

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

In 2008, districts submitted plans for (a) district wide professional development activities that meet the Maryland Teacher Professional Development Standards (Option 1) or (b) fostering high-quality school-based professional development activities by integrating the six elements of the professional development planning process included in the Maryland Teacher Professional Development Planning Guide (Option 2). Requirements and expectations for each option were described in MSDE's 2008 Master Planning Guidance and summarized in plan review forms developed for reviewing plans for each option. (The plan review forms were disseminated at technical assistance sessions convened during the summer of 2008 and, again, as MSDE provided feedback on the completed plans in March 2009.) Twelve districts submitted plans for activities under Option 1 and 12 districts submitted plans for activities under Option 2.

Moving forward, MSDE anticipates that districts are continuing to work on the professional development activities described in their 2008 Master Plan Updates. Therefore the 2009 Master Plan reporting requirement for teacher professional development calls on districts to provide updates on their activities. Consistent with the original requirements for Option 1 and Option 2, the requirements for the 2009 updates are described below.

Be sure to begin this section of the Annual Master Plan Update by indicating whether the district is responding to reporting requirements for Option 1, either by presenting a plan for evaluating the 2008 PD activities or by submitting an interim or final evaluation report on the 2008 PD activities, or Option 2 a progress report on integrating the 6 components of professional development planning into the district school improvement planning process.

In your response to the reporting requirements for either option, be sure to highlight the corresponding resource allocations.

Somerset County Public Schools is submitting a progress report on Option 2, integrating the six components of the Maryland Professional Development Plan into the district school improvement process.

High Quality Professional Development

Requirements for Reporting on Option 2 Activities

Districts that submitted plans for integrating the teacher professional development planning framework included in the *Maryland Teacher Professional Development Planning Guide* into school improvement planning are required to report on their progress on each of the four tasks included under this option. The four questions and specific issues to be addressed in the progress reports follow below.

1. **Actions to Assure that Somerset County has Integrated the Teacher Professional Development Planning Framework into School Improvement Planning Guidance**

a. **The School Improvement Plan template has been revised.**

- A professional development planning form has been added to the SIT template.
- An additional consideration for planning and implementation has been added to the 6 steps. School Improvement Teams should use the Response to Intervention or RTI in developing Teacher Outcomes. Somerset County believes that just as students may need a different level of instruction and follow up, so do teachers.

b. **Schedules and procedures for the approval of all parts have been established.**

- An overall schedule of the training, integration of professional development and completed SIT plan has been developed.
- A monitoring and evaluation timeline has been established that defines when specific parts of the Professional Development plan should be completed.

c. **A process to monitor, provide feedback and approve all SIT Plans is in place.**

- Central office staff consisting of the Assistant Superintendent, Secondary Supervisor, and Elementary Supervisor are responsible for monitoring and approving SIT plans.
- Additional staff, including the Secondary Literacy Coach and several lead instructional coaches will meet with above supervisors to provide feedback.
- The Option I scoring tool, provided by MSDE will be used to evaluate the professional development plans of all SIT plans.

2. **Completion of Training Principals and School Based Leadership Teams in Using the Professional Development Framework**

a. **Four 2 hour sessions during the 2008-2009 school year were conducted.**

- **SESSION I:** November 6, 2008- The first session was conducted by the Assistant Superintendent. This introductory session gave teams an overview of the 6 steps of the professional development framework and how it fits into the Somerset County School Improvement process. Materials for all the sessions were distributed to participants. Materials included a copy of the Maryland Teacher Professional Development Planning Guide, Tips and Talking Points, a Planning Checklist, the Logic Model, the Professional Development Standards and a review of previous leadership team work. (Leadership teams had met in July 08 as a prelude to this work) School leadership teams were represented by 8 principals, 2 assistant principals, 2 student deans, 6 instructional coaches, and 2 teachers. Attending from the central office was the Superintendent, Secondary Supervisor, Elementary Supervisor, and Reading Coordinator.
- **SESSION II:** November 20, 2008- The second session was conducted by the Assistant Superintendent and Nancy Carey, MSDE. This session focused on identifying student needs and developing teacher outcomes to meet those needs. Topics included: Identifying Root Causes, Identifying Research Based Strategies to Address Specific Student Weaknesses, and Developing Teacher Outcomes. Leadership teams were represented by 8 principals, 3 assistant principals, 10 instructional coaches, 2 deans and 1 teacher. Also attending were the Superintendent, and Secondary and Elementary Supervisors.
- **SESSION III:** April 23, 2009- The third session was conducted by the Assistant Superintendent and two instructional coaches from the system. The session extended Session II's work on Identifying Student Weaknesses and Developing Teacher Outcomes to overcome weaknesses. Coaches demonstrated how they analyze data to identify a weakness. After these presentations, leadership teams were given time to brainstorm ideas on how they as a team would approach analyzing their data. Next, teams viewed a presentation on how the instructional coach provides follow up to professional development activities. Emphasis was given to the importance of follow up and support. Teams then discussed the most recent professional development session they had attended and how follow up activities were or were not included. The final activity was to look at the logic model. Teams discussed the importance of realizing that changes must come in stages and support is critical to any successful change. Attendance at this session included 9 principals, 3 assistant principals, 10 instructional coaches, and 2 teachers. Also attending was the Superintendent and Secondary and Elementary supervisors.
- **SESSION IV:** May 14, 2009- The fourth session was conducted by the Assistant Superintendent. This session was devoted solely to the evaluation of professional development. The Maryland Teacher Professional Development Guide was distributed. An overview of the guide was presented as a prelude to the teams' discussion on what they perceived as new or different ideas

concerning the evaluation of professional development. Attending this session were 7 principals, 4 assistant principals, 5 instructional coaches, 2 student deans and 2 teachers.

- All sessions were held on Thursday evenings from 4:00 to 6:30 p.m. No stipends were paid, but refreshments were available to the participants. All schools participated in every session except the Career and Technology Center and Ewell School. The Tech Center did attend one of the sessions and had attended the July 08 session. Ewell School is located on Smith Island, in Chesapeake Bay, has a student population of 11 students, and requires boat transportation to the mainland to attend meetings. The unavailability of night time travel kept Ewell from participating.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Training	Integrating the Teacher Professional Development Planning Framework into School Improvement guidance	Source: Staff Time Cost: \$0
Materials	Refreshments	Source: Local Cost: \$180

b. A three day leadership workshop to plan and integrate professional development into SIT plans was held.

A three day Leadership Team workshop was held on July 7, 8, and 9, 2009. The objective of this workshop was to plan the professional development part of all school improvement plans using the Maryland Teacher Professional Development Guide. The same leadership teams that attended the previous four sessions were requested to attend the summer leadership. The outcome for each school was to develop complete professional development plans in three areas: Reading/Language Arts, Mathematics and Higher Order Thinking. The leadership workshop was co-planned and co-facilitated by internal staff consultants from the Coalition of Essential Schools. All schools were represented at this workshop including the CTE Center and Ewell School. All principals and assistant principals attended along with 7 instructional coaches, 11 teachers, 1 counselor, 1 student dean, 2 instructional supervisors, the Assistant Superintendent, and Superintendent.

- Leadership teams finished the 3 day workshop with a start on the professional development plan that would become part of the SIT plan. Teams were not able to complete plans in the timeframe planned. Consequently a revised timeline needed to be developed for completion of the professional development plans.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Staffing	Stipends for Attending Leadership Workshop for Integrating the PD Framework into the SIT Plan Process	Source: Local Cost: \$4,700
Consultants	Coalition of Essential Schools Consultants	Source: Local Cost: \$4,200
Consultants	Coalition of Essential Schools Consultants for Crisfield High School	Source: State School Improvement Grant 09 Cost: \$5,400
Materials	Refreshments	Source: Local Cost: \$180

3. Process of Preparing District Staff for Reviewing and Providing Feedback on Professional Development Plans.

a. The process for reviewing and providing feedback on professional development plans for district staff has not been completed.

- Just as school teams are beginning to use the guide, so are district personnel. Providing quality guidance will come in stages as district staff work with MSDE staff and other counties to better understand and interpret requirements.
- The district staff who will be reviewing plans also participated in the initial training for using the Maryland Professional Development Guide with School leadership teams.
- The next step will be to train district staff to use the MSDE Option 1 checklist for reviewing professional development.
- Formal training of district personnel will occur before the approval and adoption of plans.

b. District Staff will be trained to use the Option 1 Professional Development Review Form.

- District staff will be trained to use the MSDE, Option 1 during the last part of September 2009.
- The Assistant Superintendent will provide training for the Secondary and Elementary Supervisors, and Math and Language Arts lead instructional coaches, who comprise the district level reviewing team.

4. Completion of the Review of Plans Submitted.

a. Submitted Plans have been informally reviewed.

- All schools have developed professional development plans using the Maryland Framework.
- Just as a logic model should be used with any professional development, one will be used with integrating these plans into the SIT planning process.
- Although no school professional development plans have been formerly approved, the informal peer review, as well as assessment of the year long training to implement the six steps of the Maryland Professional Development Guide, indicates that school teams are in various stages of understanding the use of the guide as well as a range of capacity to develop and implement their plans.
- An informal review, using basic evaluation questions took place at the opening A&S meeting on August 10, 2009. This review process has set the stage to move on into the more prescriptive process the Option 1 checklist requires.

b. An awareness of planning weaknesses has surfaced.

- Training for implementing the six steps has also identified weaknesses of skill and experience within the leadership staff that must be addressed so that quality plans can be written.
- School teams need to strengthen their skill in analyzing the data to identify a student weakness, and then identify the instructional practice that needs to be changed or implemented to address the weakness. Previously, staffs have looked at data to determine need for professional development from a broader perspective. For example, if overall student reading proficiency is low; a major instructional change is chosen. An example of this was the switch from a “Balanced Literacy” program to implementing the “Big 8, Explicit Reading Strategies” at Somerset Intermediate School several years ago. Since this implementation, reading proficiency has risen over 20 percent over the last two years. Now, it is necessary to be more specific and targeted.
- Another area of concentration will be developing and evaluating specific teacher outcomes. Teams struggled with these two parts in the development of three plans required by the district at the summer leadership workshop.
- SCPS district personnel will be providing follow up activities at staff meetings to strengthen the skills of leadership teams.

c. The implementation and impact of professional development activities will be monitored.

- Somerset County Public Schools monitors implementation and impact of school based activities through quarterly progress reports which lead to end of year reports.

- All schools send district staff a quarterly report on progress made toward meeting identified initiatives. Schools also maintain artifacts of initiatives that help compile an end of year report. School professional development plans will be monitored in the same manner.

d. **District staff will provide support for school teams developing professional development and SIT plans.**

- Somerset County central office staffs are involved with schools and help provide support for school initiatives, including professional development. Monthly staff meetings include sessions when elementary principals meet with the Elementary Supervisor and the secondary principals meet with the Secondary Supervisor to discuss progress made. District staff also serve as liaisons to school SIT teams and help the teams in school planning.
- SCPS district staff will design specific monitoring mechanisms for each professional development plan. Each school professional development plan will call for specific measurements which will require the district to align present monitoring mechanisms with. These will align to the Maryland Professional Development Evaluation Guide.

Attachments for Option 2

Integrating the Maryland Teacher Professional Development into the School Improvement Process

The following attachments are documents, agendas, planning forms, evaluations and other items used during the option 2 training in Somerset County. Two key forms missing from these are the *Title 1 School Improvement Template* and the *MSDE Option 1 Teacher Professional Development Evaluation Tool*. These were omitted as they would be easily accessed and are used by many throughout the state. The following Attachments are included:

Attachment A: The Professional Development component of the Title 1 Template that Somerset County replaced.

Attachment B: The final version of the Professional Development Template Somerset County Developed to replace the original in The Title 1 template

Attachment C: Proposed timeline for implementing and integrating the Maryland Teacher Professional Development Framework into the School Improvement process

Attachment D: The agendas, plans, and/or descriptions of the four training sessions provided school leadership teams

Attachment E: Agenda and description of the 3 day Leadership Workshop where Leadership Teams actually began working on SIT plans

Attachment F: Sample Professional Development Plan used during the Leadership Workshop

Attachment G: Training and Monitoring Schedule for Central Office Staff charged with the responsibility of monitoring and approving School Improvement Plans

Attachment A
PROFESSIONAL DEVELOPMENT

High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. (Component 4)

Revised Plan #3: Provide an assurance that the school will spend not less than **10%** for the purpose of providing to the school’s teachers and principal high-quality professional development that: (a) directly addresses the academic achievement problem that caused the school to be identified for improvement; (b) meets the requirements **for professional development** activities under section 1119; (c) and is provided in a manner that affords increased opportunity for participation

Total Title I School Allocation: _____ **10% of School Allocation for Professional Development:** _____

NOTE: School-wide completed chart, including paraprofessionals but excluding costs column. School-wide in improvement complete chart including costs.

High Quality Professional Development Activities	Audience <i>Teachers, Paraprofessionals, and Principals</i>	Anticipated Cost of Professional Development Activities	Person(s) Responsible	Timeline
<p><i>NCLB Section 1116(a)(1)(D) The LEA shall review the effectiveness of the actions and activities the schools are carrying out with respect to parental involvement, professional development, and other activities assisted under this part.</i> What evaluation will determine the effectiveness of these activities?</p>				

Attachment B
PROFESSIONAL DEVELOPMENT

Total Title I School Allocation: _____

10% of School Allocation for Professional Development: _____

The purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. It follows that planning high-quality professional development begins by examining student learning needs and identifying the teacher knowledge and skills required to address those learning needs.

Need for the professional development

Identified Student learning needs (identify data source(s))	What teachers need to know and be able to do to address the student learning need
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Participants

Who will participate in the professional development Teachers: Coaches: Administrators:
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Professional learning outcomes and related indicators which address the need for the activity

Professional Learning Outcomes addressing Professional Learning Needs RTI Tier 1 <ul style="list-style-type: none"> • Indicator:
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Learning activities and follow-up for the development

Activity (define the content and the learning process (presentation, small group discussion, practice time, etc.)	Scheduled Time	Facilitated by (if the activity is a study group or action research, the facilitator might be a group participant)
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Professional Learning Outcomes addressing Professional Learning Needs
 RTI Tier 2

- Indicator:

Activity (define the content and the learning process (presentation, small group discussion, practice time, etc.)	Scheduled Time	Facilitated by (if the activity is a study group or action research, the facilitator might be a group participant)
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Professional Learning Outcomes addressing Professional Learning Needs
 RTI Tier 3

- Indicator:

Activity (define the content and the learning process (presentation, small group discussion, practice time, etc.)	Scheduled Time	Facilitated by (if the activity is a study group or action research, the facilitator might be a group participant)
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Evaluation Plan

<p>Did the Professional Development take Place as Planned?</p> <p>Data to be collected:</p> <p>Timeline:</p> <p>Person(s) Collecting:</p> <p>Instruments needed:</p> <p>Data analysis:</p>	<p>What were Participants' Perceptions</p> <p>Did the Professional Development take Place as Planned?</p> <p>Data to be collected:</p> <p>Timeline:</p> <p>Person(s) Collecting:</p> <p>Instruments needed:</p> <p>Data analysis:</p>	<p>Did the professional development achieve the intended outcomes?</p> <p>Did the Professional Development take Place as Planned?</p> <p>Data to be collected:</p> <p>Timeline:</p> <p>Person(s) Collecting:</p> <p>Instruments needed:</p>
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Timeline: Person(s) Analyzing:	Timeline: Person(s) Analyzing:	Data analysis: Timeline: Person(s) Analyzing:
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Final Professional Development Evaluation Report (When? By Whom? To Whom?)

Timeline:

Author:

Received by:

Budget

Category	Calculation	Cost
Personnel		
Stipends/Substitutes		
Travel- Personnel/consultant		
Facilities/Equipment/Materials		
Communications		
Other Costs		
Total Costs		

Budget Narrative: (helps readers understand what monies are being spent in each category for what purpose)

Attachment C

A timeline for implementing the Maryland Teacher Professional Development guide was also developed by the central office planning team. It is shown below as well.

**Timeline for Implementation of Maryland Professional Development
Components
Into the School Improvement Plan Process**

October 2008- May 2009	4 Training Sessions with Leadership Teams
July 7, 8, 9, 2009	3 Day Work Session
July 30, 2009	Preliminary Approval by Central Office Sub Committee
September 2009	Training of SIT Teams by School Leadership Teams
October 15, 2009	Completion of Components 2, 3, 5, 6, 8, 9
October 1, 2009	Completion of Components 7, 10
October 30, 2009	Completed SIT plans submitted to Central Office
November 13, 2009	Peer Review
November 30, 2009	Final Approval
January 30, 2010	Site Professional Development Activities
May 15, 2010	Preliminary Data on Professional Development Implementation Due
June 16, 2010	Evaluation of Professional Development Due Final Report on all SIT Initiatives Due

This timeline is tentative and will need to be altered if and when steps in the process need more follow up and instruction to be successful.

The agendas are attached with descriptions of presentations and activities.

Attachment D
Agenda of Meetings Held

1. Leadership Professional Development/SIT Planning Meeting

Date: November 6, 2008

Refreshments and Networking

Welcome

Summer Plans Review/Update

Maryland Professional Development Plan

Next Steps

Working Agenda (November 6th Plan-Used by Presenter)

Assess where we are

I. Leadership Conference:

- A. Bring summer plans – be able to speak to where you are on it.
- B. Review the procedure you used to determine this.
- C. How are you infusing this into your School Improvement Plan?
- D. What are the next steps (this year)?

Present 6 point P.D. Plan

II. Present short PowerPoint listing key:

Back to Teams

III. Compare & Contrast:

- A. Dig into document & materials – pull out what they need to focus on more to target specific weaknesses. Jig Saw, groups of 6.
- B. Teams identify what they presently do to the 6 components
- C. Teams Identify what they presently don't do of the 6 components.

IV. Final Thoughts/Essential Questions/Gotta Know

- A. What are your student weaknesses?
- B. Can you identify the Teacher Instruction components that is causes
- C. Coaches Role

- 1. Our PD with them

Formative Observation vs Summative Observation

2. Leadership Professional Development/SIT Planning Meeting

Date: November 20, 2008

Refreshments and Networking

Welcome

Identifying a Need/Design Teacher Outcomes

Nancy Carey, MSDE, Consultant

Outcomes for Session

- Participants will be able to identify major student weaknesses/Need for Professional Development
- Participants will recognize the importance of assessing teacher level skills in order to appropriately align potential new skills and knowledge to address student weaknesses
- Participants will identify professional outcomes and related indicators which address the need for the activity.
- Participants will develop measurable, observable teacher outcomes.

Topics

Identifying Root Causes

Identifying research based strategies to address specific student weaknesses

Developing Teacher Outcomes

3. Leadership Professional Development/SIT Planning Meeting

Date: April 23, 2009

Participants will be able to design learning activities, and follow up for teacher professional development

Review of Option 2 and how it relates to SIP development.

- Our Strength is in our Leadership Collaboration
- Some of this is a different way of thinking
- Title 1 Template
- *SIT Plans-caution-I want them back*
- *Hand out the revised Md. Guide*
- 6 components of Maryland Professional Development Plan
- Professional Development is but one Components of SIT Plan

Timeline for SIT Planning

Assessing student weaknesses from Data-Terry Drechsler/ Patti West-Smith

- Show two samples of data and how weakness was determined.
- Brainstorm the process you would use to determine what PD would intervene for a student weakness-How you going to start this?
- Who knows/how you going to determine what instruction is going on?
- Read pgs.5, 6, 7 and discuss in your groups. How does your APD or PD you have done this year compare with this thinking?

Coaching-Our Coaches/Facilitators

- State Push
- Power Point
- Read section 4 on pgs. 8-10 on learning activities and follow up. Discuss in your groups how you would change what you are presently doing to match these strategies.

Logic Model-Short explanation on the importance of thinking in stages

How are coaches used at your site?

What can you do to get them into the classroom?

Coaching Questions or Starters

- Note: Next Meeting is May 14, 2009

4. May 14 Power Point on Evaluation

Slide 1

Maryland Teacher Professional Development
Evaluation Guide

Slide 2

Professional Development Evaluation Guide
Assumptions

- No single “best” approach
- Evaluation planning key part of professional development planning
- Evaluation separate and distinct from performance appraisals
- Limited evaluation capacity and resources
- Most evaluation data are qualitative
- Evaluation is a process not an event.

Slide 3

Professional Development Evaluation Guide

Section I: Five Issues to Shape the Evaluation Plan

- To evaluate or not to evaluate?
- Key features and guiding assumptions
- Audience
- Resources
- Staff

Slide 4

Section II: Evaluation Design and Data Collection

- Basic Evaluation Questions
 - Did it take place as planned?
 - What were participant perceptions?
 - Did it achieve the intended outcomes?

Slide 5

Section II: Evaluation Design and Data Collection (cont.)

- Sample vs all participants
- Adding a comparison group
- Preparing for data collection (e.g., selecting instruments, training, gaining access)

Slide 6

Section II: Evaluation Design and Data Collection (cont)

- Options for including teachers
- Classroom observations

Slide 7

Section III: Data Quality and Data Analysis

- Monitor data quality
- Data Analysis
- Learn about data
- Start with basics
- Quantify qualitative data

Slide 8

Section III: Data Quality and Data Analysis (cont.)

- Involving teachers in data analysis
- Cautions about causality

Slide 9

Section IV: Reporting

- No “best” way
- Tell the whole story and nothing but the story
- One report or multiple reports

Slide 10

Step 6: Resources

- Personnel
- Stipends/Substitutes
- Travel
- Facilities
- Communications
- Other Costs

Slide 12

- Direct Costs vs In-Kind Costs
- Grant Funds
- Title 1 & Special Education

Slide 13

In Review-The 6 Steps

- 1-Need
- 2-Participants
- 3-Outcomes and Indicators
- 4-Activities and Follow Up
- 5-Evaluation
- 6-Budget

Attachment E
Leadership Workshop

A three day Leadership Team workshop was held on July 7, 8, and 9, 2009. The objective of this workshop was to plan the professional Development part of all school improvement plans using the Maryland Teacher Professional Development Guide. The same leadership teams that attended the previous four sessions were requested to attend the summer leadership. This was held on July 7,8 and 9 with 35 staff members present. All schools were represented at this workshop. The outcome for each school was to develop complete professional development plans in three areas, Reading/Language Arts, Mathematics and Higher Order Thinking. The leadership workshop was co-planned and co-facilitated with consultants from the Coalition of Essential Schools.

Thirty six staff members attended the workshop. All principals and assistant principals attended along with 7 instructional coaches, 11 teachers, 1 counselor, 1 student dean, and 2 instructional supervisors. Costs for the conference were:

CES consultants-\$4200

CHS consultant \$5400-includes conference and follow up activities

Stipends \$4700

Materials \$1008

Following is the agenda.

Creating 21st Century Schools: The Future Is Here

Somerset County Leadership Retreat July 7-9, 2009

Tuesday, July 7

7:30	Refreshments	
8:00	Welcome and Overview	Doug Bloodsworth, Dr. Brofee
8:10	Networking	Dr. Brofee
8:30	21 st Century Skills	Nancy Smoker
9:30	Setting the Stage: Nine Shifts	Dr. Brofee
10:15	Making Meaning: Listening to a Speaker Protocol	Pam Ayres
11:00	Mini-Challenge: Student and Teacher Visioning	Mary Helen Spiri
12:00	Lunch/Gallery Walk	

1:00	Student Achievement Data: Root Causes and Responses	Doug
2:20	Reflections	Pam

Wednesday, July 8

8:00	21 st Century Delivery: Model Classroom Practices	Mary Helen
8:45	Discussion and Integration	Pam
9:45	Moving Toward Excellence: The CES Benchmarks for Schools	Pam
10:45	Professional Development Planning	Mary Helen
	Converting Student Needs to Measurable Student Goals	Mary Helen
	Teacher Learning Goals: The RTI Concept	Dr. Brofee
12:00	Working Lunch	
	Teacher Learning Activities	Mary Helen
	The PD Plan Model	Doug
2:20	Reflections	Pam

Thursday, July 9

8:00	Annual Leadership Challenge	Mary Helen
	PD Calendar	
	Complete PD Plan, including evaluation piece	
	Back-to-School Letter to Staff	
	Agenda for Back-to-School meeting using 21 st Century Strategies	
9:00	PD Evaluation Mini-Lesson	Mary Helen
12:00	Lunch	
2:15	Evaluation and Reflections	Pam and Doug

All outcomes for the Leadership workshop were not completed. None of the school leadership teams completed plans for all three goals. Evaluation surveys for the workshop indicated that all teams needed more time to complete the assignment. Teams were given until August 10, 2009 to complete their plans. An informal peer review of plans took place at this time.

The informal peer review allowed each leadership team to present their three plans. After each presentation other school teams provided feedback. The following set of questions was used as a guide:

A&S Professional Development Activity

Activity

Take 15 to 20 minutes to prepare a presentation on the 3 Professional Development initiatives you will be undertaking for the school year 2009-10. You can use the following questions for guidance:

1. What are you doing?
2. Why are you doing it? What led your team to decide to do this?
3. Who will participate?
4. How are you going to decide/evaluate if this will have made any differences?

Feedback Questions for Other Groups

General

1. Were all of the above 4 questions answered?
2. Lists strengths of the plan.
3. List weaknesses of the plan

More Specific Questions

1. Is the student need focused and specific or general?
2. Is it clearly evident that the identified student weakness was well supported by data?
3. Are teacher outcomes measurable and/or observable?
4. Does the evaluation plan list how we will know if teachers have obtained the goal? Are there well defined indicators?
5. Are provisions made for those teachers needing further assistance? (follow up)
6. Are there clear expectations for how principals and other school leaders are going to support teacher participation?

Attachment F
PROFESSIONAL DEVELOPMENT

Total Title I School Allocation: _____

10% of School Allocation for Professional Development: _____

The purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. It follows that planning high-quality professional development begins by examining student learning needs and identifying the teacher knowledge and skills required to address those learning needs.

Need for the professional development

<p>Identified Student learning needs (identify data source(s))</p> <p>MSA reading scores, HSA English, Students need to be able to apply reading skills independently to text.</p>	<p>What teachers need to know and be able to do to address the student learning need</p> <p>Identify critical reading skills. Provide meta-cognitive models (what good readers do) Using the explicit instruction model with fidelity Assisting content teachers to facilitate text understanding Use of specific reading intervention programs Adapting and accommodating for student strengths and weaknesses</p>
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Participants

<p>Who will participate in the professional development</p> <p>Teachers: Tier 1-All Teachers in all Subject Areas Tier 2- All English/Language Arts, Special Education (assigned to English/LA) and Reading Intervention Teachers Tier 3- Special Education (assigned to English/LA) and Reading Intervention Teachers</p> <p>Coaches: Reading Coach (School), Secondary Literacy Coach, Sp. Ed/ELL Reading Coordinator</p> <p>Administrators: Principal</p>
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Professional learning outcomes and related indicators which address the need for the activity

Professional Learning Outcomes addressing Professional Learning Needs
 RTI Tier 1

- Indicator:
 All teachers will use the explicit instruction model to support student acquisition of effective
 All teachers will use effective reading comprehension strategies to support their content
 instruction.
 All teachers will use effective strategies to teach content area and academic vocabulary.

Learning activities and follow-up for the development

<p>Activity (define the content and the learning process (presentation, small group discussion, practice time, etc.)</p> <p>An overview of reading strategies, explicit instruction, and vocabulary strategies. Instructional Coach will model lessons for teachers</p> <p>Teachers develop lessons-collaborative-Group Presentations</p> <p>Instructional Coach observation and conferencing (Coaches Modeling if needed)</p> <p>Content Group Collaboration</p> <p>Individual teacher reflection</p> <p>Evaluation/Monitoring</p>	<p>Scheduled Time- (APD's, Inservice days, during non instructional time during the day) Sept. 30, Oct. 7,14</p> <p>During weeks of October 15-23</p> <p>October 19</p> <p>October 23-December 18</p> <p>October 28, Nov. 11, Dec. 9, Jan. 20, Feb. 24, March 24, April 28, May 12</p> <p>February 1-March 30</p> <p>April 1-June 10</p>	<p>Facilitated by :</p> <p>Secondary Literacy Coach</p> <p>Instructional coach</p> <p>Principal/Instructional Coach/Secondary</p> <p>Instructional Coach/Principal</p> <p>4 Content Leads/Facilitators/Principals</p> <p>Instructional Coach/Principal</p> <p>Principal/Reading Coach</p>
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Professional Learning Outcomes addressing Professional Learning Needs
 RTI Tier 2

- Indicator:
 English and Language Arts teachers will understand and teach independent strategies (big eight) necessary for comprehension using the explicit instruction model.

Activity (define the content and the learning process (presentation, small group discussion, practice time, etc.)	Scheduled Time APD's, Inservice days, during non instructional time during the day)	Facilitated by:
An overview of reading strategies, explicit instruction, and vocabulary strategies.	Sept. 30, Oct. 7,14	Secondary Literacy Coach
Collaborative planning and lesson study protocols	October 19	Secondary Literacy Coach
Instructional Coach will model lessons for teachers	October 20-30	Reading Coach/Facilitator
Teachers Develop Lessons- Collaborative-Presentations	October 21,28	Instructional Coach/Principal
Instructional Coach observation and conferencing	November 4-December 18	Instructional Coach/Principal
Content Group Collaboration	October 28, Nov. 11, Dec. 9, Jan. 20, Feb. 24, March 24, April 28, May 12	4 Content Leads/ Facilitators/Principals
Individual teacher reflection	February 1-March 30	Instructional Coach/Literacy Coach
Evaluation Period/Monitoring	April 1-June 10	Principal/Literacy Coach

Professional Learning Outcomes addressing Professional Learning Needs
RTI Tier 3

- Indicator:
Reading Intervention teacher will be able to diagnose specific student weaknesses and identify strategies to address those needs.
Reading intervention teachers will be able to use specific programs and strategies to build comprehension ability.
Special Educators will be able to adapt content and skills to styles that accommodates student strengths and weaknesses.

Activity (define the content and the learning process (presentation, small group discussion, practice time, etc.)	Scheduled Time APD's, Inservice days, during non instructional time during the day)	Facilitated by:
An overview of reading strategies, explicit instruction, and vocabulary strategies.	Sept. 30, Oct. 7,14	Secondary Literacy Coach
	October 19	S econdary Literacy Coach

Collaborative planning and lesson study protocols	October 20-30	Reading Coach/Facilitator
Instructional Coach will model lessons for teachers	October 21,28	Instructional Coach/Principal
Teachers Develop Lessons-Collaborative-Presentations	November 6(All day, substitutes needed)	Special Ed/ELL Coordinator
Special Education Teachers		
Training in modifying and adapting instruction to accommodate different modalities, strengths, and weaknesses. Special Education Teachers	November 4-December 18	Special Ed/ELL Coordinator 4 Content Leads/ Facilitators/Principals
Instructional Coach observation and Feedback	October 28, Nov. 11, Dec. 9, Jan. 20, Feb. 24, March 24, April 28, May 12	Special Ed/ELL Coordinator
Content Group Collaboration	January 13, 20	Special Ed/ELL Coordinator
Follow up training in modify and adapting instruction to accommodate different modalities, strengths, and weaknesses.	February 1-March 30	Secondary Literacy Coach
Observation /Individual teacher reflection	August 27, 28	Secondary Literacy Coach
Reading Intervention Teachers	Sept. 1-3	Secondary Literacy Coach
Training in diagnostic instruments to place students in appropriate intervention-	Sept. 10,11-All day both days	Secondary Literacy Coach
Supervised diagnostic testing-Reading Intervention Teachers	Sept. 17-Oct 30	Instructional Coach
Training in the specific components of the intervention program-Reading Intervention Teachers	Nov.1-Dec 18	Instructional Coach
Instructional Coach observation and Feedback	October 28, Nov. 11, Dec. 9, Jan. 20, Feb. 24, March 24, April 28, May 12	4 Content Leads/ Facilitators/Principals
	Jan. 3-June 10	Principals/Instructional Coach
		Instructional Coach/Literacy Coach

Content Group Collaboration	April 1-June 10	Principal/Literacy Coach
Observation /Individual teacher reflection		
Evaluation Period/Monitoring		

Evaluation Plan

<p>Did the Professional Development take Place as Planned? All staff attended APD sessions.</p> <p><u>Data to be collected:</u></p> <p>Sign in Sheets for all sessions Logs of Facilitators/Coaches</p> <p>Timeline: Aug. through April</p> <p>Person(s) Collecting: Reading Coach/Facilitator</p> <p>Instruments needed: Lists of attendance put into spreadsheets Logs put into spreadsheets</p> <p>Data analysis: The percentage of staff receiving full exposure, staff receiving part, and/or none</p> <p>Timeline: May 30</p> <p>Person(s) Analyzing: Reading Coach/Facilitator and Principal</p>	<p>What were Participants' Perceptions</p> <p><u>Data to be collected:</u> Survey Developed from items listed in MD Teacher Professional Development Guide, beginning on page 44.</p> <p>Timeline: November 30- December 4</p> <p>Person(s) Collecting: Principal</p> <p>Instruments needed: Survey Monkey, MD Teacher Professional Development Guide</p> <p>Data analysis: Positive or negative feelings among recipients can give you an early indication of whether activities will make a change</p> <p>Timeline: January 1</p> <p>Person(s) Analyzing:</p>	<p>Did the professional development achieve the intended outcomes?</p> <p><u>Data to be collected:</u> Indication that content teachers including explicit reading strategies into lessons.</p> <p>Indication/Data that English/LA teachers understand and are using the Big 8 strategies using the explicit model.</p> <p>Indication/Data that Special Education students are receiving modified strategies.</p> <p>Indication/Data that Intervention assessment and delivery is being provided by Reading Intervention teachers.</p> <p>Timeline: November –June</p> <p>Person(s) Collecting: Principal, Reading Coach, Secondary Literacy Coordinator, Supervisors</p>
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		<p>Instruments needed: Walkthrough templates, Teacher Observations, Student work, Room observations (bulletin boards with examples, etc.)</p> <p>Data analysis: Determine the percentage of teachers observed using strategies Determine the percentage of observations for each teacher when found using strategies Determine the percentage of observations that indicate using new strategies vs not seen Evidence of students using strategies</p> <p>Timeline: May June Person(s) Analyzing: Secondary Literacy Coach</p>
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Final Professional Development Evaluation Report

Timeline: Due with End of Year Master Plan Reports

Author: School Improvement Leadership Team
(Reading Coach, Facilitator, Principal)

Received by: School SIT Team, Central Office Master Plan Team

The final report will include a narrative of the questions, data and explanation of the references in the above evaluation. The evaluation will be looked at more in regard to how many teachers received training and if specific groups were addressed. It will also cite the follow up activities as well as descriptions of any tiered or more intensive help to teachers. A final look at implementation will be made through the report on walk through and observation data.

Budget

Category	Calculation	Cost
Personnel	All training except one will be done during the regularly scheduled After School PD period	In Kind
Stipends/Substitutes	1 Day X 4 Teachers X \$100 per day for one pull out in service day.	\$400
Travel- Personnel/consultant		Secondary Literacy Coordinator, Secondary Supervisor and Principals
Facilities/Equipment/Materials		Local Funding-if any
Communications		None
Other Costs		None
Total Costs		\$400

Budget Narrative: (helps readers understand what monies are being spent in each category for what purpose)

Attachment G

Evaluation and Monitoring of Professional Development Plans submitted with SIT plans for 2009-2010

August 15th Schools will Submit Professional Development Plans

August 30-District staff will provide feedback for plans using the following criteria:

1. Three Plans were submitted for each site in the areas of:
 - Reading/Language Arts
 - Mathematics
 - Thinking
2. Written with new PD SCPS Template
 - Included all 6 components
3. All parts completed.
4. Draft Schedule of APD/EDPD and Professional Days are included.

September 29- Train Central Office personnel on Option 1 Professional Development Review Check list

October 15- Monitor and Evaluate and provide Feedback to schools on Professional Development Plan for the following by using the Option 1 Review form from MSDE

October 30-Schools will submit changes of Professional Development plan to Central Office