



# Professional Learning Program for Teachers:

## *Year-Three Comprehensive Evaluation*

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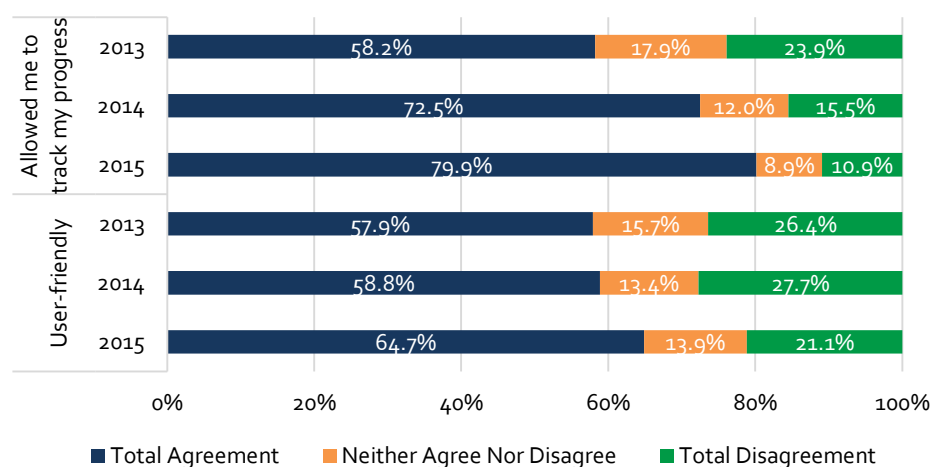
## Executive Summary

The purpose of this Year-Three Comprehensive Evaluation Report is to provide the Virginia Beach City Public Schools' (VBCPS) School Board and administration with information about the ongoing implementation of the Professional Learning Program (PLP) for teachers. This year-three comprehensive evaluation aims to provide information on program fidelity, participation, participants' reactions, learning, organizational support, and use of knowledge and skills in the classroom. The evaluation is based on information gathered through annual teacher and principal surveys, activity and participation records, and aggregate teacher performance evaluation data from the 2014-2015 PLP window. The program evaluators utilized a mixed-methods design to evaluate the PLP, which was based on Thomas Guskey's (2000) Professional Development Evaluation Model.<sup>1</sup> The model identifies five hierarchical levels with each level addressing increasingly higher-order outcomes. For this year-three comprehensive evaluation report, the levels investigated included Teacher Reaction (Level 1), Teacher Learning (Level 2), Organizational Support and Change (Level 3), Participants Use of New Knowledge and Skills (Level 4), and Student Learning Outcomes (Level 5).

## Key Evaluation Findings

- ❖ For most teachers, the PLP is designed around two main categories: Professional Requirements and Learning Strands, both of which are offered at the division- or site-based level. Professional Requirements are the mandatory activities used to ensure that instructional staff members have the necessary information to be effective in their roles. Learning Strands are the nonmandatory offerings that teachers can choose from which address one or more of the following focus areas: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, and Professionalism.
- ❖ A total of 22 points are required for most teachers through the PLP. A minimum of 14 points can be earned through Learning Strand offerings and up to 8 points are earned through mandatory Professional Requirements. Point accumulation and activity registration are tracked through MyLearningPlan (MLP). On the teacher survey, 65 percent of respondents agreed that MLP was a user-friendly interface and 80 percent agreed that the system allowed them to track their progress. This was an improvement from the previous year when 59 percent of respondents agreed that MLP was a user-friendly interface and 73 percent agreed that the system allowed them to track their progress.

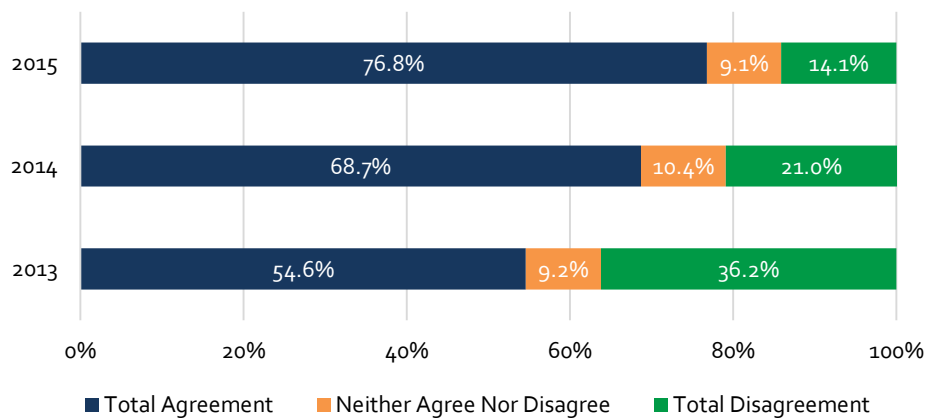
### Teacher Perceptions About MLP



## Actions Taken Regarding the Year-Two Recommendations

- ❖ In response to the recommendation for offering additional Professional Requirement offerings, the departments of Teaching and Learning and School Leadership collaborated on professional development for principals, which included designing professional learning as a leverage point for school improvement.
- ❖ The Department of Teaching and Learning provided ongoing support to school administrators on the design and implementation of diverse and differentiated professional development opportunities.
- ❖ The division Professional Requirements consisted of three sessions designed to address division needs for the alignment of the written, taught, and tested curriculum. The first session introduced key concepts and foundational vocabulary necessary for all teachers and was not differentiated. The second session was differentiated by content area. The third session included a preassessment for teachers and provided them with three online choices based on the results of the preassessment.
- ❖ In response to the recommendation for reviewing the activities related to the Assessment of and for Student Learning PLP strand, the Department of Teaching and Learning reviewed teacher feedback regarding this particular learning strand and focused on strategies to provide more opportunities for teacher reflection and direct and relevant application to classroom practice.
- ❖ Aligning the written, taught, and tested curriculum was the focus of the division Professional Requirements or mandatory sessions. The three-session series had a strong focus on best practices in assessment with emphasis on balanced assessment, including formative feedback and alignment of assessment strategies with curriculum objectives. These actions contributed to an improvement in teacher agreement from 69 percent in 2014 to 77 percent in 2015.

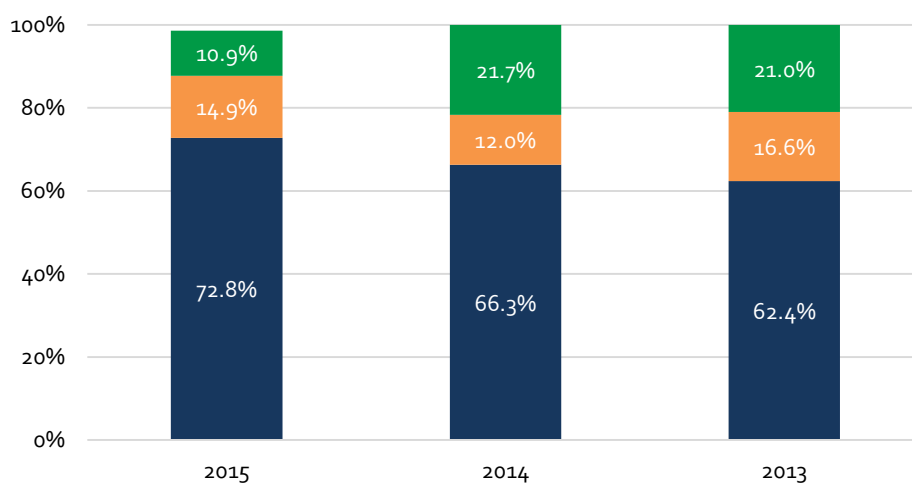
Teachers' Perceptions About Program Requirements



## Components of the Professional Learning Program

- ❖ There were 1,836 individual division-based activities and 2,133 individual site-based activities that teachers participated in through the PLP. Seventy-four (74) percent of teachers indicated on the survey that there were adequate opportunities for them to meet the requirements of the program, which was higher compared to the survey agreement from the previous year (66%).

## Teachers' Perceptions About Activity Availability



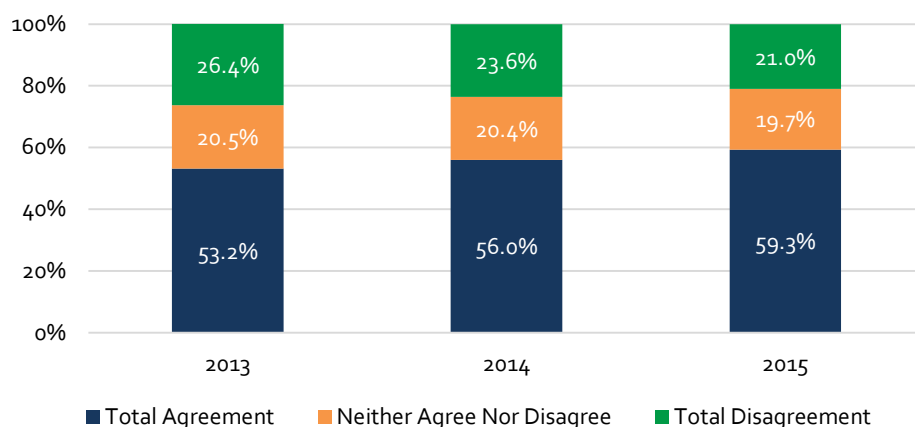
- With regard to participation, there were 5,285 teachers who participated in the PLP. There were 39,650 duplicate teacher enrollment records for division-based activities overall and 34,396 duplicate enrollment records in the site-based activities.

## Progress Meeting Objectives Related to Guskey's Evaluation Model

### *Level 1: Teacher Reactions*

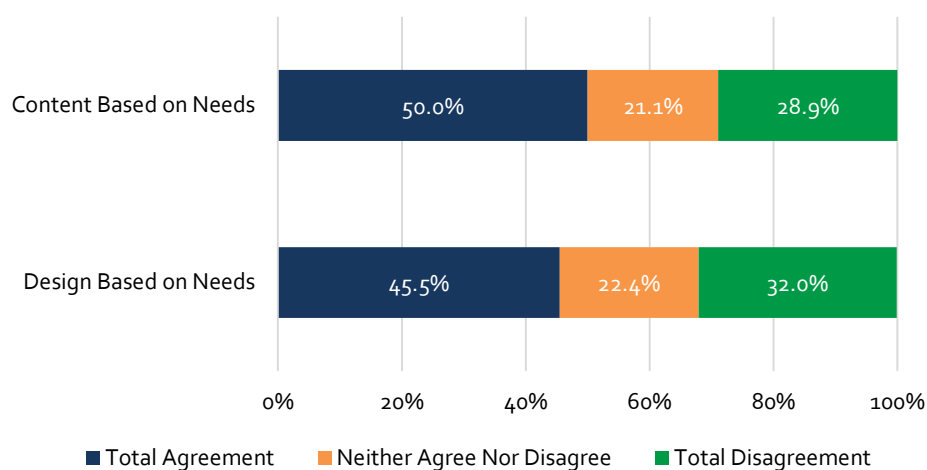
- Teachers had the highest agreement that Learning Strand offerings (63%) provided them with time to practice, discuss, and process the information compared to the mandatory Professional Requirement activities (50%). Across all categories, agreement for this survey item decreased from the previous year.
- Compared to the previous year, there was approximately the same percentage of teachers agreeing that the Professional Requirements (56%) and Learning Strands (64%) supported their learning by providing them with an opportunity for feedback.
- As with the previous year, teacher agreement levels that the program activities caused them to reflect on their current practice were once again above 70 percent for all categories. On this survey item, the Learning Strand offerings (77%) received higher agreement levels compared to the Professional Requirements offerings (75%), and both were somewhat higher compared to the 2013-2014 program year.
- Fifty-nine (59) percent of the teachers responding to the annual survey agreed that the overall program met their needs which was higher compared to the previous year (56%). On the annual survey, 54 percent of teachers agreed that their needs were met through the program's Professional Requirements category, and a higher percentage of teachers agreed that the Learning Strand category of the program (65%) met their needs.

## Teachers' Perceptions That the PLP Program Met Their Needs



- Teacher perceptions that the overall program content and design were based on their needs ranged from 46 to 50 percent, which was similar to the content (49%) and design (45%) from the previous year.

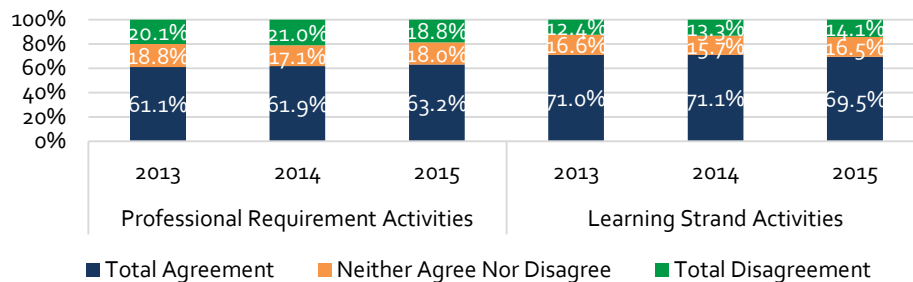
## Teachers' Perceptions



### Level 2: Teacher Learning

- The majority of teachers reported that the activities in all of the program categories deepened their content/professional knowledge. The highest agreement percentage occurred with the Learning Strands (70%) followed by the Professional Requirement (63%). Agreement to this survey item was similar compared to the previous year.

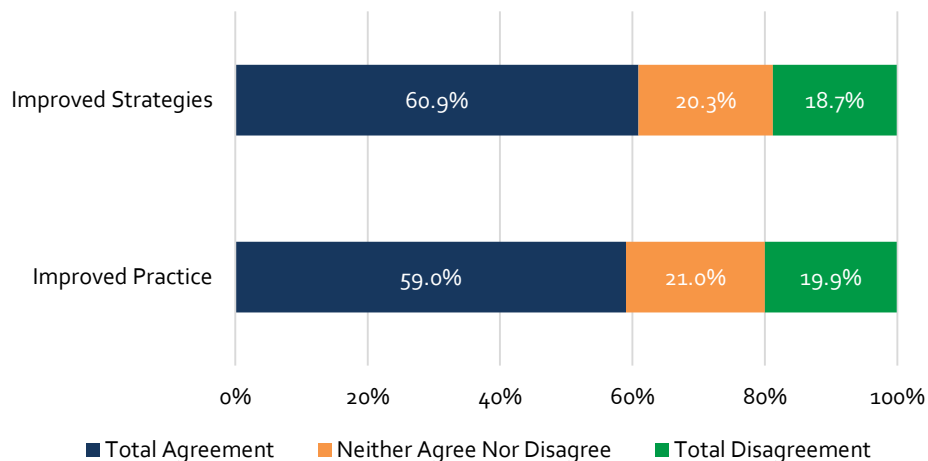
## Teachers' Perceptions That the Activities Deepened Their Content/Professional Knowledge



■ Total Agreement   
 ■ Neither Agree Nor Disagree   
 ■ Total Disagreement

- ✦ Overall, a majority of teachers reported that the activities in all of the program categories deepened their content/professional knowledge “some” (48%), while 30 percent of teachers said “a little amount” and 11 percent of teachers said “a large amount.”
- ✦ The mandatory Professional Requirements (60%) received the lowest agreement for enhancing teacher knowledge of instructional strategies to meet the needs of diverse learners. For Learning Strands, 67 percent of teachers indicated that the offerings enhanced their knowledge of instructional strategies, which was an increase from the previous year.
- ✦ For the PLP overall, 59 percent of teachers agreed that the program improved their practice and 61 percent indicated that it improved their instructional strategies which was a slight increase from the 2013-2014 year. The principal perceptions on these two items increased to 86 and 93 percent, respectively.

## Teachers' Practice and Strategies



■ Total Agreement   
 ■ Neither Agree Nor Disagree   
 ■ Total Disagreement

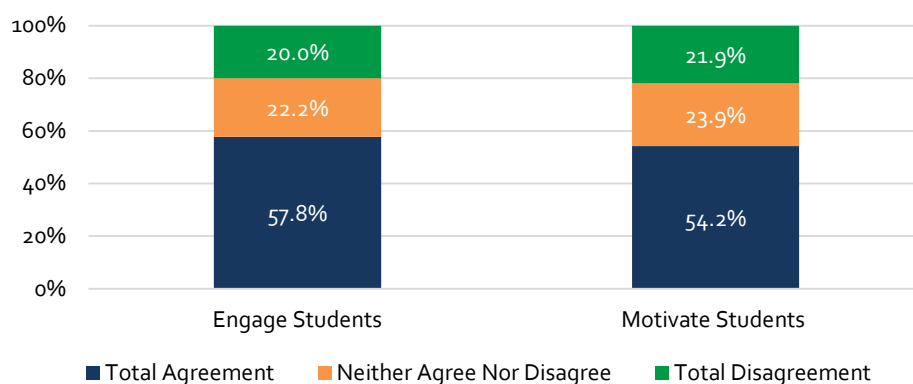
### *Level 3: Organization Support and Change*

- ✦ During the 2014-2015 PLP term, there were 1,229 total site-based PLP points offered and available to teachers in the mandatory Professional Requirements category and 4,968 site-based points available that were associated with at least one of the Learning Strand activities. There were fewer available PLP points related to the division-based offerings. For these division-based offerings, there were a total of 689 points offered through mandatory Professional Requirements and 4,483 offered through the Learning Strands.
- ✦ PLP activities were reviewed for the division-based and site-based activities. In total, there were 2,133 individual site-based activities and 1,836 division-based activities, which included a justification that the offerings involved practice, feedback, and reflection.

#### Level 4: Participant Use of New Knowledge and Skills

- ✦ A majority of teachers indicated that the overall program provided them with strategies to engage (58%) and motivate (54%) students. The instructional strategies offered through the Learning Strand activities received the highest teacher agreement for engaging (65%) and motivating strategies for students (61%).

Teachers' Perceptions That the PLP Program Provided Them With Instructional Strategies to Engage and Motivate Students

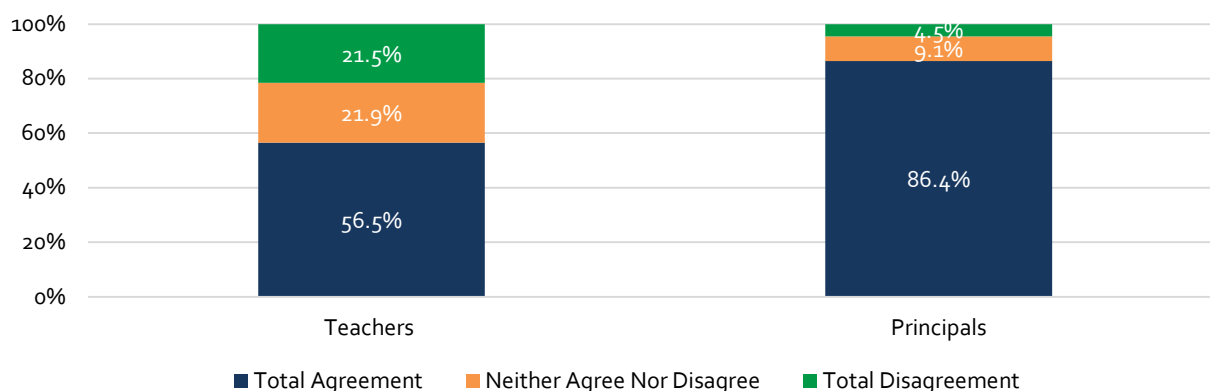


- ✦ Teacher agreement that the activities provided them with strategies and skills that were likely to be implemented ranged from 65 to 71 percent with the Learning Strand activities receiving the highest agreement.
- ✦ Based on aggregate performance evaluation data, between 95 and 98 percent of teachers and 98 to 99 percent of other instructional staff received a proficient or higher rating in each of the evaluation strands. The highest percentage of teachers earned at least a proficient rating in the Professional Knowledge category and the highest percentage of other instructional staff received at least a proficient rating in the Learning Environment category. Assessment of and for Student Learning was the category with the lowest percentage of teachers earning a rating of proficient or above, but was still above 95 percent. For instructional staff, Assessment of and for Student Learning, Instructional Planning, and Professionalism were all tied for the lowest percentage, but again the percentages were no lower than 98 percent.

#### Level 5: Student Learning Outcomes

- ✦ A majority of teachers (57%) reported that the overall program assisted them in improving student outcomes. A higher percentage of principals (80%) perceived the overall program and activities to have assisted teachers in this endeavor.
- ✦ Principal agreement that the program and activities helped to meet student growth goals identified in annual teacher evaluations was approximately 86 percent, while teacher agreement was 57 percent.

## Perceptions That the Program and Activities Helped to Meet Student Growth Goals Identified in Annual Teacher Evaluations



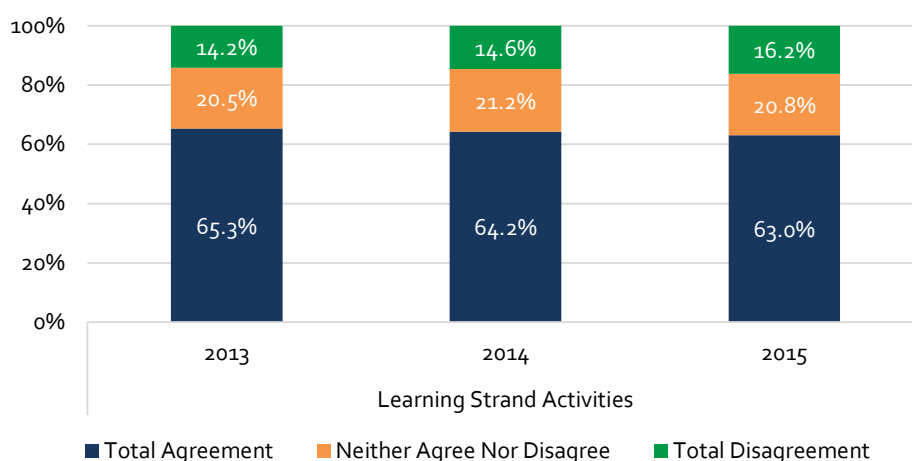
- Based on aggregate performance evaluation data, 98 percent of teachers and 99 percent of other instructional staff received a proficient or higher rating in the Student Academic Performance evaluation strand, which was used as a measure of improved instructional capacity.

## Progress Meeting PLP Goals

*Goal 1: Increase the instructional capacity of teachers through professional learning activities that focus on professional knowledge, instructional planning and delivery, assessment of and for student learning, the learning environment, and professionalism.*

- Based on survey responses from teachers, 63 percent of the program participants agreed that their instructional capacity was increased based on the activities offered through the Learning Strands, which was slightly lower compared to the previous year. This also occurred with teacher agreement to survey items for the Learning Strands improving their practice (68%) and instructional strategies (68%).

## Teachers' Perceptions That the Program and Activities Increased Their Instructional Capacity

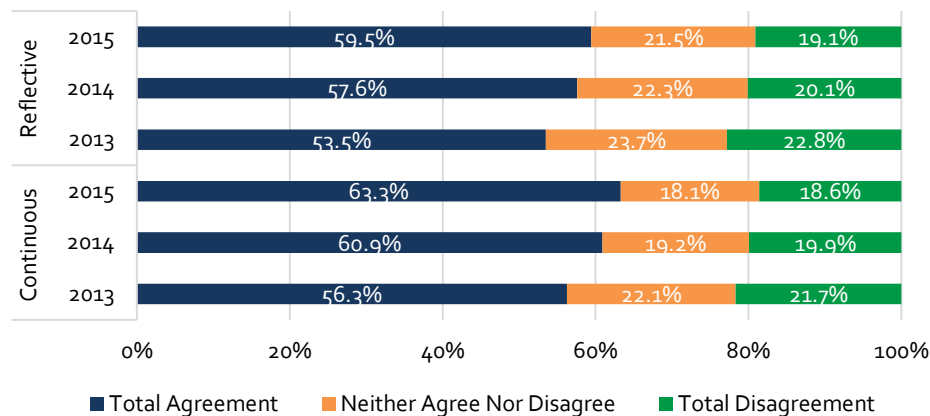


*Goal 2: Support teachers as continuous and reflective learners through learning activities that embed implementation and reflection.*

- A higher percentage of teachers felt that the overall program supported them as continuous (63%) and reflective learners (60%) compared to the 2013-2014 year. Additionally, more teachers agreed that the overall program was embedded with implementation (57%) and reflection (57%) compared to the previous year. When asked

specifically about the Professional Requirements and Learning Strands, this agreement regarding implementation stayed approximately the same (56% and 65%, respectively), while agreement pertaining to reflection showed a decrease in professional requirements but an increase in learning strands (58% and 66%, respectively).

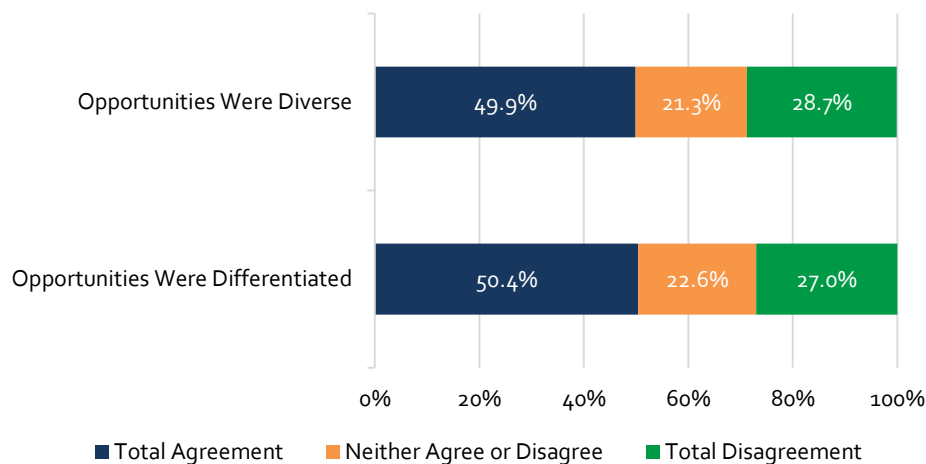
The Overall PLP Program Supports Teachers as Continuous and Reflective Learners



Goal 3: Provide diverse and differentiated learning opportunities that meet the needs of instructional staff.

- Based on the teacher survey responses, 50 percent felt that the opportunities offered through the entire program were diverse and 50 percent agreed that the opportunities were diverse and differentiated. The percentage of teachers who felt the opportunities offered through the entire program were diverse and that opportunities were differentiated increased from the previous year. Pertaining to the Learning Strands, 54 percent felt that the PLP overall was offered in a differentiated format that met their needs, 58 percent felt that the opportunities offered through the entire program were diverse, and 55 percent agreed that the opportunities were differentiated, which were similar to the previous year. Teacher perceptions that the Professional Requirements were offered in a differentiated format that met their needs (43%), felt that the opportunities were diverse (46%), and agreed that the opportunities were differentiated (45%) were all increases from the previous year.

Teachers' Overall Perceptions



## Recommendations and Rationale

### **Recommendation #1: Continue the Professional Learning Program for Teachers without modification.** *(Responsible Office/Department: Office of Professional Growth and Innovation and Department of Teaching and Learning)*

**Rationale:** Continuing the Professional Learning Program for Teachers (PLP) is recommended because the overall results of the comprehensive evaluation were positive and the PLP is making progress toward its stated goals. When examining progress toward Goal 1 during the 2014-2015 school year, teachers were offered 9,291 points across all of the Learning Strand offerings. Based on the responses from teachers on the Annual Teacher Survey, 63 percent of the program participants and 80 percent of principals agreed that their instructional capacity was increased based on the activities offered through the Learning Strands. With regard to each of the Learning Strand areas, between 95 and 98 percent of the teachers assessed received a proficient or higher rating. In reviewing the results related to Goal 2, survey agreement levels to questions directly addressing this goal ranged from 60 to 63 percent overall. Based on the activity offerings, between 94 to 98 percent of the professional requirement activities and 97 to 98 percent of the Learning Strand activities incorporated implementation and reflection constructs. For Goal 3, teachers were offered 689 points for division-based mandatory Professional Requirements and 1,229 points at the site-based level. The total points offered in the division-based Learning Strand activities ranged from 279 in the Professionalism component to 2,360 in Professional Knowledge. At the site-based level, the number of Learning Strand points available ranged from 468 in Professionalism to 3,686 which occurred with the Instructional Planning component. Based on the teacher perceptions, 43 to 54 percent felt that the overall activities were offered in a differentiated format that met their needs, whereas 50 percent felt that the opportunities offered through the entire program were diverse. Additionally, the teachers felt that the course design (46%) and content (46%) was based on their actual needs, and over half (59%) agreed that the program offerings met their needs which was higher compared to the previous year. For continuous improvement purposes, ongoing review and assessment of course evaluations after each offering is recommended.

### **Recommendation #2: Review and evaluate course evaluations after each offering related to the Assessment of and for Student Learning PLP strand and augment activities as needed to improve the content and format to better meet teachers' needs.** *(Responsible Office/Department: Office of Professional Growth and Innovation and Department of Teaching and Learning)*

**Rationale:** Based on the job expectations for effective instructional practice as defined by VDOE, Assessment of and for Student Learning requires that the teacher systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. As with previous years, in reviewing the teacher performance evaluation data, this area had the fewest teachers (12%) and other instructional staff members (30%) receiving exemplary ratings out of all other areas. Additionally, for both employee groups, Assessment of and for Student Learning had the highest percentage being rated as Developing/Needs Improvement. In addition to teacher performance ratings across all survey items, the agreement percentages for this Learning Strand program component were the lowest out of all other Learning Strand components (see Appendix A). The survey items with the absolute lowest agreement for this component were that the course design was based on their actual needs (43%), learning opportunities were diverse (44%), the program's learning opportunities were differentiated (45%), the program met their needs (45%), and that the course content was based on actual needs of the teachers (47%). Based on the importance of effectively assessing student learning, it is suggested that course evaluations be reviewed after each offering related to this learning strand. Based on the feedback received through the course evaluations, activities being offered in this area should be augmented accordingly before the next offering to better ensure that teachers' needs are being met.

## Introduction

### Background

In 2008, the Professional Learning Program (PLP) was selected and approved for placement on the Program Evaluation Schedule based on criteria specified in School Board Policy 6-26 with the evaluation planning process scheduled to occur during the 2008-2009 school year.

On May 1, 2009, the evaluation planning process for the program was temporarily postponed while work was being conducted to redesign and align the program with *Compass to 2015*. The evaluation continued to be postponed until the creation of the Center for Teacher Leadership (CTL) and plans were solidified to redesign the program in 2011-2012. Given that the program was being redesigned, it was included on the 2011-2012 Program Evaluation Schedule to prepare for an evaluation and to assist CTL staff in defining measurable goals and objectives for the program. The PLP Evaluation Readiness Report, which included a recommended evaluation plan, was presented to the School Board on December 18, 2012 and approved by the School Board on January 8, 2013. The recommendations for the approved three-year evaluation plan were as follows:

- ❖ Conduct an implementation evaluation during the 2012-2013 school year focused on program fidelity, participation, participants' reactions, learning, and organizational support.
- ❖ Continue the implementation evaluation during 2013-2014 while also examining the impacts of participation on teacher application of knowledge and skills in the classroom.
- ❖ Conduct a final comprehensive evaluation during 2014-2015 to document performance on all program goals along with an exploration of student learning outcomes.

### Purpose

The purpose of this evaluation report is to provide the School Board and the Superintendent with information related to the PLP's third year of implementation during 2014-2015. In addition, the report provides the program managers with information for their continuous improvement efforts. This report is a result of the evaluation readiness recommendations that were approved by the School Board on January 8, 2013. The year-three evaluation aims to provide a final comprehensive evaluation. The data contained in this

report are based on information gathered during the 2014-2015 PLP window (June 19, 2014 through April 30, 2015).

### Program Overview

The PLP was implemented with the purpose of providing teachers with strategies to support and improve student learning. The PLP also offers a platform to promote teacher collaboration, help them refresh and add to their instructional capacity, and encourage the delivery of high-quality instruction and assessments in all classrooms. This program also allows instructional personnel to fulfill requirements for high-quality staff development that is mandated in Section 22.1-253.13:5 of the *Code of Virginia*—Standards of Quality, Standard 5: Quality of Classroom Instruction and Educational Leadership (Virginia Department of Education, 2007).<sup>2</sup>

The PLP is designed around two main categories: Professional Requirements and Learning Strands. There is also a teacher induction component that includes aspects of both categories, but this component only applies to teachers new to the school division. Table 1 summarizes the organizational framework of the PLP along with the requirements for each category specific to the 2014-2015 reporting year. Through this framework, a point value is assigned to every professional learning experience. In total, all full-time teachers must earn a minimum of 22 professional learning points each year. The professional learning experiences that are available through the PLP consist of a variety of delivery formats that include action research, book and lesson studies, Professional Learning Community (PLC) participation, workshops, building meetings, learning walks, and peer observations. Additionally, teachers have the ability to earn license renewal points through approved activities that meet the criteria found in the Virginia Licensure Renewal Manual (VDOE, 2011).<sup>3</sup>

**Table 1: 2014-2015 PLP Framework**

Categories	Components	Formats	Requirements
Professional Requirements	Division	<ul style="list-style-type: none"><li>❖ Informational Sessions</li><li>❖ Action Research</li><li>❖ Book Study</li></ul>	4 points*
	Site-Based	<ul style="list-style-type: none"><li>❖ Lesson Study</li><li>❖ Professional Learning Community</li><li>❖ Workshop</li></ul>	4 points*
Learning Strands	Professional Knowledge	<ul style="list-style-type: none"><li>❖ Courses<ul style="list-style-type: none"><li>▪ Workshop, Online, Hybrid</li></ul></li><li>❖ Book Study</li><li>❖ Peer Observation</li><li>❖ Lesson Study</li><li>❖ Action Research</li><li>❖ Learning Walk</li><li>❖ Professional Learning Community (PLC)</li><li>❖ Professional Conferences</li><li>❖ College Courses</li><li>❖ National Board Certification</li></ul>	Minimum 14 points
	Instructional Planning		
	Instructional Delivery		
	Assessment of and for Student Learning		
	Learning Environment		
	Professionalism		
Teacher Orientation and Continuous Learning Institute (TOCLI)			
Teacher Induction	Orientation	<ul style="list-style-type: none"><li>❖ Courses<ul style="list-style-type: none"><li>▪ Workshop, Online, Hybrid</li></ul></li></ul>	<i>First-Year Teachers</i> All professional learning points with the exception of the site-based requirements are satisfied through participation in TOCLI.
	Continuous Learning Institute		<i>Experienced Teachers New to VBCPS</i> <ul style="list-style-type: none"><li>• Up to 8 points of Professional Requirements</li><li>• Minimum of 14 points selected from Learning Strands</li></ul>
Learning Strands + Professional Requirements = 22 Points Minimum			
* The number of points required for Site- and Division-Based Professional Requirements may vary depending on the specific needs for each school or the individual assignment of each teacher, but all full-time instructional staff members are still required to earn a minimum of 22 points.			

## Professional Requirements

The first category of the PLP is the Professional Requirements category. These offerings are mandatory division- or site-based (school level) activities that teachers must complete. Division-Based Professional Requirement offerings consist of learning activities that are used to ensure that instructional staff members have the necessary information for supporting the strategic plan. Examples of these activities may include new textbook implementation, curriculum revisions, instructional technology training, etc. On the other hand, the Site-Based Professional Requirements are determined by the principal at the building level and are based on the specific needs of a particular school for the upcoming year. Most instructional staff members are required to earn up to eight total points for this program category (four division-level and four site-based), but there are exceptions to this requirement. Some staff members may be required to earn more or fewer points based on their specific assignment (e.g., special education teachers meeting intensive state or federal training requirements). In the event that a teacher is required to earn more than eight Professional Requirement points, the excess can be applied to his/her Learning Strand requirements on an as needed

basis upon approval from CTL. Conversely, any shortage in Professional Requirement points can be satisfied through the completion of additional Learning Strand activities.

## Learning Strands

The PLP Learning Strands are the second category of the program and are aligned with the Virginia Department of Education (VDOE) teacher evaluation system. This system includes uniform performance standards for all Virginia teachers and is based on defined job expectations for effective instructional practice (VDOE, 2012).<sup>4</sup> The course offerings available through the PLP have been designed and aligned to these standards. Teachers have the ability to register for activities in the different Learning Strand components based on the content and format that meet their professional needs, teaching assignment, and division-based or school-based priorities. Teachers are required to obtain a minimum of 14 points through Learning Strand offerings each year. The different Learning Strand components in which teachers can participate are listed and defined in Table 2.

**Table 2: Learning Strand Components Based on Performance Standards Definitions**

<b>Professional Knowledge</b>
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
<b>Instructional Planning</b>
The teacher uses the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.
<b>Instructional Delivery</b>
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
<b>Assessment of and for Student Learning</b>
The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
<b>Learning Environment</b>
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
<b>Professionalism</b>
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

## Teacher Induction

The final category of the PLP includes a Teacher Induction category that is required for all first-year teachers and experienced teachers who are new to VBCPS. This category consists of orientation activities, mentoring, and ongoing support for professional growth. To fulfill the Teacher Induction requirements, first-year teachers and teachers who are new to the school division participate in the Teacher Orientation and Continuous Learning Institute (TOCLI) and subsequent follow-up sessions throughout the year. Through ongoing participation in these specialized activities, teachers can obtain all of their professional learning points required with the exception of the Site-Based Professional Requirement points.

## Program Goals and Objectives

This section of the comprehensive evaluation report contains the goals and measurable objectives for the PLP which were developed during the evaluation readiness process. As described in later sections, the evaluation utilizes a commonly accepted tiered approach to evaluating professional learning programs.

**Goal 1: Increase the instructional capacity of teachers through professional learning activities that focus on professional knowledge, instructional planning and delivery, assessment of and for student learning, the learning environment, and professionalism.**

Objectives:

1. *Courses will be made available to teachers that are designed to increase their instructional capacity as measured by the number of PLP points offered in each program category (i.e., Learning Strands, Professional Requirements, Teacher Induction), documented through web-based records.*
2. *Teachers will complete professional learning activities designed to increase their instructional capacity as measured by the average number of PLP points in each program category (i.e., Learning Strands, Professional Requirements, Teacher Induction), documented through web-based records.*
3. *Activities will deepen and increase teachers' content/professional knowledge as measured by the annual teacher perception survey.*
4. *Activities will enhance teachers' knowledge of instructional strategies to meet the needs of diverse learners as measured by the annual teacher perception survey.*

5. *The program will improve teachers' practice and instructional strategies as measured by the annual teacher and principal perception surveys.*
6. *The program will increase teachers' instructional capacity related to each of the Learning Strands as measured by the annual teacher and principal perception surveys.*
7. *The program will assist teachers in engaging and motivating students through the use of innovative instructional strategies as measured by the annual teacher perception survey.*
8. *As a result of the program, teachers' increased instructional capacity will assist in improving student outcomes as measured by the annual teacher and principal perception surveys.*
9. *The program will assist teachers in meeting their annual student growth goals as measured by the annual teacher and principal perception surveys.*
10. *Teachers will demonstrate improvements in their instructional capacity as measured by the percent of teachers receiving a proficient or higher rating for Performance Standards 1 through 6 on the division teacher evaluation instrument.*
11. *Teachers will demonstrate that their instructional capacity is assisting in the improvement of student outcomes as measured by the percent of teachers receiving a proficient rating for Performance Standard 7: Student Academic Progress on the division teacher evaluation instrument.*

**Goal 2: Support teachers as continuous and reflective learners through learning activities that embed implementation and reflection.**

Objectives:

1. *Courses will be made available to teachers that incorporate reflective practice and feedback as measured by review of course proposals.*
2. *Teachers will complete courses that provide them with an opportunity for reflective practice and feedback as measured by the average number of PLP points in courses that involve this requirement which will be documented through web-based records.*
3. *Activities will provide teachers with strategies or skills that they are likely to implement as measured by the annual teacher perception survey.*
4. *Activities will provide teachers with time to practice, discuss, and process the information offered as measured by the annual teacher perception survey.*
5. *Activities will support teachers' learning by providing them with an opportunity for feedback as measured by the annual teacher perception survey.*
6. *Activities will cause teachers to reflect on their current practice as measured by the annual teacher perception survey.*
7. *Teacher perceptions that implementation and reflection were embedded in the program activities will increase each year as measured by the annual teacher perception survey.*

8. *The program will support teachers as continuous and reflective learners as measured by the annual teacher and principal perception surveys.*

**Goal 3: Provide diverse and differentiated learning opportunities that meet the needs of instructional staff.**

Objectives:

1. *Teachers will be involved in the design and facilitation of PLP courses as measured by the number of courses proposed by current VBCPS teachers and the number of courses facilitated by VBCPS teachers which will increase annually.*
2. *Teachers will be offered diverse and differentiated learning opportunities as measured by the number of PLP points available in each program component (e.g., Professional Knowledge, Instructional Delivery, Division-Based, Site-Based, etc.), as documented through web-based records.*
3. *The program and Learning Strand activity offerings will meet the needs of teachers as measured by the annual teacher and principal perception surveys.*
4. *Across the division, teachers will demonstrate having been involved in a diverse and differentiated learning experience as measured by the average number of PLP points earned in each program component (e.g., Professional Knowledge, Instructional Delivery, Division-Based, Site-Based, etc.), as documented through web-based records.*
5. *Across the division, teachers will demonstrate having been involved in a diverse and differentiated learning experience as measured by the average number of PLP points earned in each course format (e.g., face-to-face, online, professional conferences, college courses, etc.), as documented through web-based records.*
6. *Activities will be differentiated to meet teachers' needs as measured by the annual teacher perception survey.*
7. *Teacher perceptions that the program's learning opportunities were diverse and differentiated will increase each year as measured by the annual teacher perception survey.*
8. *Course design and content will be based on the actual needs of the teachers as measured by the annual teacher perception survey.*

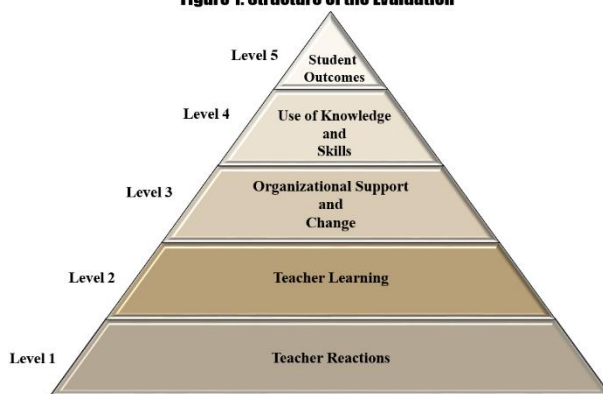
In addition to working with CTL on defining measurable goals and objectives, the program evaluators developed a series of four research questions related to the potential relationships between program participation and student outcomes. These research questions were created to explore the relationship with student achievement at the division level as well as based on a specific professional learning situation.

## Evaluation Design and Methodology

### Evaluation Design

To evaluate the PLP, the program evaluators utilized a mixed-methods design based on Thomas Guskey's (2000) Professional Development Evaluation Model (Figure 1). The rationale behind the model selection is that divisionwide professional learning programs, like the PLP, have many interrelated components, and by using a model that addresses these variables individually, one can better examine the systematic relationship between each component and the cumulative impact of the program. Guskey's model identifies five hierarchical levels which are organized from simple to more complex with each level addressing increasingly higher-order outcomes.

**Figure 1: Structure of the Evaluation**



During each year of the PLP evaluation, additional levels were investigated based on the naturally occurring progression of impact as a result of program participation. For this year-three evaluation report, all levels were investigated. These levels are explained below along with the data sources that were utilized for each. In addition to the levels, the year-three evaluation also included collecting and reporting of program offerings and teacher participation data which are important for monitoring program fidelity.

#### Level 1: Teacher Reactions

The first level of the professional learning evaluation model is the initial reactions from the participants to the activities. This is the easiest and most common form of professional learning evaluation in which data are collected through short evaluation questionnaires administered immediately following each activity. This information is important for understanding if teachers

enjoyed the activity and if they believed the information learned would be useful or beneficial to their work. Examining this initial satisfaction allows for improvement in the design and delivery of program activities. Additionally, if the teachers did not feel the information was useful or beneficial, then the potential for participant learning (Level 2) is very small. For this evaluation, the data sources that were used to address this level were primarily the teacher and principal perceptions collected through the annual survey.

### **Level 2: Teacher Learning**

The second level of the model suggests that knowledge, skills, or attitudes be examined in order to determine if the teachers retain the information being presented. The common practice for measuring this is to administer actual knowledge assessments to the participants before and after their experience in the program, but for large-scale evaluations, this is not always feasible because of the resources required to accomplish this task. As an alternative, teachers' attitudes can be measured retrospectively using surveys which directly address their own perceptions that there was an increase in knowledge as a result of the specific activities or the program. For this evaluation, the data sources that were used to address this second level were primarily the teacher and principal perceptions collected through the annual survey.

### **Level 3: Organizational Support and Change**

The third level of the model addresses support and change for the program at the school division level. If adequate resources are not allocated to assist the program in achieving its goals, there is a very good possibility that success may not be attained. Additionally, if the collective stakeholders of the program do not support or perceive the program is of value, the potential for a program to be successful will also diminish. This is true for even the highest quality of programs. This level focuses on examining if the program plan was supported and if this support allowed for adequate learning opportunities. The data sources related to this level included program offering totals collected through MyLearningPlan (MLP) records.

### **Level 4: Participant Use of New Knowledge and Skills**

The fourth level of the model examines the extent to which the information offered from the program is implemented in the classroom. More simply, the question is do the program participants actually use the

strategies and skills being taught? If the information has not been supported at the previous levels, then it would not be expected that there would be implementation in the classroom. Without implementation in actual practice, the time and resources consumed through the program would not have any impact on student outcomes. Information for this level of the evaluation is typically collected through surveys, stakeholder interviews, and classroom observations. For the purpose of the PLP evaluation, the annual teacher survey was used to collect this information. Additionally, because the model suggests that direct observations are the most accurate method for collecting this data, the evaluators also utilized the annual teacher performance evaluation data which are collected in part through principal observations.

### **Level 5: Student Outcomes**

The fifth level of the model suggests that student outcomes will subsequently improve as teachers engage in more professional learning. The common practice for measuring student outcomes is via use of test scores, class grades, standardized assessments, and survey perceptions. Additionally, behavioral measures can also be used as indicators of improvement. However, it is often not possible to determine if the students' outcomes are a direct result of teacher professional learning. For this evaluation, the data sources that were primarily used to address this fifth level were primarily the teacher perception data collected through the annual survey.

## **Evaluation Questions**

Using the previously mentioned evaluation design and data sources, the implementation-related evaluation questions that are the focus of the current report include the following:

- 1. What actions were taken regarding the recommendations from the previous year?**
- 2. What were the components of the professional learning program during implementation?**
  - a. What types of professional learning activities were offered?
  - b. What was the format of the professional learning activities?
  - c. What was the process for selecting and recording participation in professional learning activities?
  - d. What were the professional learning requirements for instructional staff?

- e. To what extent did teachers participate in each component of the PLP?

**3. What progress was made towards meeting program objectives related to the levels of Guskey's Professional Development Evaluation Model?**

- a. Level 1: How did teachers react to their experience in the PLP and towards the program offerings?
- b. Level 2: Were there any perceived improvements in teacher knowledge and skills based on their experience in the PLP?
- c. Level 3: Was the program supported by the school division, and were there adequate opportunities for professional learning provided to the teachers?
- d. Level 4: Did teachers apply the knowledge and skills offered through the PLP in their classrooms?
- e. Level 5: Did students' outcomes improve with teacher participation in the PLP?

**4. Based on results from each level of Guskey's Professional Development Evaluation Model, what overall progress was made in meeting the implementation goals of the PLP?**

## Instruments and Data Sources

This section of the year-three evaluation report provides information regarding the collection of data. The data collection instruments relevant to this reporting period and the process used to administer each is explained throughout the remainder of this section.

### Annual Teacher Survey

The teacher survey was administered online to kindergarten through twelfth-grade teachers at all schools in May of 2015. The survey included a Likert Scale which consisted of five response options of "Strongly Agree," "Agree," "Neither Agree nor Disagree," "Disagree," and "Strongly Disagree." The "Neither Agree nor Disagree" option was included in order to capture a more detailed range of responses. If the "Neither Agree nor Disagree" option was excluded, respondents would have been required to definitively respond even if they were impartial to the statement. It is important to note that by adding another response option, the total agreement and disagreement percentages will decrease. Also, due to this scale and the rounding of decimals for the response percentages, it is important to note that not all percentages sum to 100

percent. There was also a "Don't Know" or "Not Applicable" choice for questions that could not be answered by all respondents. Teachers received an email on May 4, 2015 asking them to complete the survey no later than May 29, 2015. The survey was sent to 4,874 potential respondents based on their employment position. In total, 1,160 (23.8%) of these teachers, or less than one-quarter of the potential respondents, completed the survey which included closed-ended items that collected information about the MLP system, program requirements, activity participation, individual Professional Requirement and Learning Strand activity evaluation perceptions, and perceptions about the overall program. Survey data related to the program categories (i.e., Professional Requirements and Learning Strands) for each objective described throughout the report narrative and additional survey data at the program component level can be found in Appendix A.

### Annual Principal Survey

The evaluators also administered a survey to all principals in May of 2015. As with the teachers, principals were notified by email on May 4, 2015 asking them to complete the survey by May 29, 2015. At the conclusion of the administration window, 44 principals (51%) out of 87 potential respondents completed the principal survey. The survey included closed-ended items that were used to collect information about the MLP system, clarity of program requirements, activity participation for their teachers, Professional Requirement and Learning Strand perceptions, and perceptions about the overall PLP.

### Activity Offerings and Participation Records

During the 2014-2015 school year, the web-based system that was used to register for professional learning activities and track point accumulation was MyLearningPlan (MLP). MyLearningPlan was implemented in the division during the 2012-2013 school year but was only used for site-based activities at that time. A different system (i.e., Training Information and Registration System [TIRS]) was used for all division-based professional learning activities, but TIRS was phased out at the conclusion of the 2012-2013 school year and now all professional learning activities are contained within MLP. Participation records for all professional learning activities were extracted from MLP by CTL and provided to the evaluators.

## Teacher Performance Evaluations

The year-three evaluation also incorporated results from the summative teacher performance evaluations which are conducted every year for probationary teachers and every three years for continuing contract teachers. The rubric used for these evaluations is aligned to the program's Learning Strand components and the seven uniform performance standards of the VDOE teacher evaluation system. Using information collected from various sources, this rubric allows the principals to assess the performance of their teachers on the seven standards. Each teacher can receive a rating of Exemplary, Proficient, Developing/Needs Improvement, or Unacceptable on each of the performance standards. This information is entered into the web-based TalentEd Perform, which is an online system used to collect and store the evaluation data.

## Data Analysis

Teacher and principal survey data were exported from SurveyMonkey into a Microsoft Excel spreadsheet for analysis. Agreement percentages were calculated for each survey item while excluding "Don't Know" or "Not Applicable" responses along with items without a valid response. The evaluators were provided with the list of all teachers who were required to complete PLP activities in order to analyze the division-based and site-based participation records and activity offering data. This was necessary because the course listing and participation files exported from MLP included all staff members, and only teachers were to be used for the current evaluation. For the performance evaluation data, aggregate division-level counts of teachers and other instructional staff performing at each level across the seven standards were extracted from the TalentEd Perform system and provided by the Department of Human Resources.

## Evaluation Results and Discussion

### Actions Taken Regarding Year-Two Evaluation Recommendations

This section of the report addresses the evaluation question, "What actions were taken regarding the recommendations from the year-two evaluation of the program?" Two recommendations were made as a result of the year-two comprehensive evaluation. An update on the actions that were taken during the

2014-2015 program year that were aligned to the recommendations is provided below.

### Recommendation #1: Provide Professional Requirement offerings that are more diverse and differentiated to better meet teachers' needs.

*(Responsible Departments: Department of Teaching and Learning and Department of School Leadership)*

**Rationale:** The third goal of the PLP is that it will provide diverse and differentiated learning opportunities that meet the needs of instructional staff. Based on the survey responses using items directly addressing this goal, teacher agreement for the 2012-2013 and the 2013-2014 program years was consistently low and the lowest across all survey items pertaining to the mandatory Professional Requirements. In 2014, when asked if the Professional Requirements were diverse and differentiated, only 42 percent agreed that they were diverse and fewer agreed that they were differentiated (38%). Additionally, with regard to the course design and content being based on the teachers' needs, only 38 percent agreed it was designed based on their needs and 44 percent agreed that the content was based on their needs. Finally, 40 percent of teachers indicated that the mandatory Professional Requirements were differentiated to meet their needs, which was unchanged from the previous year. Based on these survey responses, many teachers may not feel that the mandatory Professional Requirements are tailored to their interests, experiences, or position. With 92 percent (n=307) of the 334 mandatory division-based Professional Requirements being offered as workshops, these activities should be designed to engage teachers with varying interest and experience levels if it is expected that they are to engage students with varying interests and abilities.

### Actions Taken During 2014-2015 Related to Recommendation #1:

Based on program documentation provided by CTL, the Department of Teaching and Learning and Department of School Leadership collaborated on professional development for principals, which included designing professional learning as a leverage point for school improvement. Ongoing support was also provided to school administrators on the design and implementation of diverse and differentiated professional development opportunities. During the 2014-2015 school year, division Professional Requirements consisted of three sessions designed to address division needs for the alignment of the written, taught, and tested curriculum.

The first session introduced key concepts and foundational vocabulary necessary for all teachers and was not differentiated. The second session was differentiated by content area. The third session included a preassessment for teachers and provided them with three online choices based on the results of the preassessment.

## **Recommendation #2: Review the activities related to the Assessment of and for Student Learning PLP strand to improve the content and format to better meet teachers' needs. (Responsible Department: Department of Teaching and Learning)**

**Rationale:** Based on the job expectations for effective instructional practice as defined by VDOE, Assessment of and for Student Learning requires that the teacher systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. In reviewing the teacher performance evaluation data, this area had the fewest teachers (10%) and other instructional staff members (32%) receiving exemplary ratings out of all other areas in 2014-2015. Additionally, for both employee groups, Assessment of and for Student Learning had the highest percentage being rated as Developing/Needs Improvement. In addition to teacher performance ratings across all survey items, the agreement percentages for this Learning Strand program component were the lowest out of all other Learning Strand components (see Appendix A). In 2014-2015, the survey items with the absolute lowest agreement for this component were that learning opportunities were differentiated (42%) and diverse (43%), the design was based on actual teacher needs (47%), the activities increased instructional capacity (51%), and the content was based on teacher needs (52%). Based on the importance of effectively assessing student learning, it is suggested that a review of the activities being offered in this area occur to better ensure that teachers' needs are being met.

**Actions Taken During 2014-2015 Related to Recommendation #2:** The CTL staff focused the division Professional Requirements or mandatory sessions to be aligned with the written, taught, and tested curriculum. The three-session series had a strong focus on best practices in assessment with emphasis on balanced assessment, including formative feedback and

alignment of assessment strategies with curriculum objectives. The CTL staff also reviewed teacher feedback regarding the Assessment of and for Student Learning strand and focused on strategies to provide more opportunities for teacher reflection and direct and relevant application to classroom practice.

## **Components of the Professional Learning Program**

The second evaluation question examines the types of activities that were offered through the PLP and the format for these offerings. Also addressed is the process for registering for activities, perceptions about the process, the requirements for teachers, and actual participation in the various components and categories of the program.

### **What types of professional learning activities were offered?**

Teachers participated in 1,836 individual unduplicated division-based activities during the 2014-2015 PLP reporting period. Of these individual activities, 478 were mandatory Professional Requirements and 1,358 were nonmandatory Learning Strand options. With regard to the site-based activity offerings, 2,133 individual activities were offered in which teachers participated through the PLP. Of these individual activities, 580 were mandatory and 1,553 were nonmandatory. As discussed in the second recommendation from the year-one evaluation, the division-based and site-based activities could be associated with different learning strands. For the 2014-2015 year, there were 667 (16.8%) total activities that were tied to three or more Learning Strands. With the activities being tied to multiple strands, the data had to be reported as duplicate counts when reporting participation at the Learning Strand level.

As can be seen in Table 3, the largest number of nonmandatory division-based Learning Strand offerings through the PLP were aligned to the Instructional Planning (n=782) component followed by the Instructional Delivery (n=760) component. The division-based nonmandatory Learning Strands which had the fewest offerings were Professionalism (n=80) and the Learning Environment (n=115) offerings. For the site-based activities, the highest number of nonmandatory offerings were within the Instructional Planning component (n=1,013) of the PLP followed by the Instructional Delivery component (n=815). The Professionalism Learning Strand component (n=197)

had the fewest total nonmandatory offerings in which teachers participated.

**Table 3: PLP Activity Offerings**

Program Component	Division-Based Offerings	Site-Based Offerings
<b>Professional Requirements</b>	478	580
<b>Learning Strands</b>	1,358	1,553
Professional Knowledge	444	728
Instructional Planning	782	1,013
Instructional Delivery	760	815
Assessment of and for Student Learning	258	593
Learning Environment	115	292
Professionalism	80	197

### What was the format of the professional learning activities?

The course listings and activity formats were extracted from the MLP system for both the division-based and site-based activities. When creating an activity in MLP, the proposer must indicate the format for the activity based on a predefined list of six formats with an “Other” option. Table 4 displays these format options, the total number, and the percentage of activities offered in each format. The format that was most frequently offered at the division level was workshops (88.5%), and at the site-based level was PLC (44.2%). Participation in workshops at the site-based level was also a commonly offered activity format (43.4%). During the recent program year, there were no lesson studies offered at the division level.

**Table 4: PLP Activities by Format**

Program Format	Division-Based Offerings		Site-Based Offerings	
	Count	Percent	Count	Percent
Action Research	4	0.2%	8	0.4%
Book Study	8	0.4%	94	4.4%
College Course	27	1.5%	-	0.0%
Lesson Study	0	0.0%	23	1.1%
PLC	97	5.3%	943	44.2%
Workshop	1,624	88.5%	926	43.4%
Other	76	4.1%	139	6.5%

Note. – indicates not applicable.

### What was the process for selecting and recording participation in professional learning activities?

As previously stated, the system utilized for locating and registering for professional learning offerings during the 2014-2015 PLP term was MLP. Participants were able to access the system along with numerous support documents and instructional videos using the division’s intranet. Many of these documents and videos were created in response to the program evaluation recommendation from the previous year which encouraged CTL to continue to offer resources to teachers and administrators about the requirements of the PLP.

On the annual teacher and principal surveys, two questions were included to collect perceptions about the MLP system. Both teachers and principals were asked how user-friendly MLP was and how it allowed them to track their progress in meeting PLP requirements. For teachers, 65 percent indicated that MLP was a user-friendly interface and 80 percent agreed that the system allowed them to track their progress (Table 5). Of the teachers who completed the survey, less than one-quarter (21%) disagreed that MLP was user-friendly and 11 percent disagreed that it allowed them to track their completion of PLP requirements. Compared to the previous year, teacher agreement about the MLP system showed improvement with an approximate increase of 7 percent in the user-friendly and tracking progress categories. For principals, 76 percent indicated that they agreed MLP was user-friendly, 18 percent disagreed, and roughly 5 percent did not express an opinion (Table 6). In addition, 78 percent of the principals agreed that they were able to use MLP to track their teachers’ progress and only 13 percent disagreed with this statement. Another 8 percent of principals indicated that they did not have an opinion regarding MLP allowing them to track the progress of their teachers in completing program requirements. Overall, principal agreement with these items increased from the previous year when 47 percent agreed it was user-friendly and 67 percent indicated that it allowed them to track progress.

**Table 5: Teachers' Perceptions About MLP**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
MyLearningPlan was user-friendly.	1,133	64.7%	13.9%	21.1%
MyLearningPlan allowed me to track my progress for completing PLP requirements.	1,141	79.9%	8.9%	10.9%

**Table 6: Principals' Perceptions About MLP**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
MyLearningPlan was user-friendly.	38	76.3%	5.3%	18.4%
MyLearningPlan allowed me to track the progress of my teachers in completing their PLP requirements.	40	77.5%	7.5%	12.5%

### What were the professional learning requirements for instructional staff?

As previously described, the majority of instructional staff members were required to complete professional learning offerings in the two main categories including Professional Requirements and Learning Strands. For most staff members, four points were required for the mandatory division-based Professional Requirements and four points were required to be completed in mandatory site-based Professional Requirements. The remaining points were to be earned through the Learning Strand activities.

With the implementation of any large-scale program, there is the potential for confusion and time will be needed for stakeholders to become familiar with the participation requirements. With the year-three survey responses, it was expected that the agreement to items related to understanding program requirements would improve over those collected during the first and second implementation years. As can be seen below, this was supported through the teacher responses on the annual survey. Seventy-seven percent of teachers agreed that they understood the requirements of the program, and 55 percent agreed that they understood which activities would count towards professional learning or license renewal (Table 7). Also, 74 percent of teachers indicated that there were adequate opportunities for them to meet the requirements of the program. Agreement percentages from the previous year were 69, 48, and 66 percent, respectively. Principal agreement decreased by a small amount with 93 percent indicating that they understood the PLP requirements with regard to their teachers compared to 96 percent from the previous year (Table 8).

**Table 7: Teachers' Perceptions About Program Requirements**

		n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
I understood the requirements of the PLP.	2015	1,135	76.8%	9.1%	14.1%
	2014	1,024	68.7%	10.4%	21.0%
	2013	1,219	54.6%	9.2%	36.2%
I understood which activities would count towards my professional learning requirements and which ones would count towards license renewal.	2015	1,142	55.3%	13.9%	30.7%
	2014	1,024	48.1%	14.9%	36.9%
	2013	1,222	41.4%	13.8%	44.8%
I had adequate professional learning opportunities available to meet the requirements of the program.	2015	1,143	73.8%	11.0%	15.1%
	2014	1,024	66.3%	12.0%	21.7%
	2013	1,226	62.4%	16.6%	21.0%

**Table 8: Principals' Perceptions About Program Requirements**

		n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
I understood the requirements of the PLP with regard to my teachers.	2015	44	93.2%	6.8%	0.0%
	2014	51	96.1%	2.0%	6.5%
	2013	45	88.9%	4.4%	6.7%

## To what extent did teachers participate in each component of the PLP?

During the 2014-2015 PLP window, 5,285 instructional staff members participated in the PLP. With each of these teachers participating in multiple categories and components, the numbers of participants presented in this section are based on duplicate enrollments. Of the required participants, there were 39,650 duplicate enrollments for these teachers for division-based activities overall during the 2014-2015 PLP period. Of these activities, there were 18,987 enrollments in mandatory division-based activities and 20,663 in nonmandatory division-based Learning Strand offerings. For each of the nonmandatory offerings associated with a Learning Strand, the duplicate numbers of enrollments are illustrated in Table 9. With regard to the site-based participation counts, there were 34,396 duplicate enrollments in these activities overall. A total of 15,810 were in the mandatory site-based activities and 18,586 in the site-based offerings were identified as nonmandatory and associated with at least one Learning Strand. For the division-based Learning Strands, the highest participation occurred in the Instructional Delivery category followed by Instructional Planning and Professional Knowledge (Table 9). A similar pattern was observed with the site-based Learning Strands, where most enrollments were in the Instructional Planning category. Additionally, for the teachers who were required to participate in TOCLI, 358 individual teachers received PLP points through their participation in the TOCLI Orientation and subsequent continuous learning follow-up sessions.

**Table 9: PLP Activity Enrollments**

Program Component	Division-Based Enrollments	Site-Based Enrollments
<b>Professional Requirements</b>	18,987	15,810
<b>Learning Strands</b>	20,663	18,586
Professional Knowledge	8,281	9,376
Instructional Planning	10,838	11,723
Instructional Delivery	11,168	9,656
Assessment of and for Student Learning	3,656	6,855
Learning Environment	2,440	3,615
Professionalism	1,171	1,890

The evaluation plan included four objectives which related to teacher participation in the PLP. These participation objectives are used for monitoring

program fidelity and completion of program requirements. The first and second objectives, which are addressed below, assess the average number of PLP points earned in the program categories and program components. Specifically, the objectives state that *“Teachers will complete professional learning activities designed to increase their instructional capacity in each program category,”* and *“Across the division, teachers will demonstrate having been involved in a diverse and differentiated learning experience in each program component.”*

It is important to note that these are averages across all participants who participated in a specific category and earned credit for participation. Each participant had the ability to earn points in multiple areas of the PLP, and the minimum number of activities required differed for some teachers based on their job requirements and school level. With regard to the Professional Requirements, the average number of mandatory division-based Professional Requirements completed was 1.4 points and was lower than the average number of mandatory site-based Professional Requirements that were completed (2.0). As illustrated in Table 10, the average number of points completed in the various division-based Learning Strand components ranged from 2.8 (Instructional Planning) to 5.0 points in the Professional Knowledge Learning Strand. On average, the number of division-based points completed in the Learning Strands (3.57) was higher compared to the average of site-based points (2.62). However, the range of the number of division-based points completed was greater (2.8 to 5.0) compared to that of the number of site-based points which ranged from 2.3 to 3.0. In summary, there were 11.1 average total points completed through the Professional Requirements which surpassed the 8 maximum required program points. Additionally, 23.1 average points were earned in the Learning Strands out of the minimum 14-point program requirement. It is important to note that not all teachers were required to earn the same number of points through Professional Requirements and Learning Strands, but based on the average points earned, there were adequate points in each category to fulfill the program requirements. Additionally, there was no limit to the number of points that a teacher could earn.

**Table 10: Average PLP Points Completed**

Program Component	Division-Based Points	Site-Based Points
<b>Professional Requirements</b>	1.4	2.0
<b>Learning Strands</b>	3.5	2.6
Professional Knowledge	5.0	2.5
Instructional Planning	2.8	2.9
Instructional Delivery	3.2	2.6
Assessment of and for Student Learning	3.0	3.0
Learning Environment	4.0	2.4
Professionalism	3.4	2.3

The third objective related to teacher participation states that *“Across the division, teachers will demonstrate having been involved in a diverse and differentiated learning experience in each course format”* which is based on the average points earned in the various formats of the activities. Table 11 displays the average points earned in the activity formats for the division-based and site-based offerings. The averages are based on the staff members who participated in a specific format and earned points for participation. For the division-based formats, the highest average points earned occurred through college course completion. Teachers were offered ten points per college credit hour, and on average, teachers earned 24.1 points through this format. Other division-based formats in which teachers earned points included Book Studies (7.25), Action Research (4.3), PLC participation (3.3), Workshops (2.8), and activities identified as Other Professional Learning Activities (4.9). For site-based activities, the average points earned in each format ranged from 5.6 points for completion of Book Studies to 2.0 for activities identified as Action Research, Lesson Study, and Workshops.

**Table 11: Average PLP Points Completed by Format**

Program Format	Division-Based Points	Site-Based Points
Action Research	4.3	2.0
Book Study	7.3	5.6
College Course	24.1	- -
Lesson Study	0.0	2.0
PLC	3.3	2.9
Workshop	2.8	2.0
Other	4.9	3.1

Note: - - Not Applicable

The final objective related to participation states that *“Teachers will complete courses that provide them with an opportunity for reflective practice and feedback.”* As explained in more detail later in this report, each activity was

reviewed in order to determine if the PLP offerings involved these focus areas. To measure this objective, the average number of PLP points in the courses that embedded these processes for effective professional learning was calculated. As can be seen in Table 12, teachers earned an average of 1.4 points in the mandatory division-based activities and 2.0 points in the mandatory site-based activities. For the nonmandatory division-based Learning Strands, the highest average number of points earned was 4.9 in Professional Knowledge followed by 4.1 in Learning Environment. The Instructional Planning (2.7) component had the lowest average points earned for the division-based Learning Strands. Assessment of and for Student Learning (2.9) was the component with the highest site-based average points followed by the Instructional Planning (2.8) component.

**Table 12: Average PLP Points Earned in Activities Which Incorporated Reflective Practice and Feedback**

Program Component	Average Division-Based Points	Average Site-Based Points
<b>Professional Requirements</b>	1.4	2.0
<b>Learning Strands</b>	3.5	2.6
Professional Knowledge	4.9	2.5
Instructional Planning	2.7	2.8
Instructional Delivery	3.3	2.6
Assessment of and for Student Learning	3.1	2.9
Learning Environment	4.1	2.4
Professionalism	3.4	2.3

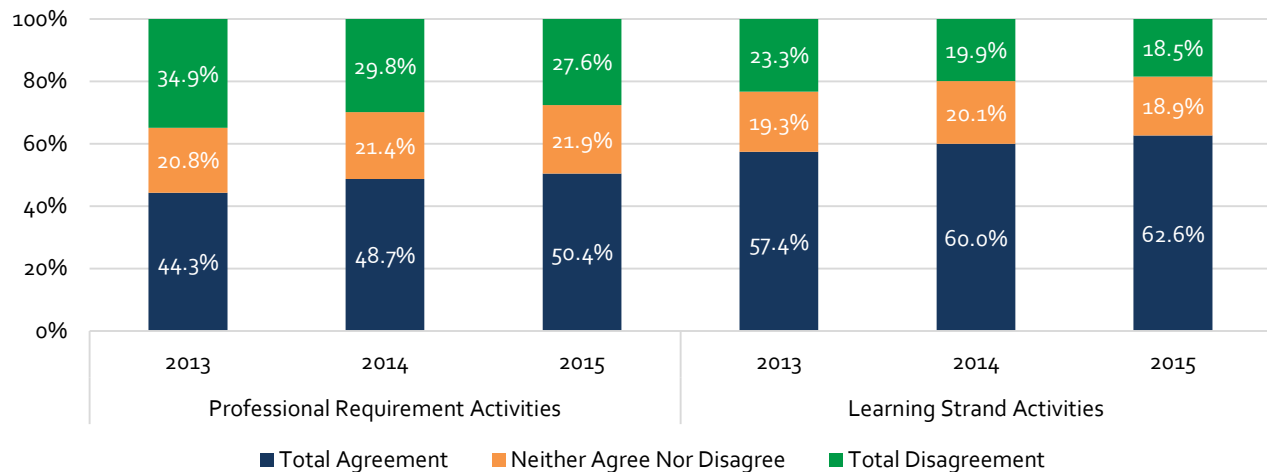
## Progress Meeting Objectives Related to Guskey's Evaluation Model

During the evaluation readiness process, the evaluators worked with CTL to develop measurable goals and objectives for the program. Each of the objectives was then aligned to the levels of Guskey's evaluation model based on the data collection source and the construct that was measured. The following section provides data based on levels one through five of the evaluation model and the corresponding objectives from the 2012-2013, 2013-2014, and 2014-2015 reporting periods. Additional data related to the survey responses for each objective can also be found in the appendix of this report.

## Level 1: Teacher Reactions

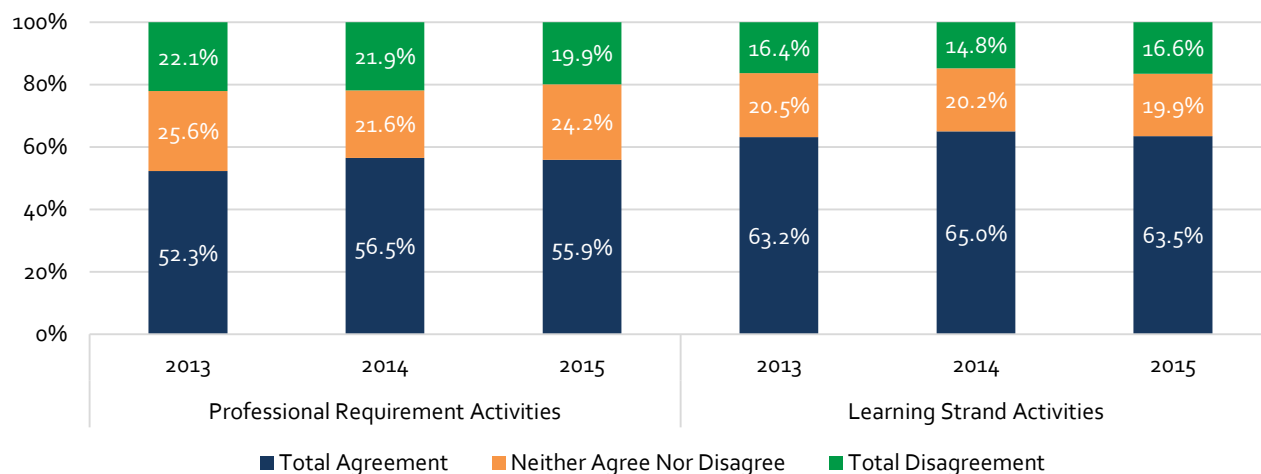
As previously stated, the first level of professional learning evaluation is the teachers' initial reactions to the activities. This information is important for understanding if the teachers enjoyed the activity and if they believe the information learned will be useful or beneficial to their work. To address this level, teacher and principal survey data were analyzed. The first objective related to teacher reactions states that "*Activities will provide teachers with time to practice, discuss, and process the information offered.*" As can be seen in Figure 2, teachers had the highest agreement that Learning Strand offerings (63%) provided them with time to practice, discuss, and process the information during 2015. They had the highest disagreement level related to this objective when responding about the Professional Requirement activities (28%) during 2015. Compared to the previous years, perceptions related to this objective improved for both Professional Requirements and for Learning Strands.

Figure 2: Teachers' Perceptions That Activities Provided Time to Practice, Discuss, and Process the Information



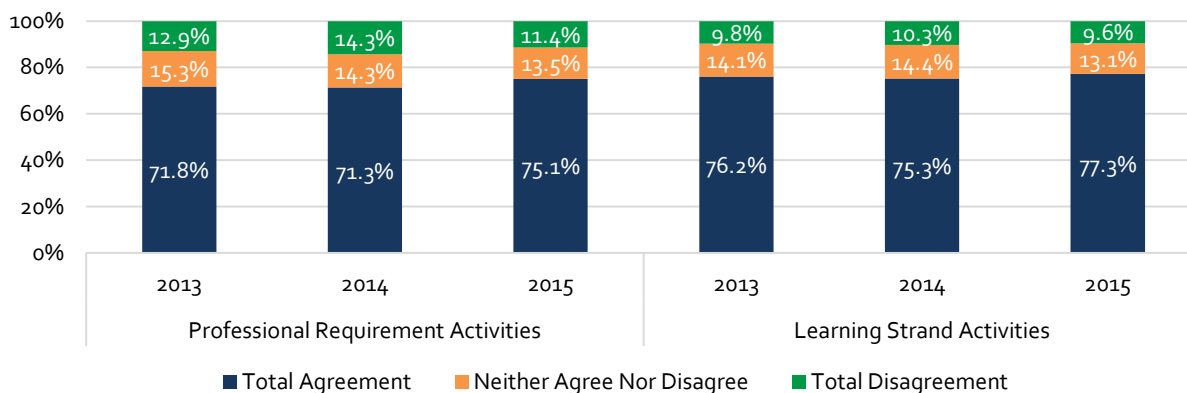
During the professional learning process, teachers should also be provided with opportunities to receive feedback about the practices being described or strategies utilized. The second objective aligned to this first level of the evaluation model addresses this construct and states that "*Activities will support teachers' learning by providing them with an opportunity for feedback.*" Teacher survey data once again suggested that the Learning Strand offerings (64%) had the highest level of agreement, whereas the Professional Requirements (56%) had the lowest agreement level related to this objective (Figure 3). Agreement to the survey item related to this objective decreased minimally from 2014 when 65 and 57 percent agreed, respectively.

Figure 3: Teachers' Perceptions That the Activities Supported Their Learning by Providing Them With an Opportunity for Feedback



Additionally, after providing feedback, the teachers should then be able to reflect on the information and how it relates to their current practice. This thoughtful consideration or analysis of their experience is the third objective for this level of the evaluation model which states that “*Activities will cause teachers to reflect on their current practice.*” As can be seen in Figure 4, teacher agreement levels that the activities caused them to reflect on their current practice were above 70 percent for both categories. The agreement levels showed an increase compared to the 2013-2014 year and the same trend was present with the Learning Strand offerings (77%) receiving the highest agreement and the Professional Requirement offerings (75%) receiving the lowest agreement.

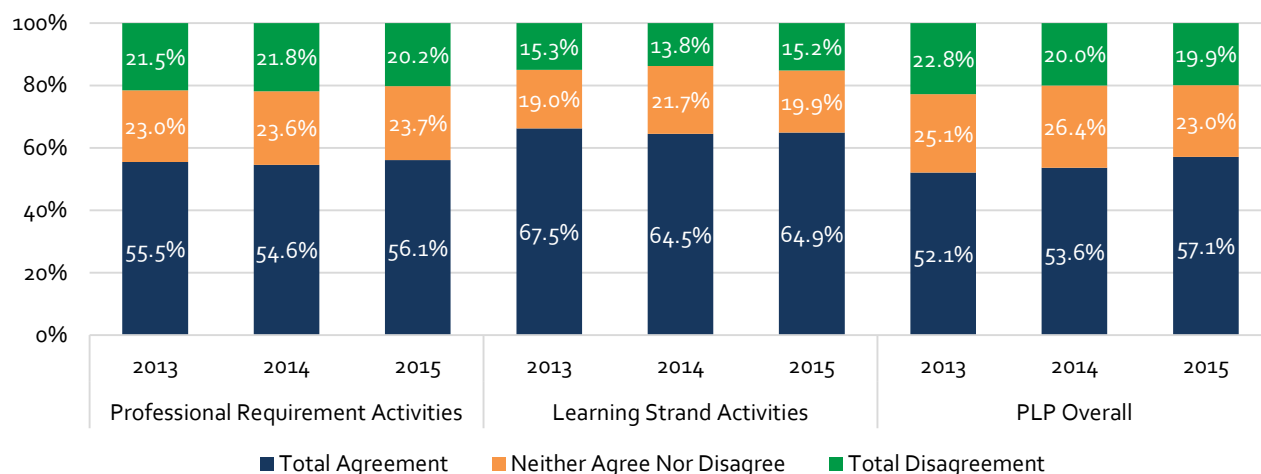
Figure 4: Teachers' Perceptions That the Activities Caused Them to Reflect on Their Current Practice



In addition to examining teacher reactions to the individual activities, it is important at this level to explore their reactions towards the various components. By asking teachers about their experience in the different components, their responses can be used as a reaction measure based on all of their experiences within those offerings, and when combined, they can be used to examine the program as a whole. Using the annual teacher perception survey, questions were asked to measure the fourth objective pertaining to “*Teacher perceptions that implementation and reflection were embedded in the program activities will increase each year.*” By design of the PLP, the concepts of implementation and reflection were to be an integral aspect of all learning activities. Each activity offering was to include an emphasis on how the practices being taught could be used in the teachers’ classrooms, ultimately creating a hands-on approach to professional learning.

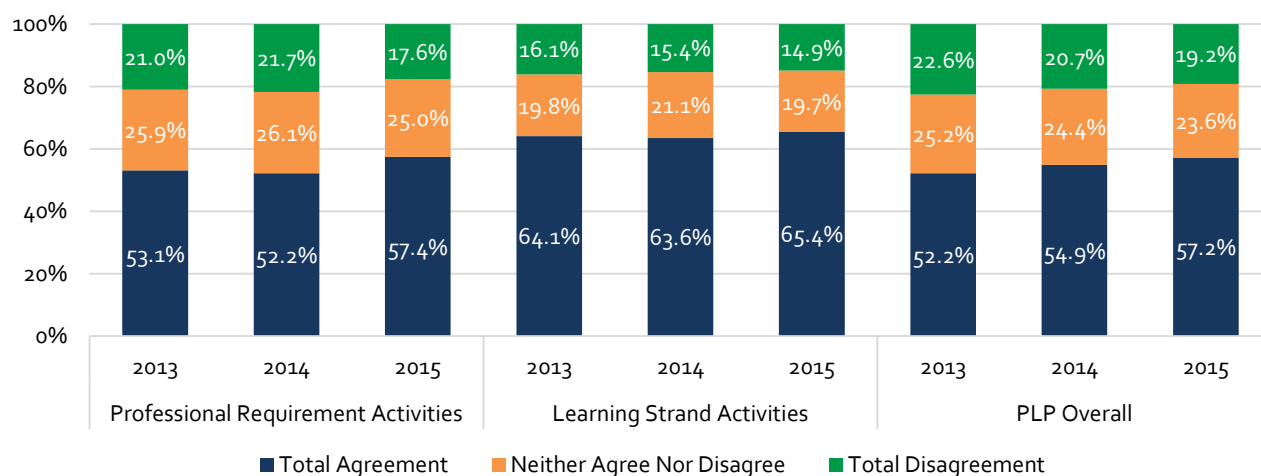
As can be seen in Figure 5, 57 percent of teachers felt that the overall program was embedded with the implementation of the information and strategies being presented during 2015, which was higher compared to 54 percent during 2014 and 52 percent during 2013. Agreement for the Professional Requirements increased minimally and Learning Strand activities continued at the same level from 2014 to 2015. With regard to the Learning Strands during 2015, Instructional Planning (57%) and Learning Environment (57%) were the components with the lowest agreement and the activities related to Instructional Delivery (75%) received the highest agreement among the Learning Strands (see Appendix A).

**Figure 5: Teachers' Perception That Implementation Was Embedded in the Program**



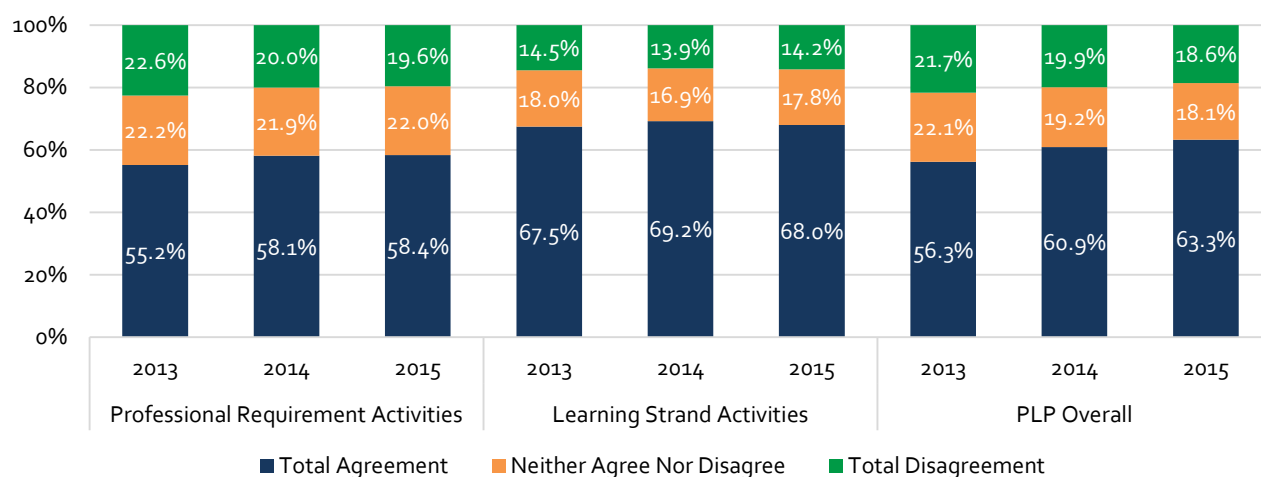
Agreement that reflection was embedded in the overall program in 2015 was 57 percent, which was an increase from 55 percent in 2014 and 52 percent in 2013 (Figure 6). The Learning Strands received the highest agreement ratings (65%) compared to the Professional Requirements (57%) in 2015, which was slightly higher for both categories compared to the previous year. The Instructional Planning activities received the lowest agreement levels (60%) out of all Learning Strand components. The component with the highest agreement that reflection was embedded in 2015 occurred with the Professionalism strand (73%) (see Appendix A).

**Figure 6: Teachers' Perceptions That Reflection Was Embedded in the Program**



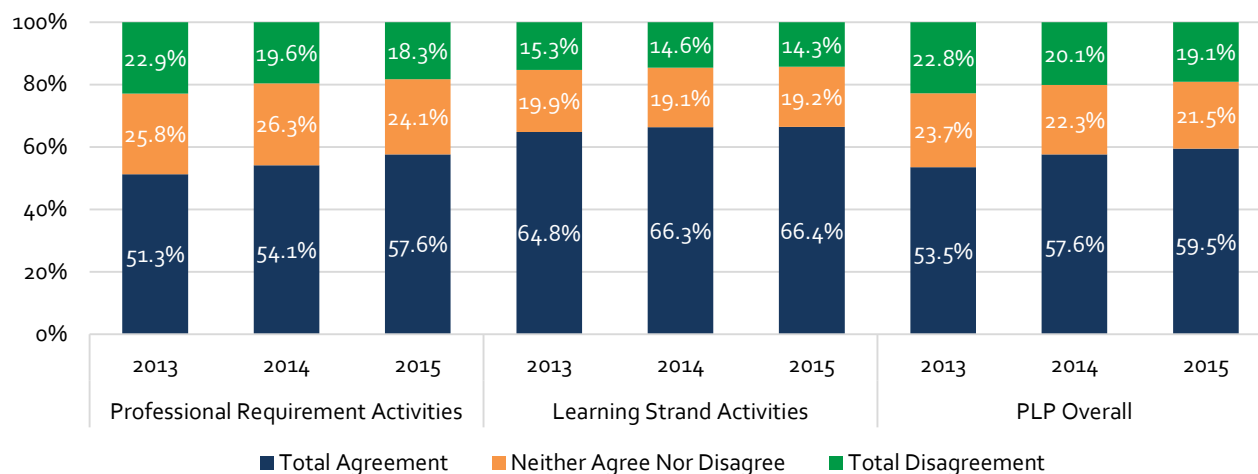
The fifth objective related to this level of the evaluation model states that “*The program will support teachers as continuous and reflective learners.*” A key best practice for professional learning is that the process is ongoing, and by continuously providing follow-up and support, the participants will perceive their experience as being more beneficial. During the 2013 program implementation period, 56 percent of teachers agreed that the overall program supported them as continuous learners, with agreement increasing to 61 percent during 2014 and then to 63 percent in 2015 (Figure 7). A higher percentage of teachers agreed that the Learning Strand offerings supported them as continuous learners (68%) compared to the percentage agreeing that the activities in the mandatory Professional Requirements (58%) supported them as continuous learners. Agreement for activities in both of these categories was similar to the 2014 program year. Within the Learning Strands, the Professionalism (78%) component had the highest agreement responses and Assessment of and for Student Learning activities experienced the lowest agreement (57%).

**Figure 7: Teachers' Perceptions That the Program Supports Them as Continuous Learners**



The second aspect related to this objective was that the program would not only support teachers as continuous learners but also as reflective learners. Agreement to this survey item showed that 60 percent of teachers felt that the overall program supported them as reflective learners (Figure 8). This overall agreement was an increase from the 54 percent during the 2013 year, but very similar to the 58 percent during 2014. As illustrated in Figure 8, the mandatory Professional Requirements had the lowest agreement (58%) levels compared to the PLP Learning Strands (66%) during 2015. For Learning Strands, the percent agreement was similar compared to 2014, but higher than 2013. For Professional Requirements, the agreement percentages increased annually. Once again, 74 percent of teachers in 2015 indicated that they were supported as reflective learners through the Professionalism component, and the component with the lowest agreement was Assessment of and for Student Learning (59%) (see Appendix A).

Figure 8: Teachers' Overall Perceptions That the Program Supports Them as Reflective Learners



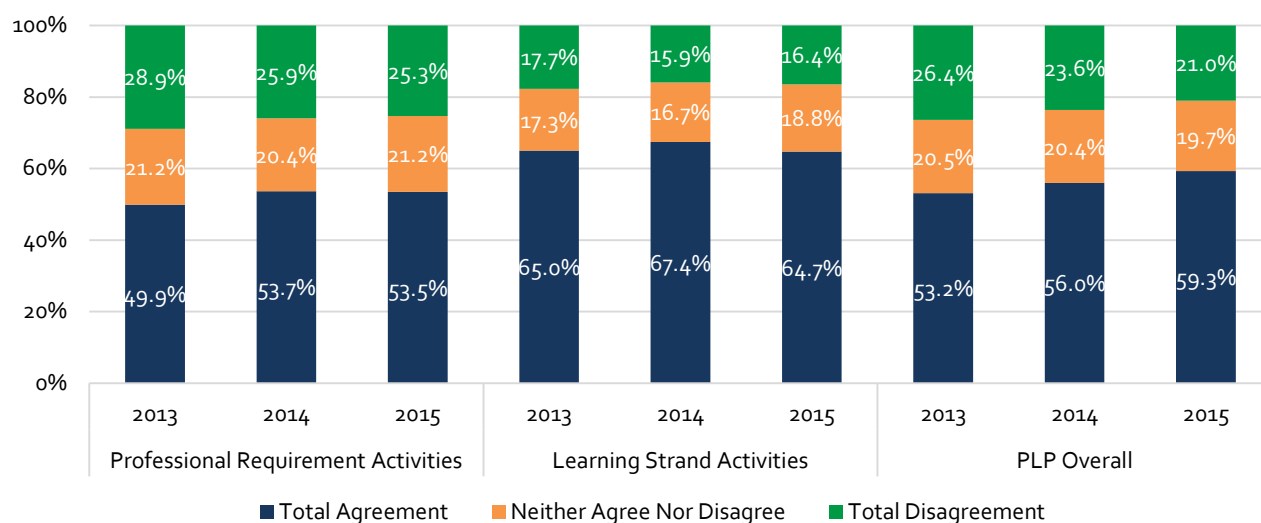
In addition to collecting teachers' perceptions that the program supported them as continuous and reflective learners, principals were also asked to respond to this objective for the program overall (Table 13). In response to these items, 91 percent of the principals agreed that the program supported their teachers as continuous learners, and 83 percent agreed the program supported their teachers as reflective learners. Principals' agreement to both items increased from the 2013 and 2014 program years. Much like the responses from the teachers, the agreement from the principals was also lower when indicating that their teachers were supported as reflective learners compared to continuous learners.

Table 13: Principals' Perceptions That the Program Supports Teachers as Continuous and Reflective Learners

	Year	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Continuous Learners	2013	41	85.4%	14.6%	0.0%
	2014	49	89.8%	6.1%	4.1%
	2015	44	90.9%	4.5%	4.5%
Reflective Learners	2013	41	78.0%	22.0%	0.0%
	2014	49	81.6%	12.2%	6.1%
	2015	42	83.3%	11.9%	4.8%

For a program to be successful, the stakeholders need to feel that their needs are being met as a result of participating in the program. The next objective established through the evaluation readiness process states that *"The program and Learning Strand activity offerings will meet the needs of teachers."* Fifty-nine (59) percent of the teachers responding to the annual survey agreed that the overall program met their needs which was an improvement from the 2014 and 2013 program years (Figure 9). Teacher agreement that their needs were met in Professional Requirement (54%) activities stayed constant from 2014, while Learning Strand (65%) activities decreased. With regard to each Learning Strand component included in Appendix A of this report, Professionalism (83%) received the highest agreement and Assessment of and for Student Learning (45%) received the lowest agreement that the activities met teacher needs.

Figure 9: Teachers' Perceptions That the Program Met Their Needs



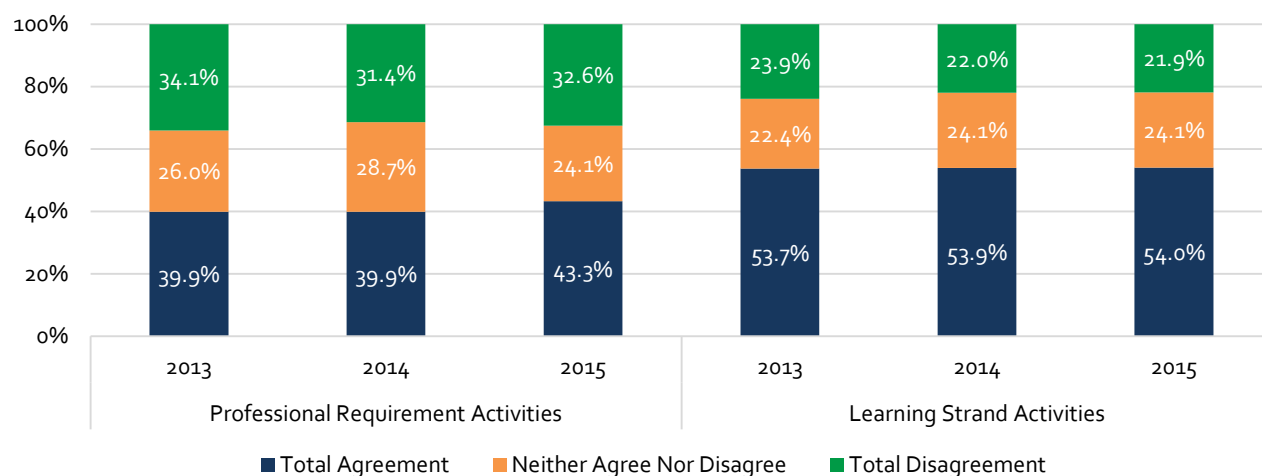
The school principals were also given the opportunity to indicate their agreement that the program met the needs of their teachers. As illustrated in Table 14, of the principals responding to the survey, 84 percent indicated that the program met the needs of their teachers. This agreement percentage was an increase from 71 percent during the previous program year.

Table 14: Principals' Perceptions That the Program Met the Needs of Teachers

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
2013	41	73.2%	24.4%	2.4%
2014	49	71.4%	22.4%	6.1%
2015	43	83.7%	11.6%	4.7%

The seventh objective related to teacher reactions was that “*Activities will be differentiated to meet teachers’ needs.*” As can be seen in Figure 10, the activities offered through the Professional Requirements (43%) category received the lowest agreement out of the two categories which is unchanged from the 2014 year. However, the percentage of agreement increased from 2014 by 3 percent. In comparison, the Learning Strand categories that teachers participated in received the highest agreement (54%) that the activities were differentiated to meet their needs, but the increase from 2014 was minimal.

Figure 10: Teachers' Perceptions That the Activities Were Differentiated to Meet Their Needs



Another essential objective related to teacher reactions states that “*Teacher perceptions that the program’s learning opportunities were diverse and differentiated.*” A diverse and differentiated program experience suggests that teachers were provided with opportunities that related to a variety of topical content areas (i.e., diverse) and that the methods for presenting this information were tailored to the experience and interest of the participant (i.e., differentiated). As illustrated in Figure 11, 50 percent of teachers agreed that their experience in the PLP overall was diverse and 50 percent also felt it was differentiated (Figure 12). For both objectives, these agreement percentages for the overall program showed increases from the previous program year. As with the previous evaluation objectives, the category that had the highest agreement was the Learning Strands (58% agreed activities were diverse and 55% agreed they were differentiated), which were virtually unchanged from 2014. As shown in Appendix A, the Learning Strand that received the highest agreement for being diverse and differentiated was the Professionalism (74%, 70%) strand. The Assessment of and for Student Learning component received the lowest agreement for being a diverse (44%) and differentiated (45%) experience (see Appendix A).

Figure 11: Teachers' Perceptions That the Program's Learning Opportunities Were Diverse

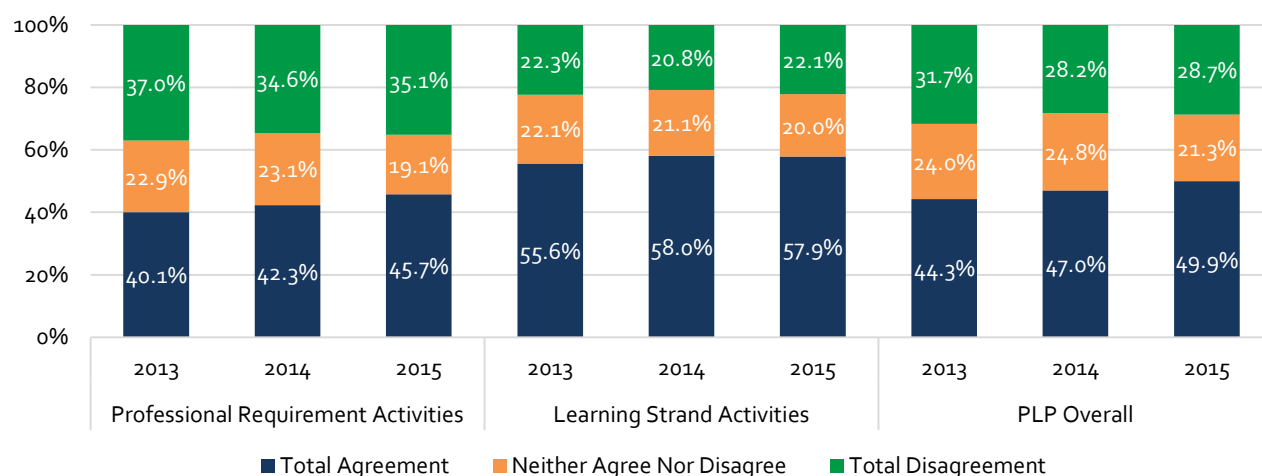
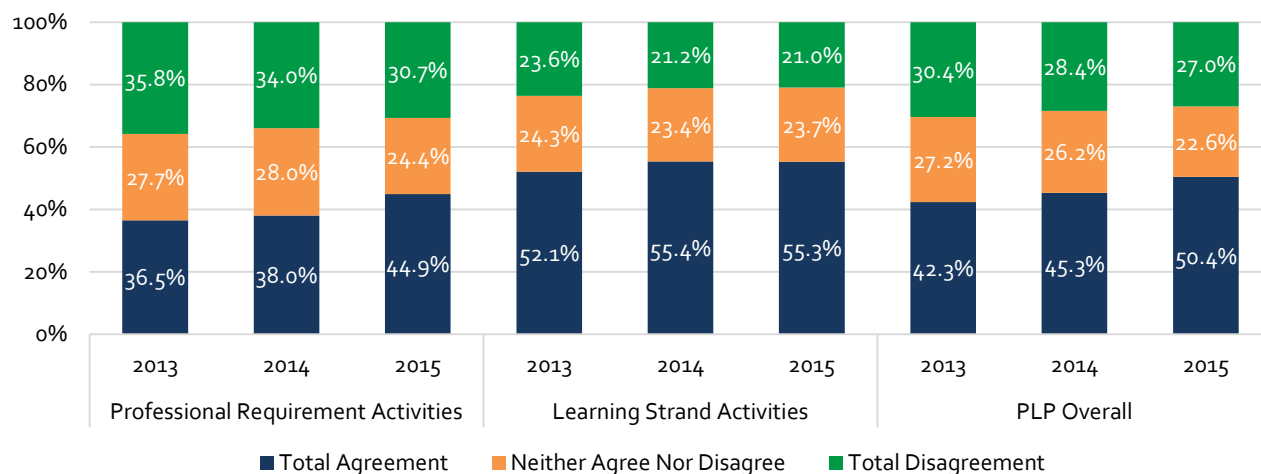


Figure 12: Teachers' Perceptions That the Program's Learning Opportunities Were Differentiated



The final objective related to teachers' reactions about the program states that *“Course design and content will be based on the actual needs of the teachers.”* Data for this objective were collected through two Likert scale survey questions, and the agreement percentages are illustrated below. For the PLP overall, 46 percent of teachers indicated that the design was based on their actual needs (Figure 13), whereas 50 percent indicated that the content was based on their needs (Figure 14). Across both items, agreement percentages increased for the Professional Requirements from the previous year, whereas Learning Strands decreased. The category with the lowest agreement for design (39%) and content (45%) being based on teachers' actual needs was the mandatory Professional Requirements category. Within Learning Strands, the Assessment of and for Student Learning component received the lowest agreement percentages (43% and 47%, respectively), and the Professionalism component (65% and 78%, respectively) received the highest agreement on both of these items (see Appendix A).

Figure 13: Teachers' Perceptions That the Course Design Was Based on Their Actual Needs

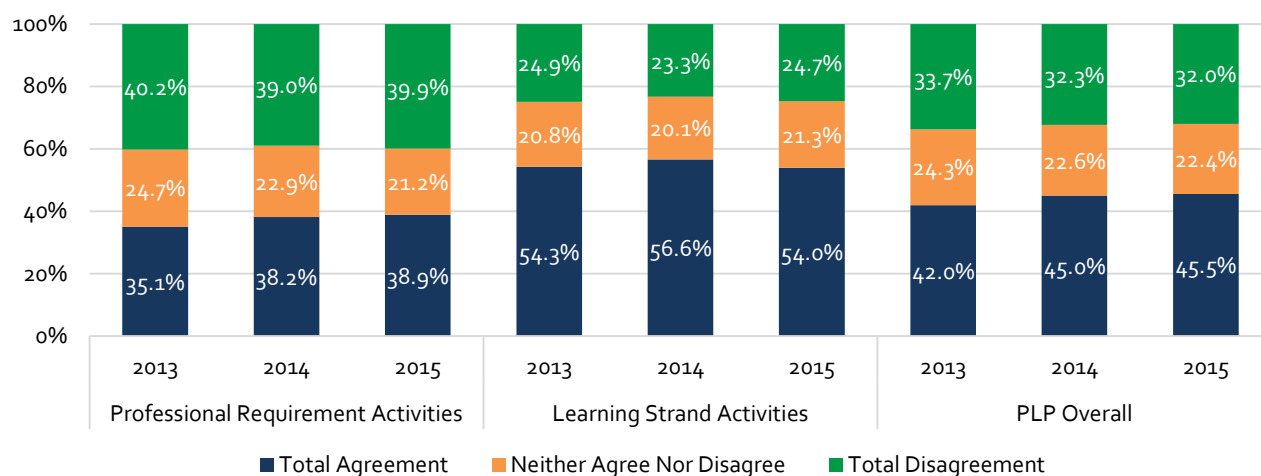
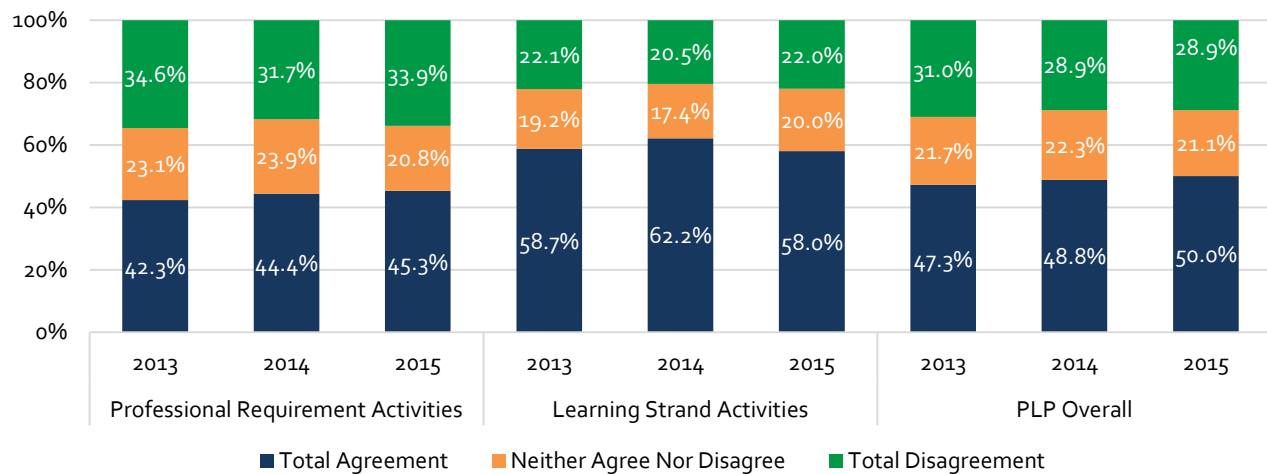


Figure 14: Teachers' Perceptions That the Course Content Was Based on Their Actual Needs

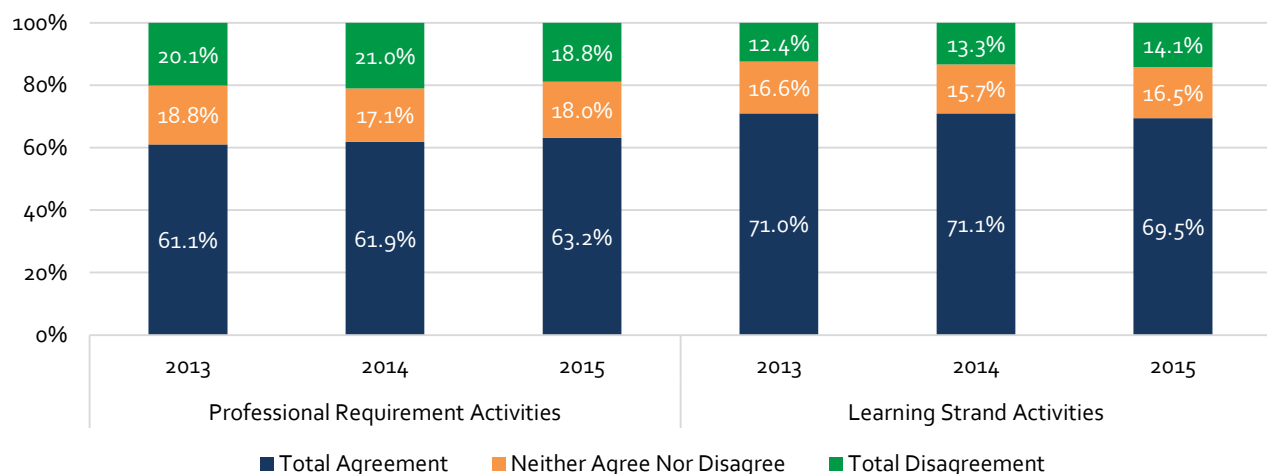


## Level 2: Teacher Learning

The second level of Guskey's professional development evaluation model is related to participant learning. This level suggests that as a result of participating in the program, the teachers will experience an increase in their knowledge, skills, or abilities. Ultimately, objectives at this level are used to help determine if the participants of the program feel that they are retaining the information or benefiting from their experience. To measure the four objectives for this level, survey data were collected from the teachers and the school principals that retrospectively measured their perceptions of knowledge gain.

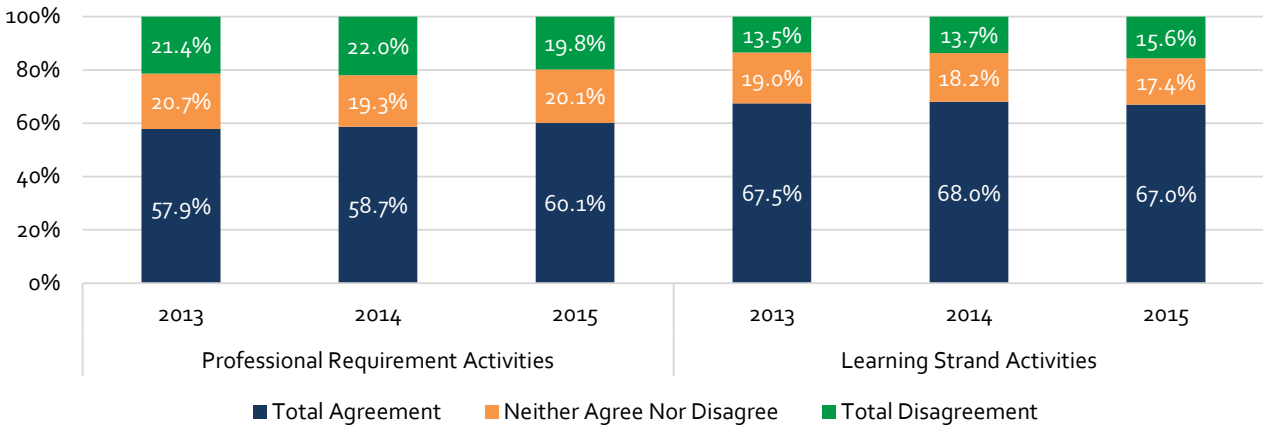
The first objective of this level is that *“Activities will deepen and increase teachers’ content/professional knowledge.”* As illustrated in Figure 15, the majority of teachers reported that the activities in all of the program categories deepened their content/professional knowledge across both program years. The highest agreement percentage occurred with the Learning Strands (70%) with lower agreement for Professional Requirements (63%).

Figure 15: Teachers' Perceptions That the Activities Deepened Their Content/Professional Knowledge



Along with deepening content/professional knowledge, the teachers should feel that they have been provided with the tools needed in order to use the information being acquired in their classrooms. The second objective for this level of the evaluation states that “*Activities will enhance teachers’ knowledge of instructional strategies to meet the needs of diverse learners.*” Regarding teachers’ responses to this item of the survey for both years, teachers once again were most likely to agree that the Learning Strand offerings (67%) they participated in enhanced their knowledge of instructional strategies to meet the needs of diverse learners (Figure 16). Additionally, the Professional Requirements (60%) received the lowest agreement that those activities enhanced teacher knowledge of strategies to meet the needs of diverse learners.

Figure 16: Teachers' Perceptions That the Activities Enhanced Their Knowledge of Instructional Strategies to Meet the Needs of Diverse Learners



The third objective for this level states that “*The program will improve teachers’ practice and instructional strategies.*” To collect data for this objective, two separate items were included on the teacher survey and also the principal survey. The agreement percentages for these two separate questions on the teacher survey are illustrated in Figures 17 and 18. For the PLP overall, 59 percent of teachers agreed that the program improved their practice and 61 percent indicated that it improved their instructional strategies which were small increases compared to 2014. Roughly 68 percent of teachers indicated that as a result of participating in a Learning Strand activity, their practice and instructional strategies improved, whereas the mandatory Professional Requirements received lower agreement ratings for improving practice (61%) and instructional strategies (62%). For the teachers who participated in the Professionalism component of the Learning Strands, 83 percent indicated that this component improved their practice, which was the highest agreement percentage out of all other Learning Strands.

Figure 17: Teachers' Perceptions That the Program Improved Their Practice

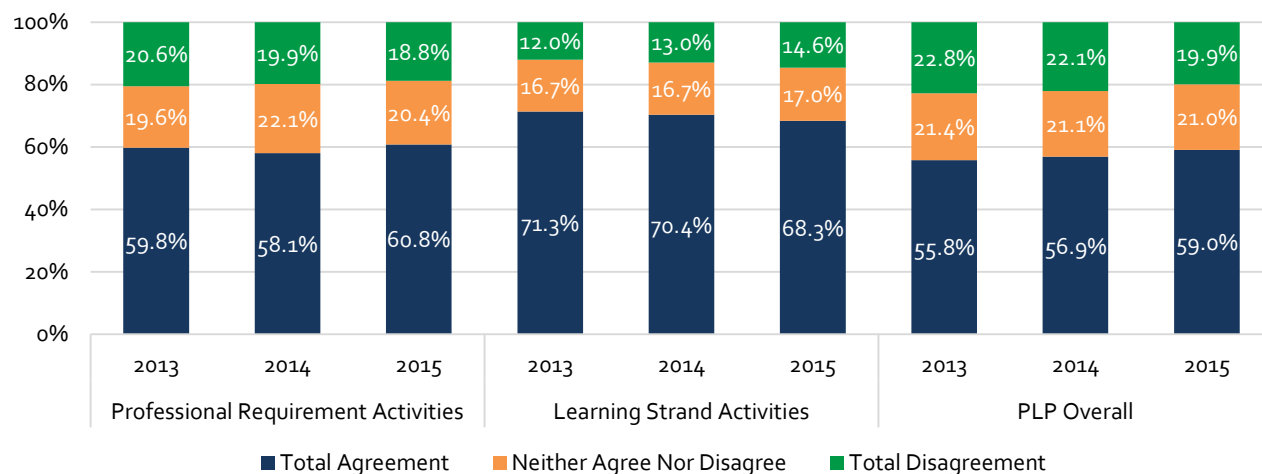
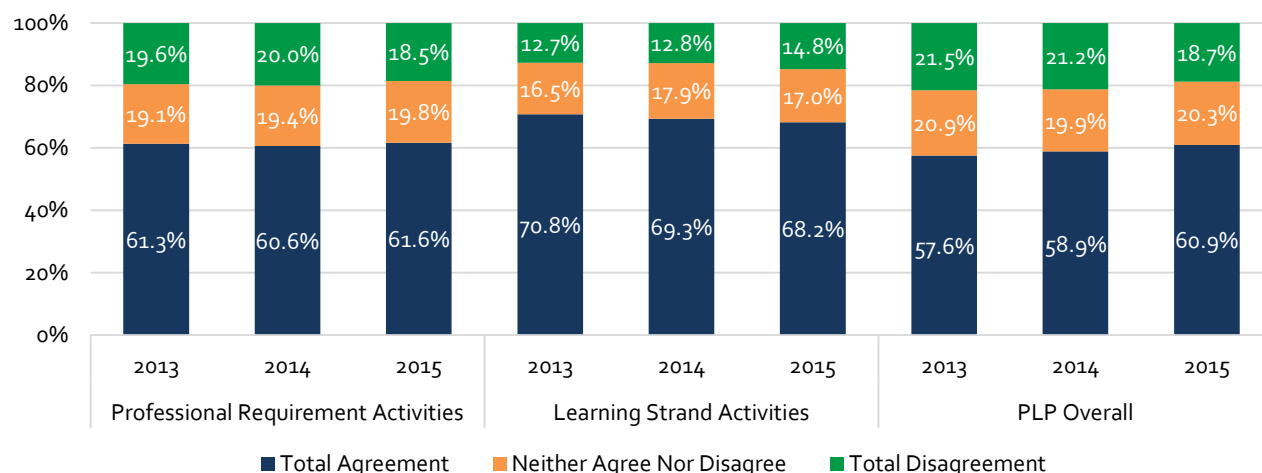


Figure 18: Teachers' Perceptions That the Program Improved Their Instructional Strategies



With regard to Learning Strand participation and the perceived effect on improving teachers' instructional strategies, those who indicated that they participated in the Professionalism (83%) component of the PLP responded with the highest agreement levels on this survey item. The purpose of the PLP offerings aligned with this strand is to engage students by using a variety of instructional strategies, and because of this, it was expected that the Instructional Planning (62%) and Instructional Delivery (79%) offerings would receive higher agreement ratings on this item. The strand with the lowest agreement ratings on this item was once again the Assessment of and for Student Learning (58%) component.

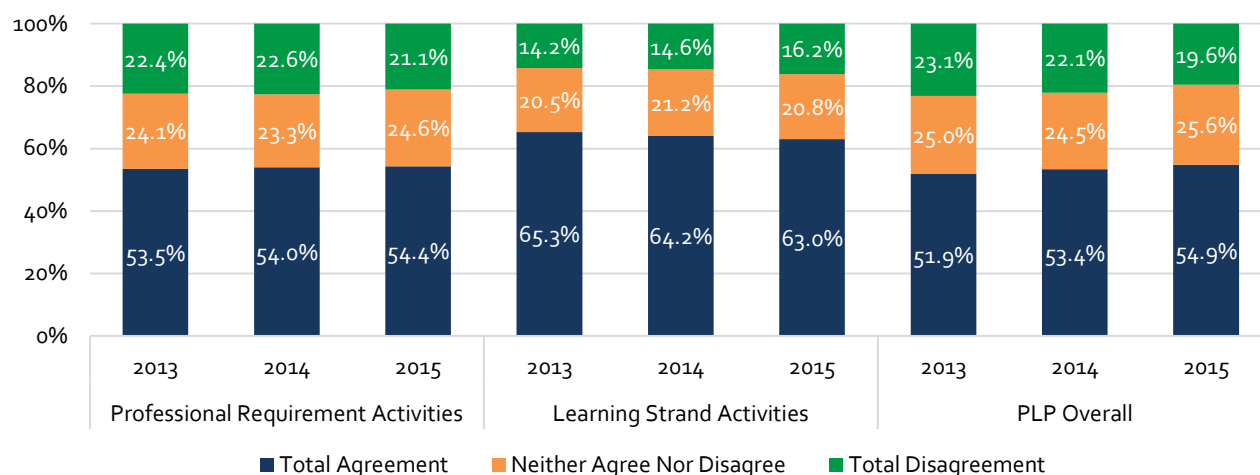
The school principals were also asked to respond to survey items pertaining to how the overall program improved their teachers' practice and instructional strategies. On these items, the agreement percentages from the principals were 86 percent for improving teacher practice and 93 percent for improving instructional strategies (Table 15). Compared to the previous year, agreement percentages increased for both these items but the disagreement percentage with teacher practice increased from 2.1 to 6.8 percent.

**Table 15: Principals' Perceptions That the Program Improved Teacher Practice and Instructional Strategies**

	Year	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Teacher Practice	2013	41	78.0%	19.5%	2.4%
	2014	48	83.3%	14.6%	2.1%
	2015	44	86.4%	6.8%	6.8%
Instructional Strategies	2013	41	78.0%	22.0%	0.0%
	2014	49	83.7%	12.2%	4.1%
	2015	43	93.0%	4.7%	2.3%

The final objective related to the teacher learning level of the evaluation model is that “*The program will increase teachers’ instructional capacity related to each of the Learning Strands.*” By definition, this objective suggests that as a result of participating in the PLP, teachers should feel that their experience assisted them in being able to produce worthwhile and substantial learning (Cohen & Ball, 1999)<sup>5</sup>. On the annual survey, the teachers were asked to indicate retrospectively if they felt that the overall program, the PLP categories, and each component increased their instructional capacity. As illustrated in Figure 19, 55 percent of teachers agreed that the program overall increased their instructional capacity. A higher percentage of teachers felt that the Learning Strands (63%) improved their capacity followed by the mandatory Professional Requirements category (54%). Compared to the previous year, the teacher agreement stayed constant for the Professional Requirements and increased for the program overall, but decreased for the Learning Strand activities. With regard to the individual Learning Strands, the Professionalism component (78%) of the program had the highest agreement and the Assessment of and for Student Learning (55%) experienced the lowest teacher agreement. The principals were also asked if the program increased their teachers’ instructional capacity on the annual survey, and 80 percent agreed that the program increased teachers’ instructional capacity which was a decrease compared to the 84 percent agreeing during the previous year (Table 16).

**Figure 19: Teachers' Perceptions That the Program and Activities Increased Their Instructional Capacity**



**Table 16: Principals' Perceptions That the Program Increased Teacher Instructional Capacity**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
2013	41	80.5%	19.5%	0.0%
2014	49	83.7%	12.2%	4.1%
2015	44	79.5%	13.6%	6.8%

### Level 3: Organizational Support and Change

The third level of the evaluation model for this comprehensive report pertains to Organization Support and Change. Based on Guskey's Evaluation Model, this level suggests that if adequate resources are not allocated to assist the program in achieving its goals, there is a very good possibility that success may not be attained. Additionally, if the collective stakeholders of the program do not support or perceive the program is of value, the potential for a program to be successful will also diminish.

The first two objectives related to this level are that *"Courses will be made available to teachers that are designed to increase their instructional capacity in each program category"* and *"Teachers will be offered diverse and differentiated learning opportunities as measured in each program component."* It is important to note that these two objectives were measured using the number of PLP points offered in each activity rather than the number of points earned. The values displayed below represent the number of points offered across all activities. As shown in Table 17, the highest number of points was offered as site-based PLP activities. Across the division, there were 1,229 total site-based PLP points available to teachers in the Professional Requirements category and 4,968 points available that were associated with at least one of the Learning Strand activities. There were fewer available PLP points related to the division-based offerings. For these division-based offerings, there were 689 points offered through Professional Requirements and 4,483 points offered through the Learning Strands. With regard to the Learning Strand components of the PLP, Professional Knowledge had the highest total points available for the division-based activities (n=2,360) and Instructional Planning (n=3,686) had the highest number of points available for the site-based activities.

**Table 17: PLP Points Available**

Program Component	Total Number of Points Available	
	Division-Based	Site-Based
Professional Requirements	689	1,229
Learning Strands	4,483	4,968
Professional Knowledge	2,360	2,186
Instructional Planning	2,185	3,686
Instructional Delivery	2,217	2,088
Assessment of and for Student Learning	727	2,140
Learning Environment	442	746
Professionalism	279	468

The second objective for this level of the evaluation model states that *"Courses will be made available to teachers that incorporate reflective practice and feedback."* To address this objective, proposal submissions were reviewed for the division-based and site-based activities. In order for an activity to be approved, a proposal form had to be completed and submitted through the MLP system.

The activity proposals were submitted online using MLP. For each activity submitted, the proposer was asked to provide a justification for how the six processes for effective professional learning were incorporated in the activity (i.e., Preassessment, Acquisition, Practice, Application, Feedback, and Reflection). Additionally, if the activity did not incorporate one of the processes, the proposer was asked to indicate "N/A" in the open-ended text box.

Of the division-based activities reviewed, there were 447 Professional Requirements activities, or 93.5 percent, which incorporated the three process areas (Table 18). There were 1,315 (96.8%) nonmandatory Learning Strand activities offered at the division level which incorporated reflection, practice, and feedback with the Instructional Delivery (n=743) component having the highest percentage of activities incorporating these areas (97.8%). There were 566 (97.6%) mandatory Professional Requirements activities at the site-based level and 1,521 (97.9%) Learning Strands activities which addressed these areas. Of these activities, 197 were associated with the Professionalism component, which had the highest percentage of offerings incorporating these three areas (100%).

**Table 18: PLP Activities Which Incorporated Reflective Practice and Feedback**

Program Component	Total Number of Division-Based Activities	Percent of All Division-Based Offerings	Total Number of Site-Based Activities	Percent of All Site-Based Offerings
<b>Professional Requirements</b>	447	93.5%	566	97.6%
<b>Learning Strands</b>	1,315	96.8%	1,521	97.9%
Professional Knowledge	415	93.5%	725	99.6%
Instructional Planning	761	97.3%	989	97.6%
Instructional Delivery	743	97.8%	804	98.7%
Assessment of and for Student Learning	252	97.7%	580	97.8%
Learning Environment	111	96.5%	286	97.9%
Professionalism	78	97.5%	197	100.0%

Another objective for the third level of the evaluation model states that “*Teachers will be involved in the design and facilitation of PLP courses.*” With the PLP, teachers and other staff members can propose PLP activities and receive monetary reimbursement or points. During the evaluation readiness process, it was planned that data for this objective would be measured based on the number of courses proposed by VBCPS teachers and also measured through the number of courses facilitated by VBCPS teachers. During the data collection and review process, barriers for reporting this information were discovered. The individual who entered the proposed activity could be identified but this individual was not always the actual facilitator. Additionally, the proposer was not always an instructional staff member. With this barrier, any data reported for this objective would not be an accurate measurement. Therefore, this objective was subsequently dropped from the evaluation.

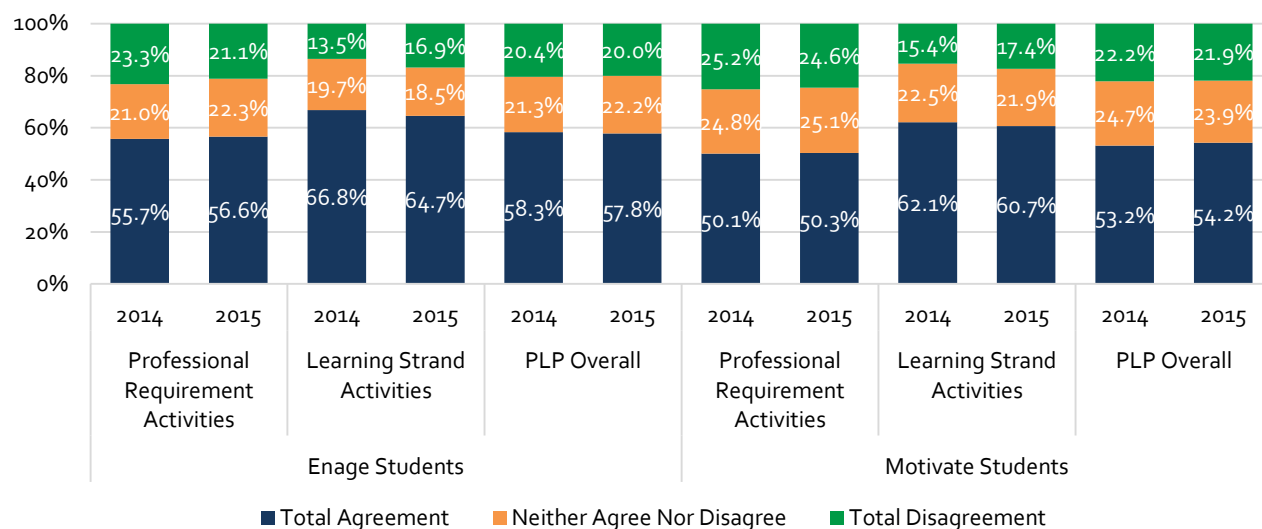
#### Level 4: Participant Use of New Knowledge and Skills

The fourth and final level of the evaluation model addressed in this report is Participant Use of New Knowledge and Skills. This level seeks to examine if the new information acquired through the program is translated into practice in the classroom. At this level, it is expected that the teachers will utilize the skills learned as a result of participating in the program and that these skills will show improvements in student outcomes at Level 5. To measure the implementation of practices for the objectives at Level 4, teacher performance evaluations and survey data were used.

The first objective related to this level is that “*The program will assist teachers in engaging and motivating students through the use of innovative instructional strategies.*” Teacher survey data were collected through two survey questions to examine this objective. With regard to the survey item of engaging students shown in Figure 20, 58 percent of teachers agreed that the overall program provided them with instructional strategies that could be used to engage students. The highest agreement to this item occurred with the Learning Strand (65%) category, and within this category, the highest agreement percentage was with the activities offered in the Professionalism (83%) component.

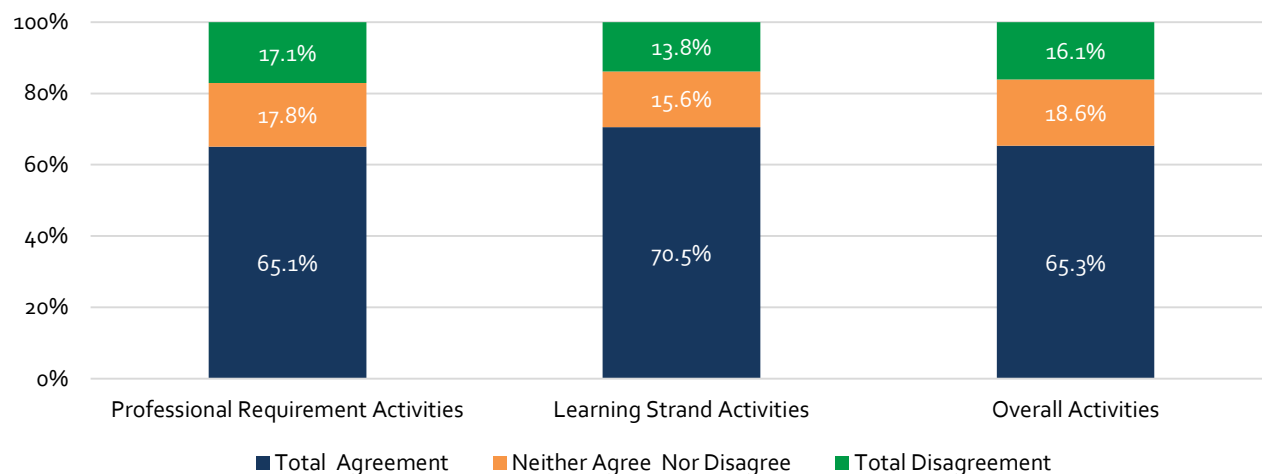
As shown in Figure 20 the second aspect of this objective pertains to acquiring strategies to help motivate students. Roughly 54 percent of teachers indicated that the overall program provided them with strategies that could be used to motivate students. The Learning Strand (61%) agreement percentage was the highest with this survey item compared to the Professional Requirements (50%) survey item. Additionally, the Learning Strand component with the highest agreement in terms of motivating students was Professionalism (83%).

Figure 20: Teachers' Perceptions That the Program and Activities Provided Them With Instructional Strategies to Engage and Motivate Students



The second objective for this level states that “Activities will provide teachers with strategies or skills that they are likely to implement.” Based on teacher survey responses, 65 percent of VBCPS teachers agreed that the overall program and Professional Requirement activities they participated in provided them with strategies or skills that they would be likely to implement in the classroom (Figure 21). The highest percentage agreement was with Learning Strands (71%).

Figure 21: Teachers' Perceptions That the Activities Provided Them With Strategies or Skills They are Likely to Implement



The final objective for this level was that “Teachers will demonstrate improvements in their instructional capacity” which was measured by the percent of teachers who received a proficient or higher rating for each Performance Standard on the division’s teacher performance evaluation instrument. Based on the evaluations conducted by the school principals, between 95 and 98 percent of teachers received a proficient or higher rating on the various standards reflected in the annual performance evaluations (Table 19). The standard with the highest percentage of teachers rated as proficient or higher was Professional Knowledge (98%). The lowest percentage of teachers receiving proficient or higher ratings was in the area of Instructional Delivery (95%) followed by Instructional Planning

(96%). Data were provided for school-based staff classified as other instructional personnel, which included guidance counselors, reading specialists, school improvement specialists, and math specialists, etc. Of these staff members, the percentage receiving a proficient or higher rating ranged from 98 to 99 percent with the highest percentage for the Learning Environment (99%) standard (Table 20). The lowest percentage of other instructional staff rated at the proficient level or higher was on the Instructional Planning (98%), Assessment of and for Student Learning (98%), and Professionalism (98%) standards.

**Table 19: Teacher Summative Evaluations**

Standard	n=	Proficient or Higher	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
Professional Knowledge	2,151	98.1%	20.9%	77.2%	1.7%	0.2%
Instructional Planning	2,151	96.2%	17.6%	78.6%	3.5%	0.3%
Instructional Delivery	2,151	94.9%	20.3%	74.7%	4.8%	0.2%
Assessment of and for Student Learning	2,151	96.8%	12.0%	84.8%	2.9%	0.2%
Learning Environment	2,151	96.5%	33.8%	62.7%	3.2%	0.3%
Professionalism	2,151	97.1%	22.7%	74.4%	2.5%	0.5%

**Table 20: Other Instructional Personnel Summative Evaluations**

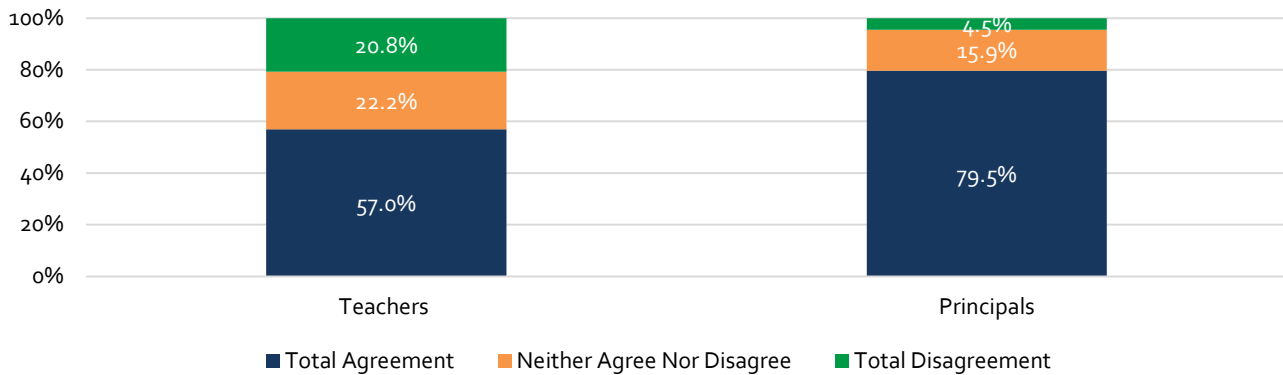
Standard	n=	Proficient or Higher	Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
Professional Knowledge	323	98.1%	45.8%	52.3%	1.9%	0.0%
Instructional Planning	323	97.5%	33.1%	64.4%	2.5%	0.0%
Instructional Delivery	323	98.8%	34.7%	64.1%	1.2%	0.0%
Assessment of and for Student Learning	323	97.5%	29.7%	67.8%	2.2%	0.3%
Learning Environment	323	99.1%	46.1%	52.9%	0.9%	0.0%
Professionalism	323	97.5%	51.1%	46.4%	2.5%	0.0%

## Level 5: Student Outcomes

The fifth level of Guskey's professional development evaluation model is related to student learning outcomes. This level of the model suggests that student outcomes will subsequently improve as teachers engage in more professional learning. The common practice for measuring student outcomes is via use of test scores, class grades, standardized assessments, and survey perceptions. Additionally, behavioral measures can also be used as indicators of improvement. However, it is often not possible to determine if the students' outcomes are a direct result of teacher professional learning. For this evaluation, the data sources that were primarily used to address this fifth level were the teacher perceptions collected through the annual survey.

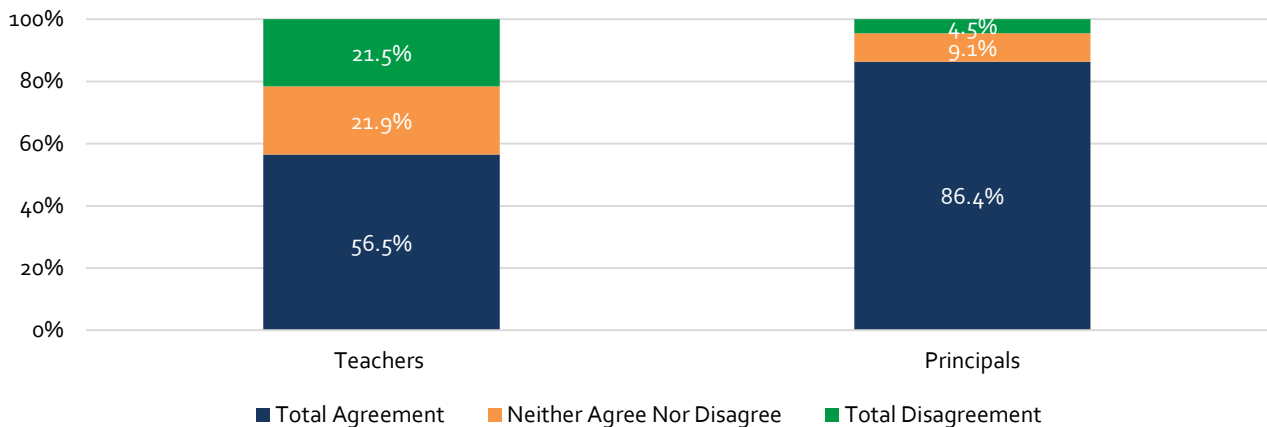
The first objective of this level is that *"As a result of the program, teachers' increased instructional capacity will assist in improving student outcomes."* As illustrated in Figure 22, the majority of teachers (57%) reported that the overall program assisted them in improving student outcomes. A much higher percentage of principals (80%) perceived the overall program and activities to have assisted teachers in this endeavor.

Figure 22: Teachers' Perceptions That the Program and Activities Assisted in Improving Student Outcomes



The second objective at this level, “*The program will assist teachers in meeting their annual student growth goals,*” is illustrated with Figure 23. As with the first objective, data from annual teacher and principal perception surveys were used in the analysis of this objective. Again, it was found that a higher percentage of principals (86%) agreed that the program and activities helped to meet student growth goals identified in annual teacher evaluations than teachers (57%).

Figure 23: Perceptions That the Program and Activities Helped to Meet Student Growth Goals Identified in Annual Teacher Evaluations



The final objective for this level was that “*Teachers will demonstrate improvements in their instructional capacity*” which was measured by the percent of teachers and other instructional personnel who received a proficient or higher rating for the Student Academic Progress Performance Standard on the division’s teacher performance evaluation instrument. Based on the evaluations conducted by the school principals, 98 percent of teachers received a proficient or higher rating on the various standards reflected in the annual performance evaluations (Table 21). Data were provided for school-based staff classified as other instructional personnel, which included guidance counselors, reading specialists, school improvement specialists, and math specialists, etc. Of these staff members, the percentage receiving a proficient or higher rating was 99 percent (Table 21).

**Table 21: Summative Evaluations for Student Academic Progress**

Standard	n=	Proficient or Higher			Developing/Needs Improvement	
		Higher	Exemplary	Proficient	Improvement	Unacceptable
Teachers	2,151	98.0%	11.2%	86.8%	1.9%	0.1%
Other Instructional Personnel	323	99.4%	20.1%	79.3%	0.3%	0.3%

## Progress Meeting PLP Goals

This section contains a summary of the overall results for each previously discussed evaluation objective and organizes the results based on the three program goals.

### Goal 1: Increase the instructional capacity of teachers through professional learning activities that focus on professional knowledge, instructional planning and delivery, assessment of and for student learning, the learning environment, and professionalism.

The first goal of the PLP is that it will increase the instructional capacity of teachers through professional learning activities focused on the PLP Learning Strands which are aligned with the VDOE teacher evaluation system. In working towards this goal, teachers were offered 9,291 points across all of the Learning Strand offerings. Based on the responses from teachers on the Annual Teacher Survey, 63 percent of the program participants agreed that their instructional capacity was increased based on the activities offered through the Learning Strands, but this percentage experienced a slight decline (64%, 65%) from the previous years. The principals demonstrated higher agreement (80%) compared to the teacher participants with regard to the program increasing their teachers' instructional capacity. However, the principals' agreement decreased from the previous program years (84%, 81%). Additionally, based on their experience in the activity offerings, 63 to 70 percent of teachers felt that the activities they participated in increased their content/professional knowledge and 60 to 67 percent agreed their knowledge of instructional strategies was enhanced. A lower percentage of teachers agreed that the overall program improved their practice (59%) and instructional strategies (61%), but these percentages increased from the previous year (57% and 59%, respectively). Additionally, the majority of teachers agreed that the Learning Strand category of the program has provided them with instructional strategies to engage (65%) and motivate (61%) students. Teachers also have demonstrated the ability to utilize their knowledge and skills related to this goal through the annual teacher evaluations. With regard to each of the Learning Strand areas, between 95 and 98 percent of the teachers assessed received a proficient or higher rating.

### Goal 2: Support teachers as continuous and reflective learners through learning activities that embed implementation and reflection.

In reviewing the results related to the second PLP goal stating that the program will support teachers as continuous and reflective learners through activities which embed implementation and reflection, survey agreement levels to questions directly addressing this goal ranged from 60 to 63 percent overall. Of those who completed PLP activity offerings 50 to 63 percent of teachers felt that they were provided the time to reflect, discuss, and process the information offered, and 75 to 77 percent agreed that the activities caused them to reflect on their practice. Additionally, 56 to 64 percent felt that the activities supported their learning by providing them with the opportunity to obtain feedback which is necessary for continuous learning to occur. Based on the activity offerings, between 94 to 98 percent of the professional requirement activities and 97 to 98 percent of the Learning Strand activities incorporated these constructs. On average, teachers earned between 1.4 and 2.0 points in mandatory activities that involved reflection, practice, and feedback, whereas in the nonmandatory offerings, the points earned ranged from 2.3 to 4.9 for site- and division-based offerings. Based on the teachers' overall perceptions about their PLP experience, the teachers felt that the program supported them as continuous (63%) and reflective learners (60%) which was an increase from the previous year. Also improving from the previous year was that the majority of teachers agreed that the overall program was embedded with implementation (57%) and reflection (57%). Finally, 65 percent of teachers indicated that they were likely to implement the strategies or skills from the overall program.

### Goal 3: Provide diverse and differentiated learning opportunities that meet the needs of instructional staff.

For the final PLP goal of providing diverse and differentiated learning opportunities that meet the needs of instructional staff, eight objectives were used to document progress in meeting this goal. During the 2014-2015 PLP reporting period, teachers participated in a diverse and differentiated learning experience as evidenced by the average number of points earned in each PLP component and the activities of varying formats. The teachers were offered 689 points for division-based mandatory Professional Requirements and 1,229 points at the site-based level. The total points offered in the division-based Learning Strand activities ranged from 279 in the Professionalism component to 2,360 in Professional Knowledge. At the site-based level, the number of Learning Strand points available ranged from 468 (Professionalism) to 3,686 which occurred with the Instructional Planning component. Based on the teacher perceptions, 43 to 54 percent felt that the overall activities were offered in a differentiated format that met their needs, whereas 50 percent felt that the opportunities offered through the entire program were diverse. Additionally, the teachers felt that the course design (46%) and content (46%) was based on their actual needs, and over half (59%) agreed that the program offerings met their needs which was higher compared to the previous year.

## Recommendations and Rationale

The information obtained from the PLP implementation evaluation led to the formulation of the following recommendations. A rationale is also presented for each recommendation.

### **Recommendation #1: Continue the Professional Learning Program for Teachers without modification.** *(Responsible Office/Department: Office of Professional Growth and Innovation and Department of Teaching and Learning)*

**Rationale:** Continuing the Professional Learning Program for Teachers (PLP) is recommended because the overall results of the comprehensive evaluation were positive and the PLP is making progress toward their stated goals. When examining progress toward Goal 1 during the 2014-2015 school year, teachers were offered 9,291 points across all of the Learning Strand offerings. Based on the responses from teachers on the Annual Teacher Survey, 63 percent of the program participants and 80 percent of principals agreed that their instructional capacity was increased based on the activities offered through the Learning Strands. With regard to each of the Learning Strand areas, between 95 and 98 percent of the teachers assessed received a proficient or higher rating. In reviewing the results related to Goal 2, survey agreement levels to questions directly addressing this goal ranged from 60 to 63 percent overall. Based on the activity offerings, between 94 to 98 percent of the professional requirement activities and 97 to 98 percent of the Learning Strand activities incorporated implementation and reflection constructs. For Goal 3, teachers were offered 689 points for division-based mandatory Professional Requirements and 1,229 points at the site-based level. The total points offered in the division-based Learning Strand activities ranged from 279 in the Professionalism component to 2,360 in Professional Knowledge. At the site-based level, the number of Learning Strand points available ranged from 468 in Professionalism to 3,686 which occurred with the Instructional Planning component. Based on the teacher perceptions, 43 to 54 percent felt that the overall activities were offered in a differentiated format that met their needs, whereas 50 percent felt that the opportunities offered through the entire program were diverse. Additionally, the teachers felt that the course design (46%) and content (50%) was based on their actual needs, and over half (59%) agreed that the program offerings met their needs which was higher compared to the previous year. For continuous improvement purposes, ongoing review and assessment of course evaluations after each offering is recommended.

**Recommendation #2: Review and evaluate course evaluations after each offering related to the Assessment of and for Student Learning PLP strand and augment activities as needed to improve the content and format to better meet teachers' needs.** *(Responsible Office/ Department: Office of Professional Growth and Innovation and Department of Teaching and Learning)*

**Rationale:** Based on the job expectations for effective instructional practice as defined by VDOE, Assessment of and for Student Learning requires that the teacher systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. As with previous years, in reviewing the teacher performance evaluation data, this area had the fewest teachers (12%) and other instructional staff members (30%) receiving exemplary ratings out of all other areas. Additionally, for both employee groups, Assessment of and for Student Learning had the highest percentage being rated as Developing/Needs Improvement. In addition to teacher performance ratings across all survey items, the agreement percentages for this Learning Strand program component were the lowest out of all other Learning Strand components (see Appendix A). The survey items with the absolute lowest agreement for this component were that the course design was based on their actual needs (43%), learning opportunities were diverse (44%), the program's learning opportunities were differentiated (45%), and met their needs (45%), and that the course content was based on actual needs of the teachers (47%). Based on the importance of effectively assessing student learning, it is suggested that course evaluations be reviewed after each offering related to this learning strand. Based on the feedback received through the course evaluations, activities being offered in this area should be augmented accordingly before the next offering to better ensure that teachers' needs are being met.

# Appendix A

## Additional Survey Data Tables

**Goal 1:** Increase the instructional capacity of teachers through professional learning activities that focus on professional knowledge, instructional planning and delivery, assessment of and for student learning, the learning environment, and professionalism.

Objectives:

3. Activities will deepen and increase teachers' content/professional knowledge as measured by the annual teacher perception survey.

### Teacher Perceptions That the Activities Deepened Their Content/Professional Knowledge

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1086	63.2%	18.0%	18.8%
Learning Strand Activities	881	69.5%	16.5%	14.1%

4. Activities will enhance teachers' knowledge of instructional strategies to meet the needs of diverse learners as measured by the annual teacher perception survey.

### Teacher Perceptions That the Activities Enhanced Their Knowledge of Instructional Strategies to Meet the Needs of Diverse Learners

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1086	60.1%	20.1%	19.8%
Learning Strand Activities	880	67.0%	17.4%	15.6%

5. The program will improve teachers' practice and instructional strategies as measured by the annual teacher and principal perception surveys.

### Teachers' Perceptions That the Program Improved Their Practice

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1084	60.8%	20.4%	18.8%
All Learning Strands	875	68.3%	17.0%	14.6%
Professional Knowledge	263	74.5%	14.8%	10.6%
Instructional Planning	222	62.6%	18.5%	18.9%
Instructional Delivery	129	76.0%	15.5%	8.5%
Assessment of and for Student Learning	192	59.4%	21.4%	19.3%
Learning Environment	46	69.6%	13.0%	17.4%
Professionalism	23	82.6%	8.7%	8.7%
PLP Overall	974	59.0%	21.0%	19.9%

### Teachers' Perceptions That the Program Improved Their Instructional Strategies

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	959	61.6%	19.8%	18.5%
All Learning Strands	876	68.2%	17.0%	14.8%
Professional Knowledge	265	75.1%	13.6%	11.3%
Instructional Planning	223	61.9%	19.7%	18.4%
Instructional Delivery	126	79.4%	13.5%	7.1%
Assessment of and for Student Learning	192	58.3%	21.4%	20.3%
Learning Environment	47	61.7%	19.1%	19.1%
Professionalism	23	82.6%	8.7%	8.7%
PLP Overall	973	60.9%	20.3%	18.7%

6. The program will increase teachers' instructional capacity related to each of the Learning Strands as measured by the annual teacher and principal perception surveys.

**Teachers' Perceptions That the Program and Activities Increased Their Instructional Capacity**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1083	54.4%	24.6%	21.1%
All Learning Strands	876	63.0%	20.8%	16.2%
Professional Knowledge	264	70.8%	17.4%	11.7%
Instructional Planning	222	55.9%	23.9%	20.3%
Instructional Delivery	128	70.3%	21.1%	8.6%
Assessment of and for Student Learning	192	55.2%	22.9%	21.9%
Learning Environment	47	57.4%	19.1%	23.4%
Professionalism	23	78.3%	13.0%	8.7%
PLP Overall	966	54.9%	25.6%	19.6%

7. The program will assist teachers in engaging and motivating students through the use of innovative instructional strategies as measured by the annual teacher perception survey.

**Teachers' Perceptions That the Program and Activities Provided Them With Instructional Strategies to Engage Students**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1086	56.6%	22.3%	21.1%
All Learning Strands	878	64.7%	18.5%	16.9%
Professional Knowledge	264	71.6%	15.9%	12.5%
Instructional Planning	222	53.6%	21.6%	22.1%
Instructional Delivery	129	77.5%	14.7%	7.8%
Assessment of and for Student Learning	193	53.9%	22.3%	23.8%
Learning Environment	47	66.0%	17.0%	17.0%
Professionalism	23	82.6%	8.7%	8.7%
PLP Overall	969	57.8%	22.2%	20.0%

**Teachers' Perceptions That the Program and Activities Provided Them With Instructional Strategies to Motivate Students**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1080	50.3%	25.1%	24.6%
All Learning Strands	878	60.7%	21.9%	17.4%
Professional Knowledge	266	66.2%	21.1%	12.8%
Instructional Planning	221	54.8%	23.1%	22.2%
Instructional Delivery	128	73.4%	18.0%	8.6%
Assessment of and for Student Learning	193	49.2%	25.4%	25.4%
Learning Environment	47	59.6%	23.4%	17.0%
Professionalism	23	82.6%	8.7%	8.7%
PLP Overall	970	54.2%	23.9%	21.9%

8. The program will assist teachers in improving student outcomes as measured by the annual teacher and principal perception surveys.

**Teachers' Perceptions That the Program and Activities Assisted in Improving Student Outcomes**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Teachers	970	57.0%	22.2%	20.8%
Principals	44	79.5%	15.9%	4.5%

9. The program will assist teachers in meeting their annual student growth goals as measured by the annual teacher and principal perception surveys.

**Perceptions That the Program and Activities Helped to Meet Student Growth Goals Identified in Annual Teacher Evaluations**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Teachers	966	56.5%	21.9%	21.5%
Principals	44	86.4%	9.1%	4.5%

**Goal 2: Support teachers as continuous and reflective learners through learning activities that embed implementation and reflection.**

Objectives:

3. Activities will provide teachers with strategies or skills that they are likely to implement as measured by the annual teacher perception survey.

**Teacher Perceptions That The Activities Provided Them With Strategies or Skills They are Likely to Implement**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1087	65.1%	17.8%	17.1%
Learning Strand Activities	876	70.5%	15.6%	13.8%
Overall Activities	971	65.3%	18.6%	16.1%

4. Activities will provide teachers with time to practice, discuss, and process the information offered as measured by the annual teacher perception survey.

**Teacher Perceptions That the Activities Provided Them With Time to Practice, Discuss, and Process the Information**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1085	50.4%	21.9%	27.6%
Learning Strand Activities	874	62.6%	18.9%	18.5%

5. Activities will support teachers' learning by providing them with an opportunity for feedback as measured by the annual teacher perception survey.

**Teacher Perceptions That the Activities Supported Their Learning by Providing Them With an Opportunity for Feedback**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1086	55.9%	24.2%	19.9%
Learning Strand Activities	875	63.5%	19.9%	16.6%

6. Activities will cause teachers to reflect on their current practice as measured by the annual teacher perception survey.

**Teacher Perceptions That the Activities Caused Them to Reflect on Their Current Practice**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1080	75.1%	13.5%	11.4%
Learning Strand Activities	876	77.3%	13.1%	9.6%

7. Teacher perceptions that implementation and reflection were embedded in the program activities will increase each year as measured by the annual teacher perception survey.

**Teachers' Perceptions That Implementation Was Embedded in the Program**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1080	56.1%	23.7%	20.2%
All Learning Strands	875	64.9%	19.9%	15.2%
Professional Knowledge	264	73.5%	15.9%	10.6%
Instructional Planning	223	56.5%	23.3%	20.2%
Instructional Delivery	126	74.6%	16.7%	8.7%
Assessment of and for Student Learning	193	57.5%	22.8%	19.7%
Learning Environment	46	56.5%	23.9%	19.6%
Professionalism	23	73.9%	17.4%	8.7%
PLP Overall	966	57.1%	23.0%	19.9%

**Teachers' Perceptions That Reflection Was Embedded in the Program**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1082	57.4%	25.0%	17.6%
All Learning Strands	873	65.4%	19.7%	14.9%
Professional Knowledge	263	71.9%	17.5%	10.6%
Instructional Planning	222	59.9%	21.2%	18.9%
Instructional Delivery	127	69.3%	20.5%	10.2%
Assessment of and for Student Learning	193	60.6%	19.7%	19.7%
Learning Environment	46	60.9%	23.9%	15.2%
Professionalism	22	72.7%	18.2%	9.1%
PLP Overall	966	57.2%	23.6%	19.2%

8. The program will support teachers as continuous and reflective learners as measured by the annual teacher and principal perception surveys.

**Teachers' Perceptions That the Program Supports Them as Continuous Learners**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1086	58.4%	22.0%	19.6%
All Learning Strands	878	68.0%	17.8%	14.2%
Professional Knowledge	266	74.4%	13.9%	11.7%
Instructional Planning	223	64.1%	17.9%	17.9%
Instructional Delivery	128	75.8%	18.0%	6.3%
Assessment of and for Student Learning	192	57.3%	22.4%	20.3%
Learning Environment	46	67.4%	19.6%	13.0%
Professionalism	23	78.3%	17.4%	4.3%
PLP Overall	967	63.3%	18.1%	18.6%

### Teachers' Perceptions That the Program Supports Them as Reflective Learners

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1085	57.6%	24.1%	18.3%
All Learning Strands	873	66.4%	19.2%	14.3%
Professional Knowledge	264	70.8%	19.3%	9.8%
Instructional Planning	223	64.6%	17.9%	17.5%
Instructional Delivery	125	69.6%	23.2%	7.2%
Assessment of and for Student Learning	191	58.6%	19.4%	22.0%
Learning Environment	47	70.2%	12.8%	17.0%
Professionalism	23	73.9%	21.7%	4.3%
PLP Overall	965	59.5%	21.5%	19.1%

**Goal 3: Provide diverse and differentiated learning opportunities that meet the needs of instructional staff.**

Objectives:

3. The program and Learning Strand activity offerings will meet the needs of teachers as measured by the annual teacher and principal perception surveys.

### Teachers' Perceptions That the Program Met Their Needs

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1083	53.5%	21.2%	25.3%
All Learning Strands	876	64.7%	18.8%	16.4%
Professional Knowledge	265	72.1%	17.0%	10.9%
Instructional Planning	222	62.6%	18.0%	19.4%
Instructional Delivery	127	71.7%	17.3%	11.0%
Assessment of and for Student Learning	192	45.3%	24.5%	30.2%
Learning Environment	46	60.9%	23.9%	15.2%
Professionalism	23	82.6%	13.0%	4.3%
PLP Overall	966	59.3%	19.7%	21.0%

6. Activities will be differentiated to meet teachers' needs as measured by the annual teacher perception survey.

### Teacher Perceptions That the Activities Were Differentiated to Meet Their Needs

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
Professional Requirement Activities	1082	43.3%	24.1%	32.6%
Learning Strand Activities	874	54.0%	24.1%	21.9%

7. Teacher perceptions that the program's learning opportunities were diverse and differentiated will increase each year as measured by the annual teacher perception survey.

### Teachers' Perceptions That the Program's Learning Opportunities Were Diverse

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1082	45.7%	19.1%	35.1%
All Learning Strands	874	57.9%	20.0%	22.1%
Professional Knowledge	264	66.3%	17.8%	15.9%
Instructional Planning	222	53.2%	19.8%	27.0%
Instructional Delivery	127	63.8%	19.7%	16.5%
Assessment of and for Student Learning	192	44.3%	25.0%	30.7%
Learning Environment	46	65.2%	17.4%	17.4%
Professionalism	23	73.9%	13.0%	13.0%
PLP Overall	967	49.9%	21.3%	28.7%

**Teachers' Perceptions That the Program's Learning Opportunities Were Differentiated**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1086	44.9%	24.4%	30.7%
All Learning Strands	875	55.3%	23.7%	21.0%
Professional Knowledge	265	62.6%	21.9%	15.5%
Instructional Planning	222	52.3%	20.7%	27.0%
Instructional Delivery	126	62.7%	23.8%	13.5%
Assessment of and for Student Learning	192	45.3%	24.5%	30.2%
Learning Environment	46	52.2%	21.7%	26.1%
Professionalism	23	69.6%	17.4%	13.0%
PLP Overall	963	50.4%	22.6%	27.0%

8. Course design and content will be based on the actual needs of the teachers as measured by the annual teacher perception survey.

**Teachers' Perceptions That the Course Design Was Based on Their Actual Needs**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1085	38.9%	21.2%	39.9%
All Learning Strands	873	54.0%	21.3%	24.7%
Professional Knowledge	264	62.1%	18.2%	19.7%
Instructional Planning	222	49.5%	23.0%	27.5%
Instructional Delivery	126	61.1%	19.0%	19.8%
Assessment of and for Student Learning	192	42.7%	25.0%	32.3%
Learning Environment	46	50.0%	23.9%	26.1%
Professionalism	23	65.2%	17.4%	17.4%
PLP Overall	958	45.5%	22.4%	32.0%

**Teachers' Perceptions That the Course Content Was Based on Their Actual Needs**

	n=	Total Agreement	Neither Agree Nor Disagree	Total Disagreement
All Professional Requirements	1081	45.3%	20.8%	33.9%
All Learning Strands	873	58.0%	20.0%	22.0%
Professional Knowledge	264	65.2%	15.9%	18.9%
Instructional Planning	221	53.8%	22.2%	24.0%
Instructional Delivery	126	65.9%	18.3%	15.9%
Assessment of and for Student Learning	193	46.6%	24.4%	29.0%
Learning Environment	46	52.2%	23.9%	23.9%
Professionalism	23	78.3%	13.0%	8.7%
PLP Overall	954	50.0%	21.1%	28.9%

## Endnotes

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<sup>1</sup> Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

<sup>2</sup> Virginia Department of Education. (2007). *Code of Virginia – Standards of Quality* (Section 22.1-253.13:5. Richmond, VA: Virginia General Assembly.

<sup>3</sup> Virginia Department of Education. (2011). *Virginia license renewal manual*. Richmond, VA: Virginia Department of Education.

<sup>4</sup> Virginia Department of Education. (2012). *Guidelines for uniform performance standards and evaluation criteria for teachers*. Richmond, VA: Virginia Department of Education.

<sup>5</sup> Cohen, D. K., & Ball, D. L. (1999). *Instruction, capacity, and improvement*. Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania (CPRE RR-43).



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