

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



MISSOURI
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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

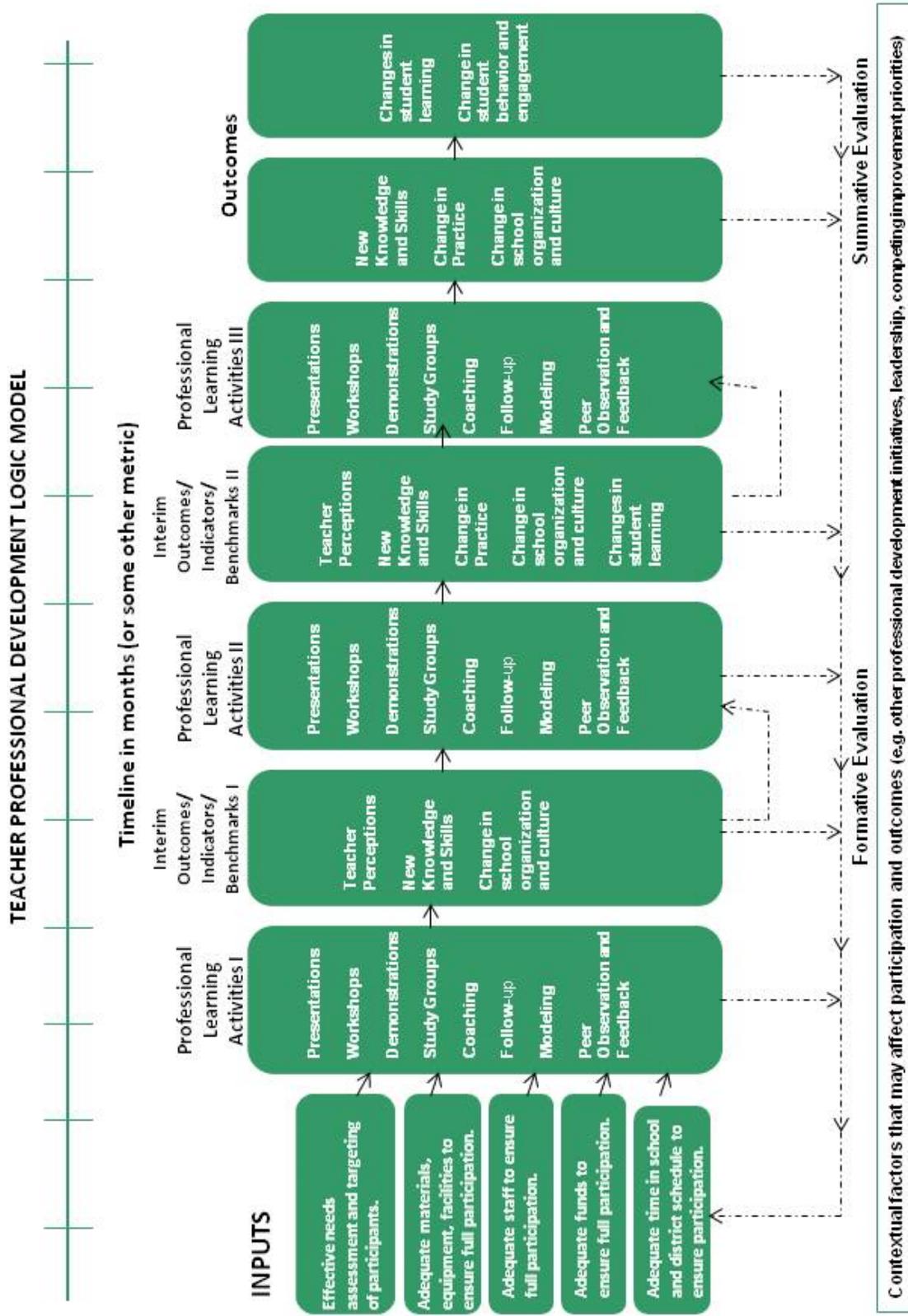
Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included in the plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who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

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School: _____

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