KyreneSchoolDistrict

Professional Growth & Development Plan

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Purpose of the Professional Growth and Development Plan

Kyrene School District defines professional growth and development as an ongoing course of study that changes the participant behavior in a way that produces a demonstrable and measurable effect on student learning. The KSD Professional Growth and Development Plan is built on the expectation that all supervisors are professional developers of the employees they supervise and all employees will continually seek opportunities to grow professionally to improve performance. The purpose of this plan is to coordinate efforts in designing, developing, and delivering professional growth and development to ensure that all employee groups are gaining skills to increase job performance. The Professional Growth and Development Plan will be updated annually with time sensitive information with a comprehensive review every three years.

Intended Audience for the Professional Growth and Development Plan

The intended audience for the Kyrene School District Professional Growth and Development Plan is primarily internal stakeholders including teachers, school leaders, district departments, district leadership and the Kyrene Governing Board. Families, community members, and other interested parties also have access to the Professional Growth and Development Plan.

Statutory and Local Authority

Though there are no statutory requirements for districts in regards to professional growth and development, Kyrene School District Policies and Procedures sections GA, GCCE, GCH, GCI, and GCL outline the need for professional growth and development for all employee groups to support the achievement of district goals and objectives. Additionally, the Certified Meet and Confer document explains the agreements about professional growth and development for new and returning teachers, while the Education Support Professional Meet and Confers outlines the agreements for classified staff. The Terms and Conditions document delineates the professional growth and development agreements for administrators.

Table of Contents

District and Background Information

Kyrene School District Vision Statement

All students achieve at their maximum potential to become problem-solvers, creators, and visionaries of tomorrow.

Kyrene School District Mission Statement

The Kyrene School District will commit to student success for all, by providing engaging and challenging educational environments that promote and inspire passion for learning, leading, and achieving transformative life outcomes.

Kyrene School District Core Values

It's all about… **K-Kids**.

Kyrene

Kids. All students are at the center of our work.

Integrity. We consistently use honesty and respect to support the well-being of our students and staff.

Dedication. We are committed to fostering a culture of collaboration, accountability, and communication to achieve our shared vision and mission.

Strength. We pride ourselves in creating and maintaining strong, engaging, and compassionate relationships amongst students, staff and community.

Summary of Curriculum Audit Findings and Recommendations

Professional growth and development is the primary vehicle to achieve the overall purpose of improving staff effectiveness to ultimately increase student achievement. A quality Professional Growth and Development Plan is aligned to the district's mission and vision and connects curriculum design and instructional delivery. The plan must address both short and long term goals derived from district needs, include a district planning process, incorporate long-term implementation, and provide opportunities for meaningful practice and follow-up. Finally, a quality Professional Growth and Development Plan includes a systematic feedback process to collect and interpret data used to adapt the plan. Because professional growth and development encompasses all employee groups, the plan must be coordinated across departments and campuses.

In the curriculum audit presented in March 2017, auditors found that the Kyrene School District did not have a comprehensive Professional Growth and Development Plan in place to guide system-wide improvement of instructional practice over time nor were professional growth and development efforts evaluated in terms of improved student achievement. Overall, the current professional growth and development system was rated inadequate (see Appendix A – *Curriculum Audit Exhibit 3.2.3* for criteria and ratings).

While Kyrene offers an extensive catalog of professional growth and development courses, the audit revealed that professional growth and development lacks sufficient system-wide focus to improve the delivery of curriculum or student achievement. Further, the audit also found no comprehensive plan was in place to guide professional growth and development initiatives, and no one was assigned specific

responsibility for coordinating professional growth and development efforts. There was no documentation that teacher evaluation results, student achievement data, or program outcomes have been used in planning or evaluating professional growth and development activities. To this end, it was recommended that Kyrene School District:

- Design and implement a comprehensive professional growth and development process that provides for coordination with the curriculum management plan, the student assessment plan, and is focused on producing effective instructional practices associated with high levels of student achievement. Include a process for review of implementation and subsequent evaluation of the quality and effectiveness of both district and school-level professional growth and development (Recommendation 4).
- Develop and implement local policy that states an expectation for professionall growth for all staff. Additonally, develop policy requiring the creation of a Professional Growth and Development Plan requiring goal-aligned, data-informed PD which is evaluated for effects on student achievement. See Appendix B *Policy Review Priorities.*

The audit delineated specific professional growth and development needs in other recommendations as well.
- Governing Board policies do not require continuous professional growth for all employee groups (Kyrene Curriculum Audit, p. 154).
- Professional growth and development offered to teachers and administrators designed to increase the capacity of teachers to effectively deliver the adopted curriculum is lacking (Kyrene Curriculum Audit, p. 23).
- The current evaluation system is not used as an avenue for providing teachers with constructive feedback and targeting professional growth and development aligned with well-defined standards (Kyrene Curriculum Audit, p. 190).
- Data from student assessment measures are not used to determine professional growth and development needs (Kyrene Curriculum Audit, p. 192)
- In developing the Professional growth and development plan, the district must build the capacity of teachers to effectively teach students representing a variety of cultures, races, and economic conditions. The Professional Growth and Development Plan should help teachers examine their own cultural values, develop an understanding of the values of others, and apply what they learn about cultural differences to the improvement of classroom practices (Kyrene Curriculum Audit, p.271).

District Strategic Plan and Connection to Professional Growth and Development Plan

The District's Strategic Plan serves as a roadmap for achieving our vision where all students in Kyrene achieve at their maximum potential to become problem-solvers, creators, and visionaries of tomorrow. Goals and targeted measures drive the work of the district and focus efforts toward accomplishing our vision and mission. The relationship between expectation and results creates influence throughout our schools, relying
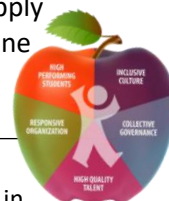
HIGH PERFORMING STUDENTS
Prepare all students to achieve their full potential in school and life by providing a dynamic learning environment that maximizes student growth and performance.

HIGH QUALITY TALENT
Attract and retain high quality teachers, administrators, and education support professionals.

INCLUSIVE CULTURE
Promote an inclusive culture of respect, high expectations, collaboration, and shared accountability for student success.

RESPONSIVE ORGANIZATION
Optimize district-wide systems to create an effective,

on contributions across our community and organization so shared focus is on doing the right things and doing them well.

The development and implementation of a Professional Growth and Development Plan falls primarily under the goal of High Performing Students but also has touchpoints in each of the other goal areas.

Professional Growth and Development Plan

The Kyrene School District Professional Growth and Development Plan is designed to support student learning by ensuring that all personnel within the system acquire the necessary skills and knowledge to be effective and efficient in the outlined job responsibilities with the intention of meeting the needs of the diverse student population. The purpose of Kyrene professional growth and development is to influence change in participants' behavior so that it produces a demonstrable and measurable effect on student learning as well as continuous and improved practice in all employees. In short, the mission of professional growth and development is to meet the training needs of administrators, teachers, education support professionals (ESP), and community so they can best meet the needs of the students.

A cohesive and coordinated Professional Growth and Development Plan is committed to aligning a system's resources to effectively and efficiently implement the district's written curriculum and support training in instructional practices to meet identified teacher and student needs. Beyond the academic needs of students, the district must also design professional growth and development to meet social-emotional needs and address equity issues. Such a plan also includes ongoing evaluation of professional growth and development design and delivery to determine whether the training has led to improved student learning and achievement. An effective professional growth and development program is coordinated at the district level, supported during implementation, and monitored to ensure institutionalization over time. Finally, the professional growth and development program is focused and prioritized to make the best use of limited employee training time and fiscal resources.

The areas of focus for professional growth and development as aligned to the strategic goals of the district are data driven instruction, implementation of effective instruction, implementation of standards/curriculum, addressing social-emotional needs, and retention of high quality staff.

Professional Growth and Development Defined

For the purpose of Kyrene Professional Growth and Development Plan, the term professional growth and development will be used to describe all staff development, in-service, trainings, workshops, and university courses, as well as all adult learning provided to district wide stakeholders.

Professional Growth and Development Goal

To facilitate and support differentiated professional growth and development, which is results-orientated, continuous, job-embedded, data-driven and positively affects student learning and achievement.

Professional Growth and Development Department Roles and Responsibilities

The Professional Growth and Development Department supports and facilitates professional growth and development throughout the district. A plan for long-term implementation is necessary to ensure time is identified for educators to participate in professional growth and development, as well as to provide opportunities for meaningful practice and follow-up in order to move them from awareness level into common practice. In order to achieve this purpose, the specific roles of the department are as follows:

- Analyze data from curriculum monitoring, staff performance appraisals, and annual reviews; student assessment and achievement; student equity issues; program evaluations; and staff requests for assistance in curriculum implementation or classroom management needs to determine professional growth and development opportunities.
- Support all district, campus, and department-based professional growth and development to ensure alignment with Kyrene mission and goals.
- Guide implementation of Kyrene Professional Growth and Development Plan.
- Support long-range planning for district, school, and department professional growth and development plans utilizing Professional Growth and Development Planning Framework.
- Collect and synthesize data on effectiveness of professional growth and development offered throughout the district utilizing the Evaluation Framework for Professional growth and development.
- Create an inventory of on-demand modules aligned to district initiatives and department needs available for employees.
- Develop and implement system-wide onboarding and mentoring for new teachers;
- Coordinate resources within the organization through collaboration.
- Focus and prioritize professional growth and development to make the best use of limited employee training time and fiscal resources.
- Coordinate with outside providers such as colleges and universities to offer broader range of professional growth and development opportunities.
- Assist in identification of appropriate resources for planned professional growth and development opportunities.
- Assist individuals seeking support for their own identified professional or personal growth activities.
- Facilitate the development and implementation of Kyrene Professional Development Presenter Institute.
- Publish a calendar of scheduled professional growth and development activities.
- Use social media, email, web-site and other communication avenues to inform employees of development opportunities.

Central Coordination and Tracking of Professional Learning

All professional growth and development is centrally approved and coordinated through the Professional Growth and Development Department. A clearinghouse system is a central component of the service management and includes:

- The planning and approval of all district and campus/department professional learning.
- The planning process is designed and implemented by the Professional Growth and Development Department and involves Teaching and Learning Leadership, district-level directors, administrative staff, teachers, education support professionals, and other stakeholders in plan development, draft, feedback, solicitation, and final determination of annual plan content.
- The design and implementation of the Professional Growth and Development Plan will be responsive to other plans such as district or school improvement plans, the district's curriculum management plan, the district's technology plan and any plans driving the functions of support services across KSD.
- Determination of professional growth and development program effectiveness will be guided by a specific annual evaluation process that incorporates multiple data sources.

Professional Growth and Development Framework

The Kyrene Professional Growth and Development Framework demonstrates the relationship between the forces which drive professional growth and development needs. Professional growth and development lies in the intersection of district initiatives, curriculum and assessment needs, instructional model components, and school/department initiatives. All professional growth and development must align with Kyrene's Strategic Plan Goals of: High Performing Students, Inclusive Culture, High Quality Talent, and Responsive Organization. Professional growth and development can be delivered through a variety of formats, determined by

- Established need and urgency
- Clear, consistent and shared vision and goals
- Experience with previous change efforts
- Culture for risk-taking and learning

High Performing Students

Leaders * Teachers *Education Support Personnel * Parents * Community

District Initiatives

School Initiatives

Curriculum & Assessment

Instructional Model

In Person * Online *Train the Trainer* Modules * Mentors * Teacher Leaders

Responsive Organization

Inclusive Culture

High Quality Talent
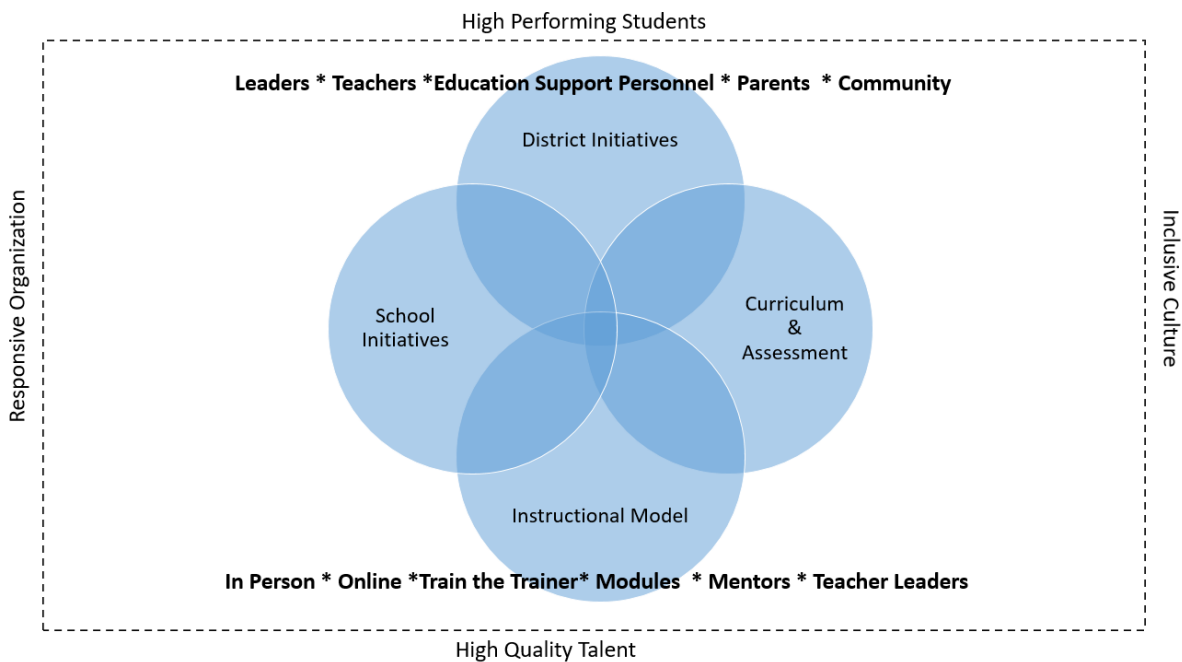
District Initiatives

District level professional growth and development is focused on increasing the effectiveness of employees through learning opportunities that lead to the achievement of KSD goals.

- Equity: Kyrene is committed to ensuring equity among all students through the development of a system-wide culture of inclusion. This systemic approach includes professional development for all educators, leaders and staff members. In order to achieve the desired outcomes, the Professional Growth and Development department offers specific trainings in the areas of diversity, equity, inclusion, culturally responsive teaching, and restorative practices. Additionally, all professional development offered is expected to have elements of equitable outcomes for all students embedded explicitly within the content.
- Mandatory District Initiatives: In alignment with Kyrene's Strategic Goals, the School Effectiveness Department will decide upon yearly mandatory learning opportunities for certificated staff. Kyrene utilizes a train-the trainer model to deliver district trainings

districtwide. The Professional Growth and Development team develops the trainings, including all materials and a script, in collaboration with appropriate district staff. The school site administrators then deliver the training to the school site staff on the designated day. Teachers who are unable to attend a district training at their site will be required to participate in an asynchronous online module with the same content to fulfill the missed learning opportunity.

- New to District Certified Staff: Prior to the return of continuing teachers, all new to Kyrene certified staff, novice or experienced professionals, are required to attend several days of onboarding called Orientation for New Educators (ONE). Participating in ONE allows new certified employees to become familiar with the Kyrene School District organization as well as job responsibilities and school culture through informational presentations and professional growth and development.

  Additionally, all new to Kyrene certified staff are required to participate in comprehensive three-year Kyrene Teacher Induction Program (KTIP) which is directed by Professional Growth and Development Department, school administrators, Professional Growth and Development Coordinators and supported by site New Teacher Ambassadors. The mission of the KTIP is to impact student achievement by supporting and engaging new to Kyrene teachers in professional growth and development designed to increase teacher effectiveness, enhance reflection, encourage collaboration, utilize district and school resources, and promote adherence to policies and procedures. KTIP goals are to convey the culture, beliefs, and philosophy of the Kyrene School District to all teachers new to Kyrene as well as to provide on-going support to all teachers within their first three years of teaching in Kyrene.

  KTIP includes mentoring, differentiated by teaching experience, and professional growth and development as outlined below.

2020-2021 KTIP Plan					
Early Career Teachers *2 years or less teaching experience*			**Experienced Teachers** *3 years or more teaching experience*		
Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Core Class Response to Learning	**Core Class** Assessment Literacy	**Core Class** Culturally Responsive Teaching	**Core Class** Response to Learning	**Core Class** Assessment Literacy	**Core Class** Culturally Responsive Teaching
Support Meet with New Teacher Ambassadors 1 per/month	**Support** Check in with New Teacher Ambassador minimum 1 per/quarter	**Support** Check in with New Teacher Ambassador minimum 1 per/quarter	**Support** Meet with New Teacher Ambassadors 1 per/month	**Support** Check in with New Teacher Ambassador if needed	**Support** Check in with New Teacher Ambassador if needed
Networking Participate in Early Career Cadre Meetings 1 per/quarter (*Suspended due to COVID)					

The Kyrene School District respects teachers with prior years experience. Any teacher may submit a portfolio that documents previous experience for any of the core classes. Under special circumstances, an equivalent course may be substituted for a required course at the discretion of the Professional Growth and Development Coordinators.

See Appendix C– *Professional Growth and Development Continuum* for the continuum of course offerings which enables teachers to deepen knowledge of standards, curriculm guides, and instructional strategies to increase student achievement.

- Talent Management Compliance Modules: All employees will verify the completion of online modules to ensure compliance with state statutes. The online trainings will consist of annual compliance trainings on topics such as sexual harassment, discrimination, work-related illness, and bloodborne pathogens.
- Onboarding: To ensure each employee group has the necessary knowledge and skills to perform their job responsibilities efficiently and effectively, a comprehensive on-boarding plan will be developed for each job classification. See Appendix D – *Education Support Professional Training Matrix.*

Curriculum and Assessment

In tandem with the Professional Growth and Development Plan, Kyrene has created a Curriculum Management Plan outlining the expectations and procedures regarding the written curriculum, the taught curriculum, and the assessed curriculum. Professional growth and development is a key factor in ensuring teachers not only understand the curriculum guides, but effectively deliver the adopted curriculum using research-based strategies. The goal of professional growth and development for curriculum and assessment is to train teachers and administrators in standards, lesson design, assessments, instructional practice, and curricular resources.

- Curriculum Standards: As new standards are adopted by the state, KSD will provided continuous support on implementation.
- Curriculum Guides: Professional growth and development for curricular maps and resources will evolve as teachers' needs are identified from implementation data. Part of the Professional Growth and Development Plan is to provide continuous support and ongoing learning opportunities to allow teachers to move from initiation to institutionalization.
- Assessment System: Professional growth and development designed to instruct teachers and administrators on how to use data to make instructional decisions as part of the Response to Learning.
- Technology Integration: The Kyrene School District strives to utilize technology tools and resources to provide our students with meaningful and engaging learning experiences. Technology is rarely the focus of instruction, rather it is a tool that is used to access, gather, and create information; organize and analyze information, and communicate ideas. Instructional technology has defined student, teacher, and administrator goals with corresponding strategies, timelines and resources in the Kyrene School District Technology Plan.

Instructional Model

The Teaching and Learning Framework is Kyrene's definition of effective instruction. It outlines the key strategies within planning, teaching, and response to learning that lead to increased student achievement. The framework provides a common language for effective instruction, which enables

Kyrene to align classroom implementation, teacher evaluation, and professional growth and development.

Plan: Teachers and administrators learn instructional planning using the Backward Design Process based on district curriculum objectives and analysis of student needs, which leads to selection of the most appropriate instructional strategies.

Teach: Special emphasis is placed on training teachers and principals to employ instructional strategies that meet the needs of all students and to implement the adopted instructional model to support differentiation and student-responsive teaching. The elements of Teach emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. Direct instruction is the use of straightforward, explicit teaching techniques, combined with student practice and feedback to teach concepts, skills, and application.

Elements of Direct Instruction	Description
Learning Goals and Lesson Targets	A clear, concise description of what will be learned (learning intention) and how it will be demonstrated (success criteria).
Anticipatory Set	An engaging activator to help students establish purpose, retrieve prior knowledge, and/or previewing learning.
Teach and Model	A demonstration or explanation of a single brief step, procedure or operation.
Guided Practice	Students immediately imitating or practicing each small, manageable chunk, as teacher observes.
Check for Understanding	Quick observation/assessment of each small step of lesson during and after each guided practice.
Adjust Instruction	Adjustments to teaching made on the basis of feedback received from each "check for understanding".
Closure	Students consolidate the learning from the lesson. Revisiting or reflecting on the lesson target(s) with the students, in order to help organize the new learning or information into a meaningful context so that they can apply their new knowledge to future learning opportunities.
Independent Learning/Assessment	Students' independently practicing/completing assessment to demonstrate mastery of learning objective.

Within the Teach portion lies the implementation of culturally responsive teaching practices and social emotional learning techniques employed to ensure all students are active members of their school and classroom communities.

Respond: Teachers and administrators learn how to use data to drive instruction and create Response to Learning (RTL) action plans in core content areas using common protocols and templates.

In planning for Instructional Model implementation, the Kyrene School District developed a five year plan to ensure teachers implement and institutionalize the elements in instruction through professional growth and development paired with job-embedded coaching.

Five Year Plan for Instructional Model Professional Development				
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Response to Learning Plans	Teach	Culturally Responsive Teaching	Plan	Full District Implementation and Refinement
			*Suspended due to COVID	

The Professional Growth and Development Coordinators have created on-demand asynchronous modules for the elements in the instructional model, including the principles of Culturally Responsive Teaching, for teachers needing to deepen their knowledge or understanding.

School or Department Initiatives

Campus or department level professional growth and development to provide specific opportunities for school and department goals that are aligned with 90-day Action Plans and Kyrene School District strategic goals.

- Wednesday Staff Development: The district calendar designates each Wednesday as early release, with the purpose of supporting student learning through Professional Learning Communities (PLC) and professional growth and development. Recognizing that administrators are the primary developers for those whom they supervise, each site administrator will develop a Professional Growth and Development Plan to utilize the early release Wednesday time. The Director(s) of School Effectiveness and/or the Professional growth and development Coordinators will collaborate with the site administrator in the creation of the plans to ensure alignment to Strategic Goals and school 90 Day Plans.
- Power Half Hours: Several curricular content areas employ a cadre of lead teachers. The lead teachers at each school site facilitates professional growth and development for staff on timely topics to enhance technology integration, utilization of strategies to meet the needs of diverse learners, or curriculum updates.
- Staff Development Day: Each year, one full day is designated for school leaders to provide targeted professional growth and development to their staff related to the 90-Day plans. Professional growth and development options will be approved by the Professional Growth and Development Coordinators. The professional growth and development provided may or may not be inclusive of Education Support Professional. Separate offerings will be available for Education Support Professionals.

Target Audience

All Kyrene School District employees are important in their contribution to the education of students and should be models of life-long learners. Growth opportunities will be available for administrators, certified teachers, and Education Support Professionals based on needs assessment analysis.

Individual professional growth and development is structured to meet each employee's goals aligned with KSD goals. Determinations for optional courses will be determined by learning preference, experiences, personal background and beliefs, understanding and use of content, perceived need, and experience with different learning designs.

Administrators: Training for administrators occurs as part of the regularly scheduled Leadership Meetings held at the District Office for all campus principals, assistant principals, and district office directors (as applicable). The trainings are comprised of professional growth and development to grow the capacity of administrators in instructional leadership to promote student achievement. As an instructional leader, administrators are expected to have knowledge and skills on use of assessment data, instructional strategies to meet the needs of a diverse population, and engaging teachers in reflective conversations about their work. Specific trainings for administrators include:

- Instructional leadership to promote student achievement.
- The collection and analysis of assessment data to be used in decision making about curriculum and implementation of appropriate interventions.
- Instructional strategies and core competencies for teaching a demographically diverse student population, including gifted, economically disadvantaged, and special needs students.
- Generic instructional strategies and content-specific instructional strategies.
- Strategies for ensuring alignment of the written, taught, and assessed curriculum.
- Strategies for monitoring curriculum delivery.
- Engaging teachers in reflective conversations about their work.
- Strategies for increasing and maximizing academic learning time.
- Strategies for effective student-teacher engagement.

Teachers: Teachers are effectively trained to deliver instruction that is at the identified cognitive level to assure students achieve mastery of Arizona's K-12 academic standards and can demonstrate mastery on district and state assessments.

- District Voluntary Trainings: In addition to the mandatory certified staff training, teachers will have the opportunity to enroll in voluntary professional growth and development events that are approved by the department director and Professional growth and development Coordinators to ensure alignment to the strategic plan. Professional growth and development opportunities are offered both asynchronously online and synchronously.
- National Board Certification: For those teachers interesting in pursuing National Board Certification, a rigorous process of demonstrating advanced teaching knowledge, skills, and practices, Kyrene offers professional growth and development from pre-candidacy through submission.
- Grand Canyon University Cohorts: Kyrene has partnered with Grand Canyon University to offer undergraduate, graduate, and doctoral cohorts for employees at a discounted tuition.

Educational Support Personnel (ESP): Kyrene's classified staff include classroom instructional assistants, secretaries, custodians, and bus drivers to name a few. Continuous training from on-boarding through efficiency of daily task performance is a priority. Trainings are offered as new programs, procedures, or practices originate with the expectation that all necessary staff attend.

- Staff Development Day: Annually in October, Kyrene hosts a Staff Development Day coordinated by the Professional growth and development department. This day encompasses a menu of learning opportunities offered specifically for ESPs designed around job competencies.
- Voluntary Asynchronous Modules: Through communication with school and district leaders, the Professional Growth and Development Department creates and curates online modules to meet the learning needs of ESP and aligned to district goals.

Parents and Community: In addition, the Kyrene School District acknowledges importance of home school connection in student achievement. In order to foster family engagement Kyrene provides learning opportunities for families and the larger community on variety of topics. The community offerings are entitled, "Positive Parenting Series" which engage community members in learning opportunities about timely topics which affect students academically, emotionally, and socially. Some of the topics include social media, vaping, reading to children, and equity.

As the Kyrene School District embarks on the important equity work designed to close the achievement and opportunity gap while fostering inclusivity and valuing diversity, the Community/Superintendent Council will be heavily involved. Professional growth and development opportunities will be available for this group of community members to learn the best practices related to diversity, equity, inclusion, and cultural awareness to be able to provide the district with feedback on the equity work.

Compensation

Mandatory professional growth and development sessions will occur during contract hours for all employee groups. Participation in voluntary professional growth and development may occur after contract hours and certified staff will be awarded recertification credit. Eduation Support Professionals will be awarded professional growth credit. The district's 301 plan, written annually by the 301 committee, may include additional incentives for teachers who opt to participate in professional growth and development activities.

Content Delivery Modes

The content of professional growth and development offerings are connected to the strategic goals of the district. To justify time, energy, and money invested, professional growth and development activities offered in Kyrene are research-based, proven in practice, and relevant to the district, campus, and department goals. Each participant will understand the development outcomes and the relevance to other practices, strategies, policies or procedures that are currently in use or will be in use.

All professional growth and development offered in Kyrene is based on adult theory which recognizes that adult learners, like student learners, have unique needs that must be considered and addressed. Speck (1996) emphasizes that the following aspects points of adult learning theory should be considered when professional growth and development is designed:
- Adults will commit to development when the goals and objectives are considered realistic and important to them;
- Application in the 'real world' is important and relevant to the adult learner's personal and professional needs;

- Professional growth and development needs to provide adult participants some control over the what, who, how, why, when, and where of their learning;
- Adult learners need direct, concrete experiences in which they apply the development in real work;
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional growth and development activities that allow the learner to practice the development and receive structured, helpful feedback;
- Adult learners come to development with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in professional growth and development planning and implementation;
- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

The Professional Growth and Development team recognizes the variety of staff development and adult learning approaches available. Courses will be offered in person at school sites and at a central location; during PLCs; and online. One invaluable form of professional growth and development arises from well-crafted coaching conversations between an employee and administrator. Recognizing that outside experiences are an important component of learning, attendance at conferences, workshops, webinars, trainings, etc. will be honored as professional growth and development. KSD will develop partnerships with outside educational agencies, including local universities and organizations, to provide learning experiences for stakeholders. Additionally, National Board Certification will be recognized as a professional growth and development activity.

Course Facilitators

Administration, coordinators, teacher leaders, colleges/universities, and outside experts will facilitate professional learning opportunities at both the site and district level.

To continue to grow teacher leaders and to ensure consistency in delivery of professional growth and development, the Professional Growth and Development Department will offer a course in adult learning entitled Professional Development Presenter Institute. Instructors must complete this course to offer professional development. The content of the course will consist of adult learning basics, presentation management, engagement strategies, principles of Universal Design for Learning, technology integration, and transfer of learning. The purpose of the Course Presenter training is to develop quality professional development presenters who are able to effect a change of teacher practice, in turn, influencing student learning. A second goal of the Course Presenter training is to model best instructional practices so teacher participants emulate those in their own classrooms. When building level teachers are asked to instruct courses, compensation in the form of a Performance Contract or Professional Contribution hours (at the Director's discretion) will be available. See Appendix E – *Course Creation or Faciliation Options.*

As Kyrene's delivery of professional growth and development evolves, more classes will be offered online. To ensure the best practices of online instruction are utilized, the professional growth and development department trains any course facilitator using the Best Practices in Online Learning Using an LMS (appendix F). This document outlines the different types of online learning and provides guidance for how to engage adult learners in content in a virtual environment.

Course Development

Employing a backwards design model, the Kyrene's Professional Growth and Development Plan includes a planning framework to guide all campuses and departments in planning quality professional growth and development for all employees (see Appendix G – *Professional Growth and Development Planning Framework*). By utilizing the planning framework a common language and planning sequence will be employed ensuring that a standard process is in place. The process includes these concepts:

- Planning for professional growth and development will begin with the end goals for student achievement based on a needs assessment.
- New practices or strategies are matched to the desired student achievement result. Careful consideration is given during the planning process for on-going support from district and campus personnel as the new development strengthens and becomes sustainable.
- Professional growth and development activities build on the knowledge base needed to ensure success with new learning.
- Design of the professional growth and development activities match the best delivery approach with the intended audience and the new skills that will be a result of the development activity.
- Any course offered will be reviewed and approved by the Professional growth and development Coordinators.

Needs Assessment

The purpose of needs assessments is to determine areas for improvement, to identify potential participants, and to plan effective learning experiences. Data used for needs assessments will be systematically collected to determine priorities for learning and improving attitudes, knowledge and skills of employees. Assessment of professional growth and development needs in Kyrene will include:

- District mission, vision and goals
- Curriculum Audit results
- Data sources which provide information about student performance (e.g. universal screeners, district interims, state assessment, and discipline)
- Curriculum implementation data
- Program evaluation data
- School Readiness Assessments (UVA Schools)
- Comprehensive Needs Assessment (Title 1/TSI Schools)
- Student equity needs
- Evaluative feedback on prior courses, trainings or staff development
- Employee evaluations
- Employee self-assessment
- Information regarding innovation efforts and introduction of new expectations
- National, state, and/or local mandates
- Legal and regulatory requirements
- Instructional Rounds and classroom visits
- Staff requests for assistance in curriculum and classroom management needs

The same data source used to determine the professional growth and development need will be used to evaluate the need.

Funding

Numerous funding sources are available for professional growth and development in the Kyrene School District. The most commonly used sources include district funds, federal funds, state Title allotments, various grants, community partnerships and site budgets. During professional growth and development planning, funding sources are identified and evaluation criteria are determined. All professional growth and development is monitored for ongoing support and impact on student learning so that full utilization of funds allotted are realized.

Evaluation

An essential component of Kyrene's Professional Growth and Development Plan is to evaluate professional growth and development design and delivery to determine whether the training has led to improved student learning and achievement. See Appendix H – *Professional Growth and Development Evaluation Framework*.

Professional growth and development sessions, programs, and initiatives will also be evaluated by the following factors, listed in the order of increasing complexity as outlined in Critical Levels of Professional growth and development Evaluation (Guskey, 2002):

- Participants' Reactions – The perceptions of the professional growth and development delivery and attitudes towards the professional growth and development initiative;
- Participants' Learning– the knowledge of the professional growth and development content;
- Organizational Support and Change – Active advocating, leadership understanding, time for learning, effective communication of expectations for new learning, alignment with district goals, financial support for ongoing development and effective atmosphere for learning;
- Participants' Use of the new Knowledge and Skills – Participant implementation of development expectations;
- Student Learning Outcomes – Student attitudes, engagement, effort, motivation, support, self-efficacy, and improved student achievement.

Upon the completion of all professional development sessions completed in the district, participants receive an electronic, anonymous evaluation survey through Performance Matters.   This post-course survey, found in Appendix I, assesses the first two levels of Guskey's (2002) framework: Participants' Reactions and Participants' Learning. The survey evaluation results of all professional development sessions are shared with the instructor and reviewed by the Professional Growth and Development team as a measure for on-going improvement.

For mandated or large scale professional development initiatives, the Professional Growth and Development department plans and conducts an evaluation which examines all five levels of Guskey's Evaluation Framework. The team determines the data sources for the each level, collects, and analyzes the data to determine the outcomes of the professional development. The information is then summarized in a report and shared with the appropriate departments.

PD Systems and Structures

Kyrene School District utilizes several systems to manage, track, and oversee professional growth and development occurring within the system. These same systems allow for the reporting and analysis of professional growth and development.

Performance Matters

Performance Matters is our system for tracking professional learning. We maintain a catalog of professional growth and development offerings at the district and school levels, track participant registration and completion of courses, and collect feedback on professional growth and development offerings. Performance Matters in integrated with Schoology, the learning management system, to provide course completion data in real-time.

Schoology

Schoology is Kyrene's online learning management system designed to support the delivery of professional growth and development for all Kyrene employees. Schoology allows us to respond to employee learning needs by identifying trainings and learning gaps. The platform supports on demand personalized learning, collaboration, and communication in alignment with Kyrene's Strategic Plan. Course creators have the ability to build and integrate content (documents, videos, tests, etc.), align assessments, and track participant progress/completion. It is our future goal to also provide courses to Kyrene parents and community.

Roles and Responsibilities for Professional Growth and Development

Professional growth and development is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, and tasks to be performed. Delineated below is the responsibility of each district stakeholders to contribute to the successful design and delivery of a professional growth and development aligned with Kyrene's Strategic Goals.

- The Governing Board through its policy-making responsibility establishes policies to direct and support ongoing professional growth and development and evaluation.
- The Superintendent and the Superintendent's Cabinet is responsible for the implementation of the Board's policies, which includes the development and implementation of professional growth and development plan.
- The Chief Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for professional growth and development.
- The District administration, particularly the Director of Professional Growth and Development, is responsible for the development, assessment, and implementation of the Professional Growth and Development plan.
- District content Coordinators, including the Professional Growth and Development Coordinators, are responsible for designing and delivering professional growth and development aligned with curriculum guides and resources.
- The school principal is the key to providing school-based professional learning that improves curriculum delivery, cultural responsiveness, and student performance.
- Teachers are responsible to implement strategies gained in professional learning designed to improve classroom instruction and develop teacher leadership.

- Education Support Professionals are responsible for engaging in professional learning options designed to increase productivity and job knowledge.
- Parents must be actively involved in their child's education by educating themselves about the district's resources and issues related to building successful children.

Appendices

Appendix A - Curriculum Management Improvement Model Staff Development Criteria from Curriculum Audit

Exhibit 3.2.3

Curriculum Management Improvement Model Staff Development Criteria
Auditors' Assessment of Staff Development Program
Kyrene School District
November 2016

Characteristics	Auditors' Rating	
	Adequate	Inadequate
Policy		
1. Has policy that directs staff development efforts.		X
2. Fosters an expectation for professional growth.	X	
3. Is for all employees.		X
Planning and Design		
4. Is based on a careful analysis of data and is data-driven.		X
5. Provides for system-wide coordination and has a clearinghouse function in place.		X
6. Provides the necessary funding to carry out professional development goals.	X	
7. Has a current plan that provides a framework for integrating innovations related to mission.		X
8. Has a professional development mission in place.		X
9. Is built using a long-range planning approach.		X
10. Provides for organizational, unit, and individual development in a systemic manner.	Partial*	
11. Focuses on organizational change—staff development efforts are aligned to district goals.		X
Delivery		
12. Is based on proven research-based approaches that have been shown to increase productivity.		X
13. Provides for three phases of the change process: initiation, implementation, and institutionalization.	Partial*	
14. Is based on human learning and development and adult learning		X
15. Uses a variety of professional development approaches.	X	
16. Provides for follow-up and on-the-job application necessary to ensure improvement.		X
17. Expects each supervisor to be a staff developer of staff supervised.	Partial*	
Evaluation		X
18. Requires an evaluation of process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual change in behavior.		X
Total	3	1
Percentage	17%	

*Partial ratings are tallied as inadequate.
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Auditors reviewed board policies to identify direction and expectations regarding professional development. The following board policies addresses professional development.

- *Board Policy GA: Personnel Goals/Priority Objectives* states the Board will establish as a personnel service goal: "Professional development and in-service training programs for employees that will improve their rates of performance and retention."

- *Board Policy GCI: Professional Staff Development* communicates a clear expectation that staff will be provided opportunities to grow professionally through participation in staff development classes and activities. This policy expresses the belief that knowledge and skills acquired through professional development activities will directly impact student achievement. This policy also expects all professional development activities will support and assist in the achievement of district goals. The superintendent is authorized to establish in-service training for teachers and is required to be able to predict staff development needs of the district.

- *Regulation GCL-R: Professional Staff Schedules And Calendars* stipulates district-wide early release every Wednesday not to exceed two hours. Of the early release time, one day per month (two hours) is allotted for site-based professional development and four days per year (eight hours) is allotted for district staff development. All other Wednesday early release days are designated for planning and protected against staff meetings or structured professional development activities.

Board policies communicate a clear expectation for professional development in the Kyrene School District with the intended result of maximizing student learning for all students. Board policies, however, did not communicate expectations for:

- Professional development plans directly linked to district long-range plans and annual district goal priorities.

- Professional development needs to be identified, prioritized, and coordinated at the district, campus, and individual level.

- Professional development needs to be based on an analysis of student achievement results and aggregated professional summative evaluation ratings.

- Professional development opportunities designed to train staff in the effective delivery of the adopted curriculum.

- Results of professional development initiatives to be evaluated based on increased student achievement.

- An ongoing program of professional development designed to identify and solve problems of bias in all aspects of school programming.

Appendix C – Professional Growth and Development Continuum

[Professional Growth and Development Continuum](#) *(working Google document)*

Appendix D – Educational Support Professional Training Matrix

[Educational Support Professional Training Matrix](#) *(working Google document)*

Professional growth and development Course Creation or Facilitation:
Performance Contract

Course Creation: When the need for a new professional growth and development course is identified by a department or school-based administrator, a teacher may be approached to create the new course, based on their appropriate skills or knowledge. When a teacher agrees to create a new professional growth and development course for other teachers or IAs, he/she may earn a performance contract based on the schedule below.

Number of Hours in Class	Performance Contract Amount for Creation
3	$525.00
6	$1050.00
9	$1575.00

In order for the performance contract to be earned, the course creation must meet the following expectations:
- A content rich and visually appealing PowerPoint with notes for another presenter to use. The notes do not have to include a verbatim script, but must include the important points to be emphasized on that slide.
- Handouts for participants
- Reference materials for a presenter to view if he/she needs more background information about the subject.
- A bibliography of sources

The development of the course must be pre-approved by the administrator or designee of the department or school that has requested the course development. During the creation of the course, progress check-ins may be requested by the school or department administrator or their designee. Final approval of the course and allocation of the performance contract is the responsibility of the requesting administrator or designee.

Course Facilitation: When a teacher is asked to deliver a course created by someone else, he/she may earn a performance contract as well based on the schedule below. The amount will be the same for each time the course is taught; regardless of first or subsequent time.

If a teacher has created the course being taught, he/she will only be paid for facilitating, not planning if the course was delivered within a year of creation. When the course is delivered by the creator in a subsequent year, pay will reflect planning and facilitation.

If the teacher facilitating the course during contract hours, the pay will reflect for preparation, only.

Hours in Class	Amount for Planning	Amount for Facilitation
3	$105.00	$105.00
6	$210.00	$210.00
9	$315.00	$315.00

<div align="center">
Professional growth and development Course Creation or Facilitation:

Earning Professional Contribution Hours
</div>

Course Creation: When the need for a new professional growth and development course is identified by a department or school-based administrator, a teacher may be approached to create the new course, based on their appropriate skills or knowledge. When a teacher agrees to create a new professional growth and development course for other teachers or IAs, he/she may earn professional contribution (PC) hours. Teachers will earn up to five hours of PC for each hour of training that they develop. All hours shall be documented on a log. For example, if a training is expected to be three hours long, the teacher will earn up to 15 hours of professional contribution.

Number of Hours in Class	Professional Contribution Hours
3	15
6	30
9	45

In order for professional contribution hours to be earned, the course creation must meet the following expectations:

- A content rich and visually appealing PowerPoint with notes for another presenter to use. The notes do not have to include a verbatim script, but must include the important points to be emphasized on that slide.
- Handouts for participants
- Reference materials for a presenter to view if he/she needs more background information about the subject.
- A bibliography of sources

The development of the course must be pre-approved by the administrator or designee of the department or school that has requested the course development. During the creation of the course, progress check-ins may be requested by the school or department administrator or their designee. Final approval of the course and allocation of the professional contribution hours is the responsibility of the requesting administrator or designee.

Course Facilitation: When a teacher is asked to deliver a professional growth and development course created by someone else, he/she may earn professional contribution hours as well. The teacher will earn two hours of professional contribution for each hour of training. For delivering a training three hours in length, the teacher will earn six hours of professional contribution time. If a teacher has created the course being taught, he/she will only earn professional contribution for facilitating, not preparing.

Number of Hours in Class	Professional Contribution Hours
3	6
6	12
9	18

The purpose of this document is to provide guidance for course facilitators who are creating online courses using Schoology to ensure that the best practices of online instruction are utilized. **Definition of online learning:** Any class offered where the learning occurs primarily through the use of a Learning Management System (LMS).

When thinking about online learning, there are three main formats that a class may be offered.

- **Hybrid:** In this option, there is a face-to-face meeting time with the facilitator and participants held virtually via Zoom or in person. There is also a Schoology section created where participants complete activities during class or independently after class to deepen their learning. The course facilitator would award completion points for the synchronous class time through the creation of an assignment. The remainder of the activities could consist of either auto-graded or facilitator awarded points. The facilitator would award completion points on the attestation after all other assignments or activities are completed. The attestation, which will have a completion rule on it, will be the trigger document to complete the class in Performance Matters.

- **Asynchronous Facilitator-Complete:** This option is a completely asynchronous module in which all activities and assignments are available for the participant to independently complete at their convenience without any required joint facilitator and participant time. The facilitator may select any of the assignment offerings in Schoology including discussion boards, short answer assessment items, or Google drive assignments. These types of assignments will require the facilitator to review, offer feedback, and award completion points. As with the hybrid option, the facilitator would award completion points on the attestation after all other assignments or activities are completion. The attestation, which will have a completion rule on it, will be the trigger document to complete the class in Performance Matters.

- **Asynchronous Auto-Complete:** This option is also completely asynchronous module in which all activities and assignments are available for the participant to independently complete at their convenience without any required joint facilitator and participant time. The main difference is that this option only uses auto-graded assessments (True/False, Multiple Choice, or Fill in the Blank) questions and the attestation is a True/False question. The participant completes the activities on their own, completes the auto-graded items and the auto-graded attestation to complete the course. The attestation, which will have a completion rule on it, will be the trigger document to complete the class in Performance Matters. No interactions are required from the facilitator besides problem solving.

Overview of Formats of Online Course

	Joint instructor and student time	Activities/Tasks that the student can independently complete at their own convenience and pace	Discussion boards, Google Drive, Short answer assessment which requires interaction between student and facilitator	Instructor Completion of Attestation	Auto graded assessments (T/F, multiple choice, fill in the blank)	Auto Completion of Attestation
Hybrid	x	x	x	x	x	
Asynchronous –facilitator complete		x	x	x	x	
Asynchronous – auto complete		x			x	x

Using Asynchronous-Auto Complete Format

When determining which format is better suited to the content, ask yourself the following questions:

- Will completion of the class result in one hour or less of recertification credit?
- Is the target low level and simple to understand?

If the answer to these two question is yes, then an asynchronous-auto completion format may be the best option. In general, asynchronous-auto completion format should be used for content that is easy to understand with a low level course outcome. These types of classes will result in one hour or less of recertification credit.

Using Asynchronous Facilitator-Complete Format

When the content is more complex and requires the participant to have a deeper level of understanding to achieve the course outcome, then the asynchronous facilitator-completion format is the better option. If the answer to any of the questions below is yes, then a format requiring more interaction from the facilitator is warranted.

- Is this the initial training for the concept/material/content?
- Is the target higher level requiring a deep understanding?
- Would the participant need to complete and submit a task in order to achieve the target?
- Would the participant need feedback on tasks to benefit from the learning?
- Will the completion of the class result in more than one hour of recertification credit?

Best Practices in Online Learning

Professional growth and development for adults is most effective when it is job-embedded, on-going, relevant to their work, and involves choice. Though many of the best practices in adult learning do transfer well to an online learning environment, there are some that are unique. As content is presented in an online format, the facilitator needs to be thoughtful and purposeful about what content to include and how to engage the learner.

- **Course Design:** Ensure that the navigation of the course aids and supports participant learning of the content.
  - **Facilitator Information:** In an asynchronous format, the interaction with the facilitator is limited. The facilitators name and contact information should be stated clearly so participants know who to contact with questions or concerns.
  - **Easy to Follow Structure:** Organize materials within folders so that everything required for an assignment or activity is contained in one place.
  - **Include References and Resources:** Adult learners may want to explore more on their own so include additional resources that participants can access to read and research on their own.
  - **Know the audience**: Just as an in-person class, the instructor should have an idea of the intended audience of the course. With varying level of technology skills, experience, and prior knowledge, the facilitator should include explicit instruction on how to access materials and navigate the system.
  - **Expectations:** Clearly outline any expectation for participation in discussion boards or expectations for assignment submissions. For example, if the facilitator is expecting participants to craft a full paragraph versus bullet points as an answer, those expectations should be clear. Also, consider listing expectations about work completion, due dates, and conventions of print.
  - **Universal Design for Learning:** Whenever possible, be sure that videos include closed captioning to allow for access for more people.
  - **Equity:** As part of the learning targets, explicitly state how learning the targets will ensure equitable access to education for all students.
- **Content Delivery:**
  - **Learning Targets:** Clearly define expectations and learning targets in the early class materials. As activities, assignments, and checks for understanding are developed, they should all align with the learning targets.
  - **Microlearning:** Chunk content into 8-10 minute presentations (see mixed materials below) with one to two key take-aways followed by a check for understanding or task requiring reflection or application of content. This quick format allows for learners to attack chunks of the content during breaks throughout the day. It also assists with maintaining attention and focus on the learning which creates retention of the content.
  - **Mixed Materials:** Use mixed materials to present content. Though it is easy to rely on using a voiceover PowerPoint, think about other ways to engage the participant in the content. This may include videos from other reliable sources, article to read, podcasts, or a Prezi. Remember that the longest a presentation should be is about 8-10 minutes. Embed materials instead of

simply including a link whenever possible for ease of access and keep the content ecstatically pleasing.

- o **Purpose**: Before asking the participant to engage with the materials, set a purpose for the learning. This simple task helps learners to focus their attention on the important parts of the material. Some examples are instructions such as,"As you watch think about….." or "As you read, make a list of….".
- o **Interactivity:** Online learning does not have to lack interaction. There are many ways an instructor can engage the participant in tasks to deepen their understanding of the content.
    - ▪ Require students to engage with the content and continue to think critically by providing a notebook/close notes/graphic organizer to complete.
    - ▪ Build in think time or reflection time by asking thought provoking questions
    - ▪ Include note taking guide or prompts and task to do to apply the content (not always turned in)
    - ▪ Use an online discussion board for participants to share resources etc. with other peers
    - ▪ Use reality based scenarios
    - ▪ Choose other online tools to engage learners
    - ▪ Anticipation Guides

RESOURCES:
https://www.socialsciencespace.com/2020/04/five-tips-for-designing-remote-or-asynchronous-learning/
https://elearningindustry.com/7-tips-create-effective-asynchronous-elearning-strategy
https://distancelearning.louisiana.edu/teach-remotely/asynchronous-teaching-tips
https://www.brown.edu/sheridan/asynchronous-strategies-inclusive-teaching
https://www.shiftelearning.com/blog/instructional-design-strategies-effective-elearning

Step or Process	Definition of Step	Questions to Guide	Data or Suggestions to Consider	Materials
Needs Assessment and Desired Outcomes	"Beginning with the end in mind" Backwards Design	What are the intended effects on student learning? What specific change in student achievement do you want to see as a result of this training?	standardized test scores state assessments sub-group data, unit assessments, discipline data, classroom observations, curriculum instructional rounds, classroom assessments	Student and campus data District Goals Campus Goals
New Practices or Strategies to Implement	Deciding what instructional pratices and policies are most likely to produce the desired student learning outcomes.	What instructional practice is most likely to produce the desired results? How do we know that these particular practices and policies produce the same results that hope to achieve? What is the evidence for various approaches?	Use publications that experts have reviewed and are judged to be sufficiently rigorous to yield trustworthy results. Engage participants in goal setting, planning activities and strategies.	Research Learning List Alignment with District and Campus Goals
Needed Leadership Support	"Many valuable improvement efforts fail because of lack of active participation and clear support from school leaders" Guskey	What will be our feedback system to teachers? How frequent will the feedback be given? How will this development be assessed? How frequent will classroom observations be done? What is the monitoring structure at the district and building level? What resources are needed? Materials? Technology? What time is needed? What funding will be used?	Leadership- visible and sustained support Leadership focus work, participation in training, encouragement and recognition of efforts Providing time and resources Incorporate the results of professional growth and development in walkthrough feedback	Time Financial needs Supplies, Resources Schedule Support Structures Technology Align with District and Campus Goals
Educator Knowledge and Skills	This drives the what and the why of the learning	What knowledge and skills are required to implement this professional learning? What must educators know and be able to do to successfully implement and bring about the sought after improvements in student learning? How will we help staff understand the need for the change?	Build on knowledge base Promote curiosity and disciplined inquiry Theoretical research rationale Build on the principles of adult development and change	Agenda Data Change process Adult development resources
Optimal Professional growth and development Activities	Design of the Professional Learning utilizing a variety of approaches based upon where, when, and with whom.	What set of experiences will best enable participants to acquire the needed knowledge and skills?	Seminars, workshops, collaborative planning, structured opportunities for practice with feedback, follow-up coaching, action research projects, organized study groups, collegial exchanges, professional growth and development communities, online services	Definitions of types of professional growth and development Funding Sources

Guiding Questions for Development of Professional Development

1. What is the student learning need the professional development is attempting to address? What data is used to determine this need?
2. What instructional practices will result in the desired change for student learning?
3. What supports need to in be place for the desired practice or policy to be in place? Consider time, funding, instructional materials, and, technology. Plan how feedback will be given to teachers during implementation.
4. What specific knowledge or skills must teachers have to implement new policy or practice?
5. What are the professional learning activities which will lead teachers to acquire and implement the new practice? Plan for follow up experiences which include practice with feedback and coaching.

Evaluation Framework for Professional Growth and Development in KSD

Evaluation Level	What Questions are addressed?	What is measured or assessed?	Tools and Measures	Data Gathering Roles and Responsibilities	How will the information be used?
Participants' Reactions	Did they like it? Was their time well spent? Did material make sense?	Perceptions of the Professional growth and development delivery? Attitudes towards the professional growth and development initiative?	Workshops/Meeting feedback tool Coaching feedback tool Small group feedback	Participants District and School Personnel	Improve program design and delivery
Participants' Learning	Did participants acquire the intended knowledge and skills?	Knowledge of the professional growth and development content	Survey Self-Assessments Implementation Rubric Collaborative Instructional Rounds	Participants District and School Personnel	To improve program content, format and organization
Organization Support and Change	Was it advocated for facilitated and supported? Was the support public and overt?	Time Allocation , Effective communication of expectations for all employees involved Overtly aligned with district and school goals, Budget funding Improvement/change process noted, Effective atmosphere for development(risk-taking)	Organizational Support Change and Building Capacity Survey	Participants District and School Personnel	To document and improve organization support and understanding of change process. This will guided an inform future preparations for Capacity building implementations
Participants use of new Knowledge and Skills	Did participants effectively apply new knowledge and skills?	Teacher Demonstration Classroom Quality of Implementation (content specific)	Embedded Coaching Feedback Self-Assessment	Teacher's school administrators District walkthrough	To document and improve the implementation of program content
Student Development Outcomes	What was the impact on student achievement and student attitudes?	Students Attitudes: engagement, motivation, effort, supported, self-efficacy Student Achievement	Student Survey Classroom data – student work Classroom Formative assessments Interim data and standardized test data	District and School Personnel	To demonstrate the impact of the professional growth and development and to inform future implementation needs
Demonstrating Capacity - sustainability of development	Is there evidence that administrators and teacher leaders have the ability to successfully replicate the content to others?	Coaching and Observations Administrators can clearly communicate the content expertise, Common Language, Adapting implementation based on feedback, Monitoring implementation Facilitating collaboration, Deliver content to new participants	Faculty Survey Follow – up work Organizational support, change and building capacity survey	District and School Personnel	To document and improve sustainability efforts

Indicate the extent to which you agree or disagree with the following statements.

Statement	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
Participants' Reactions (Likert Scale)					
The outcomes of the professional development session were clear.					
The instructor was knowledgeable about the content.					
A variety of materials and activities were used to present the content.					
Activities enhanced my understanding of the content.					
The content was organized and easy to follow.					
The professional development session enhanced my job knowledge and/or job performance.					
As a result of this professional development, I have learned strategies to help me provide an equitable education for all students.					
Participants' Learning (Open-Ended)					
Give an example of how you demonstrated mastery of the outcomes for this session.					
What changes will you make in your classroom as a result of what you learned in this workshop?					
What future training sessions would you recommend for this topic?					