name only a few ([full list of supporting and endorsing partners](#)).

Beginning the Transition

In January and February of 2011, the Missouri Department of Education provided a series of regional workshops statewide to help familiarize educators with the English-language arts and mathematics Common Core State Standards, and their alignment to current Grade-Level Expectations (GLEs) and Course-Level Expectations (CLEs). In addition, the office of college and career Readiness has provided a comprehensive listing of all Common Core State Standards for English-language arts and Mathematics and their alignment to the GLEs/CLEs. These crosswalks will be useful for districts as they identify content to be addressed in each grade or course for curriculum updating and as they prepare students for assessments aligned to the Common Core State Standards.

English Language Arts	
Implementation Plan	Certified Trainers
CCSS and GLEs/CLES Crosswalk Alignment Analysis	Webinar Series
Grade-Span Commonalities	CCSS Awareness Session Presentations and Videos
Additional Resources	English language arts model curriculum introduction
Model Curriculum Units	

Math and Science	
Mathematics model curriculum introduction	Model curriculum units
Next Generation Science Standards	

Although districts/schools will not be responsible for full implementation of the Common Core State Standards until the 2014-2015 school year, there are steps that districts will want to begin taking now regarding the implementation of the standards.

In support of state implementation efforts, the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth. PDCs and school districts may want to use these materials to become more knowledgeable about the Common Core State Standards, help parents understand how they can help support their children's learning or galvanize support for schools.

- [Introduction to Standards video vignettes](#)
- [Introduction to English-language arts video vignettes](#)
- [Writing to Inform and Make Arguments](#)
- [Conventions of Standard English](#)
- [Introduction to Mathematics video vignettes](#)
- [The Importance of Mathematical Practices](#)
- [Operations and Algebraic Thinking](#)

The Missouri Learning Standards have the potential to ensure that all children – no matter where they grow up-will be prepared for success in college and in the global workforce. But we will only realize that potential through careful implementation, educator preparation, and educator support. Classroom teachers are the most essential group in translating the common core standards from mere words to tangible improvements in learning. Distributing the standards and expecting positive, meaningful change to spontaneously happen, is unrealistic. Educators will need targeted professional learning opportunities that help them understand the new standards, plan lessons and deliver instruction aligned to the Common Core State Standards, formatively assess student learning to determine how well students are mastering the standards, and gain skills and strategies to provide additional help for students who need it.

This professional learning cannot be a stand-alone workshop that introduces teachers to the standards and how they differ from the GLEs/CLEs, nor can it be a workshop that offers teachers curriculum resources that will help align classroom practice with the common core. For Missouri's children to be college and career ready, the professional learning for educators must be sustained, job-embedded, and involve feedback and classroom observations. It should be tied to specific instructional goals and learning standards for educators. Building the collective capacity of educators in the building and district will enable them to collaboratively and effectively deliver standards-based instruction that will ultimately impact student performance.

Pedagogy to support the Missouri Learning Standards will not look like transmission teaching-we transmit and they receive-but will look like students engaged and grappling with complexity. Assignments should include evidence of

students' thinking at progressively deeper levels. Teachers will need to think about a constructivist approach to teaching and learning.

- Know where you are going, why you are going there, and how will you know when you get there – clear goals for learning and a plan for assessment
- A primary emphasis on a hands-on, problem-centered approach in which the learners are actively involved
- Class discussions designed to make a connection between activities and the underlying conceptual knowledge (cues, questions, and advanced organizers will be applicable)
- Projects built around thematic units or the intersection of topics from two or more disciplines
- Concept mapping and non-linguistic/graphical representation will help students show depth of knowledge reached
- Experiments and research projects in which findings are presented and debated with the class as a whole
- Field trips that allow students to put the concepts and ideas discussed in class in a real-world context
- Questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- Provide learning opportunities that ensure that all students actively participate – utilize cooperative learning, reciprocal teaching, etc.
- Adapt materials to accommodate students with special needs
- Model exemplars and provide real-life and work applications of what students should know and be able to do
- Formative assessment for learning and feedback
- Early interventions for struggling learners

"Effective professional development, whether knowledge-, skill-, or curriculum-focused, reflects a very tight coupling, or alignment, between the activities in which teachers engage to improve their knowledge and skill and the actual student achievement and social behaviors that are the ultimate goals of professional development."

Center for American Progress
Teaching Children Well, 2011
-Robert Pianta

The link between effective professional development and successful implementation of these mandates is clear. The goal of the standards, frameworks, and performance-based assessment system is to increase student achievement by positioning educators to deliver effective instruction. It is imperative that teachers receive training and support experiences that have proven effective for improving practice and student learning.

Research is in agreement that teachers are the critical leverage point for improving learning outcomes for students. Districts and buildings will want to invest in teachers' skills and knowledge to influence student achievement. But unless those investments are targeted for and deliver proven results for students – real learning gains and skills that make them competitive in the workplace and in college – opportunities both for the improvement of the public education system and for the students it serves, will be squandered. The PDC will need to work in conjunction with the administrators and local school board to ensure that professional learning investments are research-based models with a proven track record of producing positive learning gains for students.

Student Assessment

According to the law, the [Missouri Assessment Program \(MAP\)](#) must possess specific characteristics. MAP:

- Must assess problem-solving, analytical ability, evaluation, creativity and application.
- Must measure ability in the different content areas.
- Must neither promote nor prohibit rote memorization.
- Must measure, where appropriate by grade level, students' knowledge of academic subjects, including but not limited to, reading, writing, and math skills; world and American history; forms of government; geography; and science.

The Missouri Assessment Program assesses students' progress toward mastery of the Show-Me Standards which are the educational standards currently tested in Missouri. The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri. Included as part of the Grade-Level test are sections from the TerraNova survey, a national norm-referenced test. These sections are used to compare how well Missouri students are performing compared to their peers across the country. The test is composed of multiple choice questions, constructed response items, performance events and writing prompt assessments.

All students in grades 3-8 in Missouri are required to take the grade-level assessment (unless granted an exemption). Communication Arts and mathematics are administered in all grades. Science is administered in grades 5 and 8.

A student/students may be exempt from certain portions or all of the assessment if:

- An IEP team has determined that the MAP-A is the appropriate assessment for a student or group of students
- The student or students is/are English Language Learner(s) (ELL) and have been in the United States 12 or less months at the time of the administration of the communication arts portion of the assessment (All other content areas must be assessed.)
- Foreign exchange students are allowed, but not required to take the assessment (district decision).
- Homeschooled students (may take part in the assessment – district decision).
- Private school students are not required to take the grade-level assessment.

End-of-Course Assessments (EOCs)

In addition to the Grade-Level assessments, Missouri's Assessment Program includes required End-of-Course assessments in the subject areas of Algebra I, Biology, English II and Government. Additional End-of-Course assessments are available at no charge to the district in American History, English I, Algebra II and Geometry. End-of-Course assessments are taken when a student has completed the course-level expectations for an assessment and are not bound by a specific grade level. Beginning with the 2011-2012 all EOC assessments are available only online. (Unless a Braille, large print or paper/pencil form is needed.) Students in Missouri, including Missouri Option Program students, are required to take the Algebra I, Biology, English II, and Government assessments. Exemptions follow the same format as for the Grade-Level testing.

In order to bring Missouri assessments into alignment with college- and career-readiness standards and to prepare schools for transition to next-generation assessments from the SMARTER Balanced Assessment Consortium, Missouri is revising its English language arts and mathematics End-of-Course assessments to reflect the rigor of the Missouri Learning Standards. The updated End-of-Course assessments will match the rigor expected in the Common Core State Standards and could include multiple item types including performance events. Beginning in the 2012-2013 school year, results will be presented to districts at the item level using both the current grade level expectations and course level expectations and Missouri Learning Standards so that districts can revise curriculum and instruction to ensure that students will be college- and career-ready at graduation. It is the intention of the state that the End-of-Course assessments aligned to the Missouri Learning Standards will continue to be used as part of student grades for courses in the core content areas.

Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a state-led consortium that has worked to develop the next-generation assessments that will accurately measure student progress toward college- and career- readiness. This effort was funded through a grant from the U. S. Department of Education. Missouri is one of the governing states in the consortium charged to develop an assessment system aligned to the Common Core State Standards by the 2014-2015 school year.

A founding principle of Smarter Balanced is that teachers and students need high-quality data, tools, and resources to support improvements in student learning. Smarter Balanced isn't just an end-of-year accountability test. It is an assessment system that features flexible, non-secure interim assessments to be offered at teachers' and schools' discretion throughout the school year and a digital library of formative assessment tools, practices and professional development resources built by teachers, for teachers to improve the quality of information collected through the daily classroom activities of assignments, quizzes and observation of student work.

The end-of-year tests will help schools evaluate how well their students performed by comparing their aggregate data with aggregate data from other schools across the nation. The end-of-year assessments also will empower students and parents by providing them with a clear indication of how well their children are progressing toward mastering the academic knowledge and skills necessary for college and career readiness.

- [Smarter Balanced Assessment Consortium New Hardware Purchasing Guidelines](#)
- [Smarter Balanced Assessment Consortium New Hardware Purchasing Guidelines FAQs](#)
- [Smarter Balanced Thomas B. Fordham Institute Blog](#)
- [Smarter Balanced Assessment Consortium Practice Test Fact Sheet](#)
- [Smarter Balanced Assessment Consortium Practice Test](#)
- [Smarter Balanced Scoring Guides/Assessments](#)

English Language Arts Sample Items	Mathematics Sample Items
3rd Grade	3rd Grade
4th Grade	4th Grade
5th Grade	5th Grade
6th Grade	6th Grade
7th Grade	7th Grade
8th Grade	8th Grade
9th Grade	High School
10th Grade	
11th Grade	

A timeline for Missouri's transition to the next-generation SMARTER Balanced Assessments follows. More information about the Smarter Balanced Assessment Consortium, can be found here: [Smarter Balanced Assessment Consortium](#).

**Transitioning to Missouri Learning Standard Assessments
Missouri Assessment Program 3.0 – The Future**

School Year	Grades 3-8	High School
2011-2012 Aligned to v2.0 GLEs/CLEs	MAP	End-of-Course Algebra, Geometry, Algebra II
2012-2013 Aligned to v2.0 GLEs/CLEs	MAP	End-of-Course Algebra, Geometry, Algebra II
2013 - 2014 Aligned to v2.0 GLEs/CLEs	MAP	End-of-Course Algebra, Geometry, Algebra II
Aligned to ML	SBAC (Pilot/Field Test)	SBAC Grade 11 Summative (Pilot/Field Test)

2014 - 2015 Aligned to MLS	SBAC Grades 3 - 8 Operational Assessment	SBAC Grade 11 Summative Operational Assessment
		End-of-Course Exams

Section II. Professional Learning Roles, Responsibilities and Standards



MISSOURI PROFESSIONAL LEARNING GUIDELINES

for student success

Section II: Professional Learning Roles, Responsibilities and Standards

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Introduction

The continuous improvement of educators, schools and districts depends upon the quality of professional learning opportunities that take place within the system. To ensure the successful daily performance of educators, high quality professional learning must be an integral part of every educator's professional career.

The Professional Development Committee (PDC), working in partnership with building leaders and the local school board, utilizes standards for professional learning to guide the efforts of individuals, teams, schools and districts in setting policy, organizing, providing, facilitating, managing, participating in, monitoring and measuring professional learning to increase educator effectiveness and results for all students.

A. Role of Department of Elementary and Secondary Education

The role of the Department of Elementary and Secondary Education is to provide resources, support and technical assistance to districts. One example of this support is the Missouri Model Teacher and Leader Standards. In June 2010, Senate Bill 291 was passed, directing public school districts in Missouri to adopt teaching standards. While the districts are responsible for actually adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards for districts to use. The Missouri Model Teacher and Leader Standards serve as a resource for educators. The professional continuum for both teachers and leaders describes professional practice developmentally from the candidate preparing to teach or lead to the distinguished level.

The Model Teacher and Leader Standards outline what educators should know and be able to do to ensure that students in Missouri public schools are college and career ready at graduation. The standards describe the basic principles of teaching and leading that represent best-practice for students' academic success. In addition, they articulate expertise and effectiveness for educators through quality indicators across a professional continuum. Since the standards are based on research around effective teaching and leading, they can inform and build the collective capacity needed by educators to continue to grow professionally and develop the knowledge

“Effective professional development is ongoing, intensive, and connected to practice and school initiatives; focuses on the teaching and learning of specific academic content; and builds strong working relationships among teachers...Rigorous scientific studies have shown that when high-quality approaches are sustained by providing teachers with 50 or more hours of support per year, student test scores rise by an average of 21 percentage points.”

and skills to ensure that students are successful. As a result, the standards can guide the formative development of educators and link directly to educator professional learning needs.

In addition to offering model standards, the department offers technical assistance to districts in choosing high-quality approaches to job-embedded professional learning and offers guidance on proper use of professional development funds.

B. Role of School Board

Professional learning cannot be an occasional event teachers must juggle with their other duties and obligations. There must be a comprehensive structure, embedded in the everyday life of school, that ensures teachers can acquire the skill and knowledge they need, practice what they learn, process with colleagues, have ongoing support and feedback, and reflect on the results. This type of professional learning requires an ongoing study of teaching and learning throughout the school year, not just one-shot sessions or separate, unconnected projects or classes. Teachers should meet as whole faculties and in smaller teams. These teams are sometimes called learning communities, communities of practice, study teams or peer coaching teams.

The small teams meet on a regular basis for the purposes of learning, joint lesson planning, studying student data, and problem solving. Time within the regular school day is a key resource for this team problem-solving and learning.

Establishing this model of professional learning in a school district is challenging work. It pushes school leaders to lead in new ways and to learn to support the latest district-wide professional development efforts. Teachers are asked to change habits and traditions in how they approach their own learning. Parents and community members also face challenges. School boards have an important role to play in supporting this change effort.

Community support is essential for creating the professional learning opportunities required to help all students reach higher levels of learning. Parents and community members need to clearly see the tie between professional learning for educators and achievement gains for students. Making a data-driven case for professional learning for educators, defining what that might look like in the building, being prepared to share the research supporting professional learning and then communicating expectations for student achievement gains as a result of the learning will help them realize that the benefits to teachers and students far outweigh any scheduling inconveniences. School boards can make this case for professional learning.

There is also a growing concern across the country that enormous amounts of money are being spent on professional learning with no realized gains in student

achievement. It is critical that professional development monies be used to support only those results-driven, high quality professional development/learning activities that support identified learning gaps for students and educators and which support the school district's current Comprehensive School Improvement Plan (CSIP).

School boards should:

- Send a clear message that the priority for their district's professional development effort is to improve student learning.
- Ensure that the professional learning program is integrally linked to the broader context of school improvement in your district.
- Allocate time for all members of the school staff to meet weekly for sustained, in-depth, collective study of teaching and learning. The built-in weekly time during the school day can be used for the collective study of student learning, training, and for peer coaching teams to meet.
- Ensure that instructional initiatives are selected and implemented because of their potential and documented success for increasing student performance.
- Guarantee the structures exist to support and sustain effective implementation through resources to support and mentor, provide for expert trainers, instructional materials and adequate assessment.
- Help parents and the community understand that altering student schedules so that teachers have time for training and planning improves the quality of instruction for all students.
- Evaluate the effectiveness of professional learning efforts by changes in student learning.
- Advocate with state and federal legislators for adequate funding and supports for quality professional learning.

The school board's professional development policy should support the PDC as they plan and provide professional learning opportunities designed to meet objectives of the district's Comprehensive School Improvement Plan. The policy should address the following:

- PDC structure and responsibilities.
- Selection of PDC members and term served.
- PDC role and responsibility in working with beginning and practicing teachers.
- Assessment of teachers' needs and instructional concerns.
- Implementation of plans to meet those needs (time, resources, funding).
- Beginning teacher assistance programs, including providing trained mentors and individual professional growth plans for new teachers.
- Evaluation of district professional development plan to ascertain the impact of the district's investment.

- Expectation that Missouri teacher-training institutions will provide follow-up for beginning teachers.

C. Role of School Leader

PDCs are not intended to replace the role of the school leader, central office staff, or the superintendent in meeting teachers' learning needs and helping to move schools closer to their instructional goals.

The Missouri Model Standards for School Leaders, Standard 2 states: "Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning and designing comprehensive professional growth plans for staff."

Learning Forward's *Standards for Professional Learning* states that: "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." According to the standards, leaders:

- Recognize learning as a top priority for students, staff and themselves.
- Have high expectations for all students.
- Understand that improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions.
- Are culturally responsive to the community they serve.
- Embed professional learning as a core function for school improvement.
- Ensure that professional learning is aligned to classroom, school, and district goals for student and educator learning; use data to monitor and measure its effects on educator and student performance.
- Give frequent, constructive feedback to teachers.
- Collaboratively cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust; ensure that all educators engage in effective job-embedded professional learning.

"School leaders are instrumental in fostering an organizational culture of continuous learning and teamwork through venues such as professional learning communities and professional norms, including, for example, open-door policies for observing each other's classrooms."

- Croft, Coggshall, Dolan, Powers and Killion. *Job-Embedded Professional Development*, 2010 Issue Brief, National Comprehensive Center for Teacher Quality

- Work collaboratively with others to communicate the critical link between increased student learning and educator professional learning.
- Thoughtfully create the conditions, resources, and other supports necessary to support professional learning.
- Engage parents and other caretakers in the education of their children and establish partnerships with key community organizations to promote student success.
- Communicate the importance of professional learning to parents, community and business leaders.
- Ensure equitable distribution of resources to accomplish individual, team, school, and school system learning goals.
- Actively engage with policy and decision makers so that resources, policies, annual calendars, daily schedules, and structures support professional learning to increase student achievement.
- Work within national, regional, and local agencies to adopt standards, monitor implementation, and evaluate professional learning's effectiveness and results.

The importance of school leaders in the professional learning process cannot be overlooked. School leaders can be the key to creating optimal conditions for both educator and student learning. According to Ann Lieberman (1995), school leaders should collaborate with teachers as partners, support teachers and “create opportunities for them to grow.” Professional learning leaders at all levels recommend that teachers and school leaders work together on PDCs to determine the needs of teachers and school leaders alike.

A professional development/learning program cannot be effective without active involvement of school leaders. A 2010 research report, *Learning from Leadership*, produced by the Center for Applied Research and Educational Improvements, reported that “when principals and teachers share leadership, teachers’ working relationships with one another are stronger and student achievement is higher.

"Reform in the U.S. education system is both lively and messy but, as educators grapple with emerging demands, we found that leadership matters at all levels. Leaders in education provide direction for, and exercise influence over, policy and practice. Their contributions are crucial, our evidence shows, to initiatives aimed at improving student learning, and of course ultimately to the future in which we all share.

Learning from Leadership, 2010
Center for Applied Research and Educational Improvement

District support for shared leadership fosters the development of professional learning communities.” The report went on to say that in higher-performing schools, there is generally more engagement opportunities for a wide variety of stakeholders and for teacher teams, parents and community members to be highly invested in the education of students. This only occurs with a strong collaborative leader.

High-performing schools, teachers and school leaders pay attention to multiple measures of student success. Effective professional learning is only as effective as the outcomes it intends to produce. It is driven by student learning needs rather than what adults think they want. It is based on student and educator data and implementation is facilitated by school leaders and teacher leaders. As Stephanie Hirsh stated in the 2011 document, *Components of Effective Professional Development*, “A coherent plan with measures for success puts professional development on the correct track.”

Facilitating a collaborative planning process that includes teachers, school leaders, administrators and other stakeholders is essential to achieving maximum results. All educators must be active learners in the effort to improve student achievement.

D. Role of Professional Development Committee

Structure and Membership

The [Excellence in Education Act](#) requires each school district to have a Professional Development Committee (PDC). The PDC must work in collaboration with teachers and leaders for continuous school improvement. The legislation does not stipulate a required number of members for the building or district committee. The number of members will vary according to the size of school and district. Ideally, it is desirable to have representatives from various grade levels and content areas.

Although the law does not specify qualifications for committee members, criteria for PDC membership can be included in the district’s professional development plan or guidelines. However, the law is clear in its designation of how the committee is chosen: “The members of each PDC shall be selected by the teachers employed by the school district.”

Members can be chosen by the faculty as a whole, nominated and elected by colleagues within specific levels and/or disciplines, or selected by teachers in another way. Since the law does not specify the term of service for PDC members, it will be up to the district to design policy that addresses this issue. In some districts, committee members serve three-year, staggered terms. Other districts recommend that committee members serve at least two years and no more than three in staggered terms. New members could be elected in December or January, trained in February or March, and could begin service in April. This allows time for PDC

orientation and training prior to the decision making process that will determine the Professional Development Plan for the summer and following school year.

Since the law does not specify exactly how the PDC is to be structured, it becomes important for the committee to develop organizational procedures. Consider the following:

- The number of members on the committee.
- When members should be elected.
- Whether membership is to be proportional/ representational of the certificated staff in the district, building and/or grade levels.
- The process to be used to nominate and elect PDC members.
- The length of term members will serve.
- Whether there will be a term limit on any level of participation.
- When and how the election process for teacher representatives will occur.
- Whether a building-level PDC will be needed to determine specific building needs; if so, how membership on those committees will be established.

Teachers may elect the district staff development director and/or other school leader to serve on the committee. In such cases, the staff development director or leader would be voting members. Otherwise, the school leader should serve on the committee as an ex-officio member with no voting privileges. It is important to remember that active involvement of school leaders is important to the implementation of successful professional learning/ development programs. Since educator evaluation drives educator learning, and educator learning is driven by student learning needs, it is important that the planning of professional learning be a collaborative process that meets individual educator, building and district improvement targets. This practice promotes communication and should expedite the work of the committee. Consideration in the district level plan needs to be given to the following:

- How will the PDC maximize collaboration opportunities with school leaders?
- Will there be ex-officio members on the PDC?
- How will ex-officio members be selected?
- What role will ex-officio members play on the committee?

The PDC and subcommittee members should elect a chairperson. In addition, the committee may also choose to elect a vice chairperson and record keeper. The PDC should meet as often as needed. The following questions should be considered:

- What will be the PDC structure-specific roles and responsibilities? (chairperson, vice chairperson, secretary, treasurer, etc.)
- How often will the PDC meet?
- Where will the PDC meet?
- Will there be a standing elections sub-committee?

- Will the district have building level PDCs to determine specific building needs? If so, how will membership be established at the building level?
- Will PDC funds be allocated to individual buildings?

Member Training

If PDCs are to be effective, they must plan, implement and evaluate their professional development programs. Committee members should be trained in their roles and responsibilities. State statute and district policy defines their role in assisting both beginning and practicing teachers. The PDC's role in implementing a professional development program that is a job-embedded systemic approach, begins with members who understand high quality staff development and adult learning theory that is data-driven and focused on improving student learning. Committees seeking training and support can consider the following support services: the Regional Professional Development Centers, The Leadership Academy, the Show Me Professional Development Conference, associations and organizations.

In addition, Learning Forward's [Standards for Professional Learning](#) contributes to educators' expertise and the quality of their professional practice. The standards are centered on evidence-based best-practice and set expectations for effective professional learning tied to student learning outcomes. The study of the standards will provide a foundational knowledge about effective professional learning for new and veteran committee members. A closer look at the standards is provided in Section F.

E. Responsibilities of Professional Development Committee

Responsibilities Mandated by Law

The roles and responsibilities of committee members concerning the assistance of both beginning and practicing teachers have evolved over time in district policy, but some forms of assistance are defined by state statute. PDCs were first created through the [Excellence in Education Act of 1985 \(Sections 168.400.4\(1\) \(2\) & f. RSMo.\)](#).

School districts' PDCs were charged with four major responsibilities in this law:

- Identify instructional concerns and remedies for beginning and experienced teachers.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs and develop in-service opportunities for certified school staff.
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The "proper authority" to approach with suggestions, ideas, and

recommendations on instruction varies from district to district depending on who coordinates curriculum

With the passage of the [Outstanding Schools Act of 1993 \(SB380\)](#), PDC responsibilities changed from an emphasis on meeting individual teacher needs to meeting districts needs as identified in the district's Comprehensive School Improvement Plan. Also, rather than presenting suggestions, ideas and recommendations to the proper authority, this bill specifically directs the PDC to consult with the administrator(s) and then obtain board approval.

The PDC has significant financial responsibility in Missouri schools as mandated by law. According to the Outstanding Schools Act of 1993 some of the responsibilities of PDCs regarding the expenditure of 1 percent of designated state aide received by the district include:

- Consulting with administrators.
- Determining purposes for expending professional development monies.
- Securing school board approval for expenditures that meet district's Comprehensive School Improvement Plan objectives.
- Expending at least 75 percent of the annually allotted money for professional development no later than June 30 of the current fiscal year.

In 2010, [House Bill 1543](#) passed suspending the dedicated 1percent professional development funds and the 75 percent funding and fund placement requirements for teacher salaries in fiscal years 2011 through 2013 for years in which the governor withheld funds for the school funding formula basic apportionment under section 163.031. No new legislation was enacted to continue this 1 percent suspension and House Bill 1543 sunset on July 31, 2013. For districts, this means Missouri is back under the umbrella of the Outstanding Schools Act of 1993.

Responsibilities for Practicing Teachers

Both the Excellence in Education Act of 1985 and the Outstanding Schools Act of 1993 recognized the importance of educator development and its direct link to improved learning for students. Clearly the authors believed teachers should play a significant role in defining the context, content and process of their own learning as is seen in the creation of a PDC in every district.

Since the enactment of this key legislation, Missouri educators, like others across the country, have been using professional learning to blaze a trail to improved student learning, much like wagon trains on their journey west. Like the early settlers and explorers, educators had no maps, roads or navigation systems to guide them and no clear understanding of what would be needed to be successful on this journey.

Sometimes the mountains were too high; trails too narrow or steep; the rivers too wide; the resources too scarce; and the conditions too harsh.

Educators, like the early settlers, found that expectations were often unrealistic; the identified direction or focus often incorrect; the tools/strategies mismatched for the learning and target outcomes; the culture and climate inhospitable due to a lack of trust, vision, values, and goals; the leadership incapable or unknowledgeable about leading change efforts; colleagues non-collaborative and incapable or unwilling to share, participate in, or implement new learning; and resources (time, staff, materials, technology, mentors/coaches) limited or nonexistent. They also found that community, school board and district leadership – "the wagon train support team" – hadn't signed on for the journey. Most of these early professional learning opportunities failed to lead to higher levels of learning for students.

It is important for PDCs to understand this professional development journey and learn from it. Like the early settlers who "blazed the trail west" and established the context, process and content necessary to successfully reach their destination, early professional development efforts provided valuable data and research that helped define effective professional learning today. Learning Forward's *Standards for Professional Learning* (see Section F) describes, in detail, the elements necessary for effective professional learning focused on student achievement.

The focus of the PDC must be on student learning outcomes informed by multiple student and educator data sources aligned with school improvement indicators, the Missouri School Improvement Program (MSIP) standards, and the local board of education goals and objectives. In collaboration with the school leader, leadership team, or district curriculum coordinator, the PDC should prepare a plan to meet the identified educator learning indicators that will lead to improved student learning. Careful consideration should be given to the design of learning opportunities. Knowledge of the learners, the magnitude of the expected change and the comfort of the learners with each other can impact the success of the professional learning experience.

To increase student learning, adult learning needs to move beyond simple comprehension to consistent application. For this to occur, educators must be given ample time and resources to practice the new learning; understand its purpose, meaning and critical attributes and make connections to previous learning; and also have opportunities for assessment and constructive feedback. Equally important is the chance to work collaboratively with colleagues and reflect on the new learning. Research has shown that 49+ hours of professional learning over a six- to 12- month period is needed to move initial learning to consistent application.

Decisions about resources for professional learning will require a thorough understanding of student and educator needs, clear commitment to ensure equity in resource allocation, and thoughtful consideration of priorities to achieve the

intended outcomes for both student and educator. PDCs will want to work closely with school leaders or the leadership team to ensure this occurs.

According to research, if educators are not learning collaboratively as part of a team that is focused on continuous improvement in the context of a system-wide plan, professional learning is less likely to be effective. Effective professional learning is embedded in a culture committed to continuous growth and improvement; informed by data and research on student and educator performance; promotes collective responsibility; and holds each member accountable for increased student achievement and educator learning.

When professional learning is focused on student learning priorities, provides sufficient opportunities for staff differentiated learning and time to practice in their own classrooms with ongoing assessment and constructive feedback, then the goals of school improvement plans, Comprehensive School Improvement Plan and District Professional Development Plans are achievable.

Learning Forward has created a companion document to the *Standards for Professional Learning*, the [Facilitator Guide: Standards for Professional Learning](#). The guide includes an introduction to the standards; a slide show for training; an introductory video; and activities and assessment tools that can be used to train new members, help new PDC members connect the earlier standards to the 2011 version, unpack the standards and use the standards as an assessment tool for districts and schools to look for areas of strength and those needing more development.

Needs Assessment

A Professional Learning Needs Assessment should be considered a continuous, data-driven and ever-changing means of keeping a district responsive to student and educator needs. The frequency, methods and scope of the assessment should be considered within the perspective of need, time, resources and other district initiatives (i.e. new curricula, Missouri School Improvement Program, concerns and reports). A broad, comprehensive process may take as long as six to eight months and should be continuously revised based on student and educator learning indicators. Intervening assessments may be very focused and specific involving considerably less time and collection of information.

Routine, general assessments often have a negative effect on staff and provide minimal value to the PDC's work. Regardless of the scope and breadth of the assessment, the following steps should be considered.

1. Establish domain. What needs areas will be considered?
 - Communication/information. Is information available and appropriately communicated among and between administrators, school board members, staff, parents, patrons and students?
 - Content/instruction. What do we teach and how do we teach it?
 - Student performance/achievement. Are all students learning and achieving?
 - Resources and utilization. What quantity and quality of resources are available and how well are they being used?
 - Organization. How well are we using time, personnel, space, etc. in our classrooms, schools and district?
 - Climate. How do all members of our community feel about their work, roles, and relationships in the district? What level of commitment is evident?

2. Determine the population from which to collect data. Who are the people affected by the results of this needs assessment?
 - Certified staff
 - Support staff
 - Parents
 - Students
 - Other community members

3. Determine data collection procedures. How will we collect the needed data?

It should be noted here that the charge for this task is the responsibility of the PDC, and as part of that responsibility, the committee should become knowledgeable about the variety of assessment sources and the techniques possible for gathering multiple measures of data as they plan for improved instruction and higher student achievement. It also should be noted that a frequently forgotten area in the collection design is the lack of any “strength” assessment data. It is important to provide this data if a district is to know, celebrate and build on the strengths of its schools, staff, students and community.

- Interviews are key. Individual and interactive groups can be led through this face-to-face question and discussion process.
- Questionnaires/surveys can be designed to offer fixed, well framed questions appropriate to specific groups of stakeholders. These questions must also be appropriate to the scope and focus of the assessment.

- Observations can be made of staff, student or procedural happenings, and specific data can be gathered in such areas as attitude, interrelationships and timing.
 - Archival material can provide already available information on a wide range of targeted areas such as student achievement, discipline and suspension statistics, dropout and transient rates, Missouri School Improvement Program data, resource inventories, personnel accreditations, library checkouts, etc. These data can also support and substantiate information obtained through other methods.
4. Collect, compile and analyze data. How will we make sense of the data?
- By using and connecting a variety of needs assessment instruments, the committee can develop a more accurate and total picture of the district as it is now, including needs and strengths.
 - Both individual and organizational patterns need to be assessed.
5. Identify nature and magnitude of needs. What do we know from the data?
- The importance of the revealed needs should be considered, as well as the discrepancy or “gap” between the existing state and the ideal state. Priority should be given to those needs that most directly correlate to student learning outcomes.
 - The PDC may need more information even after the assessment is conducted.
6. Prioritize needs. Where do we begin?
- Criteria for priority ranking should be set in terms that are consistent and relevant to the contextual criteria and goals of the district. Arbitrary criteria that come from political pressures, lobby groups or special interest groups should not rule the process.
 - While prioritizing needs is a necessary step for program planning and utilization of resources, it does not mean that only those needs “on top” get attention. It is not necessary to completely meet one need before addressing others. Often needs can be addressed without large allocations of time and resources. The committee should seek ways to address as many needs as possible, especially needs related to teaching and learning.
 - Set objectives and desired outcomes. What do we want to see happen?
 - The improvement outcomes and objectives should be linked directly to the assessment data.

- The activities should ultimately impact student learning and achievement.
- Design professional learning activities/programs to achieve outcomes. How will we accomplish our desired outcomes?
 - Before designing activities and/or programs, it is critical to consider these questions: Why does this need exist? What are the results we hope to achieve through focused professional learning to meet this need? What follow-up steps are necessary? Without inquiry the activities and program designed may be superficial and ineffective.
 - As the committee designs activities and programs, it should incorporate on-going methods of evaluation. The results will provide important data for the next assessment and will be a means for linking student achievement to professional learning.
 - The committee should consider a variety of professional learning options in its design. Not all outcomes can be accomplished with a workshop.
 - Follow-up activities should be planned and implemented to reinforce teacher learning that can be tied to student learning outcomes.
- Communicate the needs assessment results to all stakeholders, linking those results to the desired outcomes of the recommended professional learning program.

The PDC will disseminate the district's professional learning plan to all staff. A copy should be available in each building. In addition, an ongoing update outlining goals, strategies, assessments, and budget should be made available to district staff.

Responsibilities of Beginning Teacher Assistance

Missouri mandates and teacher certification require professional development programs for beginning teachers who have no prior teaching experience. Collegial support and practical assistance is needed to help beginning teachers improve skills, increase student success, and remain in the profession.

1. Professional Development/Growth Plan

According to the law, school districts must provide a professional development/growth plan for each faculty member who has no teaching experience. A district may delegate this responsibility to the PDC. This plan should be generic in nature, and used as a guide. The mentor will help the beginning teacher develop a specific Individual Professional Growth Plan.

The plan must address the beginning teacher's first two years in the classroom. The goals identified in the plan should relate to the district's evaluation criteria. The plan also may reflect educational research on effective teaching. However, the purpose of the professional growth plan is to assist, not to evaluate, the beginning teacher.

The beginning teacher's mentor should initiate preparation of the plan. A professional learning team or triad consisting of the school leader, the mentor and the beginning teacher will be formed to help the beginning teacher. Subsequent planning between the mentor, the building leader, and the beginning teacher should occur. The plan may include goals in areas such as classroom management, understanding district policies, effective parent communication and use of curriculum guides, equipment, and materials. The plan must respond to individual needs and take into account the fourth-year college assessment, if provided. Copies of the initial plan and revisions should be kept on file. The PDC will want to develop a system to monitor the completion of the plan so proper reporting of progress can be established.

When appropriate, usually at the beginning of the second semester, the beginning teacher should revise the individual professional growth plan, tailoring the new goals to his or her needs. To do this, the mentor will meet with and counsel the beginning teacher as needed. Release time and/or compensation for the mentor is strongly encouraged. The beginning teacher should continue to adjust the plan as experience is gained during the first two years on the job. Continuing teacher certification in Missouri requires a plan until the teacher has completed two of the following requirements: 10 years teaching experience, Master's Degree, and/or National Board Certification (NBPTS). (Information about National Board Certification may be found at <http://www.nbpts.org>.)

Discussions about an individual professional growth plan and mentoring plan applies to all certification areas. All Initial Professional Certificate requirements apply to teachers with provisional certification except the 30 clock hours of professional growth, which cannot begin until the teacher is no longer teaching on a provisional certificate.

2. Mentor Teachers

The Excellence in Education Act of 1985 suggests and the rule for teacher certification (5 CSR 20-800.010) requires that beginning teacher support systems include an entry year mentor program provided by the district. A second-year mentoring program was added as a requirement in the 2003 certification law revision.

[161.375 RSMo](#) charged the Department of Elementary and Secondary Education with developing minimal standards for high-quality mentoring programs. The Missouri Advisory Council of Certification for Educators (MACCE) and the department collaboratively created the Missouri Mentoring Standards. An official copy of the full text of this regulation is contained in the Code of State Regulations published by the Office of Secretary of State. The Mentoring Program Standards list appropriate criteria for selecting mentors. The criteria includes selecting experienced teachers who have demonstrated success in the classroom, are open to continued training, and have a positive attitude towards mentoring. An appropriate mentor would be a faculty member with certification and experience in the same area as the beginning teacher or one teaching at the same grade level as the beginning teacher. Small neighboring districts may consider cooperating to arrange beneficial mentor relationships.

Collaboration should occur between building-level or district-level administrators and the PDC in making mentor assignments. In some districts the school leader identifies and asks teachers to serve as mentors, but it is recommended that the selection be made collaboratively.

A mentor teacher has been described as a “coach, trainer, positive role model, developer of talent [and] opener of doors.” The mentor teacher facilitates learning and professional growth and is not an “evaluator.” Discussions between the mentor and the mentee should remain confidential. Mentors should use either the district Teacher Evaluation Standards or the Missouri Model Teaching Standards and Indicators as discussion starters with beginning teachers to describe student and teacher behavior. These standards and indicators also provide ideas for meaningful action research in the classroom. For more information about teacher evaluation standards, visit dese.mo.gov/eq/documents/TeacherStandards.pdf.

After selection, the PDC has the responsibility to train mentors in order to help them meet the needs of new teachers. PDC members will want to be familiar with [Appendix A](#) of the Mentoring Standards, as it describes roles and responsibilities for mentoring. Release time and/or compensation for mentors are strongly encouraged. Thorough, consistent development and continuing support of mentor teachers is very important to the success of

the program. A district's PDC, in cooperation with the district's administration, should design, implement and evaluate the mentor program. The program for mentors should address the [Mentoring Standards](#).

In certain cases, it may be advisable to reassign mentor teachers. For example, if a new teacher wants to work in a second area of certification, a new mentor in the area could be assigned. More importantly, major personality differences or disagreements between a beginning teacher and mentor warrant assignment of a new mentor. This is addressed in the Mentoring Standards. In such cases, the school leader and the PDC must work together to protect the dignity of those involved.

Refer to Regional Professional Development Centers (RPDC) and professional organizations for assistance and resources for mentors and mentor training.

3. Higher Education Assistance

According to the Excellence in Education Act of 1985, beginning teachers' assistance program "shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university." However, the Missouri Department of Elementary and Secondary Education certification procedures will accept the provision of assistance from any teacher education program at a Missouri college or university regardless of whether or not the teacher graduated from that institution. Often Missouri colleges and universities

Professional Development Committee members should know:

- The roles and responsibilities of the PDC in the district.
- The correct protocol to use to contact key district personnel having a role in the professional development process and plan.
- How to use communication skills, conflict resolution skills and collaboration strategies effectively.
- How to make data-driven decisions to assess, prioritize and align the professional learning needs of educators based on student learning outcomes.
- How to design effective learning opportunities for educators.
- How to access high-quality resources to provide services and information to the district.
- How to provide sustained support and ongoing learning opportunities for effective learning and implementation.
- How to monitor and assess progress against established benchmarks for educator learning and implementation and student achievement.

partner with a professional association or Regional Professional Development Center to offer beginning teacher assistance programs throughout the state.

The school district and the teacher involved should work together to select an acceptable beginning teacher assistance program. Missouri's certification renewal and upgrade forms require a local district administrator to "sign off" that the candidate completed an acceptable Beginning Teacher Assistance Program.

F. Learning Forward's *Standards for Professional Learning*

The following information is from Learning Forward's Standards for Professional Learning, 2011. To read the Standards for Professional Learning in its entirety, visit learningforward.org/standards/index.cfm

The new *Standards for Professional Learning* are based on a holistic view. The seven standards work in partnership to ensure effective professional learning. It is important for committee members to realize that focusing on some of the standards, while ignoring others, can lead to failure in achieving the desired outcomes from professional learning activities.

For PDCs that utilized the previous edition of Learning Forward's standards, the context, process and content organizer is not prominent but still is an important part of the standards. The Standards for Professional Learning each describe the context, processes and content for effective professional learning and the revised stem confirms and makes evident the direct tie between student learning and professional learning.

Embedded within the stem, are four core concepts:

1. Educator – means both professional and support staff who contribute to student learning.
2. Effectiveness – refers to educators' ability to meet performance expectations – utilize evidence-based strategies, create the conditions for learning and increase student learning.
3. Results – refers to all aspects of student learning and growth- academic, social and emotional.
4. Students – means "all" students regardless of where they come from and that "all" are the responsibility of the entire school faculty.

Professional Learning Commitment (the context)

1. **Professional learning that increases educator effectiveness and results for all students** occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
 - Learning communities apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation.
 - Learning communities share collective responsibility for the learning of all students within the school or school system.
 - Learning communities provide an ongoing system of support for continuous improvement and implementation.

2. **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.
 - Skillful leaders recognize that high expectations for students, requires effective professional learning to expand educator's knowledge, skills, practices and dispositions.
 - Skillful leaders demand effective professional learning focused on results for educators and students.
 - Skillful leaders have a deep understanding of and cultural responsiveness to the community they serve.
 - Skillful leaders embed professional learning into the organization's vision by communicating that it is a core function to realizing results for students.
 - Skillful leaders align professional learning to classroom, school, and school-system goals for student and educator learning, using data to monitor and measure its effect on educator and student performance.
 - Skillful leaders clearly articulate the critical link between increased student achievement and educator professional learning.
 - Skillful leaders apply understanding of organizational and human changes to create the conditions, provide for the resources, and support professional learning and change.
 - Skillful leaders make their own learning very visible.
 - Skillful leader's model attitudes and behavior they expect of all educators.
 - Skillful leader's 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.

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

- Decisions about resources for professional learning require a thorough understanding of student and educator learning needs, clear commitment to ensure equity in resource allocation, and thoughtful consideration of priorities to achieve the intended outcomes for students and educators.
- Effective professional learning requires a significant investment in time (15 percent). Education systems worldwide have schedules that provide time in the school day for teacher collaboration and planning to increase student learning.
- Use of high-speed broadband, web-based and other technologies, professional journals and books, software, and a comprehensive learning management system is essential to support individual and collaborative professional learning.
- Access to just-in-time learning resources and participation in local or global communities or networks available to individuals or teams during the workday expand opportunities for job-embedded professional learning.
- Investments in professional learning outside the school or workplace supplement and advance job-embedded professional learning.
- Tracking and monitoring resources used for professional learning is essential to evaluate the effectiveness of their allocation and use.
- Decisions about funding must specifically address inequities in learning needs and opportunities to learn.
- Coordination of resources is essential to their appropriate and effective use.

Professional Learning Practice (the process)

4. **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.

- Data from multiple sources inform decisions about professional learning that leads to increases in student and educator learning.
- Multiple sources of data could include: common formative and summative assessments, performance assessments, observations, work-samples, performance metrics, portfolios, and reflections (student, educator, and system)
- Educator support in the effective analysis and use of data to make informed decisions.

- Other forms of data are useful in understanding student needs (demographics, engagement, attendance, student perceptions behavior and discipline, extracurricular activities, etc.)
- Knowing student learning needs helps 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- and team-based learning.
- Data is used 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.
- Frequent and on-going collection and use of data about inputs, outputs and outcomes of professional learning reinforce the cycle of continuous improvement by allowing for ongoing adjustments in the learning process to increase results for students, educators and systems.
- Well-designed, ongoing evaluation of professional learning addresses its worth, merit and effectiveness.

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

- Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness.
- Learning designs are influenced by goals of learning, characteristics of learners, the comfort level with the learning process and with each other, their familiarity with the content, the magnitude of the expected change, work environment, and resources available to support the learning.
- The design of professional learning affects its quality and effectiveness.
- Common design features are: active engagement, modeling, reflection, metacognition, application, feedback, ongoing support, and formative and summative assessment, that support change in knowledge, skills, dispositions and practice.
- Professional learning occurs in face-to-face, online and hybrid settings.
- Most professional learning occurs as a part of the workday, while other forms occur outside the school day.
- Some professional learning designs require team members or

external experts as facilitators.

- Learning designs use synchronous or asynchronous interactions, live or simulated models and experiences, and print and non-print resources to present information, model skills and procedures, provide low-risk practice, and support transfer to the workplace.
- Job-embedded learning designs engage individuals, pairs, or teams of educators in professional learning during the workday.
- Job-embedded learning opportunities include: analyzing student data, case studies, peer observations or visitations, simulations, co-teaching, action research, peer and expert coaching, observing and analyzing demonstrations of practice, problem-based learning, inquiry into practice, student observation, study groups, data analysis, constructing and scoring assessments, examining student or educator work, lesson study, video clubs, professional reading, or book studies.
- Technology exponentially increases possibilities for personalizing, differentiating, and deepening learning, especially for educators who have limited access to on-site professional learning.
- Educators choosing designs for professional learning, must consider:
 - All phases of the learning process – knowledge and skill acquisition, application, reflection, refinement, assessment and evaluation.
 - The intended outcome drawn from student and educator learning needs
 - Level of educator engagement required to move beyond comprehension to implementation
 - Educators' learning characteristics and preferences
 - Research around adult learning theory
 - Educator professional learning must provide many opportunities (+50 hours) for educators to practice new learning with ongoing assessment, feedback, and coaching

"Evidence of ongoing increases in student learning is a powerful motivator for teachers during the inevitable setbacks that accompany complex change efforts."

Standards for Professional Learning, 2011

so the learning becomes fully integrated into routine behavior.

6. 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.

- Those responsible for professional learning use change process research to support long-term change in practice by extending learning over time. They:
 - Commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity
 - Provide and align resources, including time, staff, materials, and technology
 - Use metrics to gather evidence to monitor and assess implementation
 - Model salient practices and maintain a sustained focus on the goals and strategies for achieving them
 - Create and maintain a culture of support
 - Engender community support for implementation by communicating incremental successes, reiterating goals, and discussing the complexities of deep change
- Sustained support for implementation over-time produces changes in educator practice and student learning. It may be formalized through:
 - Ongoing workshops designed to deepen understanding and refine educator practice. Sustained coaching, reflection, or reviewing of results. Educators planning, implementing,

"Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond and McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley and Valli, 1999).

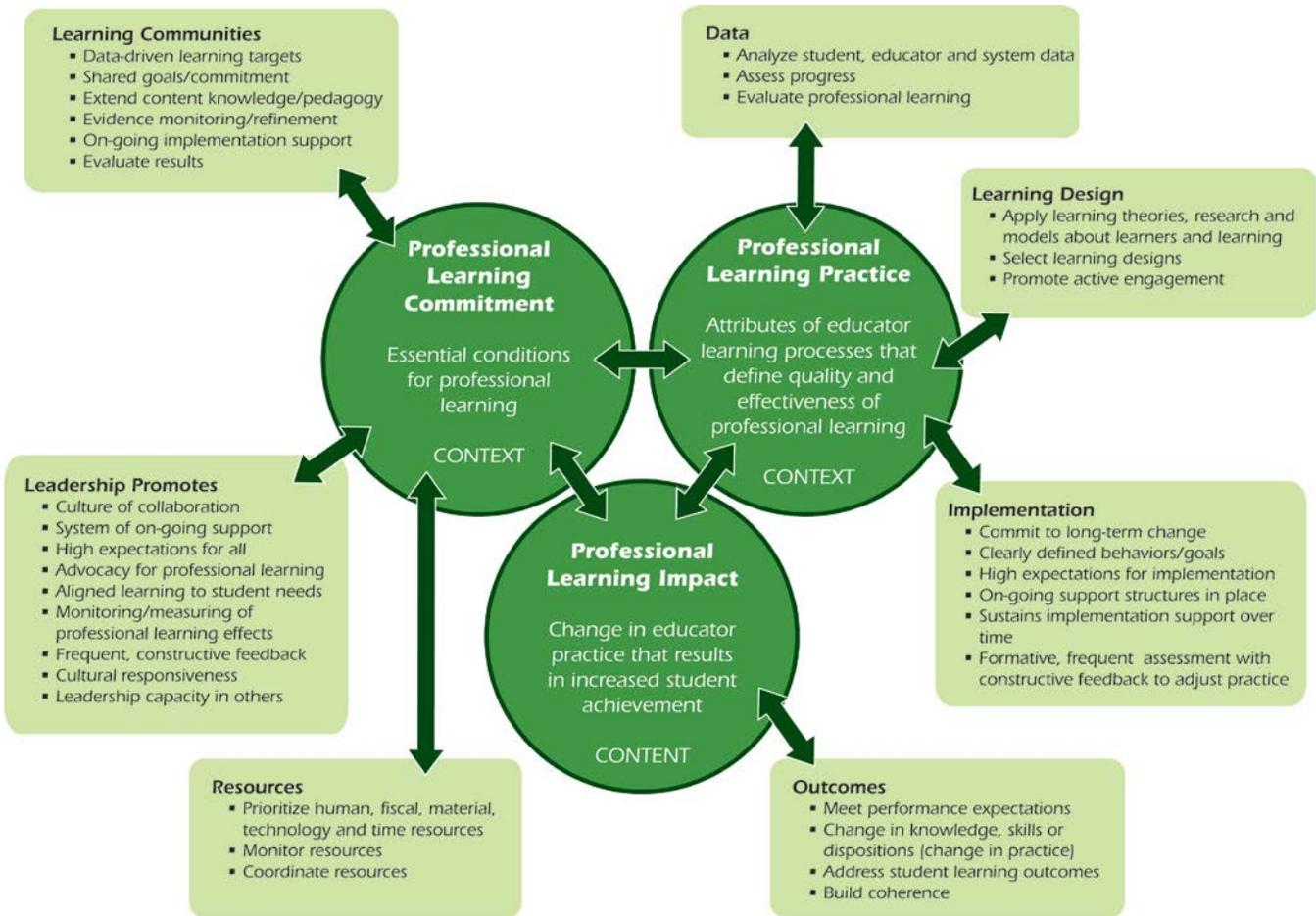
- analyzing, reflecting and evaluating the integration of professional learning into their practice.
- Professional learning communities that meet to learn or refine instructional strategies, plan lessons, share experiences in implementation, analyze student work, reflect on results, and assess progress toward goals.
 - School and system-based coaches who provide extended learning opportunities, implementation resources or demonstrations of the practices.
 - Peer support groups, study groups, peer observations, co-teaching and co-planning opportunities to extend support for implementation.
- Effective constructive feedback accelerates implementation by providing formative assessment through learning and the implementation process. Effective constructive feedback:
- Assesses practice in relation to established expectations.
 - Allows educators to adjust or refine practice.
 - Is based on clearly defined expected behaviors.
 - Acknowledges progress toward expectations.
 - Provides guidance for achieving full implementation.
 - Is focused, objective, relevant, valid and purposeful.

Professional Learning Impact (the content)

7. **Professional learning that increases educator effectiveness and results for all students** aligns its outcomes with educator performance and student curriculum standards.
- Effective professional learning is aligned to educator performance standards which define expectations for an effective workforce, guide career-long professional learning, and set fair and reliable indicators of effectiveness for measuring educator performance.
 - Effective professional learning deepens educators' content knowledge, pedagogical content knowledge, and understanding of how students learn the specific discipline.
 - Effective professional learning uses student learning outcomes as its outcomes and models and engages educators in practices they can expect to implement within their classrooms and workplaces.
 - Effective professional learning is coherent and builds on what educators already know; focuses on learning outcomes and pedagogy aligned with national or local curriculum and assessments

for educator and student learning; aligns with educator performance standards; and supports educators in developing sustained ongoing professional communication with other educators who are engaged in similar changes in their practice.

The Professional Learning Standards, like Missouri's Model Educator Standards, can be described by the following professional frames:



For PDCs that have utilized *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations (ICs)* (2003) to set expectations and for possible training for members, Learning Forward now has the [new ICs](#) available.

Questions and Answers

In collecting data to assess professional learning needs, would it be appropriate to include discipline reports, drop out information, attendance (both teacher and student), resource inventories, transfers in and out of the district, library circulation, building inventories, etc.?

Yes. This would all fall under the category of archival material. This information could help the PDC (PDC) examine trends which may need addressing through their work.

The district obligates the required 1 percent of its budget for professional development. The district determines they will only budget the required 75 percent of the 1 percent for professional development. They plan to use the remaining money for capital improvements. Is this acceptable?

No. All of the 1 percent professional development monies must be spent for professional learning.

Can a school leader serve as a mentor?

Yes, but only in extreme circumstances. For example, the school leader is the only one with a physics background who can mentor the teacher. In such cases, evaluation must be separated from mentoring. This mentoring relationship is not recommended; rather, a qualified teacher from a neighboring district might better serve as a mentor.

Section III. Professional Development Committee Budget



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Section III: Professional Development Committee Budget

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A. Funding for Professional Learning

State

During Missouri's economic crisis, legislation (House Bill 1543) was passed to give relief to districts that were in financial stress due to insufficient funding of the foundation formula or those who could not meet the cost of transportation. This legislation sunsets in 2013, and in fiscal year 2014, the Outstanding Schools Act of 1993 (SB287) will take precedence.

The Outstanding Schools Act indicates that each school district shall allocate 1 percent of its revenue from the foundation program, exclusive of categorical additions, to the Professional Development Committee (PDC) for professional development. Of the monies allocated to the PDC, 75 percent shall be spent in the same fiscal year for purposes determined by the PDC after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of the Comprehensive School Improvement Plan (CSIP) of the district that has been developed by the local board. The remaining 25 percent must also be spent for professional development, but may be carried forward for use in the succeeding year.

To meet the statutory requirements, 100 percent of the professional development funds must be:

- Used for professional development.
- Spent on activities consistent with the District Professional Development Plan (DPDP) developed by the District Professional Development Committee (DPDC) in collaboration with administrators.
- Clearly related to the objectives of the district Comprehensive School Improvement Plan (CSIP).
- Used for professional learning activities approved by the PDC and the board of education.
- Tied directly to identified student and educator learning goals and objectives.

House Bill 1543, passed in 2010

Section 163.410 specifies that in fiscal years 2011 through 2013 the requirement for school districts to dedicate 1% of their formula funding to professional development and the 75% funding and fund placement requirements for teacher salaries will be suspended if the school funding formula or transportation categorical is underfunded as specified or will be suspended in the following fiscal year if the governor withholds funds for the school funding formula basic apportionment under section 163.031.

Federal Programs

[Federal funds and grants](#) are available to help school districts and their staffs become more informed and more skilled in serving the needs of their students. All federal programs list professional development as one of the allowable uses for funds. For additional information concerning federal programs funding, call 573-751-3468.

Federal Program	Formula or Competitive	PD allowable use of funds
Title I, Part A, Educationally Deprived Children	formula	yes
Title I School Improvement Grant (SIG) 1003(g)	combination	yes
Title I. Part C, Migrant Education	formula	yes
Title I. Part D, Neglected & Delinquent Children	formula	yes
Title II. Part A, Improving Teacher Quality	formula	yes
Title II. Part B, Math & Science Partnerships	competitive	yes
Title III, English Language Acquisition	formula	yes
Title IV., Perkins Funding	competitive	yes
Title VI. Part B, Rural & Low-Income Schools	formula	yes
Title X, Part C, McKinney-Vento Homeless Education	competitive	yes
Refugee Children School Impact Grant	competitive	yes
MO Public Charter Schools Planning & Implementation	competitive	yes

Program Descriptions

[Title I, Part A – Improving the Academic Achievement of the Disadvantaged](#)

(page 16) – The purpose of this program is to ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the districts and schools where the needs are greatest. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The program focuses on promoting school wide reform in high-poverty schools and ensuring students' access to scientifically based instructional strategies and challenging academic content. Title I provisions provide a mechanism for holding states, school districts, and schools accountable for improving the academic achievement of all students and turning around low-performing schools, while providing alternatives to students in such schools to enable those students to receive a high-quality education.

Title I, Part C – Education of Migratory Children (page 37) – The purpose of this program is to assist states to support high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. In addition, the program attempts to ensure that migrant children who move between states are not put at a disadvantage because of disparities in curriculum, graduation requirements, content, and student academic achievement standards. Migrant students have many risk factors in common with other disadvantaged students (e.g., poverty, poor health, learning disabilities), but they also face additional challenges unique to their situations (e.g., disruption of education, poor record-keeping between schools, cultural and language difficulties, and social isolation). Because migrant students usually account for only a small percentage of the total student population, many schools and districts find it difficult to dedicate the level of resources that may be necessary to ensure the best educational experience possible for their migrant students.

Title I, Part D – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk for State and Local Institutions – It is the purpose of this program to improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals (page 51)– The purpose of this program is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools and to hold schools accountable for improvements in student academic achievement.

Title III, Part A – English Language Acquisition and Language Enhancement – The purpose of this program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

Title IV (Perkins), K-12 Districts – The reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, also known as Perkins IV, represents one of the largest federal investments in the nation's high schools and is a key component of secondary and postsecondary education systems. The Perkins Act extended through the year 2012 and provided more than \$1.2 billion in federal support for career and technical education programs in all 50 states. At this

time, reauthorization for this bill has not occurred, but states are still operating under the last authorization while congress is contemplating reauthorization or institutionalizing new legislation.

The goal categories for Perkins IV. are: Student Performance; Highly Qualified Staff; Facilities, Support and Institutional Resources; Parent and Community Involvement; and Governance. Although Perkins IV funding supports Agricultural Education, Business Education, Marketing Education, Health Sciences/Pre-Biomedical, Family Consumer Science, Occupational Family Consumer Science, Skilled Technical Sciences, and PLTW – Pre-Engineering, there may be opportunities to partner and utilize this funding stream to offer professional learning opportunities to all staff. Example: The data shows that the high school has several sub-groups of students that are scoring below grade level in mathematics. Many of these students are also enrolled in Career and Technical Education Courses. In order to increase student learning, the building School Improvement Plan focuses on teachers learning to be proficient in differentiated instruction. Since "Student Performance" and "Highly Qualified Staff" are goal categories in Perkins IV. and many of the students of concern are also Career and Technical Education Students, it would be possible for Perkins funding to be utilized to bring in a consultant to train staff on differentiated instruction strategies. (A teacher from Career and Technical Education should serve as a member of the PDC.) For more information on program guidelines and funding allocations by district, visit the [Perkins IV Financial Management page](#) on the Department's website.

[Perkins Allowable Expenditures](#)

In addition to the Perkins IV funding, K-12 districts also receive state level Career and Technical Education funding. A portion of this funding can also be used for professional learning/development.

[Title VI, Part B – Rural Education Initiative; Rural and Low-income Schools and Small Rural School Achievement \(SRSA\) program](#) (page 76) –

The purpose of this program is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. The RLIS program is an initiative that provides grant funds to rural local education agencies (LEAs) that serve concentrations of children from low-income families. An LEA may use RLIS funds to support a range of authorized activities in order to assist the LEA in meeting its state's definition of adequate yearly progress.

The SRSA program provides eligible LEA with greater flexibility in using the formula grant funds received under certain federal programs. The U.S. Department of Education awards SRSA funds directly to eligible LEAs on a formula basis.

Title II, Part B – Math and Science Partnerships – Funds available for the Mathematics and Science Partnership competitive grant program will be awarded to support successful proposals submitted by partnerships that will provide program and resources to improve mathematics and science instruction. Summer Academies will be developed and implemented in both Mathematics and Science. Professional development follow-up activities will be implemented after the Summer Academies.

Title X, Part C – McKinney-Vento Homeless Education – The purpose of this program is to ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. School districts that have an identified homeless population of 20 or more homeless children and youth per year are eligible to apply, on a competitive basis, for grant funds to provide educational support activities for homeless children and youth.

Federal Refugee Program – The U.S. Department of Health and Human Services through the Refugee Children School Impact Grants Program provides funding to states and school districts to defray some of the costs of educating refugee children. Funds from this grant support school districts' programs designed to enable refugee children to achieve the state's Show Me Standards of academic performance at a rate commensurate with that of the average of all children within a district. Programs also provided training opportunities to refugee families and to school personnel serving the refugee population as a whole.

Title I, School Improvement Plan 1003 (a) – The school improvement money will be used by the Focus schools for implementation of their accountability plans.

Title I, School Improvement Grant 1003 (g) – The purpose of this program is to assist schools identified for improvement, corrective action, and restructuring. Funds are used for the purpose of strengthening the capacity of States to carry out their program improvement responsibilities required by Title I by: 1. building state capacity to provide leadership in implementing effective school improvement strategies for LEAs and schools that have been identified for improvement, are in corrective action, and are in the restructuring process; and 2. providing resources to LEAs to support school improvement activities, including the development and implementation of effective school improvement plans. To be eligible to receive Title I School Improvement Funds, the LEA must have one or more schools identified for school improvement, corrective action, or restructuring under section 1116(b) of Title I.

Title II, Part D, Enhancing Education Through Technology (page 58)– The purpose of Title II.D is to improve student academic achievement through the use of technology in elementary and secondary schools while assisting every student in becoming technologically literate by the end of eighth grade. It must also provide research-based professional development resulting in effective integration of technology resources with classroom instruction. Although funds are no longer available for Title II, Part D, small rural schools can use the REAP Flex option to take advantage of this Title category.

REAP Flex targets small, rural school districts. These districts may have a particular need for flexibility, because the amount of formula-based program funds these districts receive from individual federal programs may be individually too small to support significant school improvements. Districts participating in REAP Flex may use up to 100 percent of the applicable formula funds (Title II, Part A – Improving Teacher Quality State Grants; Title II, Part D – Educational Technology State Grants; Title IV, Part A – Safe and Drug-Free Schools and Communities; and Title V, Part A – State Grants for Innovative Programs) for activities authorized under one or more the programs listed below. In addition, there are no “set-asides” or limits on how much money may be utilized from eligible program funds. There is no application process for districts that wish to participate in the program. The only requirement is that eligible rural districts notify the state of their intent to exercise the REAP Flex authority by the state-established deadline. Under this provision, money can be utilized for activities under the following programs:

- Title I, Part A (Improving Achievement for Disadvantaged Children)
- Title II, Part A (Improving Teacher Quality State Grants)
- Title II, Part D (Educational Technology State Grants)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Title IV, Part A (Safe and Drug-Free Schools and Communities)
- Title IV, Part B (21st-Century Community Learning Centers)
- Title V, Part A (State Grants for Innovative Programs)

Title IV, A, Safe and Drug-Free Schools and Communities (page 69)– The purpose of the Safe and Drug-Free Schools and Communities Act is to support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco, and other drugs; to involve parents and communities in the selection of activities and evaluation of their effectiveness; and to coordinate activities with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. Although there is no longer funding for Title IV, A, its purposes may be supported through the REAP Flex option.

Title V, A, Innovation Programs (page 73) – The purposes of this program are the following:

- To support local education reform efforts consistent with and supportive of statewide education reform efforts
- To provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research
- To meet the educational needs of all students, including at-risk youth
- To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction.
- To provide a continuing source of innovation and educational improvement, including support for library services and instructional media materials
- Although there is no longer funding for Title IV, A, its purposes may be supported through the REAP Flex option.

B. Allowable Expenses for State "One Percent" Funds

It is important that professional development funds be spent wisely. The following are just three examples of unwise use of professional development funds: 1. one-time workshops with no follow-up either through district/school or other supporting workshops; 2. the expenditure of funds with no clear objective; and 3. the over expenditure of funds for tuition reimbursement.

One percent professional development monies should be committed to long term, job-embedded activities that impact student achievement as determined by measurable outcomes.

Although there are certain activities that are allowable expenditures for professional development funds, PDCs may make policy not to reimburse for those identified allowable items. (For example, under certain conditions, tuition reimbursement is allowable; however, the local PDC believes that there is a possibility that too great a percentage of their professional development monies could be spent in this direction with very little payback in measurable student achievement. As a result, unless otherwise dictated by local board policy, local PDCs may determine that there will be no tuition reimbursement or limited reimbursement for courses taken.) Local school boards are encouraged to establish a separate line item in the district budget for tuition reimbursement if continuing education is a priority.

Professional development funds should be dedicated to the learning needs of teachers and leaders identified in their Individual Professional Growth Plans (IPGP) or Individual Leadership Growth Plans (ILGP) and tied to identified student learning needs. Individual Growth Plans for teachers and leaders should inform the

development of the District Professional Development Plan. Individual Growth Plans should be in alignment with the building Professional Development Plan and the District Professional Development Plan. Likewise, the District Professional Development Plan should be aligned with, and support, the Comprehensive School Improvement Plan.

Allowable expenditures are as follows:

1. **Activities for staff with teaching certificates:** Professional development activities can be provided for all staff with teaching certification. Staff includes teachers, guidance counselors, librarians, administrators, and special teachers such as vocational teachers and special education teachers.
2. **Consultant/presenter fees and expenses:** Consultants/presenters may be paid fees and reimbursed for expenses. A local staff presenter can be paid a fee or stipend for the professional development presentation if planning and presentation is done on his/her own time.
3. **Stipends for:**
 - Teachers' participation in curriculum development and related work if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
 - Teachers' work as a member of the professional development committee. This includes any training received for being a PDC member if the work is done after contracted school time such as evenings, weekends or during the summer (must be separate from district summer school commitments).
 - Mentor teachers for time spent planning for and working with first and second year teachers outside regular contracted school hours.
 - Teachers' participation in professional development/learning/ in-service activities scheduled and held by the district outside contracted school hours.
4. **Reimbursement for:** Travel, food, lodging and registration fees to participate in professional learning/ training activities.
5. **Pay for substitute teachers:** Pay for substitute teachers when professional development activities are held during the regular school day or to allow for teachers to observe, coach, mentor or work with other teachers in collaborative situations.
6. **Tuition and fees for selected colleges or university courses to:**
 - Eliminate temporary certificates when requested by the district to teach in a shortage area.

- Assist a staff member to become certified in another area where teaching help is deemed necessary by the district. For example, consider a teacher one course short of being qualified as a counselor. The district needs another counselor and would like to hire this teacher as a counselor. If approved by the PDC regulations, professional development money could be used to pay for the tuition of this course.
- Keep teaching certificates current if identified in the district professional development plan as a district priority.
- Help progress toward a master's degree or above if identified in the District Professional Development Plan, in the educator's Individual Professional Growth Plan and the advanced degree sought is in the educator's content area of teaching .
- Help enrich subject/grade level teaching.

Note: Caution should be exercised by the PDC in using a large percentage of its budget on tuition reimbursement. The PDC may wish to develop a policy that limits tuition reimbursement to only the critical certification needs of the district in order to have the needed funds to support the identified learning needs of all staff and meet the goals of the district Comprehensive School Improvement Plan.

PDC Funding Decisions

7. **National Board Certification:** Payment of all or a portion of the fee is allowable if consistent with the goals and activities of the PDC plan, the teacher's Individual Professional Growth Plan and has been adopted and approved by the board of education. Again, caution should be exercised by the PDC in using too large a percentage of its budget in support of a few candidates.
8. **Library resources:** Only those items used to support professional development goals as specifically identified in the professional development plan may be purchased for professional libraries.
9. **District fee to belong to a professional development co-op and professional organizations:** This fee is allowable if the professional development activities are consistent with the goals and activities of the PDC-developed and board-adopted professional development plan of the district. Example: If the district wishes to join a professional development consortium through their local RPDC, this is allowable since the RPDC will then work with the district to provide professional development in support of the district/building needs.

C. Expenditures for Which "One Percent" Fund May Not Be Used

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district professional development plan and Comprehensive School Improvement Plan.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.
4. Instructional equipment or materials or administrative equipment or materials.
5. Salaries. Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.)
6. Travel as a form of professional development. (As traveling to Spain to become more informed about the country in order to teach Spanish.)
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)

8. School board member training.
9. Stipends for teachers working in areas other than curriculum, instruction and/or professional development in preparation for a local Missouri School Improvement Program (MSIP) review.
10. Professional development activities for non-certificated staff. (School districts are encouraged to provide opportunities for non-certified staff to learn and grow professionally.)
11. As a supplement for teacher health insurance premiums.
12. Certified staff CPR training.
13. Firearms safety training.

If there are questions about what is an allowable expenditure and what is not, clarification can be obtained by calling 573- 526-6650, Director of Professional Development, DESE.

PDC Funding Decisions

D. Budgeting

Once the professional development plan is complete, allocation of resources to accomplish the goals must be determined. The following procedures may prove helpful:

- In collaboration with building(s) administrator(s), prioritize the goals to be addressed for the professional development fiscal year.
- Estimate the cost of the professional development activities and/or resources needed to accomplish each of the goals.
- Create a yearly itemized budget to reflect professional development expenditures.

If, after the year progresses, it is found that there is a more pressing learning need (student driven), then adjustments can be made to the Professional Development Plan and plan budget to help students be successful and teachers meet identified learning targets. PDCs should have a district process or policy that addresses changes to the Professional Development Plan and budget.

E. Accounting for Expenditures

The Outstanding Schools Act of 1993 requires that 75 percent of professional development funds be spent in the year received. The penalty for non-compliance is loss of all state aid. Therefore, a cooperative relationship must exist between the PDC and school administrators regarding accounting expenditures. Each district is encouraged to develop a collaborative system to approve expenditures and maintain an accurate accounting of all expenditures.

Questions and Answers

Can PDC money be used to reimburse staff for expenses associate with taking graduate classes? *(Refer to Section III, B.6)*

Can administrators be reimbursed for workshops and related travel expenses out of PDC funds?

Yes, if consistent with the objectives of the Comprehensive School Improvement Plan, the District Professional Development Plan, the Individual Leadership Growth Plan and approved by the PDC.

When the professional development plan is presented to the school board, does a budget need to be presented and approved at the same time, or is the budget developed by the committee later?

Yes. A budget should be presented as part of the professional development plan.

Can PDC funds be spent on necessary expenses for training teachers to serve on Missouri School Improvement Program (MSIP) teams including the on-site visit?

Generally, no; however, certificated staff preparing in the areas of curriculum, instruction, and/or professional development for a local MSIP review or serving on an MSIP review team in those areas may receive a stipend. The PDC need not approve stipends for teachers working in these areas unless it is feasible and agreeable for the district to pay teachers working in the other MSIP areas an equal stipend out of regular district funds.

Who has the authority to move PDC funds from one school plan objective to another?

The PDC has the responsibility to move funds where they are most needed to accomplish the objectives of the Comprehensive School Improvement Plan.

Can PDC funds be used to pay for classes that ultimately lead to certification in other areas? Science teachers to principal? English teacher to counselor? English teacher to math teacher?

If written in the local PDC guidelines, the PDC may provide for reimbursement for course work in the teacher's field of teaching; however, reimbursement should not otherwise be allowed unless there is a critical need in the district. Board policy may provide for tuition reimbursement outside these stated guidelines; however, when that is the case, the board must reimburse for this course work using district funds rather than the one percent professional development funds. *(Refer to Section III, B.6)*

Must administrator travel be presented to the PDC for approval?

Yes. All expenditures of the one percent professional development monies must be approved by the PDC.

Can PDC money pay for a coaching clinic if an objective is written toward it?

No. Coaching clinics are intended to help people become better coaches. Professional development monies are to be used for the improvement of classroom instruction. Although there are topics in coaching, cheerleading and business clinics, for example, that could be used in the classroom, classroom instruction is not the focus of the clinic.

Can the superintendent override the PDC decisions regarding expenditures that the PDC determines have no relevance to the professional development goals?

No. The law (The Outstanding Schools Act of 1993) makes it clear that the PDC is to consult with the administration, but the PDC is responsible for approval of fund expenditures under the aegis of the board.

Can professional development monies be used to pay a stipend to a teacher for being a mentor?

Yes. A stipend can be paid to a mentor for time spent planning for and working with a mentee as long as this time is outside the regular school hours or if the mentor is giving up conference/planning time to work with a mentee. A teacher cannot receive a stipend if he/she is fulfilling career ladder obligations by serving as a mentor.

Can professional development monies be used to pay a stipend for curriculum development?

Yes. Only if teachers are working on curriculum outside the regular school hours and are not receiving career ladder credit for their work, they may receive a stipend.

Can professional development monies be used to send Title I teachers to a Title I focused conference?

No. Title I funds must be used for that purpose.

Should there be written documentation of requests which were approved and denied?

Yes. A form should be developed for applicants to complete. (Applicants should be required to show how this learning opportunity will satisfy an objective in his/her Individual Professional Growth Plans or Individual Leadership Growth Plans and how it ties to the building and district professional development plans.)

If the request is denied, there should be a space where the reason for denial is stated with documentation that the request was reviewed by the committee. The form should be signed by the chairperson or other appropriate person(s). Copies of all requests should be kept on file for future reference.

Can a Title I teacher be reimbursed for attending a conference attended by other “regular” classroom teachers?

Yes. a Title I teacher may be reimbursed with one percent monies when attending a conference/workshop from which any classroom teacher can benefit as long as the learning activity is consistent with Comprehensive School Improvement Plan, the Professional Development Plan, and his/her Individual Professional Growth Plan objectives.

Must the expenditures of all professional development monies, regardless of source, be approved by the PDC?

No. Only the expenditures of the state one percent monies must be approved by the PDC. However, to develop a consistent, effective and systemic professional development program, all professional development funds should be spent to achieve the goals of the district's professional development plan in support of the district's Comprehensive School Improvement Plan.

If a secretary has a teaching certificate, could he/she be paid out of professional development funds to attend a conference?

No. To be eligible for professional development reimbursement, the person must be certified as a teacher, counselor, librarian or administrator and must be currently employed in that role.

Can professional development funds be used for CPR training for certified staff?

No. Professional development monies are to be used to achieve the academic goals of the building and district's professional development plans in support of the district's Comprehensive School Improvement Plan. If local school boards feel that this is a high priority, other district funds may be used for this purpose.

Can professional development funds be used to help offset the individual insurance costs to certified staff in the district?

No. Professional development monies are to be used only to achieve the goals of the building and district's professional development plans that are tied to the district Comprehensive School Improvement Plan.

Can a district use professional development monies to pay/or partially pay for a teacher to become National Board Certified?

Yes. If one of the district's goals is to have a highly effective teacher in every classroom and the PDC has chosen to support this certification as a means to accomplish this goal, then professional development funds may be used to pay or help to pay the certification cost.

Can a district use professional development monies to pay for "firearms safety training" and/or school safety training for certified staff in the district?

No. Professional development monies are to be used to achieve the academic goals of the building and district's professional development plans in support of the district's Comprehensive School Improvement Plan. If local school boards feel that this is a high priority, other district funds may be used for this purpose.

Section IV. The Planning, Implementation and Evaluation of Professional Learning



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Section IV: The Planning, Implementation and Evaluation of Professional Learning

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A. Defining and Designing Professional Learning

Defining and designing effective professional learning opportunities for educators is vital to the effective classroom implementation of new knowledge, skills and strategies that lead to increased learning for students. Although in the last decade there has been a large body of research produced that has defined and described effective professional learning practices, classroom implementation has not occurred. Research tells us that many schools are still focusing much of their professional learning efforts/resources on "one-shot" professional learning opportunities with little or no follow-up- either in or out of district. Conferences, the one- or two-day professional learning planned prior to school, and one-shot workshops during the year are good vehicles for awareness – to connect educators to the latest in research and technology or to introduce new knowledge and strategies, but they cannot change practice in the classroom.

Dr. Robert Marzano says that "learning a new strategy or behavior involves movement through phases. To effectively move through developmental phases, teachers must have opportunities to observe and discuss expertise. Simply stated, teachers need input from sources other than themselves" (Effective Supervision, ASCD, 2011).

In order for students to be college and career ready at graduation, teachers need to be learning at high levels. According to professional development scholars, the new Common Core State Standards come with pedagogical challenges. Teachers will need updated skills to teach in ways that emphasize the standards' focus on problem-solving, analysis, the use of investigation, relevance to history, dealing with informational texts and integration across content areas.

Tom Guskey, professor of educational psychology at the University of Kentucky's college of education had this to say about this new learning for educators: "We should start where students' weaknesses and shortcomings are and then seek strategies or techniques to help teachers understand those shortcomings...Teachers will teach as they were taught, and if they are going to incorporate these ideas in their teaching, they need to experience them as students. The professional development will have to model very clearly the kinds of activities we want teachers to carry forward and use in their classrooms."

Standards do not ensure student achievement, teachers with strong knowledge and skill about how to help students reach the standards will impact achievement.

- Mike Schomker
Focus, ASCD, 2011

The effective design of professional learning will enable educators to move to the comprehension and implementation level of a new strategy, idea or practice. When designing professional learning opportunities, Professional Development Committees (PDC) will need to consider the goals for the learning experience, the characteristics of the learners, the comfort of the learners with each other and with the content, the work environment, availability of resources, and the magnitude of the expected change in educator behavior and practice. The design will need to include opportunities to work collaboratively with other teachers; to observe in other classrooms; time for practice and feedback; and a mechanism for benchmarking progress and evaluating learning outcomes.

According to Hayes Mizell, effective professional learning must be embedded in the daily work of teachers and provide opportunities for teams to engage in focused learning around specifically identified student needs.

Good teaching is not an accident. While some teachers are naturally more gifted than others, all effective teaching is a result of study, reflection, practice and hard work. A teacher can never know enough about how a student learns, what impedes the student's learning, and how the teacher's instruction can increase the student's learning. Professional development is the only means for teachers to gain such knowledge. Whether students are high, low or average achievers, they will learn more if their teachers regularly engage in high-quality professional development ...

School leaders improve with study, reflection, practice, and hard work. Their learning supports not only teachers' learning, but students' as well. When leaders know how to engage teachers, support staff, and students in effective learning, the school becomes the center of learning for all adults and students."

- Hayes Mizell
Why Professional Development Matters
Learning Forward, 2010

In his opening remarks at the April, 2012, meeting of the Council of Chief State School Officers (CCSSO), Gene Wilhoit, CCSSO's executive director, commented on the role of professional learning in the successful implementation of the Common Core State Standards.

“The cruelest thing we can do to teachers is to poorly prepare them for today’s challenges, isolate them in dysfunctional environments, treat them as line workers, while calling them professionals and then blame them for the woes we face. We know from decades of reforms that this very step – how we prepare teachers to implement change – is at the heart of making a transformation a reality in schools. Nothing could be more critical to the success of the standards than professional development for educators. We need a fundamental shift in how teachers learn, grow and improve in our education system.”

In addition, Wilhoit asked that all the state chiefs ensure that districts and schools engage educators in learning communities focused on the Common Core Standards. Working together, educators will be able to determine their school’s greatest learning needs and will be able to tap into the expertise of community members.

Effective professional learning is job-embedded, collaborative, and sustained over time (research says that it takes 49+ hours to realize results for students). Learning Forward also reports that the body of research about effective schools identifies two common characteristics that consistently appear in schools with substantial student learning gains – collaboration and professional learning.

The effectiveness of professional development depends on how carefully educators conceive, plan and implement it.

- Hayes Mizell
Why Professional Development Matters
Learning Forward, 2010

From current research we now know that in order to have teachers and students learning at high levels, professional development needs to shift as follows:

FROM:	TO:
<ul style="list-style-type: none"> • Focus on teacher needs only 	<ul style="list-style-type: none"> • Focus on student learning needs and what learning teachers will need in order to help students learn at high levels
<ul style="list-style-type: none"> • Focus on individual development 	<ul style="list-style-type: none"> • Focus on individual, school, and system-wide learning and improvement (CSIP, SIP)*
<ul style="list-style-type: none"> • Transmission of knowledge, skills, strategies 	<ul style="list-style-type: none"> • Inquiry for teaching and learning
<ul style="list-style-type: none"> • Pull-out training 	<ul style="list-style-type: none"> • Job-embedded learning
<ul style="list-style-type: none"> • Generic teaching skills 	<ul style="list-style-type: none"> • Combination of content knowledge and content-specific pedagogy
<ul style="list-style-type: none"> • Fragmented, piecemeal, one-shot 	<ul style="list-style-type: none"> • Driven by clear, coherent, long-term strategic plan
<ul style="list-style-type: none"> • District direction and decision-making 	<ul style="list-style-type: none"> • School direction and decision-making in alignment with the CSIP
<ul style="list-style-type: none"> • Professional developers as trainers 	<ul style="list-style-type: none"> • Professional developers as coaches, consultants and mentors
<ul style="list-style-type: none"> • Professional development s some people's job 	<ul style="list-style-type: none"> • Professional learning a everyone's job
<ul style="list-style-type: none"> • Professional development for teachers 	<ul style="list-style-type: none"> • Professional learning for everyone
<ul style="list-style-type: none"> • Professional development as a frill 	<ul style="list-style-type: none"> • Professional learning as essential
<ul style="list-style-type: none"> • Professional development for teacher improvement 	<ul style="list-style-type: none"> • Professional learning for the community of learners in support of student success
<ul style="list-style-type: none"> • Awareness and one- or two-session workshops 	<ul style="list-style-type: none"> • Professional learning that provides adequate time (49+ hours) for learning, practice and adequate follow-up
<ul style="list-style-type: none"> • Individual decisions 	<ul style="list-style-type: none"> • Collegial discussions and decisions
<ul style="list-style-type: none"> • Individual/general applications 	<ul style="list-style-type: none"> • Engaging and supported "thin slices" of learning
<ul style="list-style-type: none"> • Professional development without accountability for student achievement 	<ul style="list-style-type: none"> • Professional learning that sets student learning outcomes which define equitable expectations for all students to achieve at high levels and holds educators accountable for implementing appropriate strategies to support student learning.**

*CSIP is the Comprehensive School Improvement Plan; SIP is the School Improvement Plan.

**Learning Forward, Standards for Professional Learning (2011) Learning Forward, Oxford, OH

B. Planning for Professional Learning

1. District Protocols for Professional Learning

a. Planning

- **District Needs Assessment:** Annually, the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavior data, and other district data.
- **Generating a District-wide Professional Development Plan:** Based on professional learning needs identified through the educator evaluation system, the PDC, in collaboration with district leaders, generates a district-wide Professional Development Plan that is research and/or evidence based, specifies how the plan will be evaluated, and aligns with *Standards for Professional Learning*, identified student and educator learning needs, educators' level of development, School Improvement Plans, and other district performance indicators.
- **Research/Evidence Basis:** The district's professional learning is based on research- and/or evidence-based instructional and intervention strategies proven to increase student achievement.
- **Content Standards for Student Outcomes:** The district's professional learning supports implementing state-adopted content standards for student outcomes.
- **Integration of Initiatives:** Professional learning supports educators in addressing professional learning needs identified through educator evaluation integrating and using federal, state, and district initiatives in content, instruction, and intervention strategies to increase student achievement.
- **Leadership Development:** The district supports professional learning that develops, maintains, and improves the leadership competencies and skills of instructional leaders.

b. Learning

- **Learning Communities:** The district supports and encourages professional learning in collaborative teams of educators.
- **Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific pedagogy.
- **Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback as part of the educator evaluation process.
- **Sustained Professional Learning:** Professional learning is adequately sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.

- **Use of Technology:** Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.
- **Time Resources:** Sufficient time within the work day is available and used for professional learning.
- **District Support:** The district recognizes and supports professional learning as the key strategy for improving teaching quality and student learning.

c. Implementing

- **Implementation of Learning:** The district PDC provides an accountability for learning support system to facilitate implementation of professional learning in the workplace.
- **Coaching and Mentoring:** The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

d. Evaluating

- **Implementing the Professional Development Plan:** The PDC conducts an ongoing formal evaluation of the degree of fidelity with which the district's plan is implemented.
- **Implementation of Learning:** The PDC evaluates district-level professional learning to assess the level of high-fidelity implementation in the work place.
- **Changes in Students:** The district PDC assesses the impact of professional learning on student performance.
- **Evaluation Measures:** The district PDC uses summative and formative data from state standardized student achievement measures, when available, and other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-created tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
- **Use of Results:** The PDC reviews district and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.
- **Fiscal Resources:** The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.
- **Student Gains:** The district demonstrates an overall increase in student achievement based on student achievement data.

2. Building level protocols for professional learning

a. Planning

- **Building Level Needs Assessment:** Annually, the school level PDC in collaboration with building leaders, identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data.
- **Reviewing Professional Growth Plans:** The building leader meets with individual educators to review the Individual Professional Growth Plans and identify additional individual professional learning needs based on performance evaluation data and priorities for students, grade levels, school, content areas, or the whole school.
- **Reviewing Annual Performance Appraisal Data:** The building leader uses information from annual performance evaluations of educators to identify professional learning needs for individuals, teams, or whole-school faculty.
- **Generating a School-wide Professional Development Plan:** As part of the Building Improvement Plan and in collaboration with the district's Professional Development Committee, the building leader, and the Building level PDC, develop a school-wide professional learning plan aligned to identified classroom-level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.
- **Individual Leadership Growth Plan:** Building leaders create and implement Individual Leadership Growth Plans (ILGP) that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in leader practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the ILGP.

b. Learning

- **Learning Communities:** School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team, building, and district goals for student achievement.
- **Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific pedagogy and interventions in the content areas specified in the School Improvement Plan.
- **Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human

learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

- **Sustained Professional Learning:** Professional learning is adequately sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.
- **Use of Technology:** Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.
- **Time Resources:** Sufficient time within the work day is available and used for professional learning.

c. Implementing

- **Implementation of Learning:** The PDC provides an accountability for learning support system to facilitate implementation of professional learning in the workplace.
- **Coaching and Mentoring:** The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

d. Evaluating

- **Implementing the Professional Learning Plan:** The PDC conducts an ongoing formal evaluation of the degree of fidelity with which the building's plan is implemented.
- **Implementation of Learning:** The PDC, in collaboration with the building leader, evaluates building-level professional learning to assess the level of high-fidelity implementation in the work place.
- **Changes in Students:** The PDC in collaboration with the building leader or leadership team, assesses the impact of professional learning on student performance.
- **Evaluation Measures:** The building PDC uses summative and formative data from state standardized student achievement measures, when available, and other measures of student learning and behavior such as building common assessments, progress monitoring, educator-created tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.
- **Use of Results:** The PDC reviews district and building-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

- **Student Gains:** The school demonstrates an overall increase in student achievement based on student achievement data.

3. Educator Protocols for Professional Learning

a. Planning

- **Individual Needs Assessment:** The educator identifies individual professional learning goals aligned to educator standards and indicators targeting student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, and school and team goals.
- **Leader Review:** The educator meets with a building leader to review the Individual Professional Growth Plan and identify additional individual professional learning needs based on performance evaluation data and priorities for students, grade levels, content areas, or the whole school.
- **Individual Professional Growth Plan:** The educator's Individual Professional Growth Plan specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a. clearly defined professional learning goals that specify measurable improvement in student achievement; b. changes in the educator's practices resulting from professional learning; and c. an evaluation plan that determines the effectiveness of the professional learning.

b. Learning

- **Learning Communities:** The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, building, and district goals for student achievement.
- **Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific pedagogy and interventions in the content areas specified IPGP.
- **Learning Strategies:** Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.
- **Sustained Professional Learning:** Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.
- **Use of Technology:** Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

- **Time Resources:** Sufficient time within the work day is available and used for professional learning.
- c. Implementing**
- **Implementation of Learning:** The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.
 - **Coaching and Mentoring:** Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning.
- d. Evaluating**
- **Implementing the Individual Professional Growth Plan:** The educator and building leader conducts an evaluation of the degree of fidelity with which the plan was implemented.
 - **Changes in Educator Practice:** The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
 - **Changes in Students:** The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.
 - **Evaluation Methods:** The educator uses summative and formative data from state standardized student achievement measures, when available, and other measures of student learning and behavior such as progress monitoring, educator-created tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

PDC Notes

- **Use of Results:** The educator uses the results of the Individual Professional Growth Plans evaluation as part of the continuous improvement process to develop the following year's Individual Professional Growth Plans, and to revise professional learning goals based on student performance results and documented teaching practice.

4. Implications for Planning

All professional learning must be linked to and supportive of the district's Comprehensive School Improvement Plan.

Learning Forward's *Standards for Professional Learning* describe the context – essential conditions for effective professional learning as follows:

- **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. (SIP/CSIP).
- **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.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Just like an effective garden needs sunlight, water and good soil to produce vegetables, effective professional learning needs a collaborative community of learners, skillful advocacy-based leadership, and support resources to achieve results for students. Lack of even one these essential conditions can cause failure in the implementation of professional learning.

Learning Forward's *Standards for Professional Learning* describe the attributes of educator learning processes that define quality and effectiveness as:

- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student,

School systems that invest in professional learning and build coherence throughout the system demonstrate commitment to human capital development and acknowledge that investment in educator learning is a significant lever in improving student achievement.

- *Standards for Professional Learning*
Learning Forward, 2011

educator, and system data to plan, assess, and 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.
- **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.

The Professional Development Plan is to be collaboratively developed by PDCs and their building leaders. In order for it to be effective, it must focus on continuous school improvement; be informed by multiple sources of data on student and educator learning needs; must be sustained over time and supported by skillful leadership; must be based on models of successful adult learning; and employ sufficient resources to sustain implementation.

Learning Forward's *Standards for Professional Learning* describe the essential content as:

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

As stated in Learning Forward's *Standards for Professional Learning*, "When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning."

Focusing on student learning outcomes has the greatest potential to deepen educator content knowledge and pedagogy, changing educator practice by holding educators accountable for the implementation that can produce positive

The old truisms tell us that "what gets measured gets managed" and "you get what you inspect" and they survive as truisms because they are manifestly true (p. 176). It's simple: If we want better schools, we have to monitor the implementation of our highest priorities. Schoolchildren will continue to wait until we monitor and ensure that our priorities are being implemented.

- Marcus Buckingham
The One Thing You Need to Know
Free Press, N.Y., 2005

results for students. Building on what educators already know and are able to do, professional development can move educators on a continuum of learning tied to performance standards and engage them in sustained communication with other educators that are on the same professional journey of development.

5. Challenges to Overall Planning

- **Time:** Collaborative efforts need to consider time for adult learning during the school day or work time, i.e., professional learning communities or whole faculty study groups. Professional learning needs to be an integral part of a teacher's job responsibilities and expectations. Normally, the time planned for professional learning is during designated professional learning days, before school, after school, on Saturdays, and during the summer. Research shows that change takes time – 49+ hours sustained over one year (Yoon, et al).
- **Funding:** *(This section will be completed after we have a clearer picture of what will occur in this legislative session.)*
- **Priorities:** The District Professional Development Plan (PDP) is part of the Comprehensive School Improvement Plan and addresses the identified learning needs of students and educators. PDCs collaboratively work with school leaders to ensure that the district PDP supports the district identified improvement needs. Building Professional Development Plans align with the district PDP and focus on professional learning to improve educator practice and results for all students.
- **Attitudes:** One size doesn't fit all. When professional learning honors the expertise of educators; takes into consideration prior knowledge and skills; offers differentiated learning designs and learning content to meet the needs of individual learners; develops a collaborative culture with peer accountability; is job-embedded and occurs during the workday; fosters professionalism; and supports transfer of learning into practice; educators are enthusiastic and engaged in improving their practice. Effective professional learning creates learning communities where all educators are focused on improving student achievement. The PDC should support

Effective professional learning occurs most often in learning communities; is supported with strong leadership and appropriate resources; is drawn from and measured by data on students, educators, and systems; applies appropriate designs for learning; has substantive implementation support; and focuses on student and educator standards.

*-Standards for Professional Learning
Learning Forward, 2011*

educator efforts by designing opportunities for learning communities that use data-driven decision-making to determine student needs and then engage in action research, study groups, reflective teaching, peer coaching, etc.

- **Public Support:** The public expects high student achievement results and holds educators accountable. PDCs who design Professional Development Plans that promote effective teaching standards that focus on student achievement attract public support. The Professional Development Committee (PDC) can increase support by raising awareness and communicating effectively with its stakeholders.

6. The Professional Development Plan

The purpose of professional learning is to help teachers develop the knowledge and skills necessary to help all students learn at high levels and be college and career ready when they graduate. Planning effective professional learning begins with the examination of student achievement data to define student learning needs and then identifying the teacher knowledge and skills required to address those needs.

Teacher professional learning outcomes are defined in terms of improved professional practice, but the long-term goals focus on improved student achievement targets. An effective plan should identify the data-driven student learning needs, the evidence that supports these identified student needs, and the adult learning needs that will enable educators to support student success in meeting these needs.

District, building and individual plans should be aligned and focused on student learning outcomes supported by improved educator practice. Effective plans:

1. Identify student and educator learning needs.
2. Specify who will benefit from the professional learning.
3. Identify learning outcomes, benchmarks and observable/measurable evidence of change in teacher practice and student learning.
4. Specify the learning opportunities and sustained follow-up planned to support implementation (at the district and building level, plans should

It is important to focus: In analyzing multiple sources of disaggregated student data, Professional Development Committees may identify a wide range of student learning needs that could be addressed by professional learning. It is important to focus professional development efforts in order to impact teacher practice.

include the differentiated learning opportunities that will be offered for educators).

5. Identify resources needed to support the professional learning
6. Identify how professional learning will be evaluated.

a. Identify student and educator learning needs

The first step in the planning process is to identify student learning needs based on disaggregated student achievement data. This analysis can also help identify reasons for gaps in learning—disconnects between teacher content knowledge and pedagogical content knowledge and student outcomes; school and classroom environmental issues that impede learning; or differences in written and implemented curriculum and standards.

PDCs and district/school leadership should review multiple types of student achievement data—such as: results from locally developed formative or benchmark assessments, samples of student work, projects, state assessment data, etc. In addition, districts may want to look at attendance data, discipline referrals and other data that might influence student learning. Ideally, the data should cover multiple years.

Once the PDC has identified the student learning needs that will represent the long-term focus for professional learning, the next step in the process is to identify the learning needs of educators that will support these student learning needs. Decisions about the knowledge and skills needed by teachers should be based on research and experience from successful practice.

b. Specify who will benefit from the professional learning

“One size doesn’t fit all.” It is important for PDCs to consider which teachers will benefit from the professional learning or how the learning opportunities may be tailored to address various developmental levels of teachers with differing amounts of experience, knowledge and skills. School leaders will be crucial to making decisions about the learning needs of individual teachers, teams of teachers, or grade level or content specific teachers. It is also important to ask teachers about the kinds of learning they feel they need to support specific student learning in their classrooms. If the district or school site is implementing a new comprehensive reform that is a departure from current practice, most or all of the teachers will need some level of assistance in making the necessary changes in practice.

c. Identify learning outcomes

The Professional Development Committee, with guidance from building leaders, will want to take the learning needs identified earlier and translate them into specific expectations for professional learning --outcomes and indicators. At this time, the committee will also begin thinking about when the outcomes will be achieved and how the professional learning will be evaluated to determine whether participants achieved the intended outcomes.

Participation in effective professional learning may result in:

- New knowledge – mastery of content, understanding of diverse student learning needs and styles, knowledge of cross curricular content, etc.
- New professional skills – instructional skills, assessment skills, active engagement skills, effective communication skills, etc.
- Application of new knowledge and skills

Professional learning indicators associated with desired outcomes specify levels of mastery and/or expected patterns of application and use of new knowledge and skills. To enable the committee to gauge the effectiveness of the professional learning, the indicators should be measurable and/or observable. It is appropriate that indicators specify measures or procedures for assessing mastery or application of new learning.

Be specific. This lets the learners know what is considered evidence of success and helps them clearly understand in advance the expectations of the learning. Specificity lends focus to the committee's thinking about the content, learning activities, and follow-up learning opportunities necessary to help participants reach the intended outcomes. Specificity guides the evaluation plan and helps in the data collection process by giving direction as to what data will need to be collected and when it would be realistic and reasonable to collect this data. Specificity provides criteria to judge the success of the professional learning.

Effective Professional Development Plans do not have a "prescribed" number of outcomes or indicators. Committees may want to consider grouping outcomes according to the specific needs of students or teachers by grade level, content level, sub-group. Caution must be taken to not define multiple-disconnected

If the expected result of professional learning is significant changes in teacher practice, the plan must be realistic about the kinds of learning opportunities and sustained follow-up needed to foster these changes. The plan must set realistic expectations about the time necessary to ensure adequate opportunities for practice and feedback, and set reasonable expectations around the time it takes to see a change in student learning.

outcomes that can result in an unfocused, ineffective plan. It is important to remember that defining outcomes and indicators that change practice in classrooms takes a lot of time and requires support and follow-up (collaboration, coaching, observation, feedback, etc.).

Committees will want to make sure that outcomes are realistic and achievable in the expected time frame.

PDCs will want to work closely with school leaders to determine intended outcomes and indicators for building level plans to ensure that they are in alignment with district priorities and school improvement efforts.

d. Specify the learning opportunities

The plan should describe the professional learning activities and related follow-up. Committees need to remember that:

Prior to developing the Professional Development Plan(s), the PDC and key leadership will want to collaboratively study the *Standards for Professional Learning*. This a great opportunity to take "inventory" to see if your system is lacking any of the essential conditions for effective professional learning (Professional Learning Community(s), strong leadership and appropriate resources). The PDC may want to have a sub-committee learn more about research-based learning designs for professional learning and follow-up. Educators, like students, will come to a learning activity with their own unique

Choose student outcomes and indicators that are explicitly related to outcomes for teachers. Generally, it is not reasonable to expect to see changes in state assessments as a result of professional development participation (not in the short term but could be in long-range planning). However, it is reasonable to expect to see changes in student work products/projects, that are a direct result of teacher application of new knowledge and skills in their classroom. The Professional Development Committee will want to choose proximal outcomes and indicators (those that are explicitly related to the professional learning) that are less likely to be influenced by other factors. Student work samples and performance on benchmark assessments are usually more useful in gauging the impact of professional learning than scores on state assessments.

characteristics, at varying developmental levels, varied experience levels, and with different learning preferences. The PDC will want to plan activities and follow-up that supports learners and learning; that allows for substantial time for practice, observation and feedback, collaboration, coaching, reflecting, etc.; that is job-embedded learning; and is focused on student results.

Key to this step in the planning process is ensuring that there is a "match" between the planned learning and the intended outcomes and indicators identified. If the expectation is that educators implement new learning in the classroom, but the plan only provides a presentation of the key features of the new program and no follow-up learning activities, then it is unrealistic to expect implementation or any change in teacher practice. As stated in an earlier section, it takes 49+ hours of professional learning to change practice or realize increased student learning results (Yoon, 2007).

Traditional workshops, conferences, graduate courses, or professional meetings are examples of professional learning, that without carefully planned, school-based follow-up, will result in no change in teacher practice or results for students. Researchers call this result "knowledge without change in practice" and describe it as inconsequential if it does not change what a teacher does in the classroom which directly impacts student learning (McCutchen et al., 2009).

Effective professional learning typically includes a variety of opportunities for participants to learn and master new knowledge and skills. Learning activities that engage teachers as active learners and problem-solvers, are most effective. These learning activities include opportunities for teachers to practice new learning and skills with guidance from a coach; observe other teachers applying the new learning and skills; work collaboratively with other teachers; and receive constructive, reliable, and relevant feedback based on evidence to enable educators to adjust practice to meet expectations. In addition, effective professional learning typically extends over a relatively long period of time – 6 to 12 months or longer. This extended time allows many opportunities for the practice of new knowledge and skills, reflecting on practice, receive support via coaching, observing other teachers, collaborating with grade alike or content like teachers, and make adjustments to meet the needs of students in the classroom.

When initial learning activities are not explicit and offer no hands-on practice; modeling; or opportunities to see what it would look like in the classroom; follow-up activities become even more crucial to the successful implementation of new knowledge and skills in the classroom.

If the Professional Development Plan focuses on school-based professional learning activities supported by professional learning communities that have weekly opportunities to collaborate, look at student work, coach, mentor, observe, participate in actions research, etc., then the professional development and learning can be sustained and ongoing (long-term). Professional learning communities offer a structure and process for continuous improvement and support if they are embedded in the school culture, have leadership support and direction, and are given ample time to work and learn together.

School leaders have a key role in teacher professional learning. They contribute to the design of professional activities, help identify learning needs, identify which teachers should participate, and help ensure that activities are focused on school improvement needs and are derived from research based successful practice. Leaders facilitate teacher participation ensuring that substantial time for learning and follow-up is provided and that there are adequate resources to support teacher professional growth. In addition, leaders can enhance follow-up by observing in classrooms and giving constructive feedback on implementation of new learning.

e. Identify the resources needed

Effective professional learning requires adequate resources- time, people, material, technology, and fiscal investments. How resources are allocated can level the playing field by addressing inequities and achieving results for both students and educators. Careful planning can identify what resources are needed, where to best use these resources to significantly impact student and educator learning, and ensure equity in resource allocation.

In economically challenging times, school systems often reduce investments in professional learning for educators. High performing countries know that professional learning is vital to improved student learning, and reducing this investment is not an option. The Professional Development Committee will need to work closely with district and building leadership to create a budget that includes adequate resources – staff (instructional coaches, facilitators, mentors), time (time within the school day for teacher collaboration, observations, off-site

Researchers report that greater changes in instructional practice occur as a result of professional learning activities that involve the active participation and engagement of teachers (e.g., practicing what they learned in their classroom; observing other teachers; conducting demonstration lessons; leading group discussions; and reviewing student work with colleagues (Birman et al., 2009).

training, etc.), technology and materials (professional journals, books, software, participation in online learning communities or networks, online learning opportunities, etc.) and fiscal investments (expenses in support of release time).

Adequate resources are considered one of the essential conditions necessary for professional learning to be effective and successful. Without adequate resources to support professional learning, educators will not have the support necessary to change practice. Ultimately, this will affect the ability for Missouri students to succeed in college and compete in the workforce.

f. Identify how professional learning will be evaluated

Planning the evaluation of professional learning should begin as soon as possible and those responsible for the evaluation should be members of the Professional Development Committee or included in the planning of the District Professional Development Plan. Prior to beginning the evaluation plan, the evaluation team may want to consult the *Teacher Professional Development Evaluation Guide* prepared for Learning Forward (formerly the National Staff Development Council (NSDC)) by M. Bruce Haslam, Policy Studies Associates (2010).

The original version of the guide was commissioned by the Maryland Department of Education and the Harford County Public Schools. Learning Forward commissioned the revisions to the Maryland evaluation guide to ensure its usefulness to other states and districts.

The *Teacher Professional Development Evaluation Guide* includes suggestions about:

- Designing evaluations
- Selecting instruments
- Preparing the evaluation team
- Collecting and analyzing data
- Reporting
- Evaluation resources

Guiding assumptions about evaluating professional development are also addressed.

National Science Foundation researchers found that the quantity of professional learning activities in which teachers participate relates directly to how much their teaching practice and classroom culture change (Supovitz and Turner, 2004).

- There is no single “best” approach to evaluation.
- Evaluation planning should be an integral part of professional development planning.
- Evaluation of teacher professional development should be separate and distinct from teacher performance evaluations.

Many factors can influence the evaluation of professional development and this guide poses five questions, that if answered by the evaluation team, can help define what should be done in an evaluation and what’s possible.

1. Should the professional learning be evaluated? Will the activity result in important outcomes? Will evaluation results help inform subsequent phases of the professional learning activity and plans for new professional learning?
2. What are the key elements of the professional learning that will be evaluated and what assumptions hold these elements together? (What are the goals and objectives? Who are the expected participants? What kind of professional learning will take place, and on what timeline? What resources are necessary to ensure that the professional learning takes place as planned and yields the intended outcomes? What contextual factors are likely to influence the professional learning, and how are these factors likely to influence the extent to which teachers apply new knowledge and skills in their classrooms?)
3. Who is likely to be interested in the evaluation, and what do they want to know about the professional learning? (teachers, school leaders, professional development providers, funders, school boards, and parents and community members)

Don't conceive and implement a new initiative without creating, on the front end, a sound process for documenting and reporting how the project unfolds and what it achieves. Don't ignore the challenges of determining what data you will need to collect, the availability of the data, who will be responsible for collecting the data at what intervals, and who will analyze and use the data to prepare a written narrative describing the progress, problems, and outcomes of the initiative.

-Hayes Mizell, 2009
Learning Forward

4. What resources are available to support the evaluation? (Knowing what evaluation resources are necessary and available guides choices about the evaluation's scope and will almost certainly set some constraints on what can be accomplished.)
5. Who will work on the evaluation? (A viable evaluation plan needs to clearly identify who will work on the evaluation, their roles, and the kinds of training and support they will need to complete their assigned tasks.)

The guide states that comprehensive evaluations of teacher professional learning should focus on three basic questions:

- Did the professional learning take place as planned?
- What were teachers' perceptions of the professional learning?
- Did the professional learning achieve the intended outcomes?

The first question addresses whether the professional learning was implemented (designed, delivered as intended, had the intended resources needed, supported by leadership, etc.) as planned and whether the teachers who were expected to participate in all the activities, actually did. Answers to these questions can help professional learning evaluators and Professional Development Committees determine whether mid-course adjustments/corrections need to be made to improve the implementation or participant participation.

Teacher perceptual data about the quality and usefulness of the professional learning content, especially its appropriateness for their current teaching position, are often early indicators of the likelihood that teachers will apply what they learned in their classrooms and schools. Teacher perceptions can also help pinpoint substantive problems in the professional learning design.

A problem that occurs in many evaluations of teacher professional learning is that the evaluations focus on teachers' perceptions of initial components of activities, such as workshops or other traditional training activities, and do not collect data on all components of professional learning, including school-based follow-up. This disconnect can cause the evaluation to not yield the intended information that can inform future professional development planning and give solid evidence of meeting the intended outcomes. Another failure of evaluations is that often they limit inquiries to questions about teacher satisfaction with the activity, food/refreshments, facilities, etc. In this case, this evaluation should not have been done since it doesn't yield any useful information that can be used to inform current or future practice of teachers.

The third question gauges the impact and effectiveness of professional learning. By setting observable and measurable outcomes and indicators for professional learning, a framework is created to determine whether the learning achieved the intended outcomes. In the case of pilot or small-scale professional learning activities, answering this question can help planners, providers and policy makers decide whether to take the activity to scale. The answers can also help determine whether larger activities should be continued or expanded to extend over longer periods of time and/or to include additional teachers. In both cases, the answers can also help planners, providers and policymakers begin to assess the return on their investments in professional development.

The *Teacher Professional Development Evaluation Guide* also gives practical advice on data collection and gives helpful strategies to use to track, collect, and evaluate data. Preparing evaluators, selecting the appropriate collection instruments, and making sure that evaluators have access to the necessary people and data, are crucial to the success of the evaluation.

Well-crafted surveys and other data collection instruments can provide valuable data about teacher perceptions. But, if these are the only source of data, the evaluation will be of limited use. If combined with other kinds of data, they can add rigor to an evaluation.

Examining professional learning outcomes can be a "prickly" process. A good evaluation requires the careful selection of collection instruments appropriate to the outcomes/indicators, preparation on the effective use of them, and tackling the issue of attributing causality to professional learning. The guide suggests that evaluation planners might want to consider evaluation designs that focus on samples of participants and include comparison groups. Both of these options can add rigor to the evaluation. The down side of this suggestion is that both options are costly and may be beyond the reach of most districts. A more practical strategy for districts would be to talk with teachers and ask them

Evaluations that combine examination of teacher perceptions of all components of the professional development (especially follow-up and school-based support activities), a comprehensive look at implementation of the professional development, and professional development outcomes are much more useful in understanding what happened and how professional learning paid off for teachers and their students.

Teacher Professional Development Evaluation Guide, 2010

to explain why they do what they do. Carefully analyzing what they tell evaluators can help explain the contribution made by professional development.

The evaluation will only be as good as the data or evidence collected.

The evaluation team will want to make sure that they monitor data quality. This could mean monitoring survey response rates and following up with reluctant responders, making sure that record-keeping systems are functioning properly and that data are being entered according to plans, and ensuring that observations, interviews, and other data collection are proceeding according to schedule.

Evaluators will want to become "intimate" with the data and data collection instruments. Formal analysis should begin with the basics--comparing and contrasting the perceptions of various groups of teachers--as elementary vs. secondary or experienced teachers vs. beginning (1 to 5 years) teachers. Evaluators will also want to begin examining data on professional learning that is linked to outcomes.

The evaluation team can use the data that informed the Professional Development Committee on teachers' learning needs as a baseline. The "sticky wicket" in this phase of the evaluation process is examining causality and making a solid case for the contribution made by professional learning. Careful documentation of change in terms of teacher knowledge, skills, and/or practice will be needed as evidence to show that professional learning contributed to the professional growth of educators. The last step of the evaluation is preparing the evaluation report. A well-written report, interim or final, can inform decisions about whether to drop, continue, expand and/or modify a professional development program. An evaluation report can give valuable information about design and resources needed to ensure success that can inform future initiatives in the form of "lessons learned." Effective evaluation reports will

"Evaluating professional development enables program managers and participants to make data-based decisions about the program. If the evaluation is done well, everyone benefits. If done poorly, it will be a waste of resources. The most useful evaluations result from a desire to improve both the program and its results..." (p. 140).

-Joellen Killion
*Assessing Impact:
Evaluating Staff Development*
2nd edition, 2008

anticipate the interests of readers, give clear descriptions of the professional learning that was evaluated, the approach taken in the evaluation, and the findings and conclusions. Most evaluation reports will include recommendations for future professional learning – next steps. To be truly effective, evaluation reports should be objective and candid. The report serves to tell what happened or did not happen as a result of professional learning. There should be no "biased" language in the report by the evaluation team – no judgment without solid evidence as support. The report records the facts.

In the current "concern" climate, due both to economical concerns and heightened accountability for quality professional learning that achieves measurable and observable outcomes, a weak evaluation report could cause the loss of funding support for professional learning. In addition, a weak report would not inform decisions about next steps for future planning. In contrast, an effective evaluation report can influence both policy and practice in constructive ways.

Evaluating Professional Development, (2000)

Thomas R. Guskey

In the earlier version of *Missouri's Professional Development Guidelines for Student Success*, Dr. Thomas R. Guskey's work around evaluating professional development was not only the most current, but was also the highest regarded evaluation model for professional development. It is still included in the revised guidelines because it is still relevant and utilized by districts and schools across the world. There are many similarities between Dr. Guskey's model and the previous evaluation guidelines from Learning Forward.

Another important reason for still including Dr. Guskey's work in this rendition of the guidelines has to do with his "5 Levels" of evaluation and his recognition of the importance of organizational support for change. At a recent ASCD Conference (March 2012), Dr. Guskey hosted a pre-conference session in which he explained that the 5 Level model for the evaluation of professional development was derived from a model developed by Donald Kirkpatrick for evaluating training programs in business and industry. The Kirkpatrick model has four levels. The first is participant's reactions to the training; the second level is what new knowledge and/or skills did participants gain; the third, how did it influence what they did on the job; and the fourth, how did the training affect productivity.

Guskey felt that he could utilize the model with education. But as he applied the model, he found that professional development efforts were not yielding positive results – but nothing in the model explained why. When he examined the programs more closely, he found that things were implemented correctly from a training perspective, but educators were sent back to organizations that

did not support them in what they were asked to do. Things broke down at the organizational level. So, he added a new level in the middle of the model, labeled "organizational support and change." This recognition for the importance of organizational support for change is still relevant.

Strong leadership that advocates for professional development time that is sustained and ongoing; the opportunity to collaborate with and be supported by, a professional learning community; and having adequate resources are considered to be "essential conditions for effective professional learning." In the evaluation of professional learning activities, it will be important to know what factors lead to successfully reaching outcomes and what factors contribute to failure.

Level 1: Participants' Reactions to the Program

At this level, surveys can be used at the end of the session(s) (ideally sent out to participants three to four weeks after the event) to capture participants' initial perception of the experience. Examples of typical questions addressed are below:

- Was your time well spent?
- Were you engaged in the learning?
- Did the material make sense to you?
- Will you use the new learning in your classroom?
- Was the presenter/leader knowledgeable and helpful?
- Were your personal needs met?

Although this information may be used to improve the design and delivery of future programs, and can be an early indicator of the willingness of participants to implement new learning into the classroom, it does not measure the effectiveness of staff development in terms of results.

Level 2: Participant Learning from the Program

Paper-and-pencil instruments, simulations, demonstrations, participant reflections, structured conversations, focus groups, or participant portfolios may be used at level two to measure any new knowledge or skill level of the participants. The major question asked or assessed here is:

- Did participants acquire the knowledge and skills intended?

Results may be used to improve the format, content, and organization of the program.

Level 3: Organization Support and Change

Questionnaires, surveys, district/school records, structured interviews or focus groups, or participant portfolios can be used. Questions assessed at this level are:

- What was the impact on the organization?
- Did it affect organizational climate and procedures?
- Was implementation advocated, facilitated, and supported?
- Was the support public and overt?
- Were problems addressed quickly and efficiently?
- Were sufficient resources made available?

Results at this level can be used to inform decisions around policy and support at the district and building level for professional learning and also can be used in future planning.

Level 4: Participant Use of New Knowledge and Skills

To determine to what extent participants implemented the new knowledge and skills into their practice, such tools as peer/observations, video documentation, participant reflections and structured interviews can be used to ask the question:

- Did participants effectively implement the new knowledge and skills into their classroom?

Results at this level can inform future implementation efforts. (The question at this level could be changed to become more outcome based for teachers – Did the new knowledge and skills change teacher practice?)

Level 5: Results: Student Learning Outcomes

While the evaluation design and level should fit the activities, the ultimate goal is to have professional learning that results in improved student performance. Measurement tools include student records, surveys (student, parent, teacher, administrator), questionnaires, structured interviews with students, parents, teachers, administrators, and school records. Questions to consider include:

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

Results from this level link student performance gains and professional development. Concrete evidence will be needed to make the direct tie.

The following criteria may be used as a checklist during the development of the evaluation plan:

- Evaluation is ongoing.
- Evaluation expectations and procedures are explicit and public.
- Evaluation is based on multiple sources of data.
- Evaluation uses both quantitative and qualitative data.
- Evaluation focuses on all levels of the organization.
- Evaluation considers student achievement gains.
- Evaluation results are communicated effectively to all stakeholders.

g. Individual Professional Growth Plan

Planning for professional growth is essential. Clearly defined goals with specific measurable outcomes for individual teachers contribute to a culture of continuous improvement focused on increased learning for all students. The Individual Professional Growth Plan is a plan of action to improve the skills and knowledge needed to meet the educational needs of students in an educator's classroom. Effective professional learning is the vehicle that will enable teachers to move across a continuum of professional growth in practice.

The selection of professional learning activities should be data driven and based on the educator's professional learning needs tied to specific learning outcomes for students.

Essential Questions to Consider

- What does the analysis of my current students' achievement data indicate? (Classroom assessments, samples of student work, standardized tests, observations, etc.)
- What are my students' learning needs based on the disaggregated data?
- What skills, knowledge, and strategies do I need to gain to support my students?
- What goals should I set for myself in order to improve the learning of ALL my students?
- What are the improvement goals of my district and building?

Student Learning Goals

To identify areas of student learning in need of improvement, educators should review an appropriate variety of data. Consider analyzing:

- State assessment data

- Other annually collected and analyzed district/school data
- Classroom assessment data
- Samples of student work
- Observations of students

Summarize the data and identify the targeted student skills for improvement. Utilize your data summary to form a goal statement. The goal statement(s) must be specific and indicate measurable improvements (evidence) expected in student performance as a result of the educator professional learning. Establish a goal that is SMART.

Effective goals meet the following SMART criteria:

- S:** (specific, significant, stretching) The outcome or end result is very clear to me and all audiences.
- M:** (measurable, meaningful, motivational) You can tell if you have achieved your goal because you can count it or see it. This is the evidence.
- A:** (attainable, agreed upon, achievable, action-oriented) While achieving the outcome might be a challenge, it is possible my learning and resources.
- R:** (realistic, relevant, reasonable, rewarding, results-oriented) This is the targeted area referenced in the educator's student data summary.
- T:** (time-bound, timely, tangible) A specific date or time has been set by which to achieve the goal(s).

SMART Goal Examples:

- By the spring of 2013, 71percent of my fifth grade students will be advanced or proficient in scientific thinking as evidenced by the class summary report.
- The percentage of my tenth grade English students scoring advanced or higher on the End of Course Exam using cause and effect will increase from 64 percent in the fall pretest of 2012 to 82 percent in spring of 2013.
- 95 percent of my 9th grade students will score a 4 or higher as measured on the "Mock Writing Assessment in March of 2013."

Educator Learning Objectives

What are my personal professional practices that need to be enhanced to help me more effectively address the identified student performance problems?

To identify both pedagogical and content learning needs, educators should use an appropriate combination of assessment tools:

- Teaching Standards and Indicators
- Previous year's Performance-based Evaluation (First year teachers will look at initial evaluation or indicators from Student Teaching Experience or a building/district agreed upon assessment)
- Teacher reflection on student learning
- Building/district peer observations
- Other building/district assessment tools

To align goals with the improvement priorities of the district and/or school, educators should review documents such as the following:

- District and building school improvement plans
- Plans developed in response to identification as a district or school in need of improvement
- Other district or school reports or plans

The objectives of the Individual Professional Growth Plan state what the educator needs to learn or be able to do that will affect student performance and should be in alignment with the goal statement. Examples of objective statements:

- Learn new strategies for teaching main idea and incorporate it into my instruction.
- Increase my knowledge and skills in vocabulary instruction to meet the needs of my low level students.
- Increase my knowledge of differentiated instructional strategies and effectively implement them in my classroom instruction.
- Increase my knowledge and skill around the use of formative assessment practices to gauge student understanding and make informed decisions based on this data.

Professional Learning

What professional learning activities will support the educator objective(s) and what is the timeline for completion of the learning?

The professional learning activity statements should cover five main questions:

- What professional learning activities will assist you in meeting your objectives? (Description of activities including peer support, follow-up, study groups, etc.)
- What is the timeline for completion of the activities?

- What practices/strategies do you need to develop in order to meet your objective(s)?
- How will the learning be used with students?
- What growth do you expect to see with your students as a result of the professional learning activities and how will you know if the learning was successful? (specific data – formative and summative)

Professional learning activities should be aligned to learner objectives and tied to the indicated student achievement outcomes. Also, professional learning opportunities should be based on proven research and should follow the criteria for effective professional learning to ensure successful change in teacher practice.

- What job-embedded support was provided to enable you to implement learning into the classroom?
- Did you have adequate resources to support your professional learning?
- Did you have the opportunity to work collaboratively with colleagues in support of your learning?
- Did you have adequate time to practice and implement learning?

Evaluation

In evaluating the success of professional learning, the following questions should be considered:

- How did students improve as a result of the professional learning you implemented in your classroom?
- What is the measurable, convincing evidence of educator growth and gains in student achievement?
- How will you use the results from the evaluation of your IPGP to modify or eliminate ineffective strategies or expand effective ones?
- How will you use this year's results to plan for next year's IPGP?

Professional Learning Timeline

- July/August
 - Finalize budget for PDP.
 - Present to the Board of Education for approval.
 - Offer summer learning opportunities – curriculum alignment, etc.
 - Begin mentoring program for new teachers.
 - Train mentors.
 - Work collaboratively with the building leadership team to assign mentors to new teachers.

- Review district assessment (MAP) data.
- September
 - Review progress toward previous professional learning goals.
 - Revisit and revise building plans based on building data.
 - Continue professional learning activities/plan.
- October
 - PDC reviews progress toward goals.
 - Share data with community and gather feedback.
 - Conduct formative assessments/on-going evaluations of training.
 - Continue professional learning activities/plan.
- November
 - Review PDC learning on high-quality professional learning.
- December
 - Review PDC learning on high-quality professional learning.
- January
 - Post for membership vacancies on professional development committee (PDC).
 - Conduct formative assessments.
 - Revise professional development plan based on staff/school community review.
 - Adjust professional development plan activities, if necessary.
- February
 - Conduct PDC elections
 - Collect necessary data (from multiple sources) for decision-making.
- March
 - Conduct PDC training (the Missouri Staff Development Council's Show-Me Professional Development Conference will meet this need).
 - Administer needs assessment.
- April
 - Evaluate PDP (program evaluation).
 - Review data for decisions about future professional development.
 - All staff members complete the high-quality professional development survey for the Department of Elementary and Secondary Education.
 - Analyze program evaluation data during and at the end of plan implementation.
 - Improve the program accordingly, modifying where needed.
 - Incorporate ideas for improvement into next year's plan.
- May

- Understand and use the district Comprehensive School Improvement Plan (CSIP).
- Develop a District Professional Development Plan that is aligned with and supports the district Comprehensive School Improvement Plan.
- Support practicing teachers as they determine goals and develop plans, keeping both the district Comprehensive School Improvement Plan and results of the needs assessment in mind.
- Identify specific professional learning activities for each goal and/or objective to accomplish that goal and/or objective.
- Establish an implementation timeline.
- Revise and rewrite the professional development plan for the following year.
- Outline proposed budget.
- Buildings prepare plans to be attached to district plan.
- Collect core data professional development information from all staff (have teachers indicate and include any summer trainings they will attend).
- Determine any process and paperwork required for approval of professional development expenditures consistent with the District Professional Development Plan and district policies.
- June
 - Conduct teacher summer academies.
 - Determine estimated allocation of funds for the accomplishment of each goal and/or objective.
 - Establish evaluation process to measure each planned activity in terms of accomplishing the goal and/or objective.
 - Establish evaluation process to determine how successful the entire District Professional Development Plan has been in accomplishing the goals and/or objectives.

g. Checklist for District Professional Learning Opportunities

Prior to and during professional learning program planning:

- Become knowledgeable about the district's Comprehensive School Improvement Plan (CSIP), annual goals, and professional learning needs related to the CSIP.
- Become acquainted with Missouri School Improvement Program (MSIP) Standards and professional learning needs related to the MSIP Standards.
- Identify appropriate outcomes or objectives for all potential participants based on the alignment of the MSIP, CSIP, and DPDP/ BPDP goals and budget alignment.

- Consider various research-based delivery systems for professional growth, such as case studies, ongoing development on selected strategies, workshops, whole faculty study groups, instructional rounds, coaching, expert videos, in-house teacher-led professional learning, virtual communities, on-line learning opportunities, action research, reflection logs, etc.
- Include adequate and varied professional development models for sustained implementation over time.
- Plan professional learning activities that involve active learning processes with adult learning theory in mind.
- Offer participants a repertoire of skill development opportunities sustained over time.
- Focus all planning on student performance needs.
- Collect data to be used before, during, and after program planning.

Professional Learning Planning and Evaluation Forms

Professional Learning Planning Form

Cover Page

Title of the activity or program:

Beginning and end dates:

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs:

In-Kind costs:

Total costs:

Budget source of code (for direct costs only)

Contact person(s):

Position/Title:

Telephone:

Email:

Fax:

Mailing address:

Members of the planning team (list with contact information):

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional learning. Note the intended outcomes of the professional learning, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Section 1: Need

Briefly describe: (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs (common assessment, unit assessment, state assessment, etc.).

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all that apply)

Grade level: PreK-2 Gr. 3-5 Gr. 6-8 Gr. 9-12

Subject area: English Math Science Social Studies Foreign Languages

Fine Arts/Humanities Special Education English Language Learners

Health/P.E. Career Prep Other

Which of the following are also expected to participate in the professional development?

Principals/Other School Leaders Resource Teachers, Mentors, Coaches Paraprofessionals Other

Will the participants work as members of a group or team? Yes No

Estimated number of participants: _____ Estimated number of participant groups or teams: _____

What strategies will be used to ensure that teachers and others who are the intended participants do, in fact, participate?

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should: (1) explain how the outcome and indicator's address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe: (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, (3) how the professional development is related to other professional development in which the intended participants may be involved, and (4) how the learning will be job-embedded, sustained to allow implementation and feedback, and aligns with adult learning theory.

Section 5: Evaluation Plan

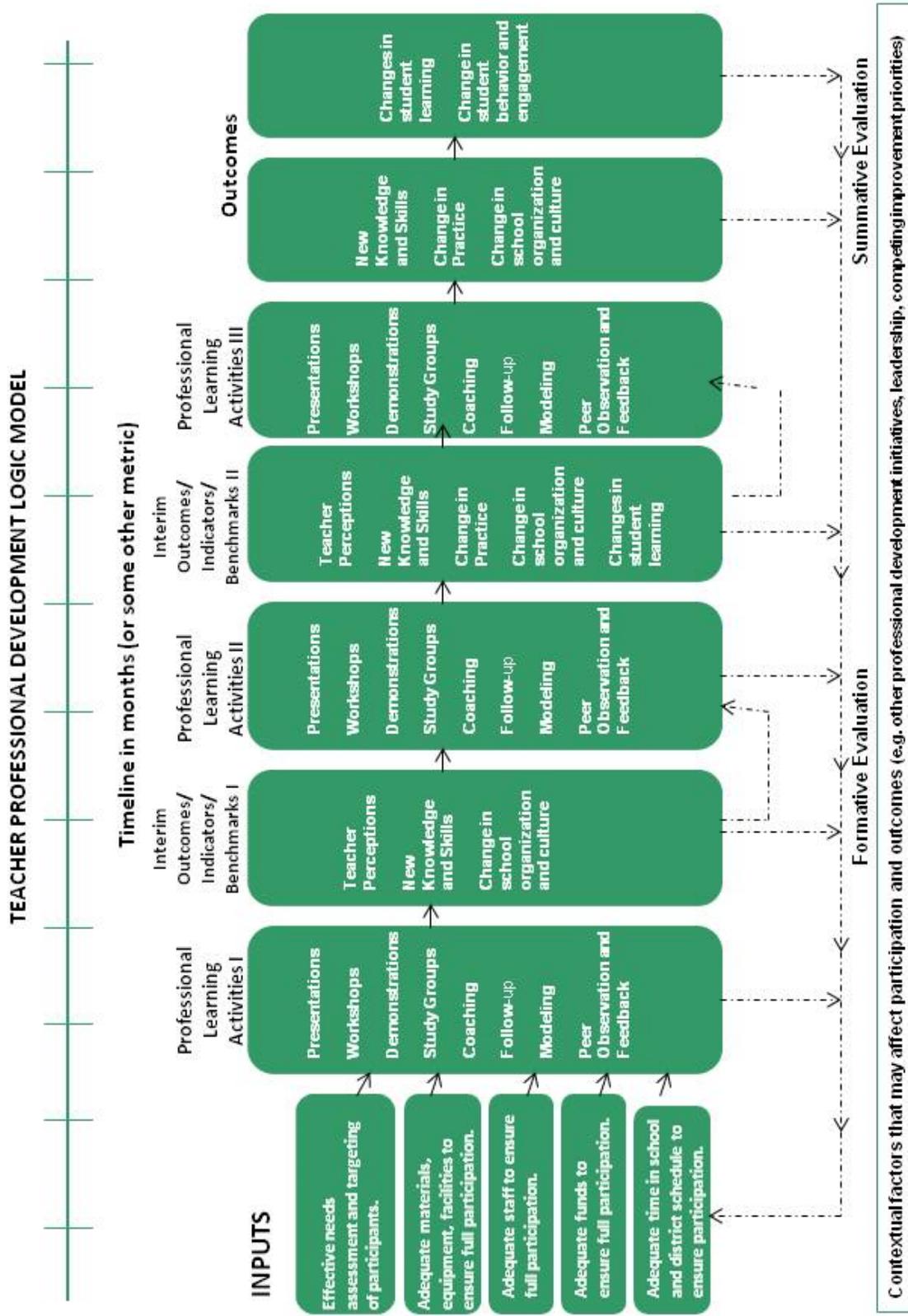
Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included in the plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

Section 6: Budget

Direct Costs are those costs for which you are requesting funding. In-kind costs are those which are available from other sources or which you are requesting funding. In-kind costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include in-kind costs.

Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
B. Consultants (e.g., presenters, facilitators, evaluator)		
II. Stipends/substitutes (for participants)		
III. Travel		
A. Personnel Travel		
B. Consultant Travel		
IV. Facilities, Equipment, Materials		
V. Communications		
VI. Other Costs		
	Total Costs	

Example from *Teacher Professional Development Evaluation Guide*



PROFESSIONAL LEARNING DATA MATRIX
Example 1

ASSESSMENTS	GRADES	DATES	REVIEWERS
Math	Grades 1-8	Early September	Grade level teams
Reading	Grade 1 Grade 2-4 For individual students in need	Mid September	Grade level teams Specialists
Terra Nova	Grades 2, 5, 7	April 23 – May 7	Grade level teams Teachers Curriculum committees Curriculum Advisory Council
Report Cards	Grades K-8	Quarterly	Teachers, Guidance Administrators Curriculum Advisory Council
Occupational Physical & Speech-Language Therapists Evaluations Psychological Testing Key Math Test of Written Language Test of Written Spelling Woodcock Johnson Tests of Academic Achievement Differential Ability Scales	Grades pre-school – 8	Throughout the year for individual students as needed	Special Education Team
Parent/Community Surveys	Parents and Community	Spring	Administration, PD Committee, School Board
Grade-level Common Assessments	Grades K-8	Quarterly	Grade-level teams

PROFESSIONAL LEARNING DATA MATRIX

Example 2

DATA SOURCES Identify the types	COLLECTION Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	DECISION MAKING What is the information used for? How are results reported and to whom?
Terra Nova grade 6	Scores collected in October <ul style="list-style-type: none"> • Science • English Language Arts • Math • Social Studies 	By January, Grades 4, 5, & 6 teams and curriculum committees, and Administration write up a summary and complete graphs of levels and scaled scores	<ul style="list-style-type: none"> • Reported to staff, parents and School Board • Used for curriculum and instructional improvement
Gates-MacGinitis Reading Test	Given in January at grades 5, 6, & 7 and Grade 8 Reading Workshop Students Test Reading Abilities	Grades 5, 6, & 7 staff, with Administration input.	Reported to staff <ul style="list-style-type: none"> • Used for curriculum and instructional improvement • Used for student placement in reading workshop class • Used to track student progress over time • Used to show progress over time
John Stark Reading and Math Placement Test	Given in March to 8 th grade students	Analyzed by 8 th grade team and Principal and Guidance Counselor.	<ul style="list-style-type: none"> • Used to correlate scores with actual classroom work. • Used to see the numbers of students at or above grade level for curriculum planning.
Algebra Pre-test	7 th grade students	Grade 7 Math Staff	Placement into Algebra I for 8 th grade
Attendance Data	Collected daily, and entered into the computer	Secretary reports out students absent more than 2 days in a quarter or any patterns that may warrant further analysis. Reviews total percentage rate of school absenteeism.	Reported to students and parents Reported to staff Used for monitoring individual student performance. Tool for showing school progress in this area, over time.

PROFESSIONAL LEARNING DATA MATRIX

School: _____

DATA SOURCES Identify the types	COLLECTION Who collects it? How often? When?	ANALYSIS Who analyzes it? What is the process?	DECISION MAKING What is the information being used for? How are results reported and to whom?

Section V. Resources



MISSOURI
PROFESSIONAL
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GUIDELINES
for student success

Section V: Resources

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Public Declaration for Public Support (Example)

This is an example of one local district's public statement declaring its purposes, vision, values, and mission and knowledge. This district has made a public statement about the importance of student achievement and professional learning to accomplish gains in student learning.

_____ District

Student Learning At The Center of School Improvement/Staff Development/Program Evaluation

Quality Standards

- Focus on Research
- Participative Decision Making (School/District)
 - Focus on Results
- Organizational Alignment

PUBLIC DECLARATIONS

Purpose

As educators in this school district, we believe that we exist to best serve students and the school community when we are totally committed to:

- Sharing knowledge
- Shared results

Vision

As educators in this school district, we totally believe that it is possible for us to:

- Improve student achievement through collaboration and shared accountability for results.
- Increase our teachers, administrators, and support staff's capacity to engage in job embedded professional development.

Values

As educators in this school district, we firmly believe that:

- School improvement is everyone's responsibility.
- School improvement and professional learning must center on improved student achievement.
- All staff must continuously evaluate their contributions to school improvement, professional learning, and improved student learning.

Mission

As educators in this school district, we are on a mission to:

- Engage all in measurably contributing to the collective good of school and school system rather than private or individual achievements.
- Increase every individual's capacity to improve the quality of instruction in every school.
- Translate school improvement and professional learning into concrete structures, schedules, processes, norms, and implemented instructional practices.

Knowledge

As educators in this school district, we are constantly striving to increase our collective ability to:

- Collect, analyze, and use student data to guide our decision making.
- Set goals for improved student achievement.
- Select content and qualified providers for professional learning.
- Design research-based professional learning processes.
- Implement ongoing training and learning opportunities.
- Collaborate and implement practices with fidelity.
- Assess our ongoing progress through formative data collection tools.
- Evaluate all school programs and services.

Professional Learning Needs Assessment

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

If you walked through the classrooms in your building, what would you see?

A	S	N	Instructional Strategies and Classroom Management
			Students are seated in rows facing the front of the classroom
			Students are working in small groups, in pairs, and individually on a variety of projects.
			Students must raise their hands to speak, ask permission to get up and move around.
			Students have freedom of movement, are self-directed and engaged in their projects or research.
			There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
			Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook
			Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
			The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
			The walls are covered with examples of student work.
			Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is "cheating".
			Students spend much of the day working collaboratively.
			Jigsaw groups and expert groups are the basis for classroom organization.
			Students are self-directed, independent and interdependent learners.
			A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
			Utilize multiple learning centers – within the classroom, around the campus, or throughout the community.

			Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others and assessments.
			Teachers are familiar with brain-based research, and use it in planning their instructional strategies.
			Teachers are familiar with differentiated Instructional strategies and they are a regular part of the classroom design.
			Teachers understand multiple intelligences and plan instructional strategies accordingly.
			Teachers use literature circles for reading. This means they use literature rather than the basal reader
			Teacher use the basal reader and teacher’s guide to teach reading.
			Teachers utilize writers workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
			Teachers teach language arts by following the language arts textbook from one skill to the next.
A	S	N	Classroom Climate
			Students are excited about school. High levels of motivation.
			Students are bored, finding the curriculum and school meaningless and irrelevant.
			There are little to no “discipline problems”.
			Student discipline is a problem.
			There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
			The classroom is a happy place.
			There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
			Teachers know about emotional intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
			Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.

A	S	N	Assessment
			Assessments are authentic.
			Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
			Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
			Rubrics are used. Teachers know how to design and use rubrics.
			Teacher knows how to evaluate student portfolios.
			Student portfolios are used – paper and multimedia.
			Teacher is the sole judge of a student’s learning.
			Self-assessment, peer assessment and other assessments are part of the evaluation of a student’s learning. Other means other audiences, from other teachers, to members of the community.
A	S	N	Curriculum Design
			Knowledge is memorization of a set of discrete facts.
			Knowledge is what students know, can do and are like after the details are forgotten.
			Curriculum is textbook driven.
			Curriculum is research-driven, using the textbooks as one resource among many, if at all.
			The curriculum is connected to real life.
			The curriculum is project-based.
			The curriculum includes real life problem-solving.
			The curriculum is thematic. Thematic units are planned.
			Units are interdisciplinary. More than one discipline is taught through a theme.
			Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
			Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
			When a unit is planned, the teacher ensures that it is connected to students’ experiences and interests.
			The curriculum is irrelevant and meaningless to the students.
			Teachers work in interdisciplinary teams to plan units.
			Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)

			Units are designed by selecting a theme, then determining the Big questions that will guide the research, activities, projects, materials and resources for the unit.
			Unit outcomes are stated.
			All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
			Weekly, then daily, activities and lessons are designed down from the ultimate unit outcomes.
			Most lessons are on the lower levels of Bloom’s Taxonomy – knowledge, comprehension and application.
			Most lessons are built on the higher order thinking levels – synthesis, evaluation and analysis.
			Assessments are a direct reflection of the unit outcomes.
			Curriculum is aligned – national standards, state standards, district curriculum guides, unit outcomes, materials, activities, resources, lesson plans, projects and assessments are all aligned.
			Multiple intelligences – lessons and activities are planned to include all the intelligences.
			Print is the primary vehicle for learning.
			Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
A	S	N	21st Century Education Do you see evidence of these aspects of 21 st Century education in your classrooms?
			Curriculum and Instruction:
			Addresses real-world issues important to humanity.
			Addresses questions that matter.
			Curriculum and instruction are connected to community.
			Curriculum is project-based, problem-based and research-driven (even for the youngest students, kindergarten and first grade and up!)
			Literacy is defined as reading, writing and math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:
			Cyberliteracy

			Information literacy
			Visual literacy
			Aural literacy
			Media literacy
			Ecoliteracy
			Financial literacy
			Emotional literacy
			Civic literacy
			Multicultural literacy
			Technology and Multimedia – students utilize technologies and multimedia, including but not limited to:
			Photography
			Videography and filmmaking
			Graphics
			Animation
			PowerPoint
			Painting – from drawings to murals on buildings
			Radio production
			Television production
			Public service announcements
			Websites
			DVDs

Professional Learning Needs Assessment and Scoring Guide

Scoring can be done by leadership team, administrator, peer observers, or Professional Development Committee. Circle the number under the column that most accurately reflects what you see in each classroom. Circle the “A” Column if the statement is Always True. “S” stands for Sometimes, and “N” stands for Never or Seldom. The “Needs Assessment” can be used for one section , multiple sections, or in its entirety.

A	S	N	Instructional Strategies and Classroom Management
3	2	1	Students are seated in rows facing the front of the classroom
3	2	1	Students are working in small groups, in pairs, and individually on a variety of projects.
1	2	3	Students must raise their hands to speak, ask permission to get up and move around.
3	2	1	Students have freedom of movement, are self-directed and engaged in their projects or research.
3	2	1	There is a sense of community in this classroom. You can tell that the teacher has invested some time in creating a sense of community, of caring and teamwork.
1	2	3	Teacher is the center of attention and provider of information. Most of the instruction is delivered through the teacher talking to the class. Students passively receive required knowledge and information from the teacher and the textbook
3	2	1	Teacher is primarily a facilitator/coach. Students construct their knowledge and information through their own research, seeking answers to questions that matter. The teacher provides brief mini-lessons and is a facilitator.
1	2	3	The walls of the classroom are either bare or covered with materials purchased at a teacher supply store.
3	2	1	The walls are covered with examples of student work.
3	2	1	Students are not allowed to work together (or only on rare occasion in very controlled circumstances) because this is “cheating”.
3	2	1	Students spend much of the day working collaboratively.
3	2	1	Jigsaw Groups and Expert Groups are the basis for classroom organization.
3	2	1	Students are self-directed, independent and interdependent learners.
3	2	1	A variety of learning strategies are planned to allow for differentiated instruction based on individual student needs.
3	2	1	Utilize multiple learning centers - within the classroom, around the campus, or throughout the community.

3	2	1	Teachers have thorough knowledge of graphic organizers for students conducting research, teaching others, and assessments.
3	2	1	Teachers are familiar with Brain-Based Research, and use it in planning their instructional strategies.
3	2	1	Teachers are familiar with Differentiated Instructional strategies and they are a regular part of the classroom design.
3	2	1	Teachers understand Multiple Intelligences and plan instructional strategies accordingly.
3	2	1	Teachers use Literature Circles for reading. This means they use literature rather than the basal reader
1	2	3	Teacher use the basal reader and teacher's guide to teach reading.
3	2	1	Teachers utilize Writers Workshops to teach writing and research skills. Skills are taught when needed. Students and parents have a checklist of all language arts skills to be learned that year so they can track that all skills have been learned.
1	2	3	Teachers teach language arts by following the language arts textbook from one skill to the next.
			Total Score Instructional Strategies and Classroom Management

A	S	N	Classroom Climate
3	2	1	Students are excited about school. High levels of motivation.
1	2	3	Students are bored, finding the curriculum and school meaningless and irrelevant.
3	2	1	There are little to no "discipline problems".
1	2	3	Student discipline is a problem.
1	2	3	There are lots of rules. Teachers use rewards, bribes and punishments in their attempts to control student behavior.
3	2	1	The classroom is a happy place.
3	2	1	There is a strong sense of community. You can see that the teacher values community enough to take the time to build and maintain it throughout the year.
3	2	1	Teachers know about Emotional Intelligence, how it impacts learning, and incorporate this knowledge into their classroom strategies.
3	2	1	Parents and other community members feel welcome, and contribute to the units with their expertise and sharing of experiences and stories.
			Total Score Classroom Climate

A	S	N	Assessment
3	2	1	Assessments are authentic.
3	2	1	Students know ahead of time what they are expected to learn, how they will learn it, and how they will be assessed. The criteria are up-front, public and agreed upon
3	2	1	Assessments are performance-based – students demonstrate what they know, can do and are like through performances, products, projects in a variety of media.
3	2	1	Rubrics are used. Teachers know how to design and use rubrics.
3	2	1	Teacher knows how to evaluate student portfolios.
3	2	1	Student portfolios are used – paper and multimedia.
1	2	3	Teacher is the sole judge of a student’s learning.
3	2	1	Self-assessment, Peer assessment and Other assessments are part of the evaluation of a student’s learning. Other means other audiences, from other teachers, to members of the community.
			Total Score Assessment
A	S	N	Curriculum Design
1	2	3	Knowledge is memorization of a set of discrete facts.
3	2	1	Knowledge is what students know, can do and are like after the details are forgotten.
1	2	3	Curriculum is textbook driven.
3	2	1	Curriculum is research-driven, using the textbooks as one resource among many, if at all.
3	2	1	The curriculum is connected to real life.
3	2	1	The curriculum is project-based.
3	2	1	The curriculum includes real life problem-solving.
3	2	1	The curriculum is thematic. Thematic units are planned.
3	2	1	Units are interdisciplinary. More than one discipline is taught through a theme.
3	2	1	Curriculum is integrated. Disciplines are not taught separately but are necessarily combined.
1	2	3	Curriculum is fragmented. Disciplines are taught separately; no connections are made between/among the disciplines.
3	2	1	When a unit is planned, the teacher ensures that it is connected to students’ experiences and interests.
1	2	3	The curriculum is irrelevant and meaningless to the students.
3	2	1	Teachers work in interdisciplinary teams to plan units.
3	2	1	Units are long enough to allow students to investigate the themes in a meaningful way. (At least 4 weeks, with 6-8 weeks recommended.)

3	2	1	Units are designed by selecting a theme, then determining the Big Questions which will guide the research, activities, projects, materials and resources for the unit.
3	2	1	Unit Outcomes are stated.
3	2	1	All students and parents have copies of each unit along with a copy of the national and state standards taught within the unit.
3	2	1	Weekly, then daily, activities and lessons are Designed Down from the ultimate Unit Outcomes.
1	2	3	Most lessons are on the lower levels of Bloom's Taxonomy – knowledge, comprehension and application.
3	2	1	Most lessons are built on the higher order thinking levels – synthesis, evaluation and analysis.
3	2	1	Assessments are a direct reflection of the Unit Outcomes.
3	2	1	Curriculum is aligned – National Standards, State Standards, District Curriculum Guides, Unit Outcomes, Materials, Activities, Resources, Lesson Plans, Projects and Assessments are all aligned.
3	2	1	Multiple Intelligences – lessons and activities are planned to include all the intelligences.
1	2	3	Print is the primary vehicle for learning.
3	2	1	Performances, projects and the use of multiple forms of technology and multimedia are the vehicles for learning and assessments.
			Total Score Curriculum Design
A	S	N	21st Century Education Do you see evidence of these aspects of 21 st Century education in your classrooms?
			Curriculum and Instruction:
3	2	1	Addresses real-world issues important to humanity.
3	2	1	Addresses questions that matter.
3	2	1	Curriculum and instruction are connected to community.
3	2	1	Curriculum is Project-based, Problem-Based and Research-Driven (even for the youngest students, Kindergarten and First Grade and up!)
1	2	3	Literacy is defined as Reading, Writing and Math.
			Multiple literacies are incorporated into the curriculum, including but not limited to:

3	2	1	Cyber-literacy
3	2	1	Information Literacy
3	2	1	Visual Literacy
3	2	1	Aural Literacy
3	2	1	Media Literacy
3	2	1	Eco-literacy
3	2	1	Financial Literacy
3	2	1	Emotional Literacy
3	2	1	Civic Literacy
3	2	1	Multicultural Literacy
			Technology and Multimedia - students utilize technologies and multimedia, including but not limited to:
3	2	1	Photography
3	2	1	Videography and filmmaking
3	2	1	Graphics
3	2	1	Animation
3	2	1	PowerPoint
3	2	1	Painting – from drawings to murals on buildings
3	2	1	Radio production
3	2	1	Television production
3	2	1	Public Service Announcements
3	2	1	Web Sites
3	2	1	DVDs
			Total Score 21st Century Education

Scoring Guide:

Section	Possible Points	Total Score	Critical Need	Developing	Proficient	Distinguished
1. Instructional Strategies & Classroom Management	69		1 - 23	24 - 46	47 - 65	66 - 69
2. Classroom Climate	27		1 - 9	10 – 18	19 – 24	25 - 27
3. Assessment	24		1 - 8	9 – 16	17 – 21	22 - 24
4. Curriculum Design	78		1 - 26	27 – 52	53 – 74	75 - 78
5. 21st Century Education	78		1 - 26	27 – 52	53 – 74	75 - 78

Professional Learning Activity Log

School District:

Teacher Name:

Number	Date	Title of Workshop/Activity/Strategy	Hours	Signature(s)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

THE GREENFIELD SCHOOL DISTRICT

Individual Professional Growth Plan

Teacher (last, first middle) Baker, Mary Jo Employee ID# 12345

School Greenfield Middle School Subject Mathematics Grade 7

STUDENT LEARNING NEEDS

What does the analysis of your current students' achievement data indicate? (Identify specific data used in the analysis - classroom assessments, samples of student work, standardized tests, observations, etc.) What specific student learning needs, based on the disaggregated data, have you identified?

Data used for analysis:

- 2012 State Assessment in Mathematics
- Fall 2012 7th Grade Mathematics Pre-Test
- 6th Grade Mathematics Grades
- Locally used Standardized Test
- Common Assessment and example classroom work

EDUCATOR LEARNING NEEDS

Based on your identified student learning needs, what skills, knowledge, and/or strategies do you need to gain to support student learning needs?

Professional learning on the following:

- Additional knowledge, skills and strategies to support differentiated instruction
- Providing descriptive feedback to students and involving learners in personal goal setting (building identified need)

OBJECTIVE STATEMENT(S)

What specific measurable improvements in student performance do you anticipate as a result of professional development? (Must be related to specific performance data for students to whom you are assigned with particular attention to subgroups). Who will increase/decrease what, by what date, as measured by what assessment tools? (SMART Goals)

By May of 2013, at least 60% or higher of my 7th grade mathematics students at Greenfield Middle School will score "advanced or proficient" on the state grade level mathematics assessment and less than 10% will be in the bottom quartile (below basic). Bench mark assessments and the 7th grade Mathematics final will show that each student has made significant gains in knowledge, skills, and his or her ability to apply learning about proportional relationships and operations with fractions while closing gaps in understanding of foundational elements.

EDUCATOR LEARNING GOAL(S)

What are your specific educator learning goals tied to specific educator performance indicators?

Performance Indicator 2.3

Learning goal: To increase my knowledge of differentiated instructional strategies and effectively implement them in my classroom.

Performance Indicator 4.3

Learning goal: To increase my knowledge and skill in the use of Cooperative Learning Strategies to enable students to effectively work collaboratively to increase engagement, accountability, and learning.

DISTRICT/BUILDING GOALS

How do my identified learning goals align with building and/or district learning goals?

District goal #5: To increase the percentage of students scoring “advanced or proficient” in mathematics by 5% per year. My student learning goal is directly in line with this district improvement goal and actually exceeds this expectation for my 7th grade mathematics students.

PROFESSIONAL LEARNING

What professional development activities will assist you in meeting your objectives? Identify the success-based research behind the identified learning needs (proven successful in raising student achievement) tied to effective professional development activities you have chosen to meet the objectives. What resources and support will you need to meet your objectives? (Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement reports that teachers typically need 49+ hours of professional development in a given area to improve their skills and student learning.)

- PD: Grade level book study: “Fulfilling the Promise of Differentiation” by Carol Tomlinson
- PD: Regional Professional Development Staff model differentiated lessons/learning opportunities in grade level classrooms (monthly)
- PD: Instructional coaches and peers observe differentiated instructional lessons/learning opportunities to give feedback on practice (weekly)
- PD: Teacher reflective journal
- PD: Grade Level team examines student work to assess the impact of using differentiated instruction and make decisions about needed changes or adjustments (weekly)

Research base: Cusumano, Celeste & Mueller, Jonel. (2007). *How Differentiated Instruction Helps Struggling Students Achieve*; Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta Analyses Relating to Achievement*

- PD: Cooperative Learning Summer week-long training
- PD: Building PLC will share student work and best-practice around Cooperative Learning strategies (monthly meetings)
- PD: Peer observations and feedback on practice (at least monthly)
- PD: Teacher reflective journal

Research base: Slavin, R.E. (1996). *Research on Cooperative Learning and Achievement: What we know and what we need to know*

- PD: Building level learning – View video series on feedback (PLC year-long learning)
http://www.edugains.ca/resourcesAER/VideoLibrary/Feedback/ViewingGuideFeedbackAFLV_ideoSeries.pdf
- PD: Grade level mathematics team book study – Barry, V. J (2008) Using Descriptive Feedback in a Sixth Grade Mathematics Classroom (Weekly)
- PD: Instructional Coach models effective, descriptive feedback in mathematics classrooms (2 to 3 times)
- PD: Peer observations and feedback to inform instructional practice utilizing descriptive feedback to impact student achievement (4 to 6 times during the year)
- PD: PLC will look at examples of teacher descriptive feedback tied to instructional lessons and student work; examples of students using descriptive feedback with teacher and peers; and look at student work and common assessments to gauge impact of descriptive feedback on student achievement

EVALUATION OF RESULTS

1. How did students improve as a result of the professional development you received?
2. How did your teaching practice change as a result of the professional learning? (Provide convincing measurable evidence of student and educator changes.)
3. Did you receive the support and resources needed to effectively implement the professional learning in your classroom? (Did you receive the professional learning as outlined in your plan - peer observation and feedback; modeling; observing teachers utilizing the strategy; learning opportunities; collaboration with colleagues; etc.) If you did not receive these opportunities, why or why not. (explain) How did this effect the successful implementation?
4. How will you use the results from the evaluation of your IPGP to modify or eliminate ineffective strategies or expand effective ones?
5. How will you use this year's results to plan for next year's IPGP?

Plan approval:

Signature of teacher

Date

Signature of professional development chair

Date

Signature of administrator

Date

Professional Growth Plan

Check one

Professional Growth Plan for _____
Name

Improvement Plan for _____
Name

Identify Indicator: _____
Standard number and name Quality indicator number and name

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a
CSIP and/or BIP improvement goal)

<p>1. <u>PLAN</u>: State the professional learning goal or objective. <i>Note: Should be driven by root causes of the baseline performance and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by ..."</i></p>	<p>2. <u>DO</u>: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? <i>Note: Think of this as an improvement theory, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.</i></p>
<p>3. <u>STUDY</u>: What do the data tell us? What do the data not tell us?</p>	<p>4. <u>ACT</u>: How will positive results be sustained? What might be opportunities for improvement in the PL process used and/or the results? What might be the focus of the next growth cycle?</p>

Signature of teacher	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div> Baseline Score	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div> Final Score	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div> Growth Score
Signature of evaluator			

Professional Growth Plan

(Based on the Data Team Process Model)

Check one

Professional Growth Plan for _____
Name

Improvement Plan for _____
Name

Identify Indicator: _____
Standard number and name Quality indicator number and name

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a
CSIP and/or BIP improvement goal)

<p>1. FOCUS</p> <p><i>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</i></p>	<p>2. GOAL</p> <p><i>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</i></p>
<p>3. STRATEGY</p> <p><i>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</i></p>	<p>4. RESULTS</p> <p><i>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</i></p>

Signature of teacher

Baseline Score

Final Score

Growth Score

Signature of evaluator

Individual Professional Growth Plan for Instructional Staff

Name _____ Social Security # _____

Campus _____ Assignment _____ Plan Approved _____
Supervisor's Initials/Date

District/Building or other professional learning options:

District/Building Goal that your plan is aligned to:

What standard(s) and indicator(s) are you working on for the year (What do you want to improve/change so student learning improves?)

What student data indicated that this is where you should put your time and focus in learning?

List your plan of learning for the year. What data-driven research indicates that these learning opportunities will help you achieve your desired outcome – students learning at higher levels? For each indicator, please address the research behind the professional learning and the expected impact on student learning.

Sign upon completion of plan activities:

Employee's signature _____

_____ Date of accomplishment

Supervisor's signature _____

_____ Date of accomplishment

Sample Mentor/Mentee Log

Please check all activities accomplished, and list the approximate date it occurred on the form below.

The mentor is responsible for facilitating, and the mentee is responsible for documentation.

First Quarter: _____

We:	Date
<input type="checkbox"/> Met and got acquainted	_____
<input type="checkbox"/> Developed collegial relationship (continue to monitor progress)	_____
<input type="checkbox"/> Discuss Professional Growth Plan (IPGP)/ learning goals/ PD Hours	_____
<input type="checkbox"/> Set up weekly/biweekly meeting times	_____
<input type="checkbox"/> Shared resources	_____
<input type="checkbox"/> Analyzed student data	_____
<input type="checkbox"/> Participated in _____	_____
<input type="checkbox"/> Discussed quarter GLEs	_____
<input type="checkbox"/> Set date to observe mentee	_____
<input type="checkbox"/> Set date to observe in mentor's class	_____
<input type="checkbox"/> Discussed teacher evaluation and the value of specific and relevant feedback	_____
<input type="checkbox"/> Discussed first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Scheduled professional learning for this year	_____
<input type="checkbox"/> Scheduled time to share relevant feedback on classroom observations	_____
<input type="checkbox"/> Other _____	_____

Second Quarter: _____

We:	Date
<input type="checkbox"/> Finalized IPGP and made copies for us & principal	_____
<input type="checkbox"/> Met for informal discussion (in the hall and at lunch)	_____
<input type="checkbox"/> Celebrated together by _____	_____
<input type="checkbox"/> Talked about first quarter grades and parent-teacher conferences	_____
<input type="checkbox"/> Discussed classroom management issues and solutions	_____
<input type="checkbox"/> Analyzed student data	_____
<input type="checkbox"/> Participated in a Lesson Study	_____
<input type="checkbox"/> Discussed quarter GLEs	_____
<input type="checkbox"/> Watched each other teach	_____
<input type="checkbox"/> Shared relevant feedback on classroom observations	_____
<input type="checkbox"/> Met with Principal to discuss how things are going	_____
<input type="checkbox"/> Discussed professional learning opportunities tie to identified learning needs.	_____
<input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom	_____
<input type="checkbox"/> Other _____	_____

Third Quarter: _____

- | We: | Date |
|--|-------------|
| <input type="checkbox"/> Continued informal contact (hallway/lunch) | _____ |
| <input type="checkbox"/> Reviewed Professional Growth Plan (IPGP)/ professional learning hrs. | _____ |
| <input type="checkbox"/> Revisit classroom management issues- How is it going? | _____ |
| <input type="checkbox"/> Scheduled third mentor observation | _____ |
| <input type="checkbox"/> Scheduled time to provide relevant feedback on classroom observation | _____ |
| <input type="checkbox"/> Discussed/implemented/planned/analyzed _____ | _____ |
| <input type="checkbox"/> Analyzed student data (growth tied to teacher learning) | _____ |
| <input type="checkbox"/> Participated in a _____ | _____ |
| <input type="checkbox"/> Discussed quarter GLEs | _____ |
| <input type="checkbox"/> Evaluated how we are doing so far | _____ |
| <input type="checkbox"/> Celebrated by _____ | _____ |
| <input type="checkbox"/> Scheduled a time to see another teacher in his/her classroom and discuss what relevant feedback we would offer him or her | _____ |
| <input type="checkbox"/> Other _____ | _____ |
| <input type="checkbox"/> Other _____ | _____ |

Fourth Quarter: _____

- | We: | Date |
|--|-------------|
| <input type="checkbox"/> Completed IPGP | _____ |
| <input type="checkbox"/> Copy sent to _____ at _____ | _____ |
| <input type="checkbox"/> Discuss end of year classroom management strategies | _____ |
| <input type="checkbox"/> Analyzed student data | _____ |
| <input type="checkbox"/> Participated in _____ | _____ |
| <input type="checkbox"/> Discussed quarter GLEs | _____ |
| <input type="checkbox"/> Discussed/implemented/planned/analyzed _____ | _____ |
| <input type="checkbox"/> Set Professional Growth Plan (IPGP) goals for next year | _____ |
| <input type="checkbox"/> Evaluated mentoring program | _____ |
| <input type="checkbox"/> Celebrated/recognized accomplishments | _____ |
| <input type="checkbox"/> Other _____ | _____ |
| <input type="checkbox"/> Other _____ | _____ |

Signatures verify that we have accomplished the activities checked off above.

Mentor signature _____ Date _____

Mentee signature _____ Date _____

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 Learning Forward that have proven successful include the following:

- Lengthen the regular school day. “Save” the extra minutes to create larger blocks of time when teachers can plan or learn together.
- Create regularly scheduled early dismissal/late start days.
- Expand or add planning or learning times for teachers.
- Hire substitute teachers to fill-in for regular classroom teachers to enable those teachers to plan or learn together.
- 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.
- 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.
- Organize “specials” into blocks of time to create common time for teachers with similar interests.
- 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.
- Enlist administrators to teach classes.
- Authorize teaching assistants and/or college interns to teach classes at regular intervals, always under the direction of a teacher.
- Team teachers so one teaches while the other plans or learns independently.
- 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.
- 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.
- Provide professional learning time during staff meetings.
- Spread time from multi-school planning days across the calendar to provide more frequent, shorter school-based learning opportunities.

Department of Elementary and Secondary Education Resources

- [Administrator Mentoring Program](#)
- [Discretionary Grants](#)
- [Educator Preparation](#)
- [Fifth Cycle MSIP](#)
- [High Schools That Work](#)
- [Model Counselor Standards](#)
- [Model Librarian Standards](#)
- [MyLearning Plan](#)
- [Professional Learning Communities](#)
- [RTI - Three-Tiered Models of Intervention and Evidence Based Practice](#)
- [Show-Me Standards](#)
- [Talent Pool Recommendation](#)
- [Virtual Schools/MoVIP](#)
- [Certification](#)
- [Education Technology](#)
- [Federal Programs](#)
- [Gold Star/Blue Ribbon Schools](#)
- [Mentoring Standards and Appendix A](#)
- [Model Leader Standards](#)
- [Model Teacher Standards](#)
- [National Board Certification](#)
- [Regional Professional Development Centers](#)
- [Service-Learning](#)
- [Special Education](#)
- [Teacher of the Year Program](#)

Related Educational Links

- [AFT - Missouri](#)
- [Common Core Resources](#)
- [eLearning](#)
- [ETS Testing Service](#)
- [MASA - Missouri Association of School Administrators](#)
- [Missouri PTA](#)
- [MNEA - Missouri National Education Association](#)
- [MSTA - Missouri State Teachers Association](#)
- [SuccessLink](#)
- [Common Core Standards](#)
- [eMINTS](#)
- [Learning Forward \(NSDC\)](#)
- [MAESP - Missouri Association of Elementary School Principals](#)
- [MASSP - Missouri Association of Secondary School Principals](#)
- [MOSPRA - Missouri School Public Relations Association](#)
- [MSDC - Missouri Staff Development Council](#)
- [Northwest Regional Lab](#)

Teacher Tools/Resources

Digital Tools and Websites

Reading Amplified: Digital Tools That Engage Students in Words, Books, and Ideas,
Lee Ann Spillane. Stenhouse Publishers - \$18.00 (Online Book) Grade Range: 7 - 12
<http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=9659&r=nb130205m>

"Reading engagement matters. What does that mean for me as a teacher? It means that I need to choose my approach to reading with students' needs in mind. Ultimately my purpose is to create lifelong readers who are capable of critically reading the texts our democratic society requires – including when interacting with text and images through digital devices or online."

By now we've all seen examples of Wordle, the technology app that converts chunks of text into a word cloud featuring words of different sizes according to their prevalence in the text. But you haven't seen the real power of Wordle until you've seen Lee Ann Spillane's high school students use it to analyze patterns and symbolism in *The Great Gatsby*. In *Reading Amplified: Digital Tools That Engage Students in Words, Books, and Ideas*, you can look over Lee Ann's shoulder at her computer screen or into her classroom as she guides students to deeper reading and engagement with digital tools, ranging from the Google Book search concordance feature to comic strip software. Spillane seeks to take the "tedium out of routine tasks we need to teach." Her instruction is infused with technology that energizes students, but her focus is always on deep learning that motivates them to become passionate and independent readers. "It's about the teaching, not the tool," she reminds us. "I do a lot of learning right beside my students."

<http://www.persuasivegames.com/games/> Persuasive Games has a diverse portfolio of successful videogames. These games are designed for advertisers, public policy makers, corporate trainers, educators, news organizations, as well as ordinary people. These games push the envelope of traditional game design while demonstrating the power of games as a persuasive medium. (Free site)

<http://edu.glogster.com/> – Creative learning. This site is free to a point. The free version allows for 10 student sub-accounts; the "Educator Light" version allows for 50 student sub-accounts and costs \$29.95 annually; the "Educator Premium" version allows for 200 student sub-accounts and costs \$99.00 annually. The two fee-based versions have two additional common features - student management and access to the Glogpedia library. Only the "Educator Premium" version allows for class & project management and allows the user to Re-Glog from Glogpedia.

What is Glogster EDU?

For educators:

- A creative, dynamic, and innovative digital outlet that captures learner's excitement for online creations, keeps learners engaged in course content, and makes teaching and learning more fun.
- A private and safe platform, monitored directly by teachers. Teachers control all the activities of their learners.
- A valuable tool that integrates diverse core subjects including math, science, history, art, photography, music and more for individual learner portfolios, unique alternative assessments, and differentiated instructional activities.

For learners:

- A fun, imaginative, and powerful learning experience which fosters independent creative self expression, positive learner-teacher relationships, and teamwork on collaborative class projects.
- A vibrant, multi-sensory learning experience that integrates learner's knowledge and skills into traditionally text-oriented subjects and motivates learner's desire to explore topics in which they may previously have been less interested.

<http://www.vocabulary.com/> TIME Magazine named Vocabulary.com one of its "Top 50 Websites of 2012. Each year TIME salutes new websites and services that are useful, entertaining, innovative or just plain addictive, and Vocabulary.com is one of just four educational websites to be named to TIME's list for 2012. This free site features vocabulary lists, vocabulary blog, and vocabulary specific to literature, historical documents and events, news reports, newspapers, commentaries and speeches.

[Support Videos for the Common Core State Standards](#) – Each video is an audiovisual resource that focuses on one or more specific standards and usually includes examples/illustrations geared to enhancing understanding. The intent of each content-focused video is to clarify the meaning of the individual standard rather than to be a guide on how to teach each standard although the examples can be adapted for instructional use.

<http://www.udacity.com/courses> Udacity! is a site that offers free online courses in technology related fields. They even have exams every eight weeks!

<http://www.showme.com/> ShowMe is an open learning community where you can learn or teach any subject. Watch great lessons for free or create your own. It includes topical searches and examples of student work.

Professional Learning/Development Research Resources

The bibliography below contains references to a number of publications related to professional development- books, articles, and journal articles used as references in the *Missouri Professional Learning Guidelines for Student Success*, including both theoretical pieces, as well as results of other studies and evaluations. In addition, many could be used in professional learning study groups or serve as the research basis in documenting proven success for professional learning design and content.

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