Questions from Steve Koleszar

1. **Professional Development** - Last year we eliminated an Assistant Superintendent position. What has the impact of that change been? I have felt some reports and needed work have been delayed or not completed. What will be the impact on succession planning and future leadership development?

All core work needed to be done at the Cabinet level is completed as efficiently as in the past, including innovative projects per the strategic plan. Any delay in reports has been caused by the crowded Board agenda and the time the Board spent on redistricting items.

- o In 2008-09 there was one Assistant Superintendent and a Chief Information Officer (CIO) under Pam.
- o In 2009-10, there were two Assistant Superintendents and a CIO under Pam.
- o At this point, there is a Deputy Superintendent, a CIO, and a Chief Operations Officer under Pam.

All functions (Instruction, Human Resources, Operations, and Technology & Accountability) are well-covered, and the quality of the work being done is very much on par with what we have come to expect. With the pivotal leadership of the Executive Director for Student Learning, Executive Director for Community Engagement, a Chief Strategic Planning Officer, and a Student Services Officer, we have used existing staffing to form a highly functional team under Dr. Moran's direction.

This question was answered by Matt Haas.

2. **Professional Development** - Do we have enough instructional coaches? Are the needs of teachers for hands on support being met?

As Debbie indicated in her report to the Board, the data on instructional coaches' work with teachers is highlighted in the metrics section on page 92 of the expenses part of the Sups Funding Request. With a reduction of one coach from last year, it looks like the coaches are still on pace to hit the number of interactions they had last year with greater follow up for more exchanges with the same teachers. For the program to go deeper with greater availability and more opportunities for interactions with teachers who need more intensive support, more coaches could be an answer. Having said that, differentiating coaches so that they operate in a less generalized way to support specific division priorities may also increase their interactions as well as the specificity of the reasons for their interactions with teachers as related to our PD goals.

This question was answered by Matt Haas.

Questions from Jason Buyaki

3. **Revenue** - How much revenue does our building rental program generate? How do we appropriate these funds??

All revenues collected for building rental are shown on page B-3 as General Property Rental. Anticipated revenues for this program are approximately $350,000. These monies are used to support the overall budget and are appropriated via the budget process.

This question was answered by Jackson Zimmermann.

4. **Professional Development/Professional Organization Membership**- What is the amount of our membership fee to VSBA? Do we pay a membership fee to NSBA? What department is the source for these funds or where could it be found within our budget document?

Dues are paid to the Virginia School Board Association (VSBA) and the National School Board Association (NSBA). These are part of the operations line item shown on page C-110.

VSBA $12,273
NSBA $5,335

This question was answered by Jennifer Johnston and Jackson Zimmermann.

5. **Professional Development/Professional Organization Membership**- Are there any other national and state/commonwealth memberships/associations/etc that we belong to and pay fees towards?

Many departments and schools belong to organizations that provide information and materials in support of specific subject matter. A brief list of these organizations include:

Local Chamber of Commerce – Executive Services
Virginia Association of School Superintendents (VASS) – Executive Services
Virginia Association of Pupil Transportation (VAPT) – Transportation
Association for Supervision and Curriculum Development (ASCD) – Professional Development
Virginia School University Partnership (VSUP) – Professional Development
Shenandoah Valley Technology Consortium (VSUP) – Technology
Virginia Association of School Business Officials (VASBO) – Fiscal Services
Society Human Resource Management (SHRM) – Human Resources
National Alliance of Black School Educators (NABSE) – Human Resources

A comprehensive listing of all organizations would require Board consensus due to time requirements.

This question was answered by Jackson Zimmermann.

Questions from the Board Overall

6. **Food Services**- Please provide more information regarding the other community's lunch prices, participation, and free/reduced lunch percentages.

Below is a list of collected data:

Comparison chart of school lunch data								
	NOTE Albemarle is proposing $ .10 increase in lunch for 2016-17							
	2015-16	2015-16	2015-16	2015-16	2015-16	2014-15	2014-15 (nov)	2015-16(nov)
	Student Breakfast	Adult Breakfast	Elementary Lunch	Secondary Lunch	Adult Lunch	Free/Reduce	Average Lunch Participation	Average Lunch Participation
Albemarle Co	$1.40	$1.70	$2.40	$2.65	$3.25	28.74%	45.59%	45.97%
Stafford Co	$1.45	$1.75	$2.50	$2.70	$3.35	28.13%	52%	53.10%
Roanoke Co	$1.25	$1.75	$2.35	$2.60	$3.25	26.35%	42.96%	43.30%
Fairfax Co	$1.75	$2.20	$2.90	$3.00	$3.90	28.22%	45.60%	44.92%
Charlottesville	$1.50	N/A	$2.25	$2.50	$3.25	54.52%	51.38%	50.49%
Greene Co	$1.40	$1.70	$2.40	$2.70	$3.35	39.02%	44.34%	44.17%
Louisa Co	$1.25	$1.75	$2.50	$2.60	$3.20	46.44%	53.79%	53.82%
Fluvanna Co	$1.25	$1.60	$2.65	$2.65	$3.25	31.85%	45.29%	46.15%
Nelson Co	$1.25	$1.95	$2.25	$2.60	$3.35	53.06%	60.36%	64.48%

This question was answered by Christina Pitsenburger.

7. **Professional Development** – Please provide more information regarding the plans for expending the additional funding provided for professional development?

This information is provided in the next sheets.

This question was answered by Becky Fisher.

Professional Learning in Albemarle County Public Schools

February 4, 2016
Albemarle County Public Schools

What is the purpose of professional development and training?

Increasing employee expertise is critical in any private or public sector entity that desires continuous improvement of workforce skillsets as well as recruitment and retention of top quality staff. In the field of education, professional development and training are necessary so that all students receive excellent instruction and are supported to engage in learning that leads them to graduate with the competencies essential to success as adults. The key focus areas for all staff include developing, maintaining and extending knowledge, competencies and skills necessary to achieve student learning results. *To that end, Albemarle County Public Schools is committed to providing all employees multiple and varied paths to engage in professional learning that meets complex individual and organizational goals and needs as close to the work environment as possible.*

The **key objective** of professional development and training is to transfer skills, competencies, and best practices into work with learners to meet the goal of Albemarle County Public Schools.

What is the rationale for professional development and training?

Certified and classified staff must meet needs of learners as they work with a changing demographic of students, contemporary learning environments, and evolving learning tools and resources. For example, we must support the veteran bus driver who is now expected to keep a timesheet on a mobile device and the first-year kindergarten teacher who has never conducted a parent conference. Whether responding to the individual learning needs of an eighth grader who speaks no English or the student who has scored a perfect score on an AP exam, professional development and training must develop and sustain high levels of skill and competency across every educator.[1] Division leadership and administrative staff responsible for professional development and training must proactively anticipate and meet the professional growth needs of our employees as well as implement mandated training specified by law.

Examples of mandated professional development requirements include:
- Bus driver trainees each receive 100 hours of state-mandated training, and all drivers receive an additional 24 hours of training annually.
- All certified staff must complete 180 hours of approved professional development every five years as part of their recertification cycle.
- All certified staff must complete CPR/AED/First Aid training (new as of July 1, 2013).
- All paraprofessionals assigned to work with a teacher who has primary oversight of students with autism spectrum disorder must receive 12-15 hours of training in behavior management (new as of September 1, 2014).

Who do we ask to determine what gaps and needs exist?

Professional development and training are the responsibility of all teams, schools and departments throughout the division, and as such, professional development budgetary lines are present in nearly every section of the division-wide budget. Consequently, we use feedback and input from a variety of sources—School Board, departments, schools, and individuals—to inform professional development and training needs. Analyses of student performance data sources, internal feedback, learning walk information, school improvement goals, Board strategic priorities, and required training mandates are combined and used each spring by staff to determine the areas of focus needed for professional development and training in the following year. Multiple paths to professional development available to staff are planned, utilizing a combination of virtual and/or face-to-face options.

How do we know what expertise is needed by teachers?

Our [Teacher Performance Appraisal (TPA)](#)[2] model is set up on the premise that teachers across grade levels and disciplines always are moving through self-assessment and goal-setting as a process of improving identified practices by 1) **developing** new skills; 2) **integrating** competencies; and 3) **innovating** practices. Our teachers exhibit a lifelong learning growth mindset, essential over time to becoming innovative practitioners, the highest level of growth and development. Professional development and training must support teachers at all three levels of expertise across their career.

What professional development and training options are available to teachers on an annual basis?

Because our teachers go through a process of honing expertise over time, the needs of teachers differ. We offer multiple options that account for individual levels of expertise, school-based and organizational needs, and mandated training. These options include university coursework; internal and external workshops; instructional coaching; site visits; study groups; professional development print and video resources; and annual events, such as New Teacher Academy, Making Connections, and Curriculum, Assessment and Instruction (CAI) Institute. Options may include blended learning with some virtual and face-to-face, fully virtual, or fully face-to-face and occur at the division, school and individual levels. Professional development needs are identified by individuals during goal-setting for teacher performance appraisal. This information along with other input sources is used to determine what options are needed to meet division, school, and individual professional goals.

How do we measure the success of our professional development investments?

We use multiple measures of assessment, including:
- Teacher Performance Appraisal (TPA) data to look for transfer into practice
- Professional Learning Community (PLC) goal accomplishment
- Student performance assessment analysis—math, literacy, discipline, attendance, engagement
- Strategic Improvement Plan (SIP) goal achievement data by school and department
- Retention of both novice and experienced teachers
- Feedback from professional development and training activities and events

How much funding is needed to adequately fund professional development and training for our staff?

Most private and public entities strive to allocate 2-3 percent of their overall budget to professional development. Because of reductions in this focus area, Albemarle County Public Schools' funding commitment is 1.6 percent in the current fiscal year. Nothing is more important than the challenge of growing and sustaining the talents and capabilities of a diverse workforce of educators, classified and certified staff. That challenge only can be met by leaders who provide both the funding of time and resources needed for [formal and informal learning opportunities](#)[3] essential to the growth needs of all employees. This means sustaining a commitment to funding a cycle of ongoing, high-quality professional development and training.

What are we doing currently and how do we anticipate expanding our efforts with additional funding?

	Sustained Annual Development/Training (2016-17 through 2019-20)	Expanded Development/Training (2016-17 through 2019-20)
Certified	• Advancement Via Individual Determination (AVID) • Responsive Classroom • Developmental Design • Restorative Practice • Professional Learning Community (PLC) • Digital Learning Integration • Effective assessment of and for learning concept development and problem-solving in mathematics • School-Based Intervention Team • Seven Pathways to Engaged Learning • Central Virginia Writing Project • CTE/STEM integration across Curricula • Best practices across disciplines (fine arts, core subjects, world languages, health/PE) • School-based, goal focused development (study groups, book groups, site visits, workshops) • Instructional Coaching • Events: Making Connections, CAI Institute, New Teacher Academy • National Board Certified Teacher cohorts • Word study workshops	• Project-Based Learning (Interdisciplinary) • Developing mathematical thinkers across the curriculum • Literacy strategies across the curriculum • Interdisciplinary learning • Response to individual learning needs • Endorsements for hard-to-fill positions (Areas of concern include math, special education, and media specialists.)
Classified (Staff must be paid while attending required training.)	• Autism/behavior management • Driver training (Bus driver trainees each receive 100 hours of state-mandated training, and all drivers receive an additional 24 hours of training annually.) • Training for new equipment and technology	Restraint and seclusion (to be mandated in the near future)

How might new funds for professional development be dispersed in the future?

- Increase CAI Institute participation.
- Establish endorsement teacher cohorts for hard to fill positions.
- Increase commitment to individual professional development program activities (e.g., professional conferences).
- Develop professional practicum in summer academies and summer schools.
- Support teacher teams developing interdisciplinary units.
- Support internal and external site visits to observe best practices.
- Offer coursework and workshops for identified focus areas (e.g., literacy, math, response to individual learning needs, project-based learning).
- Fund school-based professional development proposals tied to strategic improvement goals that reflect Board priorities.

Hyperlink Sources

[1]Routman, Regie. "Teacher Education, Not Teacher Training." *EdCircuit.* N.p., 01 Feb. 2016. Web. 04 Feb. 2016. http://www.edcircuit.com/teacher-education-not-teacher-training/.

[2]"Albemarle County Schools Teacher Performance Appraisal (TPA) Rubrics." *Albemarle County Public Schools.* 2013. https://www2.k12albemarle.org/acps/staff/TPA/Documents/TPA%20Rubrics_Updated%202013_14.pdf.

[3]Valcour, Monique. "If You're Not Helping People Develop, You're Not Management Material." *Harvard Business Review.* Harvard Business Review, 23 Jan. 2014. Web. 04 Feb. 2016. https://hbr.org/2014/01/if-youre-not-helping-people-develop-youre-not-management-material.
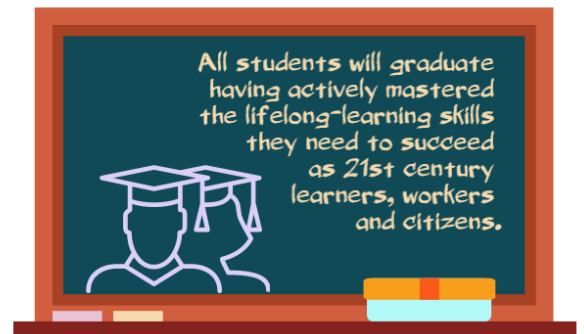
INCREASING EMPLOYEE EXPERTISE

The Case for
Professional Development

OUR COMMITMENT

Albemarle County Public Schools is committed to providing all employees multiple and varied paths to engage in professional learning that meets complex individual and organizational goals and needs as close to the work environment as possible.

KEY OBJECTIVE

Transfer skills, competencies, and best practices into work with learners to meet the strategic, student-centered goal of Albemarle County Public Schools.

All students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Q & A

How do we develop, maintain and extend the knowledge, competencies and skills of our employees?

Professional development and training!

RATIONALE

#1 Changing Student Demographics

#2 Contemporary Learning Environments

#3 Evolving Learning Tools & Resources

Professional development and training are essential to developing and sustaining high levels of skill and competency across every employee.

IDENTIFYING OUR NEEDS

✓ Internal Feedback

✓ Board Priorities

✓ SIP Goals

✓ Learning Walks Data

✓ State/Federal Mandates

✓ Student Performance Data

We use feedback and input from a variety of sources to inform professional development and training needs.

EVALUATING OUR EXPERTISE

Our **TEACHER PERFORMANCE APPRAISAL** model is based on the premise that teachers systematically engage in continuous improvement through self-assessment and goal setting.

1 DEVELOP
NEW SKILLS

2 INTEGRATE
COMPETENCIES

3 INNOVATE
PRACTICES

Q & A
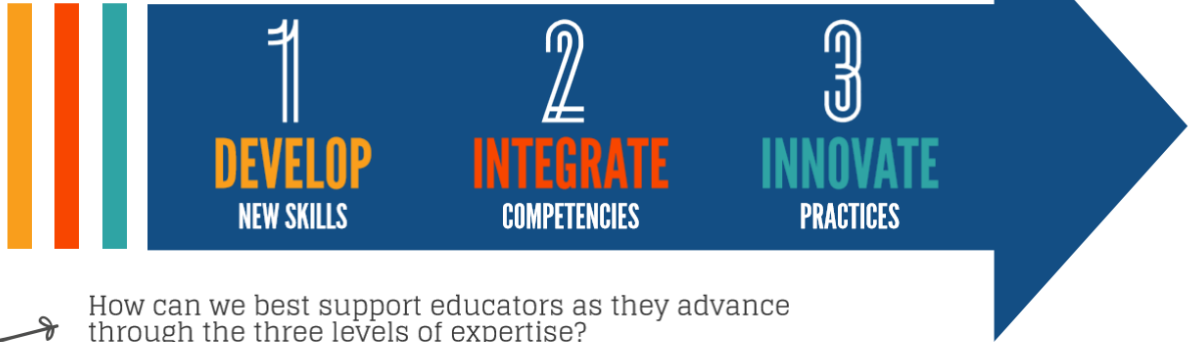
How can we best support educators as they advance through the three levels of expertise?

Professional development and training!

OUR APPROACH

Differentiated options to meet diverse needs

Professional development and training may be delivered virtually, face-to-face, or through a combination.

- Coursework & Workshops
- Annual Events
- Instructional Coaching
- PD Resources
- Site Visits
- Study Groups

OUR CHALLENGE

Nothing is more important than the challenge of growing and sustaining the talents and capabilities of our diverse workforce.

Q & A

How do we meet this challenge?

Sustain a financial commitment to a cycle of ongoing professional development and training!

OVERALL BUDGET

COMPARISON

Funding Allocated to PD

Public/Private Entities

2-3 %

VS.

Albemarle County Public Schools

1.6%