Professional Development Plan Guide

February 2025, Version 1

How to Use this Guide

The COMTSS Implementation Team (CIT) should collaboratively complete the first page and review the 10 features listed in this guide when planning for Professional Development (PD). They should use the PD Action Planning Document at the end of this document to develop action items for any future steps needed to complete the development of the PD planning.

Context	PD Details
Creation Date	
Lead contact	
COMTSS Implementation Team	
Professional Development (PD) Topic	
Why was this topic selected?	
Long Term Desired Outcome	
SMART Goal(s)	

Cohorts to Receive Professional Development

To list a cohort here, they should have been selected for needing differentiated PD. Because the PD may be different, each cohort may have its own PD Plan. Administrators should be considered for needing their own cohort.

Use the table below to list specific cohort(s) related to this plan: (e.g., elementary teachers, administration, 9-12 science teachers)

Cohort	Cohort Name
1.	
2.	
3.	
4.	

Professional Development Infrastructure

Feature 1	Specifications, Guiding Questions, Possible Data Sources
Resources are allocated for effective and sustainable delivery of High-Quality Professional Development (HQPD).	Resources are allocated for effective and sustainable PD, including coaching, team structures, and data systems. **Possible Data Sources**: budget allocation, funding identification, PD action plan

Criteria of Feature 1 – The CIT will ensure that the PD has:

☐ **1.a** – Sufficient resources allocated for the delivery of PD.

☐ **1.b** – Adequate resources provided for the sustainability of PD delivery.

☐ **1.c** – Sufficient resources are provided for ongoing coaching of the PD.

☐ **1.d** – Sufficient resources are allocated to the COMTSS Implementation Team (CIT) to support implementation.

☐ **1.e** – Adequate resources are provided for data systems to evaluate PD.

Feature 1 Notes

Feature 2	Specifications, Guiding Questions, Possible Data Sources
A system has been established to ensure the delivery of HQPD.	A description of specific training responsibilities is created along with a strategy for responding to implementation and outcomes data to improve PD. **Possible Data Sources**: CIT agenda with data reviews, job description or contract, trainer evaluations, PD action plan.

Criteria of Feature 2 – The CIT discussed and determined a training system considering:

☐ **2.a** – Who will provide training?

☐ **2.b** – Written job descriptions for trainers.

☐ **2.c** – Training of trainers if necessary.

☐ **2.d** – Evaluation of trainers.

☐ **2.e** – Collection and analyzing of training data.

Feature 2 Notes

Feature 3	Specifications, Guiding Questions, Possible Data Sources
A coaching system has been established to ensure follow-up of PD.	A description of specific coaching responsibilities is created along with a strategy for responding to coaching effectiveness. **Possible Data Sources**: job descriptions, coaching evaluations, CIT agenda with data reviews, PD action plan.

Criteria of Feature 3 – The CIT Discussed and determined a coaching system considering:

- ☐ **3.a** – Who will provide ongoing coaching?
- ☐ **3.b** – A written description of responsibilities for coaches.
- ☐ **3.c** – Training for coaches if necessary (possible cohort).
- ☐ **3.d** – Evaluation of coaches.
- ☐ **3.e** – Collection and analyzing of coaches' data to improve effectiveness.

Feature 3 Notes

Feature 4	Specifications, Guiding Questions, Possible Data Sources
Problem-solving strategies, implementation strategies, and recognition systems are established.	Implementation data is used to inform modifications to PD infrastructure and delivery. Positive recognition processes are in place for high degrees of implementation. **Possible Data Sources**: PD plan around problem-solving, written problem-solving protocols, documentation of celebrations, recognition, and communication of successes, PD action plan.

Criteria of Feature 4 – The CIT ensures that implementation data is reviewed using problem-solving strategies by:

- ☐ **4.a** – Being trained in and using effective problem-solving strategies.
- ☐ **4.b** – Using problem-solving strategies when reviewing PD implementation.
- ☐ **4.c** – Identifying modifications needed and action plans to implement the changes.
- ☐ **4.d** – Plans to celebrate and recognize progress toward goals on a regular basis.

Feature 4 Notes

Professional Development Delivery and Data Analysis

Feature 5 *Was the PD high-quality?*	**Specifications, Guiding Questions, Possible Data Sources**
PD activities are evaluated for representation of HQPD.	Is there a process to assess the preparation, introduction, demonstration, engagement, evaluation, and mastery of the HQPD? **Possible Data Source**: observation checklist for High-Quality Professional Development, PD action plan.

Criteria of Feature 5 – The CIT discussed and evaluated HQPD delivery considering:

☐ **5.a** – When selecting trainers, the CIT expects trainers to incorporate High-Quality Professional Development in training. It will be discussed with the trainer before training.

☐ **5.b** – The CIT will evaluate the use of High-Quality Professional Development principles by the trainers either when previewing the presentation or when doing post evaluation.

☐ **5.c** – An observer used the observation checklist for High-Quality Professional Development Training and presented it to the COMTSS Implementation Team for evaluation.

Feature 5 Notes

Feature 6 *What can we do to make the training better?*	**Specifications, Guiding Questions, Possible Data Sources**
PD activities are evaluated for **participant reaction,** and data is used to improve PD content and delivery.	Was the trainer knowledgeable? Were effective opportunities for application provided? Did the session materials contribute to learning? Were facilities and equipment conducive to learning? Were the stated session objectives met? **Possible Data Sources**: exit tickets, Google participant surveys, open discussion (recorded), PD action plan

Criteria of Feature 6 – The CIT will use data to impact future PD to improve by:

☐ **6.a** – Developing or planning to establish a way to collect participant reaction data. This data should reflect some of the following information.

- Was the trainer knowledgeable?
- Were adequate opportunities for application provided?
- Did the session materials contribute to learning?
- Were facilities and equipment conducive to learning?
- Were the stated objectives met?

☐ **6.b** – Reviewing (or scheduling to review) the participant reaction data.

☐ **6.c** – Developing (or planning to create) an action plan to improve PD based on the participant reaction data.

Feature 6 Notes

Feature 7 *Did they learn what we wanted them to know?*	**Specifications, Guiding Questions, Possible Data Sources**
PD activities are evaluated for **participant learning**.	Did the participants acquire the intended knowledge & skills? Did participants' attitudes, beliefs, or dispositions change? **Possible Data Sources**: content quiz, staff pre/post survey, PD action plan.

Criteria of Feature 7 – The CIT will use data to impact future PD to improve by:

☐ **7.a** – Developing or planning to establish a way to collect participant learning data. This data should reflect some of the following information.

- Did the participants acquire the intended knowledge and skills?
- Did participants' attitudes, beliefs, or dispositions change?

☐ **7.b** – Reviewing (or scheduling to review) the participant learning data.

☐ **7.c** – Developing (or planning to create) an action plan to improve PD based on the participant learning data.

Feature 7 Notes

Feature 8 *Are the learners applying the PD as intended (fidelity)?*	**Specifications, Guiding Questions, Possible Data Sources**
PD activities are evaluated for participant **use of new knowledge and skills**.	Do participants consistently apply the new knowledge and skills? Did participant practices change? Are the skills taught during the PD being implemented as intended? **Possible Data Sources**: administrator walk-throughs, peer observation, PD action plan

Criteria of Feature 8 – The CIT will use data to impact future PD to improve by:

☐ **8.a** – Developing or planning to establish a way to collect participant data around use of knowledge and skills. This data should reflect some of the following information.

- Do participants consistently apply the new knowledge and skills?
- Did participant practices change?
- Are the skills taught during the PD being implemented as intended?

☐ **8.b** – Reviewing (or scheduling a review of) the participant data around use of knowledge and skills**.**

☐ **8.c** – Developing (or planning to create) an action plan to improve PD based on the participant data around use of knowledge and skills.

Feature 8 Notes

Feature 9 *Is the PD producing positive outcomes for students?*	**Specifications, Guiding Questions, Possible Data Sources**
PD activities are evaluated for participants **for student learning outcomes**.	What was the impact on students? How did it affect student performance or achievement? How did it influence students' physical or emotional well-being or student behavior? **Possible Data Sources**: CMAS, SAT, office discipline reports (ODRs), student surveys, PD action plan

Criteria of Feature 9 – The CIT will use data to impact future PD to improve by:

☐ **9.a** – Developing or planning to develop a way to collect data around the positive student outcomes resulting from the PD. This data should reflect some of the following information.

- What was the impact of the PD on students?
- How did the PD affect student performance or achievement?
- How did the PD influence students' physical or emotional well-being or student behavior?

☐ **9.b** – Reviewing or (scheduling to review) the student outcome data.

☐ **9.c** – Developing (or planning to create) an action plan to improve PD based on the student outcomes data.

Feature 9 Notes

Feature 10 *Staff implementing the training feel it is supported by the school/district, and is it making a difference?*	**Specifications, Guiding Questions, Possible Data Sources**
PD activities are evaluated for **organizational support and change**.	Was implementation advocated and supported? Were sufficient implementation resources allocated? Was the organization positively impacted? **Possible Data Source**: stakeholder survey, interviews, PD action plan

Criteria of Feature 10 – The CIT will use data to impact future PD to improve by:

☐ **10.a** – Developing or planning to establish a way to collect data around organizational support around PD. This data should reflect some of the following information.

- Was implementation advocated and supported?
- Were sufficient implementation resources allocated?
- Was the organization positively impacted?

☐ **10.b** – Reviewing (or scheduling to review annually) whether school and/or district leadership are still committed to the PD activities (for example, including it in the UIP – Unified Improvement Plan).

☐ **10.c** – Developing (or planning to create) an action plan to improve PD based on organizational support and implementation data.

☐ **10.d** – Discussing how to share the data with all stakeholders and creating a plan to share that data.

Feature 10 Notes

Professional Development Action Plan

Complete the PD Action Planning to address any features that will need development to provide High-Quality Professional Development. Below is an example of what might be filled in for action steps.

Example

Criteria	By When	Action Steps	Resources Needed	By whom?	Complete Yes/No
6.a	October 16, 2021	The COMTSS School Implementation Team (C-SIT) will develop a Google Survey to give out to all participants of all district PD. The survey will collect participant reactions after each training.	Access to Google Surveys and time during the June C-SIT meeting to create the Google Survey.	John Smith will lead the creation of the survey by the C-SIT.	No

Your Action Plan

Criteria	By When	Action Steps	Resources Needed	By whom?	Complete Yes/No