



Iowa Professional Development Model

Technical Guide

2009



Iowa Department of Education

State of Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines IA 50319-0146

State Board of Education

Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Sister Jude Fitzpatrick, West Des Moines
Brian Gentry, Des Moines
Wayne Kobberdahl, Council Bluffs
Valorie J. Kruse, Sioux City
Max Phillips, Woodward
LaMetta Wynn, Clinton
Kameron Dodge, Student Member, Cambridge
Vacant

Administration

Judy A. Jeffrey, Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of PK-12 Education

Kevin Fangman, Administrator

Bureau of Teaching and Learning Services

Jim Reese, Chief
Deb Hansen, Administrative Consultant
Marietta Rives, Consultant, Professional Development

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identify, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Table of Contents

Iowa Professional Development Model (IPDM) Overview

Page 5 - Professional Development for the Purpose of Increasing Student Achievement

- 7 - Exhibit 1: National Staff Development Council's Standards
- 9 - Exhibit 2: Iowa Professional Development Standards
- 14 - Exhibit 3: Graphic of the Iowa Professional Development Model

Steps in Implementing the IPDM

Page 15 - Getting Started: Attending to the Operating Principles

- 19 - Steps: Establish a Professional Development Leadership Team
- 20 - Tool 1: District Professional Development Leadership

Page 21 - The Cycle of Professional Development

Page 22 - Component: Collecting and Analyzing Student Data

- 25 - Steps for Collecting and Analyzing Student Data
- 26 - Tool 2.1: Discussing Our District's Data
- 28 - Tool 2.2: Discussing Our Building's Data

Page 30 - Component: Goal Setting and Student Learning

- 36 - Steps for Goal Setting and Student Learning
- 37 - Tool 3.1: Goals and Professional Development Target
- 38 - Tool 3.2: Writing a "SMART" Goal

Page 39 - Component: Selecting Content

- 41 - Steps for Selecting Content
- 42 - Tool 4: Considering the Research Base

Page 43 - Component: Designing Process for Professional Development

- 47 - Steps for Designing Process
- 49 - Tool 5.1: Alpha School District Example
- 53 - Tool 5.2: Finding Time for Training and Collaboration

Page 57 - Ongoing Cycle: Training/Learning Opportunities

- 60 - Steps for Training and Learning Opportunities
- 61 - Tool 6: Worksheet for Designing Training & Learning Opportunities

Page 62 - Ongoing Cycle: Collaboration

- 65 - Steps for Collaboration
- 66 - Tool 7: A Guide for Collaborative Structures

Page 68 - Ongoing Cycle: The Study of Implementation

- 70 - Steps for Implementation
- 71 - Tool 8: Implementation Worksheet

Page 72 - Ongoing Cycle: Ongoing (Formative) Data Collection

- 73 - Steps for Formative Evaluation
- 74 - Tool 9: Formative Data Planning Tool

Page 75 - Program Evaluation (Summative)

- 76 - Steps for Program Evaluation (Summative)
- 77 - Tool 10.1: Discussing Our District's Summative Data
- 79 - Tool 10.2: Discussing Our Building's Summative Data

Page 81 - Individual Teacher Professional Development Plan

- 86 - Suggested Steps for Developing an Individual Teacher PD Plan
- 87 - Tool 11.1: Individual Teacher Professional Development Plan
- 89 - Tool 11.2: Individual Teacher Professional Development Plan
- 91 - Tool 12: Professional Growth System
- 93 - IPDM Development - Model District and Building Level PD Plan

Appendices and References

Page 95 - Appendices

- 97 - Appendix 1: Rubric for Developing a District/Building Profile
- 107 - Appendix 2: Provider Approval Process & Application Form
- 111 - Appendix 3: The Iowa Standards
- 117 - Appendix 4: Iowa Administrative Code, Chapter 83—Teacher and Administrator Quality Programs,

Page 123 - References

Notes

Iowa Department of Education Overview of The Iowa Professional Development Model (IPDM)

Professional Development For the Purpose of Increasing Student Achievement

In recent years, research in the fields of school improvement and professional development has converged in a remarkable consensus about the most effective ways to improve student achievement. This agreement is surprising because it comprises a cluster of variables rather than assertions that any single action alone will increase student learning. These agreed-upon variables include:

- The importance of data for driving school improvement and student achievement goals;
- The alignment of assessment with curriculum and instruction;
- The provision of quality professional development with research-based content;
- Sustained focus over time with an emphasis on continuous improvement in instruction;
- The necessity for learning communities where teachers study what is effective and work collaboratively to learn and implement new knowledge and skills;
- The study of teacher implementation of planned change;
- The evaluation, both formative and summative, of planned change for its impact on student learning;
- The guidance of strong leaders—teachers, principals, central office staff, superintendents, and school boards—operating collectively and collaboratively to govern the professional development/school improvement system.



High academic achievement for *all* students has become a national goal (No Child Left Behind Act, known as NCLB, 2001). In 2001, the National Staff Development Council (NSDC) published a revised set of Standards for Staff Development to identify the conditions needed to create quality professional development that increases student achievement (NSDC, 2001). Each of the statements on the previous page is supported by the NSDC standards for professional development (see Exhibit 1).

There is overwhelming evidence that well-designed staff development, fully integrated with effective school improvement practices, can increase student learning (Cohen and Hill, 2001; Consortium for Policy Research in Education, 2000; Elmore and Burney, 1999; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Loucks-Horsely, et al., 1998; Schmoker, 1996; Supovitz, Mayer and Kahle, 2000; NSDC, 2006).

There is overwhelming evidence that well-designed staff development, fully integrated with effective school improvement practices, can increase student learning . . .

Iowa Student Achievement and Teacher Quality Program

The Iowa Student Achievement and Teacher Quality Act (2001, 2007) required the Iowa Department of Education to establish a model for professional development and created an expectation that school districts implement professional development for the purposes of accomplishing gains in student achievement. This Act also created professional development standards and procedures for districts, public schools (attendance centers), and individual teachers to engage in quality professional development. Approximately a year following Iowa's passage of the initial Teacher Quality bill, the federal No Child Left Behind Act (2001) was passed. With respect to school improvement, professional development, and student achievement, the two laws have considerable overlap. The 2007 additions to the Teacher Quality Act strengthen the emphasis on collective professional development by requiring attendance center plans in addition to the district plans for professional development. In the following section, relevant parts of federal and state legislation are summarized.

Summary of Federal Legislation

In the NCLB Act, professional development is defined as activities that

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and are not one-day or short-term workshops or conferences; and
- Advance teacher understanding of effective instructional strategies that are
 - Based on scientifically-evidenced research; and
 - Directed toward improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers (NCLB Act, Title IX, Sec. 9101 [34]).

Standards Exhibit 1:

National Staff Development Council (NSDC) Standards for Staff Development

Context Standards

- **Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

- **Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

- **Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- **Quality Teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Summary of State Legislation

In May 2001, the Iowa General Assembly passed landmark legislation that identifies professional development as a key component of school reform in Iowa. The intent, as stated in Iowa Code Chapter 284, is to create the Student Achievement and Teacher Quality Program acknowledging that outstanding teachers are a key component in student success. In the spring of 2007, legislation significantly changed the existing Student Achievement and Teacher Quality Program to require attendance center plans, establish a professional growth system for administrators, and create the Teacher Quality Committees.

The Student Achievement and Teacher Quality Program is sharply focused on increasing student achievement through acknowledging and supporting the improvement and acquisition of the knowledge and skills of teachers through professional development. The major elements of the legislation are as follows:

- Mentoring and induction programs that provide support for beginning teachers.
- Iowa Professional Development Standards that create high expectations for quality professional development in Iowa (see Exhibit 2).
- District and Attendance Center Professional Development Plans that directly support best teaching practice at the district and building level, and emphasize the collective work of teachers to address priority district and building student learning goals.
- Individual Teacher Professional Development Plans that address the district and building-level goals by extending collective learning to refine the teacher's knowledge and skills.
- Iowa Teaching Standards and Criteria that serve as a common language to build teacher capacity and facilitate a system of accountability for effective teaching practices.
- Teacher evaluation systems that include the procedures for determining whether beginning teachers meet the Iowa Teaching Standards in order to be fully licensed and a performance review process that supports growth and determines the efficacy of career teachers on the Iowa Teaching Standards.
- Individual Administrator Professional Development Plans that are designed to promote individual and group professional development and are developed collaboratively with the administrator's evaluator.
- Iowa Standards for School Leaders that are intended to serve as a framework for professional growth and performance for school administrators by defining expectations, enhancing communication, and prioritizing district goals in an effort to support the principal's role in improving achievement for all students.
- Teacher Quality Committees that are responsible—among other things—to monitor district evaluation requirements, to develop model evidence for the Iowa Teaching Standards and Criteria, to monitor use of professional development funds, and to monitor building level professional development to determine that each of these components are focused on meeting student and staff needs based on student achievement data.
- Pilot projects related to incentives and compensation systems to consider different ways to strengthen Iowa's ability to recruit and retain teachers.

Another legislated policy that influences professional development in Iowa is the Iowa Core Curriculum. Senate File 245 (May 2005) and Senate File 588 (May 2007) established the voluntary Model Core Curriculum in K-12 literacy, mathematics, science, social studies, and 21st Century Skills. Governor Culver proposed that the Iowa Core Curriculum be fully implemented by all Iowa schools—public and accredited nonpublic. The Governor signed Senate File 2216 into law May 1, 2008, which requires the full implementation of the Iowa Core Curriculum in high schools by 2012 and K-8 by 2014. The 2008 General Assembly also allocated professional development funds to support the implementation of the Iowa Core Curriculum.

In summary, the National Staff Development Council Standards for Staff Development advocate that effective professional development impacts student learning and promotes a new vision of staff development that occurs everyday with teachers who are engaged in problem solving, discussion, developing lessons, and analyzing student work with colleagues (NSDC, 2006). The Iowa Professional Development Standards are aligned with and promote the processes described by NSDC.

Standards Exhibit 2:

Iowa Professional Development Standards

Implementation of a school district's professional development plan shall meet the following standards: (IAC 281—83.6(2) (b))

1. Align with the Iowa teaching standards and criteria;
2. Deliver research-based instructional strategies aligned with the student achievement goals established by the district;
3. Deliver professional development training and learning opportunities that are targeted at improvement of instruction and designed with the following components:
 - Student achievement data and analysis;
 - Theory about learning and instruction;
 - Classroom demonstration and practice;
 - Classroom observation and self-reflection;
 - Teacher collaboration and study of teacher implementation; and
 - Integration of instructional technology, if applicable;
4. Include an evaluation component of professional development that measures improvement in instructional practice and its impact on student learning; and
5. Support the professional development needs of district certified staff responsible for instruction.

History of the Iowa Professional Development Model

The Iowa Professional Development Model (IPDM) described in the following pages provides guidance to implement the professional development established by the Teacher Quality Act in the requirements of the Iowa Code. The Iowa Professional Development Model follows the Iowa Professional Development Standards (Exhibit 2) and is aligned with the National Staff Development Council Standards for Professional Development (Exhibit 1).

At its inception, the development of the model was a collaborative effort of the Iowa Department of Education (DE) and a stakeholders group representing Area Education Agencies (AEA), professional organizations (the Iowa State Education Association—ISEA, School Administrators of Iowa—SAI, and the Iowa Association of School Boards—IASB), teachers, local education agencies (LEA), higher education, private vendors of professional development, and others who contribute to school improvement and professional development in Iowa. Dr. Beverly Showers and Deb Hansen, Administrative Consultant, led the process used by the stakeholder group for analyzing state and national policy, reviewing the literature base for professional development, and considering the Iowa context for school improvement. Beverly Showers, a national expert on professional development, was one of the primary authors of the IPDM and related technical assistance materials. Dr. Showers provided invaluable leadership and support in designing the Iowa Professional Development Model.

Based on data collected by Iowa Department of Education staff and recent changes made to the Teacher Quality legislation, a need was identified to update and condense the original Iowa Professional Development Model Technical Assistance Guide. This 2009 version of the guide will serve to replace the various versions that have been previously distributed. The Department would like to take this opportunity to thank Linda Munger and the Iowa Staff Development Council Executive Board for their contributions to the development of this document.

The Iowa Professional Development Model And the Required Professional Development Plans

The Iowa Professional Development Model (IPDM) provides guidance for implementing the requirements related to professional development (Iowa Code 284.6 and Iowa Administrative Code Chapters 12 and 83) as well as processes and tools for local districts and AEAs to use when planning, implementing, and evaluating the District Professional Development Plan (DPDP), the building-level (attendance center) plans, and individual teacher professional development plans, and individual administrator plans. School administrators, teachers, and others should work collaboratively to develop these plans by following the IPDM processes.

District Professional Development Plan (DPDP). Chapter 12 and Chapter 83 of the Iowa Administrative Code require each school district to incorporate into its comprehensive school improvement plan the provisions for the professional development of all staff. These

rules explicitly state that the purpose of this plan is to increase student achievement, learning, and performance and that the plan must adhere to the Iowa Professional Development Standards (see Exhibit 2). The DPDP must be a long-term plan that includes (but is not limited to), the following:

1. Documentation that the professional development is based on student data, staff information, and other needs assessment; aligned with district student achievement goals; focused on instruction, curriculum, and assessment, and prepares all employees to work effectively with diverse learners and to implement multicultural, gender-fair approaches to the educational program.
2. Documentation that professional development learning opportunities are research-based and aligned with the Iowa Teaching Standards and criteria.
3. A description of a process that includes theory, demonstration, practice, observation, collaboration, and the study of implementation.
4. A description of a program evaluation design for formative and summative evaluation processes.

Each district is required to identify an approved provider. Providers are those individuals, or agencies that serve the district by providing long term, ongoing support to the DPDP. In Iowa, school districts and AEAs are approved providers. For additional information on provider requirements, see Appendix 2.

AEAs are required to develop agency-wide professional development plans that meet these requirements and to incorporate this plan into its Comprehensive Improvement Plan.

Attendance Center Professional Development Plans. Attendance center plans are also required of each attendance center within a district. These plans also may be referred to as “building-level” or “school” professional development plans. Chapters 12 and 83 state that the attendance center professional development plans are developed to enhance the student achievement goals of the attendance center and the goals of the district. These plans are to promote group professional development and further the needs of the teachers in the attendance center. According to these requirements the attendance center plans, at a minimum, must be based on the needs of the teachers in that center; the Iowa Teaching Standards; the district professional development plan; and the student achievement goals of the attendance center and the school district as set forth in the comprehensive school improvement plan.

Each AEA is required to develop Attendance Center Plans. AEAs may organize the Attendance Center Plans to work within the context of the agency’s organizational structure and support the professional learning of personnel who represent a region, zone, role group, content area, department, or other configuration.

Individual Teacher Professional Development Plan. Each school district and area education agency is required to support the development and implementation of the individual teacher professional development plan for career teachers. The purpose of the individual plan is to promote individual and collective professional development.

At a minimum, the goals for an individual teacher professional development plan must be based on:

1. The relevant Iowa teaching standards that support the student achievement goals at the building-level (attendance center) and school district as appropriate, as outlined in the comprehensive school improvement plan.
2. The needs of the teacher.

The teacher must develop the individual plan in collaboration with his or her evaluator. As the teacher and the evaluator collaboratively develop goals they must consider how the goals in the individual plan go beyond those required under the building-level (attendance center) professional development plan. For details, see the section about individual teacher plans beginning on page 81. The IPDM should be used to develop learning opportunities to meet the goals of the individual teacher plan and include both individual study and collaborative study of district-determined content to the extent possible. An annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the plan. AEA personnel who qualify for the Teacher Quality Program are required to have individual professional development plans as well (see Appendix 3-C).

The teacher must develop the individual plan in collaboration with his or her evaluator.

The Individual Administrator Professional Development Plan. A new component to the Teacher Quality program, as a result of the 2007 legislation, is the addition of the Administrator Quality Program. This process is established to promote high student achievement and enhanced educator quality. The program consists of four major components: Iowa Standards and Criteria for School Leaders (see Appendix 3), a mentoring and induction program, evaluation against the standards, and an Individual Administrator Professional Development Plan. For each administrator in the district, the individual administrator professional development plan is developed in cooperation with the administrator's evaluator and is a part of the evaluation process. The professional development plan is designed to directly support best practices in leadership and to promote individual and group professional development. The individual plan must:

1. Be based on the needs of the administrator,
2. Be aligned, as appropriate, to the Iowa Standards for School Administrators,
3. Be aligned with student achievement goals of the school (attendance center) and the school district as established in the comprehensive school improvement plan.
4. Be developed in cooperation with the administrator's evaluator, and
5. Promote both individual and group professional development.

Teacher Quality Committees. The Iowa Student Achievement and Teacher Quality Act of 2007 requires that the IPDM be followed when distributing funds (from specific TQ professional development allocations) for district, attendance center, and individual professional development plans. Therefore, the Teacher Quality Committees must follow the IPDM when making decisions and recommendations related to professional development.

Organization of the IPDM Technical Guide

The IPDM Technical Guide has been created to represent the current status of the legislation. Components representing the original Teacher Quality Legislation, as well as changes instituted in 2007, will be found. The design of the document is intended for use as a tool to support the development of district, attendance center and individual teacher professional development plans.

The steps on the following pages are offered as a suggested sequence for beginning work on the District- and Building-Level Professional Development Plans. Planning begins with analysis of student data and goal setting at the district level. As soon as district priorities are established, building level planning occurs in an effort to customize the goals and actions to fit each building, based on student data and teacher needs. This step in the process is intended to extend and refine the plans made at the district level. The relationship between district-level and building-level leadership teams requires a high degree of reciprocity. This relationship involves an interactive process wherein the building leadership team typically will send the building-level plans to the district level, where central office staff align the district plan to support each building's professional development plan.

The upcoming pages supply the rationale for each component of the model. To help guide local district planning, each section begins with the description of the component from the Iowa Professional Development Model District Profile. The Profile is a tool/resource designed to guide a district's level of engagement in the processes of the IPDM. (See Appendix 1 on Developing a District/Building Profile.) Following these descriptive profiles, readers will find steps to follow for planning, implementing, and evaluating professional development. In addition, "Tools" pages are included for most of the Profiles. Most Tools include "worksheets" with prompts to facilitate planning and decision-making and space to record the district and building-level plans.

The steps on the following pages are offered as a suggested sequence for beginning work on the District- and Building-Level Professional Development Plans.

. . . The relationship between district-level and building-level leadership teams requires a high degree of reciprocity . . .

. . . In addition, "Tools" pages are included for most of the Profiles. Most Tools include "worksheets" with prompts to facilitate planning and decision-making and space to record the district and building-level plans.

Iowa Professional Development Model

Student learning – at the center
of school improvement and staff development

Operating Principles

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
 - Leadership
 - Simultaneity



Steps in Implementing the Iowa Professional Development Model

Getting Started: Attending to the Operating Principles

The figure on the prior page represents a model of professional development embedded in a school improvement environment and follows an action research framework. The IPDM has been adopted by the Iowa State Board of Education for implementation in the state of Iowa for several reasons. First, the legislature’s intention is that professional development support “best teaching practice,” which would translate into improved student learning in all areas. Second, since student achievement most frequently results from the collective focus of schools on specific student learning outcomes (Elmore, 2002; Fullan, 2001; Joyce and Showers, 2002; Schmoker, 1996; Slavin, et al., 1996), the model is designed as a structure for school professional development efforts operating under the umbrella of district goals and leadership (as per the Comprehensive School Improvement Plan, CSIP).

The fundamental tenets of the professional development model are that student needs will drive decision-making, and student learning will form the basis on which professional development is planned, implemented and evaluated. (Note that while much of the professional development in which teachers currently engage can be integrated with that provided for schools and districts, some professional development activities—e.g., state mandates such as child abuse prevention—fall outside the purview of this model.)

To successfully implement the Iowa Professional Development Model, it is necessary to first consider the IPDM’s Operating Principles: “Leadership”; “Focus on Curriculum, Instruction and Assessment”; “Simultaneity”; and “Participative Decision Making.” The Operating Principles describe actions and priorities essential for the ongoing sustained implementation of professional development at the district, building, and classroom level.



Leadership

Strong leaders are essential for successful professional development efforts.

Leaders facilitate the engagement of all faculty members responsible for instruction, address time and resource issues, and balance both the pressure and support required to sustain professional development efforts as a priority. Collective professional development aimed at student learning goals requires focused leadership that is distributed among faculty and administration. The best way to accomplish true distributed leadership is to have a professional development leadership team.

Collective professional development aimed at student learning goals requires focused leadership that is distributed among faculty and administration.

- Form a Professional Development Leadership Team (see STEPS, page 19).
- Convene the Teacher Quality Committee. See Teacher Quality Committees: <http://www.iowa.gov/educate/content/view/232/637/>
- Assign someone skilled in the IPDM to present an in-depth overview of the IPDM for leadership team members and the Teacher Quality Committee (TQC).
- Clarify the roles/responsibilities of the Leadership Team and the TQC.
- Identify a provider; i.e., the individual(s) or organization(s) that serve the district by providing long term, ongoing support of the district professional development plan.

Focus on Curriculum, Instruction and Assessment

A clear focus on instruction is essential. Deliberate alignment of instruction, curriculum, and assessment increases the likelihood that professional development efforts will be effective. If the goal is increased student achievement, use the most powerful tools over which the school has control.

- Send a clear message about intent and commitment to all faculty members. Communicate key points:
 - All students can learn.
 - The purpose of professional development is to increase student achievement.
 - Professional development should be collective learning by all teachers and administrators with an emphasis on improving instruction.
- Develop a common understanding of each of the components of the IPDM. Use guidance, steps, and tools that are provided to structure and maintain a focus that will reinforce the alignment between the essential components of curriculum, instruction and assessment.
- Fully implement the Iowa Core Curriculum. The purpose of the Core Curriculum is to raise student expectations and change teaching behaviors to impact student achievement. The Iowa Core Curriculum provides the details for teachers to make

Send a clear message about intent and commitment to all faculty members. Communicate key points . . .

All students can learn . . .

sure students reach Iowa's Core Content Standards and Benchmarks. It assists teachers in knowing how to integrate essential concepts and skills into student learning opportunities. The Core Curriculum is about teaching and learning; it provides examples of powerful instruction clearly tied to classroom assessments. It provides a comprehensive picture of effective curriculum that addresses pedagogy, content knowledge, and assessment.

In combination, the IPDM and the Core Curriculum offer districts and schools the tools needed to develop and support aligned curriculum, instruction and assessment practices. Using the IPDM will enable teachers and administrators to design and support learning opportunities that are needed to fully implement the Core Curriculum in every Iowa Classroom.

Simultaneity

Schools and districts often have to attend to multiple concerns simultaneously. Professional development efforts balance the resources directed toward and the efforts invested in content, context and processes. To accomplish student achievement gains, focusing on new content is the priority, but at the same time, issues of context and process may also need to be addressed. Select a priority in which to invest professional development time and resources and then, seek ways to integrate other concerns without losing focus on the major initiative.

- List all initiatives that are currently taking faculty and administrators' time. Review student achievement results and other sources of data to identify efforts that are not contributing to district/building goals.
- Eliminate or decrease programs and initiatives that are not yielding desired results and are competing for time and resources.
- Ensure the various components of the Teacher Quality Program (professional development, mentoring induction, teacher evaluation) work together as a system to build capacity for all district instructional staff.
- Implement professional development, develop competency in collaborative work and improve the quality of working relationships at the same time.

Participative Decision Making

Collective action requires a democratic process. Teachers are engaged in decision-making and planning for professional development that is aligned with identified student needs.

Implementation of any educational reform effort requires significant system-level supports. The IPDM, the Iowa Core Curriculum, Learning Supports and the Instructional Decision-Making Model are examples of system-level supports that must work together to accomplish the intended school improvement outcomes.

Collective action requires a democratic process. . . .

Involve all stakeholders in selecting and planning for the implementation of instructional strategies

Clear goals and expectations from each group are imperative to effective professional development outcomes.

Communication and governance processes are in place to increase the likelihood that decisions made about staff development are binding. When professional development decisions affect a group, group members must participate in making those decisions.

- Involve all stakeholders in selecting and planning for the implementation of instructional strategies.
- Attend to team and committee structures to ensure that the staff members are involved with planning and addressing logistical issues such as setting up teacher planning times, arranging for peer coaching partners, and determining times for classroom observations.
- Communicate on a regular basis to Professional Development Leadership Team and Teacher Quality Committee members. Clear goals and expectations from each group are imperative to effective professional development outcomes.

Establish a Professional Development Leadership Team

Professional Development Leadership Teams may be established at the district and at the building level. These suggested steps should be completed at initial meetings and continuously supported. The purpose of this team is to then move from formation to action. Read the suggested purposes, composition, and process ideas. List team members and describe their roles on the following worksheet.

Suggested Purposes of a Leadership Team:

- ❑ To help organize and support various professional development functions.
- ❑ To engage in participative decision making – a democratic decision making process for keeping teachers involved and informed.
- ❑ To help principals sustain a focus on instruction and keep professional development functions going.
- ❑ To distribute leadership and responsibility up and down the organization.
- ❑ To work together with the Teacher Quality Committee to facilitate communication and participative decision-making.

Suggested Composition:

- ❑ Teachers representing various grade levels, content areas and role groups, i.e., elementary, middle school, high school, special education, Title I, gifted and talented, and general education.
- ❑ Individuals who have specific expertise in content, collecting and analyzing data, assessment, professional development, etc.
 - Principal
 - Central office staff, i.e. directors of curriculum, professional development, and school improvement
 - AEA provider/consultant(s)

Suggested Processes:

- ❑ Clarify roles of the team, e.g. assisting with the collection and analysis of data; facilitating building meetings between training sessions; helping to collect and organize implementation data; demonstrating strategies; supporting the establishment of collaborative teams.
- ❑ Establish a protocol for meeting routines and a framework for agendas.
- ❑ Determine how meetings will be monitored and what data will be collected.
- ❑ Collect meeting artifacts such as meeting agendas and minutes.

Tool 1

District Professional Development Leadership Team

District: _____

List District PD Leadership Team members below:

_____	_____
_____	_____
_____	_____
_____	_____

Identify the responsibilities of the District PD Leadership Team:

Building-Level Professional Development Leadership Team

District: _____

List Building PD Leadership Team members below:

_____	_____
_____	_____
_____	_____
_____	_____

Identify the responsibilities of the Building PD Leadership Team:

Set a schedule for PD Leadership team meetings and add to calendar.

The Cycle of Professional Development

The IPDM graphic (Exhibit 3) illustrates a cyclical professional development process. Professional development begins with four Planning Components— *Collecting/Analyzing Student Data*, *Goal Setting*, *Selecting Content*, and *Designing the Processes for Professional Development*. The next components are *Training and Learning Opportunities* and *Collaboration/ Implementation*. Action research components are *Ongoing Data Collection (Formative Evaluation)* and *Program Evaluation (Summative Evaluation)*.

Once goals are accomplished, the components repeat, leading again to *Collecting/Analyzing Student Data* and the rest of the cycle.

“Action research asks educators to study their practice and its context, explore the research base for ideas, compare what they find to their current practice, participate in training to support needed changes, and study the effects on themselves and their students and colleagues.”

Calhoun, 2002

There are different action research models. However, the approach that more closely aligns with IPDM focuses on school-wide or district-wide inquiry regarding student learning goals. This approach emphasizes educators continually studying student and staff learning through a collective and action-taking process (Calhoun, 2002).

The professional development plans are designed at the district and building level, with the intent that the changes in teacher knowledge and skills will result in improvements at the classroom level. Classrooms exist in the context of schools and districts and states and the policies that govern them. The efforts of learning communities to determine the needs of their students, to study curriculum and teaching strategies that address those needs, and to implement them in classrooms require powerful leadership at all levels and sufficient resources to support quality professional development. The evidence of increased student learning in successful school improvement and professional development programs suggests that the effort and resources are well spent.

Components of the Professional Development Cycle

The following section of this guide provides a description of each component of the Professional Development cycle, steps to implement that component with suggested tools to assist district/building PD Leadership teams, and a recommended format for documenting each component to yield complete and compliant district and building level professional development plans. The level of detail for the building plans and the district plan may not be of equal levels of specificity. The sequence for the planning process may vary depending on the size of the district. For example, a small district’s PD plan may have more detail and complexity than its building plans. A large urban district, where the building plans might be generated first and there is more diversity among the buildings, might have very detailed building plans with less specificity in the district plan.

The IPDM District/Building Profile (Appendix 1) provides a tool for districts and buildings to use while developing plans or when assessing the current level of application of the IPDM.



IPDM Planning Component: Collecting/Analyzing Student Data

IPDM Profile. Identifying student need is the first step in designing professional development intended to improve student learning. Collecting and analyzing information about student performance in priority content areas enables a district and/or school to set priorities. If professional development is to have an impact on student learning, it must precisely align with student need.

Dimension 1: Uses analysis of multiple sources of data

Dimension 2: Analysis of subgroup data

Dimension 3: Leadership Team and administrators use and interpret data.

*“Whatever it is that keeps us from assessing our progress and products adequately, we must learn to listen, to observe, and to gather data from all sources that will help us know how we are doing, where we are going, and how we can get there.”
(Bernhardt, 2004)*

Many sources of data are appropriate for decision-making about needed professional development. The key to data collection, however, is to focus on the students in a classroom, across a grade level, in a school, a district, and/or state.

Data can be divided into roughly two categories—those data that indicate the status of skill development in areas of importance and those data that explore hypotheses to explain that status. Standardized tests of reading, math and science, such as the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED), are indicators of the status of skill development; they provide a measure of a student’s current levels of understanding and proficiency with respect to same-age comparison groups at a school, district, state or national level. When data are being examined to determine the status of student skill and knowledge on the district content standards, it is critical that district administrative personnel make available to principals data on their specific schools, and that principals make available to teachers data on their specific students. Our long-term goal is for the professionals in schools to take responsibility for the learning of students. To do so, there needs to be an open sharing of information.

Data that explore hypotheses to account for current levels of student skill, understanding, and proficiency include information about:

- Students’ individual characteristics (e.g., hearing and vision acuity, sleep and nutrition patterns, indicators of abuse and/or drug use, attention disorders and learning disabilities)
- Information about the professional staff responsible for students’ learning (e.g., teacher preparation and credentialing, expectations for high achievement levels for all students, attitudes toward diverse social and ethnic groups)

- Information about the school and home environments (e.g., leadership’s vision for student growth and clarity with respect to means and ends, the presence or absence of collegial norms, attitudes toward and quality of professional development programs, socioeconomic status, number of migrant families)
- Data generated by the Iowa Core Curriculum processes to study content alignment and review instructional practices. Needs identified through the analysis of district and building-level curriculum, instructional, and assessment practices will help to identify professional development priorities that will focus squarely on teaching practices, learning new pedagogy and content knowledge.

Data about the implementation of current programs also fit into this category. For example, if a district has adopted a math curriculum that appears not to be affecting student math skills, it is important to examine the actual level of implementation of the program before discarding the investment in materials and training. The types of data collected to explore possible explanations for student learning, or lack of learning, are extremely diverse and are indicative of the beliefs of professionals in the workplace as well as the history and norms of individual schools, districts and communities.

As part of the CSIP process, all schools/districts will need to collect the first type of data regarding current levels of student skill development to determine present achievement patterns of their students and implications for needed improvements. In studying data, it is important to look for patterns and frequencies of phenomena in an effort to set goals for improved student achievement and to make decisions about professional development that will advance them toward those goals.

Districts/schools collecting data on student learning have many options available, such as these:

- Are subgroups of racial, ethnic, socioeconomic status (SES), English Language Learners (ELL), gender, and individualized education program (IEP) populations equally well served by current educational programs?
- Are reading comprehension or math problem-solving difficulties distributed across a broad range of students, or do problems cluster in subgroups?
- What percentage of the total student population and of each subgroup are meeting the expectations laid out in district standards and benchmarks?
- Do scores vary markedly among teachers or grade levels?

... it is critical that schools/districts have sufficient data and examine them in enough depth to determine the current levels of student proficiency in the basic subjects.

See Tools 2.1 and 2.2 (pp.26-29) for additional questions to consider.

It is from these data that goals for student learning are formulated, so it is critical that schools/districts have sufficient data and examine them in enough depth to determine current levels of student proficiency in the basic subjects.

Because the CSIP process involves multiple stakeholders (e.g., teachers, administrators, parents, community members) in analyzing data to determine student need, it is critical to the entire improvement process that data are classified and shared in ways that are clear for both education professionals and other stakeholders. The added benefit from broad participation at the data

analysis and goal setting stages is the building of a shared understanding of educators' needs for continuous learning aimed at addressing student-learning needs.

In addition to student learning data, districts/schools also need to examine data with the potential to explain identified student needs. Two sources of data are good starting points because of their explanatory power: the current curricular, instructional, and assessment programs, as well as research on successful programs. In settings serving large numbers of students living in poverty, nutrition and health status information should help educators address conditions that could depress or prevent students' abilities to profit from quality instructional programs. All districts should examine their dropout data to determine how many of their students fail to complete high school. In addition, the demographics and the commonalities of those students should be analyzed to determine who those students are. Data on school climate can identify levels of expectation for student learning, the need for learning supports, the presence or absence of collaborative structures, and the understanding of school and district goals for student achievement. Often, areas of concern raised by these types of data can be addressed in conjunction with, or in support of, the district's/school's main improvement agenda.

Examining multiple sources of data enables schools/districts to determine the status of student learning, identify needs for improvement, and explore avenues for advancing annual and long-range improvement. At this stage, developing and maintaining an understanding of the operating principle *simultaneity* is important. As PD goals are set and content selected, multiple sources of data may indicate the need for simultaneous approaches; e.g., poor math skills will require attention to standards, benchmarks, and essential concepts and skills, along with new teaching strategies that put that curriculum within students' reach, plus the introduction of collaborative structures that enable teachers to begin the process of collectively working toward a shared goal.

Additional Measures

To make informed decisions about goals for student learning and therefore, content for professional development, district and school personnel often need additional or more detailed information about what their students know and understand—information that may not be available from standardized tests such as ITBS/ITED. Chapter 12 Citation: 281—IAC 12.8(1)(f)(1) states, “A school or school district shall use additional assessments to measure progress on locally determined content standards in at least reading, mathematics, and science” and requires that at a minimum, a school district or accredited nonpublic school must have at least one additional assessment in reading, mathematics, and science. All measures should have the highest degree of objectivity and technical adequacy possible. Districts using any of the assessments identified in the following section should complete an alignment study to determine whether or not they assess what is expected to be taught. The convergence of evidence about student learning needs becomes a powerful indicator for professional development goals.

To make informed decisions about goals for student learning and therefore, content for professional development, district and school personnel often need additional or more detailed information about what their students know and understand—information that may not be available from standardized tests such as ITBS/ITED.

Steps for Collecting & Analyzing Student Data

- ❑ Follow the protocol provided to generate questions to study student needs and engage the Professional Development Leadership Team in analyzing and discussing the data. See Tools 2.1 and 2.2
- ❑ Collect data to answer the questions. Identify and document data already collected to answer the questions generated. Collect additional data to address unanswered questions. Display data in a way that facilitates dialogue among staff.
- ❑ Generate new questions that emerge from data analysis and consider additional sources of data.
- ❑ Analyze and discuss implications, trends, and patterns. Keep the focus on student learning, and set high expectations that all students can learn at high levels.
- ❑ Organize answers to questions and facilitate dialogue with all faculty. Ensure that all faculty members are knowledgeable about student needs and the rationale for studying new practices. The goal of this dialogue is to develop an understanding of the status of student learning and to lay the foundation for the staff to assume responsibility for future student learning.
- ❑ Share and discuss findings with others, actively modeling how to use and interpret data.
- ❑ Write a brief statement summarizing the PD Leadership Team's interpretation and comments on the implications of these data. The statement should include the general population as well as findings and implications for all subgroups represented in the district.
- ❑ Record this statement in the District Professional Development Plan Form. Include any data displays that will help to show student needs. Each Building-level Leadership team will record their analysis on the Building-Level PD Plan Form.

District Professional Development Plan

Data:

Summarize the District Professional Development Leadership Team's interpretation and comments on the implications of district-level data. Include any data displays that will help to show student needs.

Building-Level Professional Development Plan

Data:

Summarize the Building-level Professional Development Leadership Team's interpretation and comments on the implications of building-level data. Include any data displays that will help to show student needs.

Tool 2.1

Discussing Our District's Data

District Name: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source being analyzed.)*

___ ITBS/ITED

___ Diagnostic: _____

___ Grades or Progress Indicators

___ Teacher Data

___ Other: _____

1. What do you notice when you look at these district level data?
 - a. How does our student performance in reading and math compare with state and national achievement norms?
 - b. Are our median percentile math achievement scores consistent at the elementary, middle school and high school levels?
 - c. Are our median percentile reading achievement scores consistent at the elementary, middle school and high school levels?
 - d. How does the achievement of our various subgroups (e.g., Special Education, English Language Learners, Low Socioeconomic Status, ethnic minorities, etc.) compare with our district averages in reading and math? Are we serving all students equally?
 - e. How many schools do we have “in need of assistance” or in danger of being labeled “in need of assistance?”
 - f. How often are students with low scores in reading and math absent?
 - g. How often do poor readers (or students struggling with math) get referred to the office in a given year? Are poor readers referred to the office for discipline problems more often than good readers?
 - h. How many of our students are proficient in reading? Math?
 - i. How many of our students are “marginally” proficient (e.g., scoring between the 41st and 50th percentile in reading and math on the ITBS/ITED?)

Tool 2.1, Discussing Our District's Data, continued

2. What are you comfortable saying about student or staff performance based on these results?

3. What additional questions do these data generate?

4. What do these data indicate students need to work on?

5. Based on these data, what can we infer teachers/administrators need to work on?

6. What do the results and their implications mean for your instructional practices and the district-level professional development plan?

Tool 2.2

Discussing Our Building's Data

School: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source being analyzed.)*

- ITBS/ITED
- Diagnostic: _____
- Grades or Progress Indicators
- Teacher Data
- Other: _____

1. What do you notice when you look at these data?

Sample of school questions:

- a. What areas of reading/math are most difficult for our students? (For example, item analyses of ITBS/ITED data will reveal scores for sub-categories of reading such as “decoding,” “using context clues,” “determining main ideas,” etc.)? What are the strongest skill areas for our students in reading and math? What are the weakest areas?
- b. Do we have overlap among our sub-groups? (For example, how many of our students with disabilities receive free/reduced lunch? How many of our low SES students belong to ethnic minorities? Etc.)
- c. Did any sub-groups score lower on portions of the ITBS than the rest of our student population?
- d. What are the reading scores of students who have dropped out of school this year
- e. How often do poor readers get referred to the office in a given year? Are poor readers referred to the office for discipline problems more often than good readers?
- f. How much independent reading do our students do at school? At home?
- g. What supports for struggling students are present in our school, neighborhood, and community? Do we know how effective they are?
- h. Why are our students referred to the office? What are the most common forms of student misbehavior in our school?

Tool 2.2, Discussing Our Building's Data, continued

Sample of department/grade level questions:

- a. What specific comprehension tasks account for any decline in overall comprehension scores on the ITBS?
 - b. How many of the 9th grade students reading below the 40th percentile on ITED are earning D's or F's in English I?
 - c. When we examine the item analysis data for each academic area on the ITBS/ITED, are there any weaknesses discovered in specific items consistently across all the grades?
 - d. How many of our students failed specific classes? For example, how many failed English I?
2. What are you comfortable saying about student or staff performance based on these results?
 3. What additional questions do these data generate?
 4. What do these data indicate students need to work on?
 5. Based on these data, what can we infer teachers/administrators need to work on?
 6. What do the results and their implications mean for your instructional practices and the district-level professional development plan?



Planning Component: Goal Setting and Student Learning

For full-size IPDM graphic, see page 14.

IPDM Profile. Clear statements of expectations regarding student learning allow schools and districts to focus professional development resources and energy on achievable goals. To meet the goals identified in the Comprehensive School Improvement Plan, the intent of professional development is to increase the learning of all students while attending to the learning needs of subgroups of students. If professional development content is to accomplish the desired increases in student learning, the goals for student learning must be explicit and concrete.

Dimension 4: Professional development target that is focused on instruction

Dimension 5: Goals and PD target aligned with data

Dimension 6: A specific target based on the AIG/AMO and district goals

Dimension 7: A singular focus at the district/building for PD

“Without explicit learning goals, we are simply not set up and organized for improvement, for results. Only such goals will allow us to analyze, monitor, and adjust practice toward improvement...The introduction of specific, measureable goals is among the most promising yet underused strategies we can introduce into school improvement efforts.” (Schmoker, 1999)

Specific student learning goals provide the direction for selecting professional development content. Once data are analyzed, goals can be stated. For example, when a district determines that reading achievement needs to be improved, the goal must be much more specific than a desire to “increase scores” on a reading test. Close scrutiny of reading achievement data will reveal if students need decoding and word attack skills, increased sight vocabulary, comprehension strategies, improved fluency, or skill in reading non-fiction and technical material, etc. Likewise, when the study of student data identifies poor math achievement, closer scrutiny of test data (e.g., item analysis) can help districts and schools determine if the problem is generalized across all areas of math or specific to problem solving, number concepts, algorithms, or the application of math concepts to real-world situations. Specific goals enable faculties to decide on the professional development target which states exactly what the teachers need to learn to support the learning needs of their students and to provide focus throughout an improvement effort.

Typically, district and school goals are aligned but not congruent. After examining data for all students in a district, district leaders may identify literacy as the primary target for improvement. It may further set goals, such as “By the spring of 20__, 75 percent of all students (the entire student population that includes each major subgroup) will be reading on grade level.” The task then is for each school to study closely the data on its students with respect to literacy.

Although the federal (*No Child Left Behind Act*, 2001) and district goals may require the statement of expected gains in student achievement, it is recommended that for the purpose of operating within the Iowa Professional Development Model, schools form SMART goals (i.e., strategic and specific, measurable, attainable, results-based, and time-bound) to communicate and focus their intended student expectations. This type of goal clarifies the purpose of the change effort and allows for continuous striving toward the ideal. SMART goals communicate clearly to parents, students, and staff the aspirations held for the building's children and provide guidance for the prioritization of the myriad number of goals that must be included in the CSIP. When the goals at the top of the priority list—"ideal/SMART goals"—motivate the drive for increased student learning, professional development is free to address significant professional learning that can, and frequently does, translate into sizable student learning gains.

For example, Elementary School A may determine that its reading program is currently resulting in grade-level achievement for 70 percent of its students, while only 55 percent of students are meeting the writing benchmarks. Its goal for improvement might thus be to improve writing scores to passing for an additional 10 percent of its students in each of the next two years; its professional development target is likely to focus on writing instruction and assessment.

Elementary School A, Sample SMART Goal: Within two years, increase the number of students with increased writing scores by 10% as measured by district writing assessments.

High School B, however, discovers in its study of student data that only 48 percent of its students are currently reading at grade level and 51 percent are meeting writing benchmarks. Clearly, both areas are in serious need of attention. High School B's goals might include raising reading scores to grade level and meeting the writing benchmark.

High School B, Sample SMART Goals: Within two years, 80% of all students will be reading on grade level. Increase by 15% each year the number of students scoring above proficient or advanced on the district end of the year benchmark writing assessment.

The professional development target would then logically include the implementation of reading classes for struggling readers, with a small group of faculty engaging in professional development to support that effort. The English/Language Arts faculty might focus its professional development efforts on writing instruction and assessment to meet its annual goal. And the entire faculty might support the efforts of the reading

SMART goals (i.e., strategic and specific, measurable, attainable, results-based, and time-bound) . . . communicate clearly to parents, students, and staff the aspirations held for the building's children and provide guidance for the prioritization of the myriad number of goals that must be included . . .



and English/Language Arts departments by learning and implementing “reading across the curriculum” strategies and supporting an extensive recreational reading program.

The expectation set forth in the Teacher Quality legislation is that each district will study the achievement data for all its students and set goals for improved student learning as part of the CSIP and District Professional Development Plan. Individual schools within districts will need to plan how they will respond to district goals, given the specific data for the students in their building. Schools will need an Attendance Center Professional Development Plan to guide their own improvement efforts aligned with the district goals.

Finally, when examination of student data reveals multiple needs, it is critical that the district/school focus on only one or two needs at a time. Learning a new curriculum or instructional strategy and the assessments to guide their use and to determine their effectiveness takes considerable professional development time for classroom teachers. Until schools are structured to significantly increase not only the time allotted for new learning opportunities but time for collaborative study and work within the school day, existing resources will not support multiple initiatives at any one time.

The following paragraphs show goal statements written for rural and urban districts and schools. Note that each entity chose to construct its goal in response to the growth needed to meet the Annual Measurable Objectives (AMO).

Sample Goal Statement: Rural District

Rural District has a very high proportion of students proficient in reading at the 4th grade level. Seventy-eight percent of fourth graders were proficient in reading in 200_ - 200_. Fourth grade reading proficiency has risen 3 percent in the last two years. However, an analysis of all reading data for Rural District shows sharp declines at the middle school and ninth grade levels in the percent of students proficient in reading. The district will need to write goal statements at multiple levels of their system.

Annual Improvement Goal: The percentage of students (including the measurable subgroup, SES) reading at the proficient level in grades three through eleven as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the district trajectory in 200_ - 200_

SMART Goal: By 200_, increase by 10% the number of students scoring at proficient or above in reading comprehension in grades 6-10 on the ITBS and ITED Reading Comprehension Subtest.

Sample Goal Statement: Rural School

Rural School’s task appears deceptively simple, with 89 percent of fourth-grade students proficient in reading in 200_ - 200_. The percentage of students proficient in fourth grade reading has increased two percent over the past two years. Because the school is relatively small and has fewer than 30 Special Education students enrolled, those students, as well as several ELL students, were not broken out by category. Analysis of the Low SES data also revealed the majority of Low SES students were

receiving reduced rather than free lunch, which indicates they are not desperately poor. While Rural School has been extraordinarily successful in teaching most of their fourth graders to read, they will need to study carefully the strengths and weaknesses of all their students in reading in order to meet their goals.

Annual Improvement Goal: The percentage of students reading at the proficient level in grades three through five as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the district trajectory in 200_ - 200_. While this goal statement meets legal requirements, the school will almost certainly want to make major inroads with the populations currently not being well served.

SMART goal: By the end of 200_, 50% of all 3rd-5th grade students in under-performing subgroups will be proficient in reading comprehension as measured by the ITBS, as the result of teacher implementation of reading strategies identified as the professional development priority.

Example of wording a SMART goal: By the end of 200_ 50% of all 3-5th grade students in under-performing subgroups will be proficient in reading comprehension as measured by the ITBS . . .

Sample Goal Statement: Urban District

Fifty four percent of the fourth graders in Urban District were proficient in reading in 200_ - 200_. The district must meet the state Annual Measurable Objective (AMO) or risk being labeled in need of improvement. To meet the AMO, the percent of students proficient in reading must meet the trajectory each year. A sample goal statement for the district might be:



Annual Improvement Goal: The percentage of students reading at the proficient level in grades three through eleven as measured by the ITBS and ITED Reading Comprehension Subtest will meet the proficiency levels on the state trajectory, including each of the NCLB subgroups, (low SES, special education students, limited English proficient students, and race/ethnic subgroups) in 200_ - 200_.

SMART goal: By 200_, 80% of all students in 3rd-11th grades will be proficient in reading vocabulary and comprehension, as measured by ITBS and ITED Reading Comprehension Subtest.

A Few Words About Highly Focused Targets

In an effort to identify and select a focused professional development target for the goals that are listed above, an example of a Professional Development target would be CORI (Concept Oriented Reading Instruction). If CORI were the selected PD target, then all teachers responsible for instruction would collectively learn and implement it.

Recommending that schools establish a singular focus does not, however, necessarily suggest that a building faculty study only one thing. It means that the faculty should decide on what is the most important thing to address and then provide the time, intensity and resources over a sustained period until desired results are attained. With careful consideration given to the various issues that require the attention of staff and administrators, this focus on an instructional improvement will now become an agreed upon priority focus.

Typical Questions About Target Selection

Can a school have two major professional development targets such as reading and math? Yes, if they can sustain the amount of time and energy it takes to learn new content knowledge and pedagogy, periodically review data on student responses to learning, gather data on teacher implementation, etc. in both areas.

Elementary: Two major professional development targets in an elementary school may make it difficult for the same teachers to engage fully in both priorities. For schools in need of assistance in two areas, it may be necessary to study with intensity the area determined to be the most critical. That school can then address the second target by either learning new skills that may not be as complex or by attending to curriculum work or other structural variables that do not involve every teacher with as much time and work as the PD priority. It is better to accomplish one goal than to spread a staff too thin and fail to accomplish gains in either area.

Secondary: Middle Schools and High schools often have a more departmentalized structure and may be better able to sustain two major goal areas simultaneously. For example, a middle school or high school could work on reading in the content area in text-rich courses and work on math in mathematics, science and career/technology courses.

What about art, music, and physical education teachers? Do they have to engage in a collective building-wide focus area if it has nothing to do with their area of expertise? This is an area that requires careful dialogue and planning. For example, there may be some skills or relevant strategies related to the building-wide goal to increase reading comprehension that these teachers should be accountable for learning and applying to their content areas (e.g., vocabulary, reading strategies). Individual teacher professional development goals are discussed as part of their individual teacher development plan. See information on Individual Teacher Plans.

Elementary: Two major professional development targets in an elementary school may make it difficult for the same teachers to engage fully in both priorities. For schools in need of assistance in two areas, it may be necessary to study with intensity the area determined to be the most critical . . .

Middle Schools and High schools often have a more departmentalized structure and may be better able to sustain two major goal areas simultaneously.

There are many examples across Iowa of these teachers using reading strategies to help build reading skills in their classrooms when it makes sense to do so. It may not be practical or appropriate for them to attend in-depth training on every skill and be asked to collect extensive data on reading in their courses.

- Can a PE teacher do a read aloud about a famous athlete when introducing a new sport? Yes.
- Should this teacher attend every training session on complex reading strategies and assessments all year? No.
- Should the PE, art and music teacher engage in PD about their specific discipline/content domain area? Yes.

Should a district identify the curriculum alignment work of the Iowa Core Curriculum as their Professional Development Goal? The Iowa Core Curriculum will only accomplish its desired intent if teachers develop the instructional skills to deliver the curriculum. While curriculum alignment work is preparation for setting professional development goals, by itself, it will not accomplish full transfer of essential concepts and skills to routine practice in every classroom.

Professional development must go into greater depth with sustained work that includes theory, demonstration, practice and collaboration to learn a set of skills that are used when delivering instruction to students. Curriculum management work should not replace professional development that is explicitly aimed at learning new teaching strategies and skills. A school that has a goal to study an academic content domain (literacy, mathematics, science, social studies, and 21st century skills) should continue to commit the majority of professional development time and resources to studying instructional content and pedagogy, while attending to curriculum work.

Curriculum management work should not replace professional development that is explicitly aimed at learning new teaching strategies and skills.

. . . [schools] should continue to commit the majority of professional development time and resources to studying instructional content and pedagogy, while attending to curriculum work.

Steps for Goal Setting and Student Learning

- ❑ The goal statement forms the basis for the process of the professional development target so careful attention should be placed on formulating clear and accurate goal statements. A good way to remember the components of a quality goal statement is to remember SMART, the acronym used by many experts in goal setting. See Tool 3.2.
- ❑ Study the goals identified in the CSIP (Student Learning Goals and Long-Range Goals). See Appendix 1, Dimensions 4 – 6.
- ❑ Review the Annual Improvement Goals (AIG)/Annual Measurable Objectives (AMO).
- ❑ Narrow the AMO/AIG to set a specific target for professional development. A professional development target identifies the instructional content needed to reduce gaps in student achievement.
- ❑ Check to make sure that the goals and PD target are aligned with data. There should be tight coupling among the data, goals, and the target selected.
- ❑ Ensure that there is a priority focus at the district/building for PD. Faculty should focus on one major area at a time. Multiple emphases across the district with variation at the building level may be necessary to address student needs established by data.
- ❑ PD Leadership Team has identified a professional development target that is focused on improving student achievement in reading, math or science and provides skill development in instruction.
- ❑ Record the district-level target for PD in the District Plan and the building-level target for PD in the Building-level Plan.
- ❑ Disseminate goals and communicate decisions. Facilitate opportunities for faculty to process the links among student need, the district/building goal(s), and the PD target.

District Professional Development Plan

PD Target:

List the district PD target (a PD Target is narrower than the broad annual improvement goal/annual measurable objective found in the CSIP).

Building-Level Professional Development Plan

PD Target:

Use the PD Target and the building-level data to select the PD Target for the building.

Tool 3.1

Goals and Professional Development Target

Listed here are various goal-setting terms and descriptions, which are used as part of planning the Comprehensive School Improvement Plan (CSIP) and professional development.

Student Learning Goal — State Requirement

A student learning goal is a general statement of expectations for all graduates. Student learning goals are broad and general. They are aligned with the district mission statement. Example: Prepare students to engage in life-long learning.

Long Range Goal— State Requirement

Long range goals describe desired targets to be reached over an extended period of time. Example 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. Example 2: By 2013-2014 all students will be proficient in reading, math, and science as measured by the ITBS and ITED. (This is aligned with NCLB.)

Annual Improvement Goal (AIG) — State Requirement

AIGs are based on data from at least one district wide assessment. The AIGs describe the desired annual increase in reading, mathematics, and science (and other curriculum areas—as appropriate) for all students, for particular subgroups of students, or both. Annual improvement goals must be measurable and address improvement of student learning, not maintaining of current levels of achievement.

A district may use its Annual Measurable Objectives (AMOs) under NCLB as its annual improvement goals for reading and mathematics required by Chapter 12. For example, if a school is performing below the state's trajectory, the state's target AMO can double as the AIG. If a school is performing above the state's trajectory, then the school's own trajectory is the baseline. Goals should be set to improve each year.

Annual Measurable Objective (AMO) — Federal Requirement

AMO is the target on the state trajectory for reading and mathematics proficiency for purposes of measuring adequate yearly progress.

Building-level Professional Development Target— Non-regulatory Guidance (Essential for determining PD Content)

Each building sets a target for professional development using district long-range and annual improvement goals and building-level data. The professional development target is more specific about instructional content than the district level annual improvement goal.

Tool 3.2

Writing a “SMART” Goal

List student learning goals as listed in the District CSIP goals section.

List the measurable annual objectives or annual improvement goals in the area of instruction.

Write a district professional development target. A PD target identifies the content and the skill set that we want teachers to develop and has the following elements:

Strategic/ Specific	Focused on the vital few areas in critical need of attention and targeted on students and skills in need of improvement.
Measurable	Use the data from multiple formative and summative measures to make adjustments in instructional practice.
Attainable	Is the goal designed to cause us to stretch, yet within our reach?
Results-based	Are the concrete benchmarks that have been created motivating us to strive for even greater results?
Time-specific	Establish a time frame that will strengthen accountability and commitment.

Example

Who (non proficient 8th grade subgroups)	Specific
How will we measure it (as measured by ITBS vocabulary subtest)	Measurable
Is going to be doing what (increase the number of students proficient in vocabulary skills)	Attainable
How much (from 58.7% to 64%)	Results-based
When (during the 2008-2009 school year)	Time specific

Note: Although SMART goals are widely used across the state, this format is not required.



Planning Component: Selecting Content

For full-size IPDM graphic, see page 14.

IPDM Profile: Content selected for collective study by schools and districts must be supported by evidence that it can accomplish the goals set for student learning. A district should be confident that the content they choose to study has been found to improve student achievement. A process for selecting content will include: a review of research on curricular and instructional innovations with a history of success in the areas identified for student improvement; a review of current knowledge and practices in the district/school; alignment with the Iowa Teaching Standards; and documentation that the practices are supported by scientifically-based research (SBR).

Dimension 8: PD content selected addresses needs for full population of students.

Dimension 9: Teachers and leaders were engaged in the decision-making about the program/model/strategy.

Dimension 10: Administrators are well informed about the program/model/strategy.

Dimension 11: Content is well grounded in research base.

The selection of content for staff development programs is a critical decision, especially at the school and district levels where student achievement concerns drive the decisions for groups of professionals. Representative councils of teachers and administrators need to engage in a reasoned process before selecting, studying alternatives, and aligning new initiatives with district or school goals. Schools may be better served by thinking about prioritized goals, selecting content that aligns with their primary goal, and embedding secondary goals within the staff development process. . . Individuals will be evaluating personal needs, whereas schools and districts will determine needs for groups of students. Adequate training will be the key to the success of all three components. (Joyce & Showers, 2002)

Content selected for collective study by schools and districts must be supported by evidence that it can accomplish the goals set for student learning.

Through implementation of scientifically based research practices and programs, educators will have greater confidence that what they are doing in the classroom will have the greatest likelihood of improving student performance. Part of the challenge will be to understand the research and be prepared to change policies and practices to reflect it. Educators must examine what is taught, when it is taught, and how it is taught. Carefully selected professional development content will provide school leaders and teachers in learning opportunities designed to:

- Increase content knowledge or improve pedagogy or both;
- Facilitate rich discussions about instructional practices that lead to pedagogical change;
- Keep participants focused on the essential concepts and skill sets and characteristics of effective instruction as described in the Iowa Core Curriculum.

Both the Iowa Teacher Quality Program (2001) and the federal *No Child Left Behind* legislation (2001) stipulate that professional development content must be supported by scientifically based research. The rationale for this requirement is that teachers should learn both content and pedagogy, including effective instructional strategies, assessments for learning, and practices that have a demonstrated track record for helping students learn.

More than one option for appropriate content may be available once a district/school has determined the area it needs to address. The analysis of student achievement data and the setting of specific goals for improvement have the function of narrowing the choices when selecting content for professional development. Before deciding on content, however, choices need to be screened. Is there research on the efficacy of the content for achieving a stated goal? Schools/districts may want to request external assistance from AEAs, professional organizations, the DE, universities, or other consultants when examining the claims made for various curricula and instructional programs. Unfortunately, extreme claims supported by very little evidence abound in our field.

The Iowa Teaching Standards should be addressed when attending to the selection of content. After analyzing student achievement data, a district will next focus on what teachers need to learn and be able to do to improve student achievement. The opportunity to develop competence in content knowledge, the planning and preparation for instruction related to that content, and the opportunity to learn teaching strategies to meet multiple learning needs of students to meet achievement goals will enfold multiple Iowa Teaching Standards in the process.

Once content and design processes are decided, a school/district is ready to select the person(s) who can provide training and learning opportunities in the new content and to negotiate the process that best fits their needs in order to learn the new material. For example, a school that has identified reading comprehension strategies as a critical student need can approach external experts in comprehension strategies and negotiate sufficient presentation of theory and demonstrations to ensure mastery of the new instructional strategies. Schools will also want to discuss with trainers data collection opportunities and materials needed for the training setting.

This is possibly a good time to revisit the notion of simultaneity in IPDM. School A may decide that it needs additional information about assessments for learning in literacy to further its study of instruction that impacts its planned literacy program. They may decide to seek assistance from an external expert in this area. School B, on the other hand, may have identified reading as a critical student need but be concerned with student management issues as well. School B may decide to seek external expertise and assistance in helping them learn instructional strategies that not only address literacy but also are highly engaging for students and thus increase on-task behavior. It is extremely important, when choosing external experts and trainers, to keep the focus on student learning. A rule of thumb for allocating time to content, process, and context might well be an 80 percent allocation to content/process and 20 percent to context. Pupil-free time should especially be guarded as time trainers can spend with faculty on content; if nothing changes in the classroom instruction experienced by students, then other variables become somewhat irrelevant.

Selecting Content

- ❑ Become familiar with how to use scientifically based research and the Iowa Content Network. For resources regarding scientifically based research, go to the Iowa Content Network (<http://www.iowa.gov/educate/prodev/main.html>) and the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>).
- ❑ The PD Leadership Team should seek the support of a content expert to help find a set of strategies or a model that supports the professional development target.
- ❑ The PD Leadership Team facilitates the process of
 - sorting studies
 - reviewing the characteristics of the study and findings
 - using appropriate criteria to judge the quality of research
 - prioritizing options
 - collecting additional information
- ❑ Select content (strategies, model, or a program in an instructional content area) that is most likely to accomplish the district's priority goal area. See Tool 4, next page.
- ❑ List the content selected in the District /Building PD Plan.
- ❑ Identify the Teaching Standards and criteria that best reflect the priorities established by goal setting.
- ❑ Record the Teaching Standards in the District/Building Level Plan.
- ❑ Administrators and the PD Leadership Team clearly articulate what the faculty will study, why this program/model/strategy was selected, and what student outcomes will be accomplished. This information is communicated to the faculty, school board, TQC, parents and community.

District Professional Development Plan

Content:

Describe the content selected to address the PD target.

In a paragraph, justify the selection of this content, considering scientific evidence base.

Identify the primary Iowa Teaching Standards and Criteria that are going to be addressed through learning and implementing this content.

Building-Level Professional Development Plan

Content:

Describe the PD content selected at the building level.

In a paragraph, justify the selection of this content, considering scientific evidence base.

Identify the primary Iowa Teaching Standards and Criteria that are going to be addressed through learning and implementing this content.

Tool 4

Considering the Research Base

The PD Leadership Team should review related studies and select at least two studies and/or well-developed research syntheses that support the practices that are to be the professional development target. Later the PD Leadership Team will lead the full faculty in reading and discussing the strongest articles. Attach the research studies that support this content.

Discussion Questions

What was the research question of the study? Were the authors trying to solve the same problem we are?

What were the results of the study? Were they reported in effect sizes? If not, how were they reported? Did the treatment benefit the sample studied? In your opinion, were the benefits substantial? Why?

Compare and contrast the sample studied with your own student population. Has this treatment benefited other students in previous studies?

Is this treatment practical for your faculty? Do you have access to trainers/external experts? Do you have sufficient time in your PD schedule to learn this treatment?



Planning Component: Designing Process for Professional Development

For full-size IPDM graphic, see page 14.

The IPDM Profile: The professional development process must ensure that teachers have adequate opportunities to learn and implement new curricula, instructional strategies, and assessments. Teachers need to have sufficient workshop and workplace supports to develop a deep understanding of the theory of the strategy/model they are learning. The effective professional development design will build in time for teachers to learn together and to collaborate with each other. If teachers have opportunities to learn new content and implement it in their classrooms, the investment in professional development will pay off in increased student learning. If professional development is based on powerful and proven content and implemented as designed, students will benefit.

Dimension 12: Design includes theory, demonstration, practice, and collaboration.

Dimension 13: Adequate time for training is provided.

Dimension 14: Adequate time is provided for collaboration.

Thinking about the design of the series of workshops. The purpose of workshops is to enable people to develop the knowledge and skill that permit them to practice in the classroom and work their way toward executive control of the program components. Three dimensions or components appear to be necessary to achieve the level of control that permits practice.

- 1. The first involves the study of the rationale and configuration of the program components through reading, study of research, and the analysis of demonstrations.*
- 2. The second is the analysis of student learning in response to the specific interactive teaching strategies that are embedded in the program components.*
- 3. The third is practice in planning instructional units and lessons.*

These dimensions of training are probably best when mixed, with time for reading and discussing the professional literature, time for analyzing demonstrations, time for analyzing student learning, and time for planning lessons and units being cycled together over and over again. Optimally, workshop sessions need to be distributed throughout the year, probably at about three-week intervals, with content related to the continuous study of implementation by the workshop providers. (Joyce and Showers, 1995)

In its broadest sense, the design component of the IPDM describes the “how” of the entire process:

- How learning opportunities are designed;
- How time is provided and structures put in place to support ongoing learning opportunities;
- How collaboration is organized and embedded in the structure of a school.

Essentials for Teacher Professional Development

All teachers responsible for instruction are included in training and learning opportunities and collaboration. There is also an expectation that all teachers are engaged in professional learning, which should be ongoing and embedded into their daily work. When the material to be learned represents significant departures from existing practice, schools will need to allot time for training that includes theory, demonstrations, and early opportunities to practice (Joyce & Showers, 1981, 2002). Training/learning opportunities must be designed in ways that enable participants to develop skill with new curriculum, instructional strategies and assessments if implementation in the classroom is to be possible. Therefore the following essential elements must be in place. (Excerpts in quotations below are from Joyce and Showers, 1988, p 110.)

There is also an expectation that all teachers are engaged in professional learning, which should be ongoing and embedded into their daily work.

Information/Theory. Theory includes “discussions, readings, and lectures designed to develop understanding of the rationale and research underlying a skill or strategy and the principles that govern its use. Study of theory facilitates skill acquisition by increasing one’s discrimination of the demonstrations, by providing a mental image to guide practice and clarify feedback, and by promoting the attainment of executive control.”

Demonstrations. The demonstration of modeling of skills greatly facilitates learning. “Skills can be demonstrated in settings that simulate the workplace, either mediated through film or videotape, or conducted live in the training setting. Demonstrations can be mixed with explanation; the theory and modeling components need not be conducted separately. In fact, they have reciprocal effects. Mastery of the rationale of the skill facilitates discrimination, and modeling facilitates the understanding of underlying theories by illustrating them in action.”

Practice. Practice includes the “practice of skill under simulated conditions. The closer the training setting approximates the workplace the more transfer is facilitated. Considerable amounts of skill can be developed, however in settings far removed from and different from the workplace. ‘Peer teaching’ (practice with other teachers) even has advantages. It provides experience as a “student”, enables trainees to profit from one another’s ideas and skill, and clarifies mistakes. Peer teaching and practice with small groups of children are safer settings for exploration than a full classroom. How much practice is needed depends, of course, on the complexity of the skill. To bring a model of teaching of medium complexity under control requires 20-25 trials in the classroom over a period of about eight or ten weeks. The more simple skills, or those more similar to previously developed ones, will require less practice to develop and consolidate than those that are more complex or different from the teachers’ current repertoire.”

Coaching/Collaboration. “Peer coaching is the collaborative work of teachers to solve the problems/questions that arise during implementation; it begins in training settings and continues in the workplace following initial training. Peer coaching provides both support for the community of teachers attempting to master new skills and the time for planning and lesson development so essential to changes in curriculum and instruction.”

The IPDM uses the term collaboration to describe the structures needed to enable teachers to engage in the type of peer coaching that is described above.

Research on training provides some interesting insights into the efficacy of various training components and, particularly, combinations of them (Bennett, 1987; Showers, Joyce, & Bennett, 1987). “We have concluded from data that teachers can acquire new knowledge and skill and use it in their instructional practice when provided with adequate opportunities to learn. We have hypothesized further that effective training systems develop a “learning to learn” aptitude; that in fact individuals learn more efficiently over the long term by developing the metacognitions that enable self-teaching in settings where essential training elements are missing.

“We’ve derived a few principles from the combination of research and experience:

- Where knowledge is the desired outcome, a multiple component design gives the best results.
- Where skill is an objective, a multiple component design gives the best effects.
- Where transfer to the classroom is the objective, the full array is needed—theory, demonstration, practice, and peer coaching.” (Joyce and Showers, 2002, pp 111-112.)

By extrapolating from the research and making judgments from our experience, we can depict the relationship between types of training outcomes (knowledge, skill, transfer) in terms of the percentage of participants likely to attain them when the combinations of components are employed, as shown in the following table.

Training Components and Attainment of Outcomes in Terms of Percent of Participants			
Components	Outcomes		
	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Study of Theory	10	5	0
Demonstrations	30	20	0
Practice	60	60	5
Peer Coaching	95	95	95

Source: Joyce, B. and Showers, B. *Student achievement through staff development, 3rd edition*. Alexandria, VA: ASCD.

Implications for Staff Development Practice

We have drawn several conclusions from the research on training that have implications for staff development programs serving individuals, schools, and systems:

First, regardless of who initiates a training program, participants must have sufficient opportunity to develop skill that they can eventually practice in classroom settings.

Second, if the content of training is new to trainers, training will have to be more extensive than for substance that is relatively familiar.

Third, if transfer of training is the objective, training must include the facilitation and structure for collaborative relationships that enable teachers to solve the implementation problems.

Finding Time

To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. Critical decisions are often needed to find the time for sustained and distributed learning to occur. Setting up a calendar for learning events when teachers will engage in common training/learning opportunities is an important design step. PD Leadership Teams and administrators involved in district planning should be aware that the initial PD plans are likely to change as adjustments are made through the year to respond to findings from ongoing data analysis about student and teacher needs.

To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other.

The PD Leadership Team should discuss how they will communicate with trainers to ensure that the theory, demonstrations, and practice opportunities are provided during training sessions and establish a process with the trainer for determining how adjustments will be made in future learning opportunities to respond to what is learned from the analysis of ongoing data.

To design and support the Ongoing Cycle of the IPDM, the PD Leadership Team will need to identify needed supports and determine how they will be provided to ensure ongoing follow-up, guidance, and technical assistance. An LEA or AEA consultant or other approved provider should be engaged in providing ongoing technical assistance. For the best results, this technical assistance should occur regularly in classrooms and in the training/learning setting. (Joyce and Showers, 2002; Rosenholtz, 1989; Showers, 1982, 1984).

Teacher Quality Committees play a role at this point. Once the district and attendance center priorities are set and content is selected, planning for the use of teachers' time occurs. If time beyond the contract is being considered for collaborative team meetings or additional days of PD are to be scheduled, the provisions of the Teacher Quality Act come into play. The TQC needs to be kept informed of what is being planned and how decisions have been made. When the TQC decides how to distribute TQ professional development funds or when providing input about professional development, members of the TQCs will make more informed decisions and recommendations, if they are kept well apprised of how the IPDM is being implemented.

Steps for Designing Process

The professional development design process will not always follow a linear sequence. The order in which actions are addressed may vary based on the local context. The Design Component is preparation to implement the Ongoing Cycle. Review each component of the Ongoing Cycle in the following section prior to starting the design work.

- ❑ Using the research foundations for the strategies/models and past experiences of the trainer, determine how theory, demonstration, and opportunities for teachers to practice in the workshop will occur.
- ❑ Consider how supports will be provided and delivered. The initiative must have built in follow-up, support, and technical assistance. Determine how the LEA, AEA, or other approved providers will deliver ongoing technical assistance.
- ❑ Design schedule for professional development, raising questions such as:
 - How often will teachers engage in training/learning opportunities to ensure opportunities are distributed over the year and sustained? How long will they last?
 - Will training occur during the work day? Will classrooms need to be staffed to enable teachers to attend?
 - Will training occur outside of the contracted work day? Has the Teacher Quality Committee discussed the design and issues of compensation?
 - Have parents and community members been involved and informed so they understand the purposes of the plan and how teachers' time will be used for important learning?
 - How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of teachers and that practice opportunities are provided during training sessions?
- ❑ Design schedule for collaboration, raising questions such as:
 - How often will teachers engage in collaboration (peer coaching)? Are collaborative team meetings held frequently and throughout the year? How long will they last?
 - How should the Professional Development Leadership Team configure collaborative team membership? Partners? Small grade level teams?
 - Will collaborative team meetings occur during the work day? Will classrooms need to be staffed to free teachers to attend?
 - Who will facilitate collaborative team meetings?

Steps for Designing Process, continued

- Will collaborative team meetings occur outside of the contracted work day? Has the Teacher Quality Committee discussed the design and issues of compensation?
- How will student data and teacher implementation data discussed at the collaborative team meetings be collected and organized?
- Set up a calendar for learning events and collaboration when teachers will engage in common training/learning opportunities. Communicate with all stakeholders.
- Establish a process with trainer/external experts for discussing data and determining how adjustments will be made in future learning opportunities to respond to what is learned from the analysis of ongoing data.
- Begin organizing the summative evaluation and establish procedures for collecting summative data.
- Make sure teachers have had input and feel engaged in the decision making processes used up to this point.

District Professional Development Plan	Building-Level Professional Development Plan
<p>Training/Learning Opportunities: Document that all teachers responsible for instruction are included in PD.</p> <p>Describe how collective (group) PD learning opportunities will be structured at the district level, if the PD is district-wide.</p> <p>Describe how theory will be provided.</p> <p>Describe how demonstrations will be included.</p> <p>Describe how teachers will be given opportunities to practice.</p>	<p>Training/Learning Opportunities: Describe the target audience for PD at the building level.</p> <p>Describe how collective (group) PD learning opportunities will be structured at the building level, for the full faculty or teams within the building.</p> <p>Describe how theory will be provided.</p> <p>Describe how demonstrations will be included.</p> <p>Describe how teachers will be given opportunities to practice.</p>

Tool 5.1

Alpha School District Example

The Professional Development Leadership Team should read the Alpha School District example and discuss the items on the Structured Response Discussion Guide.

When the object of professional development is accomplishing specific student achievement goals, designing professional development means more than planning a workshop. The content selected for professional development must align precisely with student needs for growth, learning opportunities must provide sufficient knowledge and skill to enable classroom implementation of new learning, the workplace must be organized to support teacher collaboration as they solve the issues presented by implementing new learning, and appropriate interim student measures must be administered so that student learning can guide teacher collaboration and implementation efforts. The planning and energy required by this broader vision of the staff development process, however, cannot short-circuit the careful planning of learning opportunities. In the following example, we illustrate the components of the training model for one type of professional development content.

Data and Objectives

After careful study and analysis of its student achievement patterns, Alpha District has concluded that while the majority of its students appear to meet minimum standards for proficiency in reading and math, many are achieving at a very average level. Item analysis of standardized test data indicate the majority of students miss items requiring higher order thinking and reasoning skills. Furthermore, this phenomenon worsens at the middle and high school levels, when student maturity and the demands of the curriculum are at their highest level. The of the Alpha District decided to consciously address student needs for complex thinking and reasoning skills through their staff development program, and to measure student progress by focusing on the subset of test items requiring higher order thinking skills in reading and math.

Selecting Content

Careful analysis of research on strategies and programs with a history of increasing higher-order thinking skills resulted in the selection of inductive teaching strategies and their corollary cooperative learning strategies. While Alpha District's AEA agreed to serve as the "approved provider" to support the entire professional development cycle, an expert in inductive and cooperative strategies was hired to provide training in the staff development content.

Tool 5.1, Alpha School District Example, continued (page 2 of 4)**Designing Learning Opportunities**

The Alpha District's leadership team worked with the expert trainer to design a series of learning opportunities for district teachers. Specifically, they examined the *theory* that would need to be understood, the types of *demonstrations* that would be necessary, and the types of *practice* that could be provided during workshops.

Theory

The Alpha District leadership team wanted to accomplish two things with this component of the training. While they had thoroughly investigated the research underlying inductive and cooperative strategies, the majority of district teachers had seen only an overview. They asked the trainer to begin the theory component with a review of the literature on the effects of the inductive and cooperative strategies that would be learned in the workshop. Their belief was that a thorough understanding of this research base would help teachers set high expectations for student intellectual behavior and justify the time and energy required to learn and implement them. They also requested that the trainer include in her presentation the theory, or explanation, for why inductive thinking and cooperative strategies work; e.g., information about how the brain processes information as well as the social nature of learning.

Demonstrations

While the leadership team acknowledged that measurement of student learning would focus on reading and math, they expected teachers of all subjects to work toward the collective objective of increasing student thinking and reasoning skills. They therefore requested that demonstration lessons of inductive thinking and cooperative learning include examples in language arts, math, science, social studies, and foreign language. The leadership team realized that demonstrations in every subject at every grade level would not be possible, given the time constraints of workshops, but they wanted enough variety in the demonstrations to enable teachers to see multiple possibilities for application.

Practice

Given the importance of early practice when learning new skills, the leadership team then discussed with the expert trainer ways in which practice could be worked into the workshop settings. After brainstorming and discussing multiple options, they settled on the following plan.

First, teams of four teachers would be provided four inductive thinking lessons. Each individual would have time to study the lesson they were to teach, and then each teacher would practice teaching an inductive lesson to rest of his/her group.

Tool 5.1, Alpha School District Example, continued (page 3 of 4)

Second, small groups of “job-alike” teachers would design lessons using their own curricular materials and then share the products of their initial development. In this manner, everyone would have an opportunity to test their own understanding of the new strategies and would leave the workshop prepared to practice immediately in their classrooms.

Third, collaborative teams would be formed in the workshop so that initial practice in lesson development could be supported by workshop facilitators. By providing a structure for collaborative work and supporting it in the workshop, teacher teams would be prepared to continue this work in their school settings.

Fourth, expectations for initial classroom practice would be stated and commitments to practice solicited.

Finally, follow-up training sessions would be scheduled (more frequently for the first few months of implementation) in order to support early practice with the newly learned strategies.

Collaboration, Implementation, and Evaluation

To implement new learning requires collegial support in the workplace and the study of implementation patterns in conjunction with interim measures of student learning. It is critical that training and learning opportunities provide teachers the knowledge and skills necessary to engage in authentic implementation efforts. The leadership team set up a schedule for the collaborative teams to meet weekly. A protocol to facilitate these teams was designed and collaborative team leaders were given an orientation to learn how to use this protocol.

The next page presents the Structured Response Discussion Guide.

Tool 5.1, Alpha School District Example, continued (page 4 of 4)**Structured Response Discussion Guide**

How did the Alpha School District attend to each of the training/learning elements (theory, demonstration, practice, collaboration)?

Which elements are the most challenging to design work in our setting?

How can we ensure that our plan includes all essential elements?

Tool 5.2

Finding Time for Training and Collaboration

Participants in the Iowa Professional Development Model Orientation Session on September 16, 2003, generated this list of ideas for finding time for collaboration and training. To make these suggestions a reality, PD Leadership Teams need to clearly articulate why additional time is needed and carefully assess past practices and routines to determine the best way to improve schedules and capture additional time for collaboration.

Ideas for Adding Professional Development Days

- ❑ Fund additional day(s) for professional development using Teacher Quality resources.
- ❑ Schedule early outs (or late starts) weekly or every other week. When using early outs or late starts, you may decide to make adjustment to the schedule by increasing instructional time to the other days of the week. Do not shorten instructional time experienced by the students. Be sure to inform the public about how time is used, the rationale for changing the schedule including the benefits to students.
- ❑ At the secondary level develop an early-release schedule that avoids cutting the same period each time students are released early, i.e. one week periods 1, 3, 5, 7 and next week periods 2, 4, 6, 8.
- ❑ Stagger 1/2 day PD sessions with elementary scheduled on one day and secondary scheduled on a different day.
- ❑ Make very focused agendas and build in additional days of professional development:
 - +1/2 hour 1 morning per week
 - +1 hour after school per week
 - +1 common planning time per week
 - Based on 37 weeks + 9 additional DAYS of planning time

Ideas for Modifying Teacher Schedules During Student Day

- ❑ Make adjustments that are consistent with how students are scheduled.
 - Block scheduling for more possibility of flexibility
 - Elimination of non-essential “clutter” for students
 - Individual time for appropriate content learning for students
 - Digital learning for students
 - Leave more time for collaborative work for teachers.

Tool 5.2, Finding Time for Training and Collaboration, continued (page 2 of 4)

- Merge classes for assemblies/films/common activities with fewer adults supervising.
- Schedule common planning time for learning teams or other appropriate group.
- All teachers at each grade level have one common planning time a week.
- Schedule back-to-back sessions where teachers are released on a scheduled basis.
- Interdisciplinary teams set time aside for professional development, reflection, coaching.
- Expand idea of mentoring program so everyone has an “innovation buddy.”
- Make student lunch hour longer and build in collaborative teacher time.

Ideas for Time Beyond School Day/Week/Year

- Work with the Teacher Quality Committee to address hours beyond the workday.
- Collaboratively plan summer course work and other collaborative learning activities.
- Arrange a late afternoon potluck or pizza—a nice change; something to look forward to after working together; an incentive.
- Arrange a potluck breakfast—teachers come before contract or during lunch.
- Plan at another place; fresh environment (coffee house, restaurants, if allowed by district policy.)

Ideas for Efficient Use of Time

- Pre-plan professional development sessions; share plans and agendas in advance; have participants read ahead; timeline for completion; etc.
- Discontinue practices no longer needed; audit time to determine amount being spent.
- Involve teachers in scheduling; they will find time if they look; teachers are creative.
- Use faculty meetings for collaboration and team training instead of information sharing. Trade building-meeting time that could be handled in memos, e-mail, etc., and redirect to professional development.
- Use 1 to 2 prep times a week for new learning, or use teacher shared planning time.
- Bring professional articles to department meetings to read and discuss.

Tool 5.2, Finding Time for Training and Collaboration, continued (page 3 of 4)**Ideas for Use of Technology**

- Use web-based tools, such as:
 - Interactive journal (could be e-mail) with learning partner
 - Web-based training and/or video classes that model the strategy being studied
 - Video-conferencing, video streaming, threaded discussions such as a bulletin board (needs to be carefully structured to include attributes of effective collaborative team meetings)
- Use videos/articles to read and reflect, then process with whole faculty.
- Videotape in the building for demonstrations to be used in study groups.

Ideas for Support Resources to Generate Teacher Time

- Substitute teachers: Rotate several substitute teachers through the building.
- Substitute teacher has lesson for large group of students; associates provide support in implementation of task.
- Principals cover classes during professional development and collaboration.
- High school teachers cover for each other.
- Link with colleges/universities to free up time.

Ideas for Collaborating with Other Districts

- Multiple districts coordinate calendars for professional development collaboration (with same professional development focus).
- Use multi-district leadership teams for planning.
- Regionally coordinate schedules so districts share professional development when PD priorities match; use Iowa Communications Network (ICN).
- Team with neighboring districts to develop agreements for subs.

Ideas for Leadership Role(s)

- Teacher participation in leadership team and culture can be motivational; teachers will often see it as professional renewal and spend time on their own.
- Clearly define principal's roles; schedule time for principals to be closely involved with professional development.
- Professional development Leadership Teams and staff generate ideas for finding time.

Tool 5.2, Finding Time for Training and Collaboration, continued (page 4 of 4)**Ideas for Incentives and Ways to Increase Motivation (Work with Teacher Quality Committee)**

- Allow license renewal credit for learning related to district PD goals done on contract time.
- Comp time/flex time offered.
- Offer on-site university classes for credit (that align with district PD focus).
- Make time useful to teachers so they see value in time they are committing.
- Provide bonus classroom supplies, software, and technology to staff who attend all professional development sessions.
- Make sure teachers are aware that their input is routinely used to design the professional development sessions.

Ideas for Financial Support

- Identify local business support, business partnerships that offer stipends.
- Use Title II funds for professional development.
- Use Teacher Quality professional development funds.
- Identify extra resources: grants, foundations, legislated funding, indirect costs, etc.



Ongoing Cycle Component: Training/Learning Opportunities

For full-size IPDM graphic, see page 14.

IPDM Profile: Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines needed for supporting these actions must be planned for, supported, and monitored. What staff developers learn from the study of implementation will inform decisions about future training, the need for support, and adjustments in the learning opportunities. If new content is to be learned and implemented in classrooms so that students benefit, teachers need ongoing training, the collegiality of peers as they plan and develop lessons and materials and as they study their implementation, and interim measures to judge the success of their efforts.

Dimension 15: All teachers responsible for instruction are included in training and learning opportunities and collaboration.

Dimension 16: Training and learning opportunities are distributed through the year.

Dimension 17: Training and learning opportunities are adjusted and refined based on data.

In Chinese, “learning” literally means “study and practice constantly.” (Senge, 1990)

The PD Leadership Team begins the Ongoing Cycle by designing the training/learning opportunities. The research foundation of the strategy or model is used to determine how theory, demonstrations, and opportunities for teachers to practice will be organized. An important function of the Professional Development Leadership Team and district administrators is to ensure that all teachers responsible for instruction are included in training and learning opportunities and collaboration. There is also an expectation that all teachers are engaged in professional learning which should be ongoing and embedded into their daily work. The school board plays an essential leadership role in creating systems to guarantee a professional development plan that includes all those responsible for effective teaching and learning.

Training settings (learning opportunities) occur during the times set aside for the participants to come together and learn the new knowledge and content needed to address student achievement concerns. Research on training has demonstrated conclusively that new learning requires substantially more time than the typical one-shot workshop, if new learning is to be implemented in classrooms (Showers et al., 1987). The duration and depth of training/learning opportunities is dependent on the range of knowledge and skills already present in a given group, as well as the functioning of collaborative teams.

Needless to say, when content is new to the participants or is complex and multi-dimensional, greater time will need to be allocated for training sessions. The relative amounts of theory, demonstrations, and opportunities for practice will vary from group to group, but the expectation is that the new content will be implemented.

In addition to presentations of information and theory about the instructional model, participants are provided with multiple demonstrations of the teaching strategies within the model. As they follow the model, teachers are provided multiple opportunities to practice the teaching behaviors featured in the demonstrations. Often, learning opportunities need to be interspersed with classroom practice so that questions that arise from early implementation efforts can be responded to in a timely manner.

Professional development must be designed to be sustained over time. The initiative must be designed to last until implementation data indicate that the teachers are implementing accurately and frequently and student performance goals are met. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990.)

Collective training/learning opportunities use a variety of formats to engage teachers:

- *Lecture-type presentations* of theory by an external expert with time for teachers to process the theory and discuss application
- *Video presentations* of theory with time for teachers to process theory and discuss its application
- *Trainer reviews* of the moves used in carrying out the strategies/ practices being studied, facilitates the planning of new lessons, and monitors participants' fidelity
- *Live or videotaped demonstrations*
- *Trainer facilitation* of analysis of student work, modeling how to gather information and to process the findings
- *Participants' reading and discussing the literature* that supports the selected professional development priority.

Discussion is facilitated using questions or prompts that help increase teachers' understanding of the purposes, rationale, and research that undergird the practices being studied.

. . . participants are provided with multiple demonstrations of the teaching strategies within the model . . . [and] multiple opportunities to practice the teaching behaviors . . .

Often, learning opportunities need to be interspersed with classroom practice so that questions that arise from early implementation efforts can be responded to in a timely manner.

Example: If the goal is to increase students' reading performance, comprehension, and interpretation of nonfiction text, teachers need to develop specific knowledge and skills to teach and support classroom instruction in reading nonfiction.

- *Teachers engaged in identification of their learning needs* based on student needs (format = examine student data)
- Teachers' collective participation in the first phase of training to gain new knowledge and skills required to teach and support classroom instruction focused on identified student needs (format = training)
- In small grade level or department teams, *regular examination of teacher implementation data and student data* to determine teachers' ongoing learning needs

Data include action research related to peer coaching; classroom observations or walk-throughs.

- Based on feedback and input from Leadership Team and/or collaborative teams, the *collective (or small group) revisiting* of theory, of demonstrations, and of practice of new skills (format = training)
- The Professional Development Leadership Team's *collection and analysis of teacher implementation and student data for the purpose of monitoring progress* being made toward increased student achievement

Characteristics of Effective and Collective Professional Learning Opportunities

- All teachers or teams are engaged in learning together in a collective way.
- The learning is facilitated and planned.
- New learning builds knowledge and skills around the identified instructional practice, and includes theory, demonstration, and practice.
- Collective learning opportunities are distributed throughout the year.
- Teachers have input into planning the design of the PD experiences.
- Adequate time is provided for in-depth learning.
- Evaluation of professional development includes the study of teacher implementation and student responses.

Action research is the study and reflection of teacher implementation along with examination of student work aligned with the student learning goal and PD target

Steps: Training and Learning Opportunities

- ❑ Using the research foundation for the strategies/model and past experience of the trainer, determine how theory, demonstrations, and opportunities for teachers to practice in the workshop setting will occur.
- ❑ Identify training and learning opportunities that use a variety of formats for engaging teachers including: presentations, reading literature, small group discussion, watching live demonstrations, and taped demonstrations.
- ❑ Set up a calendar for learning events when teachers will engage in common training/learning opportunities. See Tool 6 on the next page.
- ❑ Access supports. The initiative must have built in, ongoing follow-up, support, and technical assistance. Determine how the LEA or AEA consultant or other approved provider will deliver ongoing technical assistance.
- ❑ Set up a communication process for interacting with trainers and other technical assistance providers.
- ❑ PD Leadership Team and the trainer determine adjustments needed in future learning opportunities to respond to what was learned from the analysis of ongoing data.
- ❑ Make sure to communicate outcomes of data analysis and resulting decisions with teachers.
- ❑ Record the Design for Learning Opportunities in the District/Building PD Plans.

Tool 6

Worksheet for Designing Training and Learning Opportunities

1. Identify the target audience: (All teachers? A specific department? Grade level teams?)

2. Describe how training will be distributed throughout the year.
 - a. How often will you have training opportunities?
 - b. How long will they last?

3. Who will provide your training?

4. How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of the teachers and that practice opportunities are provided during training sessions?

5. Describe your communication plan for sharing this design with your staff.



Ongoing Cycle Component: Collaboration

For full-size IPDM graphic, see page 14.

IPDM Profile: When increased student learning is the goal of professional development, the collective efforts among faculty members have the best chance for success. Collaboration is built in with opportunities for teachers to work together on a regular basis and the professional development initiative is part of the day-to-day work of teaching. Collaborative team meetings are structured and should include agendas and minutes. Teachers are provided with time to plan lessons, discuss data, solve problems, and work with materials to support the strategy being studied.

Dimension 18: Collaborative team meetings are structured.

The basic structure of the professional learning community is a group of collaborative teams that share a common purpose...building a school's capacity to learn is a collaborative rather than an individual task. People who engage in collaborative team learning are able to learn from one another, thus creating momentum to fuel continued improvement. (Dufour & Eaker, 1998)

The second major step in designing the ongoing cycle is to plan how teachers will work and learn together collaboratively between learning opportunities. The Iowa Professional Development Model describes a collective process in which collaborative action is aimed toward student learning needs. The rationale for this foundation is the research documenting successful school improvement efforts in which entire faculties or groups of teachers or schools worked together to improve student achievement. Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000, 2002; Fullan, 2001; Joyce and Calhoun, 1996; Joyce & Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, et al., 1996; Wallace et al., 1984, 1990)

The focal point of professional development planning and implementation is at the building level. (Operationally, this looks different at the elementary and secondary levels.) All site and district personnel responsible for instruction participate in the professional development, and the principal is heavily engaged in this collaborative work. The building administrators should be present during collaborative work times with teachers and join groups frequently for focused conversations related to implementation. By being highly engaged with the faculty and staff, the building administrator demonstrates the importance of collective learning and professional development. Principals also play an active role in analyzing and discussing implementation data. This involvement enables a principal to be aware of which teachers are following the implementation plan in good faith and which teachers are not. When attention to the lack of implementation is needed, principals facilitate discussion with faculty members about how to adjust training and supports to increase implementation.

The collaborative routines needed for supporting these actions must be planned for, supported and monitored. Adequate time must be provided for both the workshop

experiences, and workplace supports; i.e., planning together, rehearsing, and observing lessons (coaching), practicing strategies in the classroom, and collecting, analyzing and discussing data. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987.) The schedule for collaborative team meetings should provide teacher teams with frequent and consistent times to meet. For most teams, about once a week for at least 45 minutes per meeting would be appropriate.

Collaborative teams distinguish routine business (departmental/ grade level business) and relevant issues (observation schedules, fidelity discussions) and handle only the relevant issues during collaborative team time. Effective collaborative teams can spend 75% of their time of planning and developing lessons, etc. and still focus periodically on student data and the need, if any, for modifications in their implementation plan. Typical collaborative team meetings provide opportunities for teachers to practice new strategies, develop lessons, and solve problems related to what they are studying in PD. That is also a time to reflect on their practices and work with each other to apply what they are learning. See Tool 7 for a list of collaborative functions.

Effective collaborative teams can spend 75% of their time of planning and developing lessons, etc. and still focus periodically on student data and the need, if any, for modifications in their implementation plan.

Example: A small (K-12) district in Iowa with three schools has stipulated that time for teacher collaboration will be provided as part of its professional development plan. The district has increased its professional development days for the year so that all teachers have time to learn new content. In addition, the district expectation is that all teachers will participate in small teams that meet weekly to plan and develop lessons and materials, problem-solve difficulties encountered in their attempts to use their new strategies, and examine student data. To facilitate collaborative activity, the district has instituted a series of early release days.

At the elementary school, teachers will meet weekly as grade level teams of three. At the middle school, collaborative teams will meet weekly in interdisciplinary teams. At the high school, collaborative teams will meet biweekly (on early release days) because teams are interdepartmental. A Leadership Team comprised of teachers, AEA school improvement consultants, administrators, and professional development support personnel have collected from K-12 teachers their estimates of optimal use of the new strategies; e.g., what is appropriate use at various grade levels and in various subjects. The Leadership Team has turned these data into a set of implementation guidelines to guide the collaborative teams in their planning. Collaborative teams thus plan their use of the new strategies and document their use weekly using a structured form that they turn back to the leadership team following each meeting. The leadership team then provides feedback to the entire staff on what is being frequently implemented and what needs additional effort or attention.

Common Pitfalls of Collaboration

Maintaining effective collaboration may be challenging in some settings. Listed below are some of the challenges that may be avoided by providing leadership, defining the roles of the team, and using team facilitation methods:

- Implementation logs are collected but the staff never hears anything about the results. Teachers do not get the sense that district leaders and professional development Leadership Team members have used the data to support their future learning.
- Staff have not learned how to or practiced facilitating meetings and working productively with colleagues. As a result, they lose focus on the object of their implementation when they engage in the collaborative setting.
- Teachers are encouraged to work collaboratively but no one follows up to see that all teachers are engaged in planning together, rehearsing lessons, studying student data, etc. If some teachers avoid collaborative study and remain isolated in their classrooms, the capacity of professional development to improve learning for all students is diminished.
- Collaborative teams suffer from lack of structure and purpose. They become general chat sessions rather than a goal-directed effort, and eventually the time required for meetings is resented as a waste of valuable time.

It is important that opportunities for teachers to collaborate while learning new content and solving the problems necessary to get new content functioning in classrooms not be narrowly defined as “peer coaching.” Peer coaching in the minds of many is an evaluative or supervisory set of behaviors involving observations and feedback. In fact, the collaborative work of teachers, when the objective is implementing new content for the purpose of increasing student learning, is much more about thinking, planning, designing lessons, generating instructional materials, and studying student responses to these efforts. Teacher collaboration primarily requires *time* and clarity of purpose; rarely does it require complex and/or lengthy training to enable teachers to work together professionally and productively. (Showers & Joyce, 1996)

It is important that opportunities for teachers to collaborate while learning new content and solving the problems necessary to get new content functioning in classrooms not be narrowly defined as “peer coaching.” Peer coaching in the minds of many is an evaluative or supervisory set of behaviors involving observations and feedback.

Steps for Collaboration

In addition to finding time for collaboration, the team will need to articulate how collaborative teams will be facilitated and structured. Teams should develop procedures for managing their time, working in a collegial manner, being efficient, and demonstrating accountability.

Teams should consider using the following routines.

- ❑ Set up collaborative teams and define team roles:
 - Team leader who keeps the group focused and on task.
 - Time keeper who helps with efficient use of time.
 - Recorder who manages the agenda and minutes.
 - Data leader who finalizes data displays and summaries generated by team.
- ❑ Develop a schedule for collaborative teams to meet. See Tool 7 on next page.
- ❑ Articulate how collaborative teams will be facilitated and structured:
 - Provide format for agendas, minutes.
 - Set up ground rules or norms for group member engagement.
- ❑ Plan for administrator support and engagement in team meetings.
- ❑ Reflect on what was accomplished and how the team functioned.
- ❑ Record collaboration plan in District and Building Professional Development Plan.

District Professional Development Plan	Building-Level Professional Development Plan
<p>Collaboration/Implementation</p> <p>Describe collaboration (including opportunities for observation and reflection).</p> <p>Describe the study of implementation at the district level.</p>	<p>Collaboration/Implementation</p> <p>Describe collaboration (including opportunities for observation and reflection).</p> <p>Describe the study of implementation at the building level.</p>

Tool 7

A Guide for Collaborative Structures

1. Planning and Development of Lessons

- Sharing how students responded the last time the activity, strategy, or model was used.
- Studying student work to decide what to do next (what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate).
- Sharing desired student outcomes (putting the lesson in the context of your class and discussing what you want students to take away from the lesson).
- Reviewing the teacher moves or steps involved in the newly learned strategies that are to be included in the lesson.
- Planning the lesson and completing the planning guide or implementation log.
- Discussing selected materials and why they were used.
- Rehearsing the lesson and making suggestions based on what a partner said she/he wants students to experience during the lesson.

Note: “For weekly collaboration meetings, planning and developing lessons will dominate two to three meetings each month.” Bev Showers, 2003

2. Examining Student Data

- Studying student work to decide what to do next (what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate).
- Reviewing, organizing, or analyzing general school data (such as student demographic data) and student performance data (such as ITBS or Basic Reading Inventory).
- Thinking about and discussing what the data mean for your school, students, curriculum, and instructional plans.
- Using the formative evaluation data to make recommendations to the PD Leadership team to modify the implementation plan as needed.

Note: “Depending on the frequency of student data collection, collaboration teams periodically study student progress and needs in order to adjust implementation plans.” Bev Showers, 2003

Adapted from EF Calhoun, Phoenix Alliance

Tool 7, A Guide for Collaborative Structures, continued

3. Examining Implementation Data

- Collecting, collating, implementation data in a simple format for the entire team.
- Discussing the implementation data and its implications.
- Discussing implementation plans and making recommendations to the PD Leadership team to make modifications based on implementation fidelity (frequency and accuracy of use) and student impact as determined by the group.

4. Problem Solving and Reflection Activities to Use While Learning New Strategies

- Studying student work to decide what to do next (e.g., what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate).
- Observing a partner using the activity, strategy or model with his/her students.
- Studying a document that describes the attributes of the activity, strategy, or model and deciding what to work on next.
- Working with your students and modeling an activity, strategy, or model.
- Watching a videotape of a partner using the strategy with his or her students.
- Reflecting on what has gone well, what might be improved.

5. Managing Collaboration

- Establishing and disseminating a purpose and an agenda for each meeting (PD leadership team may help set agenda items).
- Recording and sharing minutes.
- Establishing and maintaining team roles. Suggested examples:
 - Team leader who keeps the group focused and on task.
 - Timekeeper who helps with efficient use of time.
 - Recorder who manages the agendas and minutes.
 - Data leader who finalizes the data displays and summaries generated by the team.
- Following ground rules or norms for group member engagement.
- Planning and addressing logistical issues such as setting up teacher planning times, arranging for peer coaching/observation partners, setting time to observe a partner using the activity, strategy or model with his/her students.
- Recording implementation data.
- Deciding when to meet next and what to work on.
- Enjoying working together.



Ongoing Cycle Component: The Study of Implementation

For full-size IPDM graphic, see page 14.

IPDM Profile: Teachers know how often they are to implement the strategy (frequency); how they are to implement the strategy in their classroom (fidelity); and if there are different expectations for some role groups. Differing expectations are spelled out and made clear to all participants.

Dimension 19: An implementation plan describes what the teachers will be studying and putting in place in the classroom.

What PD Leadership Team members learn from the study of implementation informs decisions about future training, the need for support, and adjustments in the learning opportunities for teachers. If new content is to be learned and implemented in classrooms so that students benefit, then teachers need 1) ongoing learning opportunities, 2) the collegiality of peers as they plan and develop lessons, 3) planned opportunities to collect and analyze implementation data (“effort”), and 4) student impact data (“effect”).

The information gathered in studying implementation informs the design of learning opportunities as part of formative evaluation for the professional development plan. For example, ongoing data collection may suggest that teachers are not accurately using a newly learned strategy in their classrooms. The Professional Development Leadership Team can use these data to make adjustments to the initial plan such as increased opportunities to learn theory, more demonstrations, and more time for practice. The implementation patterns also need to be monitored so that teachers and administrators can interpret student data and provide feedback to trainers on both teacher and student needs. (Guskey, 2000)

To develop an implementation plan, the Professional Development Leadership Team studies the research on the content of their professional development target and has some notion of what optimal patterns of use might be. They engage teachers in a dialogue about the optimal use of the new strategies, e.g., what is appropriate use at various grade levels and in various subjects. The Leadership Team uses the information gleaned from the research and the suggestions from classroom teachers to develop a set of implementation recommendations to guide the collaborative teams in their planning. Collaborative teams thus plan their use of the new strategies based on the optimal use identified in the implementation plan.

A practical planning process includes data collection by individual teachers and by the collaborative team, so that the collaborative team is involved in monitoring implementation. For example:

- Each teacher individually documents his or her use on a structured form.

- In the collaborative team meetings, individual teacher implementation data are analyzed and interpreted.
- The collaborative team monitors their collective implementation by reflecting on what they notice when reviewing these forms.
- Collaborative team analysis of the implementation forms is turned into the Leadership Team on a scheduled basis.
- After analyzing this information, the Leadership Team provides feedback to the entire staff on the frequency of implementation and what needs additional effort or attention.

Steps for Implementation

- ❑ Create the pattern of use expected for the new skills/strategies/curricula, etc., you are learning in your professional development program. See Tool 8 on next page.
- ❑ Engage staff in a dialogue about their estimates of optimal use of the new strategies.
- ❑ Design implementation logs or documentation protocol based on the Implementation Plan.
- ❑ Establish a schedule for collaborative teams to collect and analyze implementation and student performance data as described in the Implementation Plan.
- ❑ Analyze implementation data from each collaborative team and report to the full faculty. Identify and make provisions for any support that may be needed by the staff to effectively implement the selected professional development target.

District Professional Development Plan

Collaboration/Implementation

Describe collaboration (including opportunities for observation and reflection).

Describe the study of implementation at the district level.

Building-Level Professional Development Plan

Collaboration/Implementation

Describe collaboration (including opportunities for observation and reflection).

Describe the study of implementation at the building level.

Tool 8

Implementation Worksheet

Describe what your PD content will look like when it is in place. What will be the pattern of use? What will be the quality of use? How will it differ from current practice? Will it be integrated with current practice or will it replace current practice?

How often will the teachers use this strategy/skill in the classroom? For buildings with multiple role groups, list for each role group.

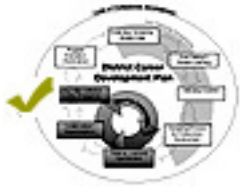
Describe how you will monitor your implementation. Include how you will collect data on both the frequency and proficiency of use with your planned change.

Describe how you will address barriers to expected implementation.

Who will collect implementation data and at what intervals?

How will these data be shared and with whom?

How often will you compare implementation data with formative data on student responses to your planned change?



Ongoing Cycle: Ongoing (Formative) Data Collection

For full-size IPDM graphic, see page 14.

IPDM Profile: This phase of the action research process involves turning the data into information to aid the faculty in making decisions. Time needs to be provided for the faculty to study, discuss, and question the data as a professional collective; to determine priority area(s) for action; and to decide what can be celebrated. (Calhoun, E., p. 80)

Dimension 20: Formative evaluations are in place.

Dimension 21: Formative evaluations are scheduled.

Dimension 22: Formative data are used to plan training and supports for students.

“Collecting data about a work process has little meaning to us until we use this data to predict and draw conclusions about the future, based on the past performance of this process. Data is value added only to the extent that it allows us to predict and draw conclusions about the future.” Quote by Neil Paulsen, Intel Corporation. (Bernhardt, 2004)

Formative evaluation ensures the regular and systematic collection of student data and teacher implementation data (Calhoun, 2001; Hertling, 2000; Yap et al., 2000). The purpose of formative evaluation in the IPDM is to make sure the professional development is yielding positive results during the experience of the ongoing cycle. Formative evaluation should occur at regular intervals throughout the life of the program/initiative. If timely formative evaluation findings suggest that students are not responding to changes in instruction, the professional development Leadership Team may need to adjust the training/learning experiences. The frequency with which these data are collected depends on the nature of the planned change. For example, changes in fluency are likely to occur more rapidly than the ability to address higher-order comprehension questions, and data collection points should be set accordingly.

As teachers implement new instructional models or sets of strategies targeted at improving student learning in specific areas, the PD Leadership Team will need tools for collecting and organizing formative data. Organization and display of the data will help to determine if teachers are implementing new strategies with desired frequency and fidelity. An organized data display will also describe how students are responding to instruction. Collection, analysis, and discussion of formative data occur intermittently throughout the year so adjustments to the professional development plan or implementation plan can be made as needed.

Data collected during the formative evaluation process may also be used in the summative evaluation. Program evaluation data provide information on the efficacy of the professional development plan for increased student learning.

Steps for Formative Evaluation

- ❑ Complete the Formative Data Planning Tool. See Tool 9
- ❑ Determine how and when the ongoing data will be collected and organized.
- ❑ Set up procedures for reviewing findings from the analysis of this data to be used to adjust and refine future professional development.
 - After collecting and organizing formative data, combine teacher implementation and formative student data. Use data to determine: 1) if teachers are implementing new strategies with desired frequency and accuracy, and 2) if students are responding to instruction.
 - Collection, analysis, and discussion of formative data occur intermittently through the year. The schedule for formative data collection depends on the strategies/model being studied.
 - Record on District/Building-Level PD Plan.
- ❑ Discuss findings and determine whether changes are needed in professional development or implementation of instruction. Expand discussion to the full faculty and make adjustments (adding additional theory, demonstrations, and practice, as needed).

District Professional Development Plan	Building-Level Professional Development Plan
<p>Formative Evaluation</p> <p>Describe how formative evaluation data will be collected and used to inform instruction and the PD cycle at the district level.</p> <p>Describe how frequently the formative evaluation data will be collected.</p>	<p>Formative Evaluation</p> <p>Describe how formative evaluation data will be collected and used to inform instruction and the PD cycle at the building level.</p> <p>Describe how frequently the formative evaluation data will be collected.</p>

Tool 9

Formative Data Planning Tool

Formative evaluation is periodic measurement of progress toward your PD target. For example, if your PD target is the improvement of reading comprehension, your formative measure will periodically examine students' reading comprehension and participant implementation.

- What instrument [measure(s)] will you use for your formative evaluation?
- For each instrument identified, explain how often this measure will be administered.
- For each instrument identified, will it be administered to all students or a sample of students at each data collection point?
- For each instrument identified, describe the data collection and analysis process. How will results be shared with faculty?



Program Evaluation Summative

For full-size IPDM graphic, see page 14.

IPDM Profile: The effectiveness of professional development is judged by student learning outcomes. Determination of the efficacy of a professional development program is based on two factors: whether or not the content was implemented as planned and whether or not students acquired the desired knowledge/skills/behaviors. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target an improvement in student performance. A professional development program is successful when it achieves its student learning goals.

Dimension 23: Summative data are used to plan the next cycle of professional development.

Dimension 24: Faculty and stakeholders are informed about the outcomes of the evaluation of professional development.

“The only real evaluation is whether students learn more. An the only real issue in evaluation is whether we study student learning as a consequence of what we learn in curriculum, instruction, and the social climate of the school.” (Joyce & Showers, 2002)

The summative evaluation examines the outcomes of the program by determining the impact of professional development on improving instruction and student learning. While ongoing data collection (formative evaluation) entails frequent measurement of targeted outcomes and guides training decisions and program adjustments, program (summative) evaluation addresses the question “Does this program work?” Measures of program effectiveness generally occur at greater intervals—perhaps yearly—or on whatever schedule the district/school has established for taking stock of its progress toward student achievement goals.

Summative evaluation includes analysis of student data, such as ITBS/ITEDs, plus formative data (teacher implementation data and student data) gathered throughout the year. The results from the summative evaluation should be used to make judgments about the overall worth of the program and to plan the next cycle of professional development (continue as is, modify, change target, etc.). Faculty and stakeholders need to be actively involved in the decision making process for the next cycle.

Steps for Program Evaluation (Summative)

- ❑ Organize, and display formative and summative data. Include teacher implementation data and student performance data.
- ❑ Analyze data to determine findings. Engage staff in interpreting results from data collected. Utilize staff input to form decision statements (include justification).
- ❑ Summarize findings. Answer the questions established in the Data Collection and Goal-Setting stages. (Was progress made on indicators?) See Tool 10.1 and Tool 10.2 on the following pages.
- ❑ Facilitate discussion by the PD Leadership Team to determine the status of the initiative.
- ❑ Communicate the decisions to all stakeholders. Record a summary on the APR and distribute results throughout the APR. Disseminate the results of the professional development initiative in other user-friendly venues such as school board meetings, School Improvement Advisory Committee meetings, “State of the District” presentations, web site, letters to parents, news releases, etc.
- ❑ Summative data leads to a new cycle. Completing one full cycle, from the initial goal setting and selection of content to accomplishing the goal, may take more than one school year. Data informs the decision to start on a new goal, rather than the school calendar. Add summative data to CSIP.

District Professional Development Plan

Summative Evaluation

Describe how you will measure the results of the PD efforts at the district level.

Describe your plan for sharing results with stakeholders.

Building-Level Professional Development Plan

Summative Evaluation

Describe how you will measure the results of the PD efforts at the building level.

Describe your plan for sharing results with stakeholders.

Tool 10.1

Discussing Our District's Summative Data

District Name: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source being analyzed.)*

- ITBS/ITED
- Diagnostic: _____
- District-wide Assessments
- Teacher Data
- Other: _____

What do you notice when you look at these district level data?

Was the goal for student learning accomplished?

Did student data indicate students responded to changes in teachers' practices related to the professional development priorities?

Did teachers fully implement the strategies/model?

Did all intended subgroups show growth?

What are you comfortable saying about student or staff performance based on these results?

Tool 10.1, Discussing Our District's Summative Data, continued

What additional questions do these data generate?

What do the results and their implications mean for your instructional practices and the district-level professional development plan for the next cycle?

If the goal and indicators have not been accomplished, student data indicate students are responding, and teachers are fully implementing, continue the initiative as is.

If students are not responding, but data suggests teachers are not fully implementing, continue the initiative with changes. Emphasize processes to increase implementation.

If students are not responding and teachers are fully implementing, consider selecting different strategies.

If indicators for student achievement have been met, consider the initiative complete, and begin decision-making process to select another professional development target to address a different goal.

Tool 10.2

Discussing Our Building's Summative Data

District Name: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source being analyzed.)*

Student Performance Data:

- ITBS/ITED
- Diagnostic: _____
- District-wide Assessments
- Other: _____

Teacher Data:

- Teacher Implementation Data
- Other: _____

What do you notice when you look at these data?

What are you comfortable saying about student or staff performance based on these results?

What additional questions do these data generate?

Tool 10.2, Discussing Our Building's Summative Data, continued

What do these data indicate students need to work on?

Based on these data, what can we infer teachers/administrators need to work on?

- If the goal and indicators have not been accomplished, student data indicate students are responding, and teachers are fully implementing, continue the initiative as is.
- If students are not responding, but data suggests teachers are not fully implementing, continue the initiative with changes. Emphasize processes to increase implementation.
- If students are not responding and teachers are fully implementing, consider selecting different strategies.
- If indicators for student achievement have been met, consider the initiative complete, and begin decision-making process to select another professional development target to address a different goal.
- What do the results and their implications mean for your instructional practices and the building-level professional development plan?

The Individual Teacher Professional Development Plan

The Individual Teacher Professional Development Plan (ITPDP) is intended to support the professional growth of individual teachers as part of the district's focus on increasing achievement for all students.

Dimension 25: Individual Career Development Plans are in place.

Dimension 26: Individual plans support district professional development priorities.

State of Iowa 2007 legislation requires that each public school district in Iowa have individual teacher professional development plans in place for all career teachers; i.e., the Individual Teacher Professional Development Plan (ITPDP).

The Administrative Rules at 281--83.6(284) in Iowa Code state the requirements for an Individual Teacher Professional Development Plan as follows:

- *Each individual teacher professional development plan shall align to the fullest extent possible with the district professional development plan.*
- *The purpose of the individual plan is to promote individual and collective professional development.*
- *At a minimum, the goals for an individual teacher professional development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district or area education agency, as appropriate, as outlined in the comprehensive school improvement plan, and the needs of the teacher.*
- *The goals shall go beyond those required under the attendance center professional development plan. The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined or area education agency-determined content to the extent possible.*
- *The individual plan shall be developed by the teacher in collaboration with the teacher's evaluator.*
- *An annual meeting shall be held between the teacher's evaluator and the teacher to review the goals and refine the plan.*

The individual teacher professional development plan for the career teacher may be congruent with the district and building-level professional development plans, and the process described in the Iowa Professional Development Model may be used simultaneously to implement plans across all three levels. Individual plans should address the district and building goals by extending collective learning to refine the teacher's knowledge and skills. Individual plans are also intended to individualize the learning to address other standards and criteria as needed to build the teacher's capacity to teach effectively.

The purpose of quality PD is to accomplish transfer of newly learned practices into the classroom of every teacher. To accomplish the district and building goals of improving learning for all students the full faculty needs to engage in

The purpose of quality PD is to accomplish transfer of newly learned practices into the classroom of every teacher.

professional growth to develop their practices. Teachers learn best when they have frequent opportunities for engagement with colleagues in solving problems and learning new knowledge and skills that represent collective concerns. A fully integrated professional growth system has processes that attend to the collective learning of teachers and the learning of individuals.

As described in the rules, the career teacher's plan for professional development is to be developed collaboratively with the teacher's evaluator. Typically the evaluator is the school principal. (If a teacher has a supervisor other than the evaluator, the supervisor must give input into the development of the plan.) The intent of these requirements is that the development and maintenance of the ITPD plan be a collaborative process in which the teacher and the school principal work together to design an individual plan that will build the capacity of the individual teacher and contribute to the overall professional learning goals established for the building..

. . . the career teacher's plan for professional development is to be developed collaboratively with the teacher's evaluator.

The Teacher Quality Program (2007) states that goals must be based on the building-level PD plan. The rules require that the individual plan also include goals that go beyond the building-level PD priorities. In keeping with the IPDM and the requirements for the Individual Plans, it is necessary to use data to determine the goals for the teacher's professional growth. The teacher and administrator should look at the analysis of student data, the goals for the district professional development plan, and the goals established for the building-level PD plan. Information about the teacher's needs related to the Iowa Teaching Standards and criteria should be considered when deciding on the most important knowledge and skills to work on.

When professional growth for teachers is based on district and building-level student data, and student achievement goals, it is very likely that the individual teacher PD plan for the career teacher will focus on learning the knowledge and skills that address the priorities established in the district and building PD plans, with a specific refinements or extensions that personalize those district/building PD priorities. For many teachers goals beyond the building-level priority will add onto or complement the building-level PD priorities, because the same data used to set the building goal are used as the rationale for the individual goal. The learning opportunities for goals beyond the district/building goal should help the individual to apply what is being learned through the collective professional development and add to his or her repertoire in related content, pedagogy, or both. This type of plan will readily meet the requirement that the teacher's individual plan align to the fullest extent possible with the district professional development plan.

For some teachers, the data analysis and dialogue with the principal will suggest an additional area of need that is not related to the district or building level PD goals. . . . Goals that add another area of focus must be based on the teacher's needs and on the relevant Iowa teaching standards that support the student achievement goals . . .

For some teachers, the data analysis and dialogue with the principal will suggest an additional area of need that is not related to the district or building level PD goals. Goals for these teachers will include learning about the district/building priority plus another area of focus. Goals that add another area of focus must be based on

the teacher's needs and on the relevant Iowa teaching standards that support the student achievement goals of the building, and/or school district (or area education agency). Information about the teacher's strengths and needs gathered from the evaluation process is a useful source of data to help identify professional learning needs to address the Iowa Teaching Standards and related criteria.

Teams and Individual Teacher Professional Development Plans

A team of teachers who work with a specific grade-level, grade span, or a role group (for example all 4th grade teachers, middle school teachers of academic content, music teachers, etc.) can have the same goal, if the teachers and their evaluator agree. If individuals have the same or similar goals, their professional development may be designed as a team and should be collaborative. It is important to note that each teacher, even if s/he is working with a team of other teachers who have a common group goal, should be provided a personal copy of the ITPDP plan. Discussion of this plan as part of the performance review should always be conducted privately with the individual, and use an individual's plan rather than a common form.

Examples of Individual Teacher PD Plan Goals

Elementary Example:

Building-Level Goal: To study and implement a new math initiative focusing on a problem solving.

Individual Goal: To study and learn the new math strategies and apply in the classroom.

Extension: To extend the work with problem solving in math and find applications for the problem solving processes when using inquiry skills in science.

This teacher worked with her evaluator and supervisor to develop her individual teacher career development plan, focusing on the building level goal. The extension involves implanting the same strategies in another content domain.

Learning Opportunities: The collective study would involve all elementary teachers in collective learning and application including workshop sessions and collaborative team meetings.

Indicators:

- A math problem-solving lesson developed in a collaborative team meeting.
- The minutes kept by the collaborative team—describing the status of implementation of problem solving methods in the classroom.
- A record of the parent open house where the teacher modeled the math problem solving steps.
- Notes of the discussion between the teacher and a peer following a peer observation (peer coaching).
- Samples of formative assessment analysis of problem based instructional tasks.

Middle School Example:

Building-Level Goal: To improve student performance in writing as measured by the district writing assessment.

Individual Goal: Learn new strategies for modeling writing.

Extension: Design writing activities that extend inquiry process in social studies.

This teacher worked with his evaluator and supervisor to develop her individual teacher career development plan; focusing on both the building priority and specific strategies she had identified to address the needs of his students in his academic area. He had been keeping track of his students' data for several months and had noticed that students were having difficulty with writing expository text. He needed to continue to practice learning the writing strategies that were part of the building-wide professional development, but decided to also work on studying and practicing how to use metacognitive strategies to improve her students' non-fiction writing skills in social studies for his individual professional development. The strategy he selected for her individual professional development has a research base, is supported by her district, would assist in supporting the student achievement goals of the district, and addressed portions of the descriptors under Iowa Teaching Standards 2, 4 and 7.

Learning Opportunities: Engage in building-level PD to learn grade-level writing curriculum and instructional strategies and engage in collaborative team meetings.

To Extend these Learning Opportunities: Read articles identified by the teacher and attend role-alike collaborative team meetings to discuss how to design lessons using new content.

Indicators: Minutes from team meetings, completed structured response sheets of selected research articles, analysis of student writing data, analysis of implementation logs, and student writing samples.

Secondary Example:

Building-level goal: To increase students' access in grades 9-12 to higher order thinking skills and tasks that have real world applications. Teachers will implement authentic intellectual work in the classrooms by using the Authentic Intellectual Work (AIW) approach in professional learning communities.

Individual Goal: To apply the authentic intellectual work protocols when designing biology lessons, delivering the lessons and assessing student work.

Extension: To study classroom assessment processes and develop performance based tasks to be used with biology assignments. (The second goal is an extension of AIW.)

During the planning by this teacher and the evaluator, a need was identified based on the performance review process which suggested learning that was in addition to the building priority. Documentation collected by the evaluator indicated that additional learning and evidence was needed on one criterion of the Iowa Teaching Standard 5. This teacher's needs were related to designing appropriate assessments.

Learning Opportunities: Engage in overview sessions on AIW; participate in professional learning communities with other science teachers to use the scoring rubrics and to design lessons.

Form a small group of peers from the science department to review the Iowa Core Curriculum and select Essential Concepts and Skills that currently do not have appropriate formative assessments. Review the instructional materials, determine what type of assessments would be best suited to showcase the students' mastery of these skills and plan how to collect and analyze these data.

Another Example from Same Building:

Goal 1: To apply the authentic intellectual work protocols when designing biology lessons, delivering the lessons and assessing student work.

Goal 2: To integrate science instruction with other content areas. Six other teachers in the building established similar goals, so the Professional Development Team helped them set up a study group. The study group read articles, discussed how this information fit with what they were learning as a faculty, and worked together to try the ideas in their classrooms. They brought back data from observing their students and reviewed student work to discuss in the study group.

Indicators: Professional Learning Community minutes, completed AIW scoring forms, analysis of end of unit assessments.

Suggested Steps for Developing an Individual Teacher Professional Development Plan

□ Initial data analysis

Teachers work together collectively with administrators and PD Leadership Team to:

- Review district, building, and classroom level student data
- Review the district and building-level PD plans
- Review the Iowa Teaching Standards and criteria

□ Individual reflection and self-assessment to set goals

The individual career teacher uses the information gathered in the initial data analysis and extends the process:

- What do I need to learn to extend and refine my knowledge and skills on the collective goal(s)?
- What do I need to do to increase my application of these skills?
- Who might have similar individual goals that might work with me to extend my skills?
- Have I gotten feedback &/or examined data that suggest my effectiveness in one of the other standards/criteria needs attention?
- If yes, what knowledge and skills do I need to acquire?
- What should I study and practice?
- Is this content/pedagogy research based?
- Do my goals address the Iowa Teaching Standards/Criteria?
- Would this work fit with District/building priorities?

□ Design the learning opportunities

Select or design ways to support the teacher in learning new knowledge and skills:

- What learning experiences would ensure that I master this priority?
- What support do I need?
- Who else can I study and learn with?
- How can I collaborate with others to plan lessons, observe other teachers, and study student work?

□ Indicators of success

List the indicators that will be used to document the accomplishment of this goal:

- How can I demonstrate to my evaluator that I have applied what I learned?
- How can I showcase how students benefited from this work?

□ Establish a time line

- What is a good schedule for accomplishing my goals?
- When should I share progress?

□ Finalize the written plan: A written Individual PD plan will be the product of the ongoing discussion.

Tool 11.1

Blank Sample 1

Individual Teacher Professional Development Plan

School Year: _____

Teacher Name(s)	Building
Evaluator	Date
General Focus:	
Goal for Professional Growth (SMART goal characteristics):	
Rationale for the Plan	
Student learning concerns addressed: (Include baseline data for analysis of the goal and progress.)	
Alignment with building and/or district student achievement goals:	
Professional development training/learning opportunities and collaborative team activities:	
Iowa teaching standards and criteria that will be the focus of this plan:	
Indicators that will be used to document the accomplishment of this goal: (Include products and artifacts that document participation, implementation and student results.)	
Resources needed to implement the plan:	
Projected timeline:	

Tools

Tool 11.1, Individual Teacher PD Plan, continued. Blank Sample 1, page 2

Tools

**Individual Teacher Professional Development Plan
Annual Review**

	Summary of Status on Goals	Additions If additional goals are added, provide rationale, indicators and resources needed.	Date of Annual Review Teacher & Evaluator Initials
Year 1			
Year 2			
Year 3			

Additional Goals:

Goal for Professional Growth: (SMART goal characteristics)

Student learning concerns addressed: (Include baseline data for analysis of the goal and progress.)

Alignment of building and/or district student achievement goals:

Professional development training/learning opportunities and collaborative team activities:

Iowa teaching standards and criteria that will be the focus of this plan:

Indicators that will be used to document the accomplishment of this goal:

Resources needed to implement the plan:

Projected Timeline:

Tool 11.2

Blank Sample 2

Individual Teacher Professional Development Plan

200__/_/___ School Year

_____ School

_____ District

TOOLS

Teacher Name(s): _____

Evaluator: _____

Date: _____

Professional Growth Goal:

What student data suggest that this professional learning is necessary?

How will this goal contribute to student learning in the priority areas identified in the district and building plans?

Which of the Iowa Teaching Standards and criteria will be addressed by this goal?

What are the training/learning opportunities you will engage in?

How will you participate in collaboration to learn and apply new knowledge and skills?

What indicators will you use to document the accomplishment of this goal?
(Include products and artifacts that document participation, implementation and student results.)

What supports are needed to implement this plan?

**Individual Teacher Professional Development Plan
Annual Review**

	Summary of Status on Goal 1	Summary of Status on Goal 2	Summary of Status on Goal 3	Date of Annual Review Teacher & Evaluator Initial
Year 1				
Year 2				
Year 3				

Additional goals (add pages as needed):

Comments:

Teacher Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Tool 12

Professional Growth System

Our processes

- are designed by both teachers and administrators.
- respect the needs of teachers.
- respect the needs of administrators.
- are clearly described in writing.
- are grounded by efficient, descriptive documentation.
- are easy to understand.
- are fair.
- are supported by forms that give teachers and administrators the structures needed to be effective, efficient, and consistent.
- comply with Iowa requirements.
- facilitate dialogue among administrators and teachers.
- have a high likelihood of improving the practices of teachers.
- have a high likelihood of improving the practices of administrators.
- make clear connections between professional development and evaluation processes.
- increase transparency of practice.
- focus the energy of both teachers and administrators on improving instruction.

Iowa Professional Development Model
District and Building Level PD Plan

District Professional Development Plan	Building-Level Professional Development Plan
<p>Data: Summarize the District Professional Development Leadership Team’s interpretation and comments on the implications of district-level data. Include any data displays that will help to show student needs.</p>	<p>Data: Summarize the Building-level Professional Development Leadership Team’s interpretation and comments on the implications of building-level data. Include any data displays that will help to show student needs.</p>
District Professional Development Plan	Building-Level Professional Development Plan
<p>PD Target: List the district PD target (a PD Target is narrower than the broad annual improvement goal/annual measurable objective found in the CSIP).</p>	<p>PD Target: Use the PD Target and the building-level data to select the PD Target for the building.</p>
District Professional Development Plan	Building-Level Professional Development Plan
<p>Content: Describe the content selected to address the PD target. In a paragraph, justify the selection of this content, considering scientific evidence base. Identify the primary Iowa Teaching Standards and Criteria that are going to be addressed through learning and implementing this content.</p>	<p>Content: Describe the PD content selected at the building level. In a paragraph, justify the selection of this content, considering scientific evidence base. Identify the primary Iowa Teaching Standards and Criteria that are going to be addressed through learning and implementing this content.</p>
District Professional Development Plan	Building-Level Professional Development Plan
<p>Training/Learning Opportunities: Document that all teachers responsible for instruction are included in PD. Describe how collective (group) PD learning opportunities will be structured at the district level, if the PD is district-wide. Describe how theory will be provided. Describe how demonstrations will be included. Describe how teachers will be given opportunities to practice.</p>	<p>Training/Learning Opportunities: Describe the target audience for PD at the building level. Describe how collective (group) PD learning opportunities will be structured at the building level, for the full faculty or teams within the building. Describe how theory will be provided. Describe how demonstrations will be included. Describe how teachers will be given opportunities to practice.</p>

District Professional Development Plan	Building-Level Professional Development Plan
<p>Collaboration/Implementation</p> <p>Describe collaboration (including opportunities for observation and reflection).</p> <p>Describe the study of implementation at the district level.</p>	<p>Collaboration/Implementation</p> <p>Describe collaboration (including opportunities for observation and reflection).</p> <p>Describe the study of implementation at the building level.</p>
District Professional Development Plan	Building-Level Professional Development Plan
<p>Collaboration/Implementation</p> <p>Describe collaboration (including opportunities for observation and reflection).</p> <p>Describe the study of implementation at the district level.</p>	<p>Collaboration/Implementation</p> <p>Describe collaboration (including opportunities for observation and reflection).</p> <p>Describe the study of implementation at the building level.</p>
District Professional Development Plan	Building-Level Professional Development Plan
<p>Formative Evaluation</p> <p>Describe how formative evaluation data will be collected and used to inform instruction and the PD cycle at the district level.</p>	<p>Formative Evaluation</p> <p>Describe how formative evaluation data will be collected and used to inform instruction and the PD cycle at the building level.</p>
District Professional Development Plan	Building-Level Professional Development Plan
<p>Summative Evaluation</p> <p>Describe how you will measure the results of the PD efforts at the district level.</p> <p>Describe your plan for sharing results with stakeholders.</p>	<p>Summative Evaluation</p> <p>Describe how you will measure the results of the PD efforts at the building level.</p> <p>Describe your plan for sharing results with stakeholders.</p>

Appendices 2009



- **Appendix 1: Rubric for Developing a District/Building Profile**
- **Appendix 2: Provider Approval Process & Application Form**
- **Appendix 3: Iowa Standards**
 - a. **The Iowa Teaching Standards and Criteria**
 - b. **The Iowa Standards and Criteria for School Leaders**
 - c. **The Iowa Teaching Standards with AEA Criteria**
- **Appendix 4: Iowa Teacher and Administrator Quality Programs**

Notes:

Appendix 1:

Rubric for Developing a District/Building Profile

Based on Iowa Professional Development Model Components

The purpose of this profile is to guide the district/building administrators, the Professional Development (PD) Leadership Team, and the PD provider in conducting an optional self-analysis of the effectiveness of their district/building professional development. By reviewing what is in place for PD at the district and building level, district leaders have an opportunity to make adjustments and add supports to ensure that the professional development provided to teachers results in improved instructional practices and increased student achievement. This rubric is offered as a tool to analyze and describe the status of PD plans, processes, and learning opportunities.

The rubric components, dimensions, and descriptors follow the Iowa Professional Development Model (IPDM) and requirements for the district professional development plans. A description of the desired level of full implementation of effective practice is listed in the left column (Level 4). Four levels are offered to provide practitioners with descriptions that show progress from non-implementation on the right, with movement toward effective practices and procedures on the left. Ratings are offered to indicate the levels of attention that are needed to move from non-implementation to full implementation of the IPDM components.

To complete this rubric, the team members read the definition of the component and the four descriptors for each dimension and then circle the number that most reflects the status of the building/district. If a situation is best described by statements in more than one level, then also highlight or underline items that describe that status. Space is provided to add evidence that supports the ratings.

LEA: _____

Building: _____

Individual(s) Completing Rubric: _____

Date: _____

Key to ratings on rubric:

4 = Fully implemented, ready to showcase and use as an example for others

3 = Adjustments and some refinement may be needed

2 = Additional attention and effort needed to fully develop this element

1 = Intensive technical assistance needed

Component: Collecting and Analyzing Student Data

Identifying student need is the first step in designing professional development intended to improve student learning. Collecting and analyzing information about student performance in areas of interest enables a district and/or school to set priorities. If professional development is to impact student learning, it must precisely align with student need.

Dimension 1: Uses analysis of multiple sources of data.

4	3	2	1
Multiple sources of data are displayed in a way that facilitates dialogue with staff. Written summary of findings about student achievement with interpretation about patterns, trends, and implications has been shared with faculty. Analysis provides enough detail to lead to decisions about practice.	Data are collected from multiple sources, but not analyzed and displayed in a way that makes data understandable to staff. Documentation includes a general summary of the findings with interpretation about patterns, trends, and implications. Analysis is general and of limited help in making decisions about practice.	Scores are provided for multiple sources. Little analysis and interpretation are apparent.	Only one source is provided with little or no analysis.

Dimension 2: Analysis of subgroup data.

4	3	2	1
Analysis includes the general population as well as findings and implications for all subgroups represented in the district.	Analysis includes findings and implications for some, but not all subgroups represented in the district.	Analysis is reported in nonspecific terms so that conclusions about needs are difficult to make.	There is no analysis, only scores are provided.

Dimension 3: Leadership Team and administrator(s) use and interpret data.

4	3	2	1
The PD Leadership Team has discussed the data and implications. The PD Leadership Team has engaged the faculty in dialogue about the data and implications. School administrators have been fully engaged in sharing and discussing findings with others. Administrators actively model how to use and interpret data.	The PD Leadership Team has worked with the data and formed some conclusions. The full faculty has not been engaged in dialogue about findings and implications. School administrator has reported findings to others with little discussion. Administrators do not routinely model the interpretation and use of data.	Data have been reported to staff without opportunities to discuss implications. Administrators and the PD Leadership Team have not worked with faculty on studying data and discussing implications.	The staff has not been engaged in the use of data.

Comments/Evidence: _____

Component: Goal Setting for Professional Development

Clear statements of expectations regarding student learning allow schools and districts to focus professional development resources and energy on achievable goals. To meet the goals identified in the Comprehensive School Improvement Plan, the intent of professional development is to increase the learning of all students while attending to the learning needs of subgroups of students. If professional development content is to accomplish the desired increases in student learning, the goals for student learning must be explicit and concrete.

Dimension 4: Professional development target is focused on instruction.

4	3	2	1
PD Leadership Team has identified a professional development target that is focused on improving student achievement in reading, math or science and provides skill development in instruction.	Professional development target is focused on practices that impact students, but the target does not help teachers to improve academic instruction. (Example: PD addresses only an affective/behavioral/social emotional goal.)	The target is about procedures rather than instruction. (Example: how to administer assessments.) Target is on adult or systems variable rather than on student learning and instruction. (Example: culture building, scheduling alternatives.)	The target is exclusively about process. (Example: team building, facilitating meetings.)

Dimension 5: Goals and PD target are aligned with data.

4	3	2	1
Goals and PD target are aligned with data. There is tight coupling among the data, goals, and the target selected.	Goals are aligned with data, but the target is not related to the goal.	Neither the goals nor the target relate to the data. There is no coupling among data/goals/target.	There is no PD target.

Dimension 6: Target is specific and based on the AIG/AMO and district goals.

4	3	2	1
Target is based on the Annual Improvement Goal/Measurable Annual Objective and district goals but is narrower and more specific.	PD Target is broad. Lack of specificity makes it difficult to select the strategy/model that teachers need to learn to accomplish gains in student achievement.	PD target is narrow and limited to a single strategy which does not have enough complexity to accomplish significant gains in student achievement.	PD is a set of events without any target, lack of focus is evident.

Provide evidence that the district/building has selected a target that is based on student data and district goals:

Dimension 7: There is a singular focus at the district/building for PD.			
4	3	2	1
There is a singular focus at the district/building for PD. Faculty will be able to focus on one major area at a time. Multiple emphases across the district with variation at the building level may be necessary to address student needs established by data.	There are 2-3 focus areas for PD that the same faculty may need to address simultaneously.	Priorities have not been established to narrow PD focus areas; more than 3 focus areas are evident in the building.	PD is a menu of training topic options.

Comments/Evidence: _____

Component: Selecting Content

Content selected for collective study by schools and districts must be supported by evidence that it can accomplish the goals set for student learning. A district should be confident that the content they choose to study has been found to improve student achievement. A process for selecting content will include: a review of research on curricular and instructional innovations with a history of success in the areas identified for student improvement; a review of current knowledge and practices in the district/school; alignment with the Iowa Teaching Standards; and documentation that the practices are supported by scientifically-based research.

Dimension 8: PD content selected addresses needs for full population of students.			
4	3	2	1
PD content selected addresses needs for the full population of students. Decisions about PD for age spans and populations may vary based on data. (Example: An elementary school may work on a district-wide target of reading comprehension by studying graphic organizers and think alouds. The high school may be focusing on using graphic organizers and writing.)	Content is provided for some grade-spans but not others. (Example: PD only addresses K-3 in a K-6 building.)	PD that is appropriate for one age span is provided for all age groups which conflicts with the research. (Example: Phonemic awareness being applied with all students in upper grades.)	District/building plan is not explicit about how PD is addressing student needs. The relationship between what is being studied and student learning needs is not explicit.

Dimension 9: Teachers and leaders were engaged in the decision making about the program/model/strategy.

4	3	2	1
The PD Leadership Team used a decision making process for selection of content, and appropriate criteria were used to judge the quality of research. Teachers were represented in the decision making about the appropriateness of the program/model/strategy.	The PD Leadership Team chose the content following a process, but without input from staff.	Content was chosen by central office and/or administration. Building Leadership Teams were not part of the process used to study the literature base and make decisions.	Criteria and process for selection are unclear.

Dimension 10: Administrators are well informed about the program/model/strategy.

4	3	2	1
Administrators are able to clearly articulate what is being studied by the faculty, why this program/model/strategy was selected, and what student outcomes will be accomplished. This information is communicated to the faculty and community.	Administrators know the strategy selected, but are unable to explain the rationale and research that justifies the selection of these practices for study in relation to local student data.	Administrators are unclear about why and how the program was selected, and communicate little about the nature of the content selected.	Administrators consider the selection of content and the need to be familiar with the rationale for selection as someone else's responsibility.

Dimension 11: Content is well grounded in research base.

4	3	2	1
Content is well grounded in research base; strategies are supported with studies that meet definitions of scientifically based research. The Iowa Content Network or equivalent source was used to make sure the research is of high quality. Practices selected are at least a level 3 on Content Network continuum.	Content is research related. Practices listed may be based on research done on single strategies, but this combination of strategies has never been evaluated using an experimental or quasi-experimental design.	A list of references is provided, but these sources have never been reviewed to check the type of intervention, population, effect size, etc.	Content was selected based on testimonial data or studies/ articles without a research foundation. There is no apparent research base or the studies are rated a level 2 or below on the Iowa Content Network.

List the content (strategies, model, or program) and provide evidence that this content has a research base. (Example: a review of the research base, and/or site studies that are reviewed on Iowa Content Network):

Component: Design

The professional development process must ensure that teachers have adequate opportunities to learn and implement new curricula, instructional strategies, and assessments. Teachers need to have sufficient workshop and workplace supports to develop a deep understanding of the theory of the strategy/model they are learning. The professional development design will build in time for teachers to learn together and to collaborate with each other. If teachers have opportunities to learn new content and implement it in their classrooms, the investment in professional development will pay off in increased student learning. *If professional development is based on powerful and proven content and implemented as designed, students will benefit.*

Dimension 12: Design includes theory, demonstration, practice, and collaboration.

4	3	2	1
<p>An action plan or building/district plan has been developed. The design for PD includes details about the workshop and workplace supports including:</p> <ul style="list-style-type: none"> • Theory (including thorough knowledge of research and rationale for the strategy) • Demonstration • Practice • Collaboration 	<p>Plan references elements (theory, demonstration, practice, collaboration), but lacks description about how these will be provided.</p>	<p>There is a building and a district PD plan, but plans do not include any reference to theory, demonstration, practice or collaboration.</p>	<p>The district plan does not provide details about the design. There is no building plan.</p>

Dimension 13: Adequate time for training is provided.

4	3	2	1
<p>Design describes how time will be made available for intensive PD training. Adequate time for training is provided. Training is distributed and occurs intermittently throughout the school year.</p>	<p>Time is provided for training but the amount of time is not adequate to fully support teacher learning. Design limits teachers' opportunities to fully participate in theory, demonstration, and practice experiences needed for fidelity of implementation.</p>	<p>Time is limited. Design limits teachers' opportunities to experience theory, demonstration, practice, etc.</p>	<p>Design does not address finding time.</p>

Dimension 14: Adequate time is provided for collaboration.

4	3	2	1
<p>Adequate time for collaboration is provided. Teachers meet frequently (about once a week) and for at least 30 minutes per meeting. A schedule is established and announced to all staff. Minutes (data on how meeting time is used) are submitted to the PD Leadership Team.</p>	<p>Time is provided, but meetings are not frequent enough to support implementation. A schedule is established and announced to all staff. The PD Leadership team collects documentation of how collaborative time is used.</p>	<p>Time planned for collaboration is insufficient to support implementation. Meetings are less than 30 minutes. No data are collected during the meeting to inform the Professional Development Leadership Team of additional support needed.</p>	<p>There is no specific schedule.</p>

Provide evidence that design has required elements and adequate time: (PD plans, calendar, etc): _____

List trainers who will deliver theory, provide demonstrations, etc: _____

Component: Ongoing Cycle

Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines needed for supporting these actions must be planned for, supported and monitored. What staff developers learn from the study of implementation will inform decisions about future training, the need for support, and adjustments in the learning opportunities. If new content is to be learned and implemented in classrooms so that students benefit, teachers need ongoing training, the collegiality of peers as they plan and develop lessons and materials and study their implementation, and interim measures to judge the success of their efforts.

Dimension 15: All teachers responsible for instruction are included in training and learning opportunities and collaboration.

4	3	2	1
All teachers responsible for instruction are included in training and learning opportunities and collaboration. There is an expectation that all teachers are engaged in professional learning.	A subset of faculty is included in training and learning and collaboration. There is a lack of shared responsibility across the staff to increase student achievement.	A few teachers participate in training with the intent of “training-the-trainer” without provisions for supporting the scaling up.	Professional development attendance and implementation in the classroom is optional, teachers engage on voluntary basis.

Dimension 16: Training and learning opportunities are distributed through the year.

4	3	2	1
Training and learning opportunities are distributed through the year. PD time is provided every week, using combinations of scheduling options. (Example: Early release, late start, faculty meetings, common planning time, before or after school, etc.)	Training and learning is distributed – every other week.	Training and learning opportunities are monthly or less.	In-service days are used for workdays and other non-PD uses.

Dimension 17: Training/Learning opportunities are adjusted and refined based on data.

4	3	2	1
Training and learning opportunities use a variety of formats for engaging teachers including: presentations, reading literature, small group discussion, watching live demonstrations, and viewing video tapes of demonstrations. Training/Learning opportunities are adjusted and refined based on the findings from the analysis of student data and teacher implementation data.	Training and learning opportunities are varied and include all design elements, but are not routinely adjusted and refined to address needs identified from student and teacher data.	PD is a study group format where participants discuss materials about instructional strategies. Participants discuss practices rather than see demonstrations, plan lessons together, and use implementation data to design next steps.	PD is exclusively a lecture and recitation format.

Dimension 18: Collaborative team meetings are structured.

4	3	2	1
Collaborative team meetings use structures (agenda and minutes). Teachers are provided with time to plan lessons, discuss data, solve problems, and work with materials to support the strategy being studied.	Collaborative team meetings include group dialogue to address issues of implementation. Lessons are planned in isolation.	Collaborative team meetings are informal. Teachers meet and discuss successes.	Collaborative team meetings are not routinely held.

Dimension 19: An implementation plan describes what the teachers will be studying and putting in place in the classroom.

4	3	2	1
An implementation plan describes what the teachers will be studying and putting in place in the classroom. Teachers know how often they are to implement the strategy (frequency); how they are to implement the strategy in their classroom (fidelity); and if there are different expectations for some role groups. Differing expectations are spelled out and made clear to all participants (Example: PE teachers using text less frequently will implement once every other week rather than daily.)	An implementation plan is in place. How often strategy is to be used is identified, but no information is available on fidelity and expectations.	A plan for implementation is discussed informally, but no written implementation plan has been developed.	Teachers are unclear about what is needed to get the strategy fully in place.

Dimension 20: Formative evaluations are in place.

4	3	2	1
A plan is in place that describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative (formative). The assessment aligns well with the content being presented.	Student progress is assessed but the assessments don't align with the content being presented.	Plan suggests formative assessment procedures will be done.	Formative evaluation of the PD initiative is not addressed by plan.

Dimension 21: Formative evaluations are scheduled.

4	3	2	1
Formative data are collected frequently enough to shape decisions about future PD. The assessments are conducted often enough to be sensitive to changes in student learning.	Assessments are conducted too often. (Changes are not likely to be measurable because students have not had enough time to learn the skill being measured.) Assessments are scheduled too far apart to yield data in a way that can be used to change the PD or to adjust instruction.	Formative assessments have been identified, but collection is not on a specific schedule.	Formative evaluation of the PD initiative is not addressed by plan.

Dimension 22: Formative data are used to plan training and supports for students.

4	3	2	1
PD Leadership Team analyzes formative data and facilitates dialogue about the findings with staff. Data are used to plan future training and identify additional on-going supports or adjustments in instruction for students.	Data are collected and interpreted by PD Leadership Team. Data inform some decisions, but not routinely used to shape PD or change instructional practices.	Data are used for accountability, but not for planning and adjusting PD and instruction.	Limited use of formative data.

Comments/Evidence: _____

Component: Summative Evaluation

The effectiveness of professional development is judged by the quality of student learning outcomes. Determination of the efficacy of a professional development program is based on two factors: whether or not the content was implemented as planned and whether or not students acquired the desired knowledge/ skills/ behaviors. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target an improvement in student performance. A professional development program is successful when it achieves its student learning goals.

Dimension 23: Summative data are used to plan the next cycle of professional development.

4	3	2	1
Summative evaluation includes analysis ITBS/ITEDs plus other assessments including end of the year review of formative data. Teacher implementation data are considered when interpreting student results. Summative data are used to plan the next cycle of professional development (continue as is, modify, change target, etc.).	Summative evaluation includes only ITBS/ITEDs. Data are used to judge efficacy of PD. Analysis includes tests scores, but not teacher implementation. Findings are used to make decisions about next steps.	Decisions on future PD include general findings regarding student results.	No summative plan. Decisions on future cycle of PD are based on opinions about efficacy of PD.

Dimension 24: Faculty and stakeholders are informed about the outcomes of the evaluation of professional development.

4	3	2	1
Faculty and stakeholders are informed about the outcomes of the evaluation of professional development and informed of decisions for next steps.	Faculty is informed about the outcomes and next steps. Stakeholders receive little or no information about the outcomes of professional development.	Evaluation findings are developed into a report, but are not communicated to others.	Analysis is not in a format that can be reported to faculty or stakeholders. No information is shared.

Comments/Evidence: _____

District/Building Profile – Individual Teacher PD Plans

The Individual Teacher Professional Development Plan (ITPDP) is intended to support the professional growth of individual teachers as part of the district’s focus on increasing achievement for all students. ITPDP is based on the needs of the teacher, the Iowa Teaching Standards and Criteria, and the student achievement goals of the building and district as per the CSIP. The goals and learning opportunities established in the individual plan should be a direct fit with the district and building plans for professional development. The individual plans may be developed for a team of teachers. The format for the individual plan is locally determined.

Dimension 25: Individual Teacher Professional Development Plans are in place.

4	3	2	1
<p>Each career teacher has an individual plan that:</p> <ul style="list-style-type: none"> was developed by teacher and administrator is based on the Iowa Teaching Standards is based on district data and goals is reviewed annually <p>Teachers that learn together in teams use team plans, as appropriate. Procedures for individual plans are clearly articulated, all teachers and administrators understand the process and recognize the connections among the evaluation process, the individual PD plans, and the District/Bldg PD plans.</p>	<p>Each teacher has a professional development plan, and those who are learning in teams have plans formatted as a team plan. Teachers and administrators know the procedures for district plans, individual plans, and performance reviews, but do not recognize how these processes interact.</p>	<p>Procedures for individual plans have been announced, but teachers and/or administrators are not clear about what is expected and how the processes work and interact.</p>	<p>Individual plans do not meet basic requirements. There is no effort to align the various plans and procedures.</p>

Dimension 26: Individual plans support district priorities for professional development.

4	3	2	1
<p>All teachers are contributing to the district/building PD priority by engaging in professional growth targeted to meet student needs. Individual plans reflect engagement in district/building efforts to meet student and teacher learning needs. An additional goal is in place, if teacher and administrator identify other needs for professional development. (Example: Art, Music, PE teachers work on collective goal in reading and also learn new methods specific to their assignment.)</p>	<p>Teachers are working in teams to implement shared individual teacher development plans, but have little sense of how their learning is connected to other teams or to the district/building plans for professional development and student learning.</p>	<p>All teachers have an individual plan which they view as “tasks” to complete in addition to their regular teaching responsibilities. No reference is made in the plan to building/distinct expectations for professional learning.</p>	<p>Teachers have individual plans that provide no contribution to the district professional development priorities. The individual plans reinforce a menu of professional development topics, rather than systemic collective professional development targeting student achievement.</p>

Comments/Evidence: _____

Note: This technical assistance document was developed by the Iowa Department of Education with input from the Iowa Staff Development Council, a state affiliate of the National Staff Development Council. For additional information please contact Deb Hansen (deb.hansen@iowa.gov). For additional copies of this document see <http://www.state.ia.us/educate/ecese/tqt/tc/prodev.html>.

Appendix 2: Provider Approval Process & Application Form

Effective September of 2004 local districts submit district professional development plans as part of the Comprehensive School Improvement Plan. Each district is required to identify an approved provider(s) in the district professional development plan. A district may be its own provider, or a district may choose to identify additional approved provider(s).

What Is an Approved Provider?

Providers are those individuals, agencies, or organizations that serve the district by providing long term, ongoing support of the district professional development plan. An approved provider is:

- An individual or organization that already has accreditation or approval by the Department of Education

or

- An individual or organization that has submitted an application for approval process to a local district and has been recognized as an approved provider by the local district.
- Individuals, agencies, and organizations that are invited or employed by the district to deliver content training are not required to be approved but should be held to local district expectations for quality.

Who Can Be a Provider?

A provider can be a school district, an area education agency, a higher education institution, other public or private entities including professional organizations that provide long-term, ongoing support of the district's professional development plan, or a consortium of any of the foregoing.

Area Education Agencies, Local Education Agencies, and Iowa Institutions of Higher Education are already accredited or approved through state accreditation procedures and personnel representing these agencies are considered approved to serve as professional development providers.

Other public and private entities and professional associations that provide long-term ongoing technical assistance to the local district must follow procedures for becoming approved.

What Does a Provider Do?

Examples of ongoing, long-term support roles include:

- Facilitate the collection, organization and analysis of data;
- Assist with the review of the literature and selection of research based content;
- Assist with design of training and learning opportunities and workplace supports including collaborative structures.
- Facilitate the formative and summative evaluation of the professional development;
- Assist with aligning district professional development plans and individual teacher professional development plans, and
- Other technical assistance services that support the design, implementation and evaluation of professional development for student achievement.

What Are the Procedures for Establishing and Documenting Approval?

Each local district will select an individual or organization to support their work in designing, implementing and evaluating the district professional development plan. If the individual or organization is already approved, the only step needed is to list that individual and identify the organization they work for in their district professional development plan.

If the district has identified an individual or organization that is not approved, the district will review and approve an application from the provider (see facing page). The potential provider must submit a written application to the school district that addresses the following expectations:

- How the provider will deliver technical assistance that meets the Iowa Professional Development Standards.
- How the provider intends to assist the local district in designing, implementing, and evaluating professional development that meets the requirements.
- A description of the qualifications of the provider.
- Evidence of the provider's expertise in professional development.
- A budget.
- Procedures for evaluating the effectiveness of the technical assistance delivered by the provider.

The local district administration reviews the application and determines whether that individual or organization has the capacity to support their district's professional development planning process. Once the district determines the applicant meets their expectation, the individual is listed the district professional development plan as their approved provider.

Provider Approval Process & Application Form

_____ Community School District

The individual or organization applying to the local district to become an approved provider completes this form. The completed form and budget remain on file in the local district.

Name of Individual or
Organization requesting approval: _____

District Approved Provider: _____

Date of Application: _____

On separate papers, attach responses to the following:

- Describe how you will deliver technical assistance that meets the Iowa Professional Development Standards. Include a schedule that suggests how you intend to support our district over time.
 - Describe how you intend to assist our district in designing, implementing, and evaluating professional development that meets the requirements for the District Professional Development Plan.
 - Provide a one-paragraph description of your qualifications and areas of expertise in professional development.
 - Attach a narrated budget that describes your fees and expenses for providing services to our district.
 - List the procedures for evaluating the effectiveness of the technical assistance you plan to deliver in our district.
-
-

Provider Approval Granted:

Signature of Local District Administrator	Date
--------------------------------------------------	-------------

Provider Approval Denied:

Signature of Local District Administrator	Date
--------------------------------------------------	-------------

Notes:

Appendix 3: Iowa Teaching and Leadership Standards and Criteria

The Iowa Teaching Standards and Criteria	
<p>Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> a. Provides evidence of student learning to students, families staff. b. Implements strategies supporting student, building, and district goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately. 	<p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area.
<p>Standard 3: Demonstrates competence in planning and preparing for instruction.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> a. Uses student achievement data, local standards, and the district curriculum in planning for instruction. b. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses student’s developmental needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources including technologies, in the development and sequencing of instruction. 	<p>Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> a. Aligns classroom instruction with local standards and district curriculum. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students’ prior knowledge, life experiences, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction.

<p>Standard 5: Uses a variety of methods to monitor student learning.</p> <p>The Teacher:</p> <ul style="list-style-type: none"> a. Aligns classroom assessment with instruction. b. Communicates assessment criteria and standards to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely and constructive feedback to students and parents. f. Works with other staff and building and district leadership in analysis of student progress. 	<p>Standard 6: Demonstrates competence in classroom management.</p> <p>The Teacher:</p> <ul style="list-style-type: none"> a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. b. Establishes, communicates, models, and maintains standards of responsible student behavior. c. Develops and implements classroom procedures and routines that support high expectations for student learning. d. Uses instructional time effectively to maximize student achievement. e. Creates a safe and purposeful learning environment.
<p>Standard 7: Engages in professional growth.</p> <p>The Teacher:</p> <ul style="list-style-type: none"> a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals. 	<p>Standard 8: Fulfills professional responsibilities established by the school district.</p> <p>The Teacher:</p> <ul style="list-style-type: none"> a. Adheres to board policies, district procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and district policy. c. Contributes to efforts to achieve district and building goals. d. Demonstrates an understanding of and respect for all learners and staff. e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa Standards for School Leaders

Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The administrator:

- a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- b. Uses research and/or best practices in improving the educational program.
- c. Articulates and promotes high expectations for teaching and learning.
- d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
- e. Provides leadership for major initiatives and change efforts.
- f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The administrator:

- a. Provides leadership for assessing, developing and improving climate and culture.
- b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- e. Evaluates staff and provides ongoing coaching for improvement.
- f. Ensures staff members have professional development that directly enhances their performance and improves student learning. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- h. Promotes collaboration with all stakeholders.
- i. Is easily accessible and approachable to all stakeholders.
- j. Is highly visible and engaged in the school community.
- k. Articulates the desired school culture and shows evidence about how it is reinforced.

Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

(Management)

The administrator:

- a. Complies with state and federal mandates and local board policies.
- b. Recruits, selects, inducts, and retains staff to support quality instruction.
- c. Addresses current and potential issues in a timely manner.
- d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
- e. Protects instructional time by designing and managing operational procedures to maximize learning.
- f. Communicates effectively with both internal and external audiences about the operations of the school.

Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The administrator:

- a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- b. Promotes and supports a structure for family and community involvement in the education system.
- c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.

Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The administrator:

- a. Demonstrates ethical and professional behavior.
- b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- c. Fosters and maintains caring professional relationships with staff.
- d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- e. Is respectful of divergent opinions.

Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The administrator:

- a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- b. Advocates for the welfare of all members of the learning community.
- c. Designs and implements appropriate strategies to reach desired goals.

Iowa Teaching Standards with AEA Criteria

(Alternative criteria for area education agency staff who meet the definition of “teacher”)

Standard 1: Demonstrates ability to enhance academic performance and support for and implementation of the school district’s student achievement goals.

The staff member:

- a. Uses knowledge and understanding of the area education agency’s mission, goals, and strategic priorities to provide services that enhance academic performance.
- b. Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance.
- c. Participates in and contributes to a positive learning culture.
- d. Communicates with students, families, colleagues, and communities effectively and accurately.
- e. Uses area education agency, district, and student data as a guide for decision making.

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

The staff member:

- a. Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities.
- b. Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible.
- c. Relates professional knowledge and services within and across multiple content and discipline areas.
- d. Understands and supports strategies and interventions that are best practice across content and discipline areas.

Standard 3: Demonstrates competence in planning and preparing for instruction.

The staff member:

- a. Demonstrates the ability to organize and prioritize time, resources, and responsibilities.
- b. Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs.
- c. Uses district and student data to develop goals and interventions.
- d. Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment.
- e. Uses available resources, including technology, to plan and develop professional services.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

The staff member:

- a. Aligns service delivery to district, teacher, parent, and student needs.
- b. Provides consultation, instruction, interventions, and strategies that align with learner needs.
- c. Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
- d. Uses and supports research-based and evidence-based practices to meet learner needs.
- e. Uses available resources, including technology, to provide professional services that meet learner needs.

<p>Standard 5: Uses a variety of methods to monitor student learning.</p> <p>The staff member:</p> <ul style="list-style-type: none"> a. Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs. b. Works collaboratively within the learning community to establish measurable goals and to c. Identify formative and summative methods to monitor progress and the quality of implementation. d. Communicates the rationale and criteria of assessment and monitoring methods. e. Elicits and provides timely and quality feedback on assessment and monitoring. 	<p>Standard 6: Demonstrates competence in classroom management.</p> <p>The staff member:</p> <ul style="list-style-type: none"> a. Models respectful dialogue and behaviors within and across job responsibilities. b. Promotes and maintains a positive, safe, and productive environment. c. Works collaboratively and is flexible. d. Communicates accurately and effectively.
<p>Standard 7: Engages in professional growth.</p> <p>The staff member:</p> <ul style="list-style-type: none"> a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practices. c. Applies and shares research, knowledge, and skills from professional development. d. Establishes and implements professional development plans aligned to area education agency, district, and student learning goals. 	<p>Standard 8: Fulfills professional responsibilities established by the school district.</p> <p>The staff member:</p> <ul style="list-style-type: none"> a. Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and area education agency policies. c. Contributes to efforts to achieve area education agency goals. d. Demonstrates an understanding of and respect for all learners. e. Collaborates with all learners.

Appendix 4:

Chapter 83—Iowa Administrative Code

TEACHER AND ADMINISTRATOR QUALITY PROGRAMS

DIVISION I
GENERAL STANDARDS APPLICABLE TO BOTH ADMINISTRATOR AND
TEACHER QUALITY PROGRAMS

281-83.1(284,284A) Teacher Quality Purposes. The goal of the teacher quality program is to enhance the learning, achievement, and performance of all students through the recruitment, support, and retention of quality Iowa teachers. The program shall contain specific strategies that include a mentoring and induction program for beginning teachers, teacher evaluations, and district and building support for professional development that includes best practice aimed at increasing student achievement.

DIVISION II
SPECIFIC STANDARDS APPLICABLE TO TEACHER QUALITY PROGRAMS

281-83.6(284) Professional development for teachers.

83.6(1) *Individual teacher professional development plan.* Each school district and area education agency shall support the development and implementation of the individual teacher professional development plan for teachers other than beginning teachers. The purpose of the individual plan is to promote individual and collective professional development. At a minimum, the goals for an individual teacher professional development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district or area education agency, as appropriate, as outlined in the comprehensive school improvement plan, and the needs of the teacher. The goals shall go beyond those required under the attendance center professional development plan described in subrule 83.6(2), paragraph "c." The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined or area education agency-determined content to the extent possible. The individual plan shall be developed by the teacher in collaboration with the teacher's evaluator. An annual meeting shall be held between the teacher's evaluator and the teacher to review the goals and refine the plan.

83.6(2) *Professional development for school districts and area education agencies.* The following requirements shall apply to professional development for school districts and area education agencies.

a. District or area education agency professional development plan. Each school district shall incorporate the district professional development plan into its comprehensive school improvement plan pursuant to Iowa Code subsection 284.6(3). Each area education agency shall develop a professional development plan for the agency as a whole and shall incorporate the same into its comprehensive improvement plan pursuant to rule 281-72.9(273). The district or area education agency professional development plan shall be a long-term plan designed and implemented to increase student achievement and shall include all site and district or area education agency personnel responsible for instruction. The district or area education agency professional development plan shall contain, but not be limited to, the following:

(1) Documentation that the professional development is based on student data and other needs assessment; aligned with district student achievement goals; and focused on instruction, curriculum, and assessment.

(2) Documentation that professional development learning opportunities are research-based and aligned with the Iowa teaching standards and criteria.

(3) Identification of the approved professional development provider(s).

(4) A description of a process that includes theory, demonstration, practice, observation, collaboration, and the study of implementation.

(5) A description of a program evaluation design for formative and summative evaluation processes.

b. Professional development standards. Implementation of a school district's or area education agency's professional development plan shall meet the following standards:

(1) Align with the Iowa teaching standards and criteria;

(2) Deliver research-based instructional strategies aligned with the student achievement goals established by the district;

(3) Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:

1. Student achievement data and analysis;

2. Theory;

3. Classroom demonstration and practice;

4. Observation and reflection;

5. Teacher collaboration and study of implementation; and

6. Integration of instructional technology, if applicable;

(4) Include an evaluation component of professional development that documents the improvement in instructional practice and the effect on student learning; and

(5) Support the professional development needs of district licensed staff responsible for instruction.

c. Attendance center professional development plans. Each attendance center within a school district shall develop an attendance center professional development plan as a means of promoting group professional development. An attendance center professional development plan shall further the needs of the teachers in the attendance center and shall enhance the student achievement goals of the attendance center and the goals of the district

d. Individual professional development plans. The school district and area education agency shall support the development and implementation of the individual teacher professional development plan for each teacher as outlined in subrule 83.6(1). Each individual teacher professional development plan shall align to the fullest extent possible with the district professional development plan.

e. Beginning teacher mentoring and induction. The school district shall support the development and implementation of a beginning teacher mentoring and induction plan as outlined in subrule 83.3(3). The district beginning teacher mentoring and induction plan shall be included in the comprehensive school improvement plan submitted pursuant to Iowa Code section 256.7(21), paragraph "a," and shall align with the district professional development plan described in subrule 83.6(2), paragraph "a."

f. Organizational support for professional development. The school district shall provide resources and support for the district professional development plan, including professional development provider(s), time for collaborative work of staff, budget, policies, and procedures.

83.6(3) *Professional development provider requirements.*

a. A provider may be a school district, an area education agency, a higher education institution, a public or private entity including a professional organization that provides long-

term, ongoing support of the district's or area education agency's professional development plan, or a consortium of any of the foregoing. An educational organization or program with specific professional development accreditation or approval from the department is an approved provider.

b. Provider approval procedures must be followed to approve providers identified in the district's or area education agency's professional development plan that are not currently accredited or approved through state accreditation procedures. The potential provider must submit to the school district a written application that provides the following documentation:

(1) How the provider will deliver technical assistance that meets the Iowa professional development standards provided in subrule 83.6(2), paragraph "b."

(2) How the provider intends to assist the local district in designing, implementing, and evaluating professional development that meets the requirements established in subrule 83.6(2), paragraph "a."

(3) A description of the qualifications of the provider.

(4) Evidence of the provider's expertise in professional development.

(5) A budget.

(6) Procedures for evaluating the effectiveness of the technical assistance delivered by the provider.

281-83.7(284) Teacher quality committees. Each school district and area education agency shall create a teacher quality committee pursuant to 2007 Iowa Code Supplement section 284.4. The committee is subject to the requirements of the Iowa open meetings law (Iowa Code chapter 21). To the extent possible, committee membership shall have balanced representation with regard to gender. The committee shall do all of the following:

1. Monitor the implementation of the requirements of statutes and administrative code provisions relating to this chapter, including requirements that affect any agreement negotiated pursuant to Iowa Code chapter 20.

2. Monitor the evaluation requirements of this chapter to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. In addition to any negotiated evaluation procedures, develop model evidence for the Iowa teaching standards and criteria. The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met through observation and which evidence meets multiple standards and criteria.

3. Determine, following the adoption of the Iowa professional development model by the state board of education, the use and distribution of the professional development funds distributed to the school district or agency as provided in 2007 Iowa Code Supplement section 284.13, subsection 1, paragraph "d," based upon school district or agency, attendance center, and individual teacher professional development plans.

4. Monitor the professional development in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual teacher professional development plans.

5. Ensure the agreement negotiated pursuant to Iowa Code chapter 20 determines the compensation for teachers on the committee for work responsibilities required beyond the normal workday.

6. Make recommendations to the school board and the certified bargaining representative regarding the expenditures of market factor incentives.

ADMINISTRATOR QUALITY

281-83.1(284,284A) Purposes.

The goal of the administrator quality program is to promote high student achievement and enhanced educator quality. The program consists of mentoring and induction programs that provide support for administrators, professional development designed to directly support best practice for leadership, and evaluation of administrators against the Iowa standards for school administrators.

DIVISION III SPECIFIC STANDARDS APPLICABLE TO ADMINISTRATOR QUALITY PROGRAMS

281-83.8(284A) Administrator quality program. An administrator quality program is established to promote high student achievement and enhanced educator quality. The program shall consist of the following four major components:

1. Adherence to the Iowa school leadership standards and criteria as the minimum basis for evaluations of administrators and as the basis for professional development plans for administrators.
2. Mentoring and induction programs that provide support for administrators in accordance with 2007 Iowa Code Supplement section [284A.5](#).
3. Professional development designed to directly support best practice for leadership.
4. Evaluation of administrators against the Iowa standards for school administrators

281-83.12(284A) Professional development of administrators.

83.12(1) *Responsibility of district.* Each school district shall be responsible for the provision of professional growth programming for individuals employed in a school district administrative position by the school district or area education agency as deemed appropriate by the board of directors of the school district or area education agency. School districts may collaborate with other educational stakeholders, including other school districts, area education agencies, professional organizations, higher education institutions, and private providers, regarding the provision of professional development for school district administrators. Professional development programming for school district administrators may include support that meets the individual administrator's professional development needs as aligned to the Iowa standards for school administrators adopted pursuant to 2007 Iowa Code Supplement section [256.7\(27\)](#), and that meets individual administrator professional development plans.

83.12(2) *Individual plans.* In cooperation with the administrator's evaluator, an administrator who has a standard administrator's license issued by the board of educational examiners pursuant to Iowa Code chapter [272](#) and is employed by a school district or area education agency in a school district administrative position shall develop an individual administrator professional development plan. The purpose of the plan is to promote individual and group professional development. The individual plan shall be based, at a minimum, on the needs of the administrator. The individual plan shall be aligned, as appropriate, to the Iowa standards for school administrators adopted pursuant to 2007 Iowa Code Supplement section [256.7\(27\)](#), and the student achievement goals of the attendance center and the school district as set forth in the comprehensive school improvement plan.

83.12(3) *Role of evaluator.* The administrator's evaluator shall meet annually as provided in Iowa Code section [279.23A](#) with the administrator to review progress in meeting the goals in the administrator's individual professional development plan. The purpose of the meeting shall be to review collaborative work with other staff on student achievement goals and to modify as necessary the administrator's individual professional development plan to reflect the individual administrator's and the school district's needs and the administrator's progress in meeting the goals in the plan. The administrator shall provide evidence of progress toward meeting the goals. Modifications to the plan may be made jointly by the administrator and the administrator's supervisor, or the supervisor may adjust the plan. Any changes in the plan made unilaterally by a supervisor must be clearly documented for the administrator.

CHAPTER 12
GENERAL ACCREDITATION STANDARDS

281-12.7(256,284,284A) Professional development. The following standards shall apply to staff development for accredited schools and school districts.

12.7(1) *Provisions for school district professional development.*

a. Provisions for district professional development plans. Each school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff, including the district professional development plan required in 281-paragraph 83.6(2)"a." To meet the professional needs of all staff, professional development activities shall align with district goals; shall be based on student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall adhere to the professional development standards in 281-paragraph 83.6(2)"b" to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.

b. Provisions for attendance center professional development plans. Each school district shall ensure that every attendance center has an attendance center professional development plan that addresses, at a minimum, the needs of the teachers in that center; the Iowa teaching standards; the district professional development plan; and the student achievement goals of the attendance center and the school district as set forth in the comprehensive school improvement plan.

c. Provisions for individual teacher professional development plans. Each school district shall ensure that every teacher as defined in rule 281-83.2(284,284A) has an individual teacher professional development plan that meets the expectations in 281-subrule 83.6(1).

d. Budget for staff development. The board shall annually budget specified funds to implement the plan required in paragraph 12.7(1)"a."

12.7(2) *Provisions for accredited nonpublic school professional development.*

a. Each accredited nonpublic school shall incorporate into its comprehensive school improvement plan provisions for the professional development of staff. To meet the professional needs of instructional staff, professional development activities shall align with school achievement goals and shall be based on student achievement needs and staff professional development needs. The plan shall deliver research-based instructional practices to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.

b. Budget for staff development. The board shall annually budget specified funds to implement the plan required in paragraph 12.7(2)"a."

Notes:

References

- Bernhardt, V. (1998). *Data analysis for comprehensive schoolwide improvement*. Larchmont, NY: Eye on Education, Inc.
- Bernhardt, V. (2004). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education, Inc.
- Bransford, J., Brown, A., and Cocking, R. (1999). *How people learn*. Washington, DC: National Academy Press.
- Calhoun, E. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Calhoun, E. (2001). *Building capacity to support student achievement from the state department to the classroom and the classroom to the state department*. Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14).
- Campbell, D.T., & Stanley, J.C. (1966). *Experimental and quasi-experimental design for research*. Boston. Houghton Mifflin.
- Cohen, D. and Hill, H. (2001). *When state education reform works*. New Haven, CT: Yale University Press.
- Consortium for Policy Research in Education (2000). *Deepening the work: A report of the sixth year of the Merck Institute for Science Education, 1998-99*. Philadelphia: University of Pennsylvania Graduate School of Education, Consortium for Policy Research in Education.
- DuFour, R. (2002). One clear voice is needed in the din. *Journal of Staff Development*, 23 (2), 60-61.
- Elmore, R. (2002). Hard questions about practice. *Educational Leadership*, 59 (8), 22-25.
- Elmore, R. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.
- Elmore, R. and Burney, D. (1999). Investing in teacher learning: Staff development and instructional improvement. In Linda Darling-Hammond and Gary Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.
- Fink, E. and Resnick, L. (2001). *Developing principals as instructional leaders*. *Phi Delta Kappan*, 82 (8), 598-606.

- Fullan, M. (2002). The change leader. *Educational Leadership*, 59 (8), 16-20. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fullan, M. (2001). *The new meaning of educational change*. New York: Teachers College Press.
- Fullan, M. and Hargreaves, A. (1991). *What's worth fighting for in your school?* New York, NY: Teachers College Press.
- Glickman, Carl D. (2002). The courage to lead. *Educational Leadership*, 59 (8), 41-44.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Grove, Kathleen F. (2002). The invisible role of the central office. *Educational Leadership*, 59 (8), 45-47. Alexandria, VA: Association for Supervision and Curriculum Development.
- Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.
- Hertling, E. (2000). *Evaluating the results of whole-school reform*. Eugene, OR: ERIC Clearinghouse on Educational Management.
- Iowa Association of School Boards and Iowa State Board of Education (2000). *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement*. Des Moines, IA: Iowa Association of School Boards.
- Iowa Association of School Boards and Iowa State Board of Education (1994). *School Board Leadership: The Future*. Des Moines, IA: Iowa Association of School Boards.
- Joint Committee on Standards for Educational Evaluation. (1994). *The Program Evaluation Standards: How to Assess Evaluations of Educational Programs* (2nd ed.). James R. Sanders, chair. Thousand Oaks, CA: Sage Publications.
- Joyce, B. and Calhoun, E. (Eds.) (1996). *Learning experiences in school renewal*. Eugene, OR: ERIC Clearinghouse on Educational Management. (ERIC Document Reproduction Service No. ED 401 600).
- Joyce, B. and Showers, B. (1981). *Teacher training research: Working hypotheses for program design and directions for further study*. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles.
- Joyce, B. and Showers, B. (1983). *Power in staff development through research on training*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B., and Showers, B. (1988). *Student achievement through staff development, 2nd edition*. New York: Longman, Inc.

- Joyce, B. and Showers, B. (2002). *Student achievement through staff development (3rd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kennedy, M. (1999). *Form and substance in inservice teacher education*. (Research monograph No. 13). Madison: University of Wisconsin-Madison, National Institute for Science Education.
- Lambert, L. (2002). *A framework for shared leadership*. *Educational Leadership*, 59 (8), 37- 40.
- Little, J. (1997). *Excellence in professional development professional community*. Berkeley, CA: OERI U.S. Department of Education.
- Loucks-Horsley, S., Hewson, P., Love, N, and Stiles, K. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press.
- National Staff Development Council (2001). *Standards for staff development (Revised)*. Oxford OH: National Staff Development Council.
- Newmann, F. and Wehlage, G. (1995). *Successful school restructuring: A report to the public and educators*. Madison, WI: Center on Organization and Restructuring of Schools.
- No Child Left Behind Act of 2002. H. Res.1, 107th Cong., Report 107 -334 (2002).
- Odden, A., Archibald, S., Fermanich, M., and Gallagher, H.A. (2002). How to figure the cost of professional development. *Journal of Staff Development*, 23 (2), 53-58.
- Rosenholtz, S. J. (1989). *Teacher's workplace: The social organization of schools*. White Plains, NY: Longman.
- Schmoker, Mike (1996). *Results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Showers, B. (1982). *Transfer of training: The contribution of coaching*. Eugene, OR: Center for Educational Policy and Management.
- Showers, B. (1984). *Peer coaching: A strategy for facilitating transfer of training*. Eugene, OR: Center for Educational Policy and Management.
- Showers, B. (1985). Teachers coaching teachers. *Educational Leadership*, 42 (7), 42-49.
- Showers, B. and Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53 (6), 12-16.

- Showers, B., Joyce, B., and Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. *Educational Leadership*, 45 (3), 77-87.
- Slavin, R. and Fashola, O. (1998). *Show me the evidence: Proven and promising programs for America's schools*. Thousand Oaks, CA: Corwin Press.
- Slavin, R., Madden, N., Dolan, L., and Wasik, B. (1996). *Every child, every school: Success for all*. Thousand Oaks, CA: Corwin Press.
- Supovitz, J., Mayer, D. P., and Kahle, J. B. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. *Educational Policy*, 14 (3), 331-356.
- Wallace, R. C., Young, J. R., Johnston, J., Bickel, W. E., & LeMahieu, P. G. (1984). Secondary educational renewal in Pittsburgh. *Educational Leadership*, 41 (6), 73-77. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wallace, R., Jr. (1996). *From vision to practice: The art of educational leadership*. Thousand Oaks, CA: Corwin Press.
- Wallace, R., Lemahieu, P., and Bickel, W. (1990). The Pittsburgh experience: Achieving commitment to comprehensive staff development. Joyce, Bruce, ed. *Changing School Culture Through Staff Development*. Alexandria: Association for Supervision and Curriculum Development.
- Yap, K., Aldersebaes, I., Railsback, J., Shaughnessy, J., and Speth, T. (2000). *Evaluating whole-school reform efforts: A guide for district and school staff, 2nd ed.* Portland, OR: Northwest Regional Educational Lab.

