

#### State of Iowa

Department of Education

Grimes State Office Building

400 E. 14<sup>th</sup> Street

Des Moines, IA 50319-0146

#### Administration

McKenzie Snow, Director

Tina Wahlert, PK-12 Division Administrator

#### **Bureau of School Improvement**

Corey Seymour, Bureau Chief
Heidi Anthony, Administrative Consultant
Greg Feldmann, Administrative Consultant
Eric Heitz, Administrative Consultant
Sarah Seney, Administrative Consultant
Tom Bredfield, Education Program Consultant
Buffy Campbell, Education Program Consultant
Mickolyn Clapper, Education Program Consultant
Andrea Danker, Education Program Consultant
Dennis McClain, Education Program Consultant
Sara Nickel, Education Program Consultant
Pam Spangler, Education Program Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, national origin, sex, 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. § 2000d2000e), 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 complaints 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 Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582, telephone number: 303-844-5695, TDD number: 800-877-8339, email: OCR.Denver@ed.gov

### Contents

Introduction	4
Iowa Professional Development Model Background	4
Stages of Implementation	5
Organization of Workbook	5
Transition to Continuous Improvement Model	5
Applying the Continuous Improvement Process to Professional Development	6
Getting Started	7
Pre-Requisite: Establish a Leadership Team	8
System Level: District / Building	8
Assemble a Leadership Team	8
STAGE 1: Collect and Analyze	10
Student Data System Level: District / Building / Teacher	10
Steps for Assessing Needs	10
STAGE 2: Prioritize and Set Goals	12
System Level: District / Building / Teacher	12
Steps for Prioritizing	12
Steps for Setting Goals	12
Steps to Set Goals that Align with Student Learning	13
STAGE 3: Plan and Design Professional Development	14
System Level: District / Building / Teacher	14
Steps for Prioritizing Professional Learning Goals	16
STAGE 4: Implement Professional Development	17
System Level: District / Building / Teacher	17
Steps for Implementation	17
STAGE 5: Evaluate Implementation	18
System Level: District / Building / Teacher	18
Steps for Program Evaluation	18
Data-Based Decision Making	19
Data-Informed Decision Making	20
Appendix 1	21
Appendix 2	22
References	23

### Introduction

### Iowa Professional Development Model Background

<u>lowa Code § 284.6</u> requires districts and buildings to develop and implement professional development plans for all staff and establish professional growth systems for teachers and administrators. This document is intended as a tool for district and building leadership teams to facilitate the development of a comprehensive plan regarding continuous school improvement through professional development. It will support the development of district, building, and individual teacher professional development plans, ensuring alignment with district goals for student achievement.

In alignment with the Iowa Every Student Succeeds Act (ESSA) and Iowa Department of Education technical assistance in the fields of school improvement and professional development, the following are the most effective ways to improve student achievement:

- Data used to drive school improvement and student achievement goals
- Assessment aligned with curriculum and instruction
- Learning for professional staff that includes high-quality design and evidence-based content
- Focus over time with an emphasis on continuous improvement in instruction
- Communities in which teachers collaborate, study what is effective, and implement new knowledge and skills
- Study of the implementation fidelity of intended change
- Evaluation, both formative and summative, of planned change for its impact on student learning
- 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

The following document outlines a process that comprises individual, sequential modules with a specific focus, designed to facilitate rich conversations at each phase. Its goal is to assist in creating a professional development plan that aligns with district and building goals and provides teachers and support staff with quality professional learning opportunities. Within the modules, explicit connections are made to the various components of Iowa ESSA, including the Resource Allocation Review (RAR), the Iowa School Performance Profile Data Review, the Self-Assessment of MTSS Implementation (SAMI), Action Plan, as well as data from other sources including the Iowa School Performance Profiles (ISPP), early literacy data, Education Visualization and Analytics Solution (EVAAS), and district financial and staffing reports included in state reporting elements. Many of these and other helpful resources can be found in Appendix 2.

As each module is completed, the resulting information and decisions are interconnected to create a single continuous improvement process grounded in the essential elements of a sound MTSS system, including the leadership and infrastructure needed for successful implementation. The resulting work products will include a comprehensive district-level action plan connected to building and staff individual development plans and the deployment of professional development to support identified areas of need and growth.

# Stages of Implementation

- Pre-Requisite: Establishing a Leadership Team
- Stage 1: Assessing Needs
- Stage 2: Prioritizing
- Stage 3: Goal Setting
- Stage 4: Action Planning
- Stage 5: Implementation & Program Evaluation

### **Organization of Workbook**

Each section of this guide provides:

- A description of the professional development implementation stage
- Action steps for leadership teams
- Guiding questions to focus leadership teams' discussions
- Self-Assessment of MTSS Implementation (SAMI) anchors to assist in visualizing a Multi-Tiered System of Support (MTSS)
- A model template, the <u>Working PD Plan Workbook Template</u>, that leadership teams can complete, which will yield a full professional development plan as a result

*Note*: Suggested guidance tools are provided to assist leadership teams in developing complete and compliant professional development plans at the district and building levels. These resources are described and linked in Appendix 2.

## **Transition to Continuous Improvement Model**

In his 2011 book, *Visible Learning for Teachers*, John Hattie asserts that educators do not become experts by relying on specific teaching strategies; instead, their success as teachers arises from their constant self-evaluation and the minor improvements made daily in their classrooms. Effective professional development is structured professional learning that changes teacher practices and improves student learning outcomes. To define the features of effective professional development, the Learning Policy Institute reviewed 35 studies over the last three decades to identify the elements of effective professional development models.

In school districts, personnel are the most crucial form of capital. According to recent research (e.g., Fullan, 2016; Fullan & Hargreaves, 2016; Fullan, Rincon-Gallardo, & Hargreaves, 2015; Hargreaves & Fullan, 2013; Hargreaves & O'Connor, 2018), school districts rely on the combination of three types of capital: human, social and decisional. These three forms of capital (collectively called "professional capital") enable districts to build the capacity needed for improvement. The research of Fullan and Quinn (2016) identified four key strategies that are non-negotiable components of professional development:

- Promotion of system-wide learning
- Prioritization of the improvement of teaching and learning
- Building of capacity through support and development
- Creation and sustainability of a culture of collaboration

Collectively, these are the essential elements of the professional development cycle that contribute to the success and health of the local educational system. They are interdependent on one another, focusing the district on building a sustainable, growth-oriented framework through collective purpose, collaborative culture, deep learning, and securing accountability to provide an optimal learning environment for students.

# Applying the Continuous Improvement Process to Professional Development

*Iowa's 5-Step Continuous Improvement Process* (CIP), shown in Figure 1, is embedded as part of the Iowa Framework and Process to

Support Schools as a process that supports teams in a system to understand current needs, identify goals, and prioritize evidence-based ways to improve and develop, implement, and evaluate a plan of action in a continuous cycle.

In an intentional effort to align processes, the Department has taken the opportunity to update the previous visual representation of the *Iowa Professional Development Model* introduced in 2009 (Figure 2) with the *Applying Iowa's Continuous Improvement Model to Professional Development* (Figure 3, page 7).

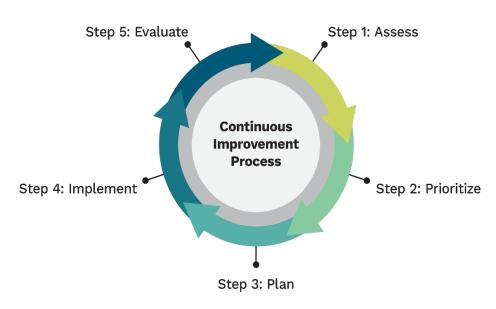


Figure 1 Iowa's 5-Step Continuous Improvement Process

The updated model illustrates the Department's commitment to continuous improvement, as embodied in Iowa's ESSA Plan, by applying its cyclical process to professional development.

Both the original and the updated models intentionally center student learning at the core of professional development and school improvement. However, the updated model (Figure 3, page 7) expands outward from students to teachers, the building, and finally, the district. The intentional layering moves from the individuals and systems that most directly impact student learning outward towards those necessary for building support and fostering a collaborative culture (Fullan & Quinn, 2016).

The outermost layer simplifies the eight steps from the original document into five by aligning the specific processes for professional development with *Iowa's 5-Step Continuous Improvement Process* (Figure 1). The original four planning components became "Collect & Analyze Student Data," "Prioritize & Set Goals," and "Plan & Design Professional Development." Next, the professional development graphic simplifies steps 4-7 from the original into a single step: "Implement Professional Learning." The final step mirrors the original model by concluding with "Evaluate Implementation." The final change is the innermost layer surrounding the student at the center, which

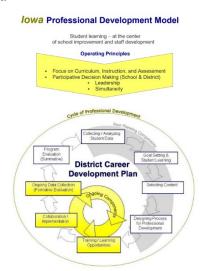


Figure 2 Iowa Professional Development Model, 2009

embeds the Professional Learning Community (PLC) inquiry cycle—an essential piece in improving teaching and learning.

While the *Iowa Professional Development Model* (Figure 2, page 6) presents a conceptual framework focused on professional development and continuous improvement principles, the new model (Figure 3, larger image found in <u>Appendix 1</u>) aims to deepen this framework by applying the continuous improvement process within a systems-level approach.

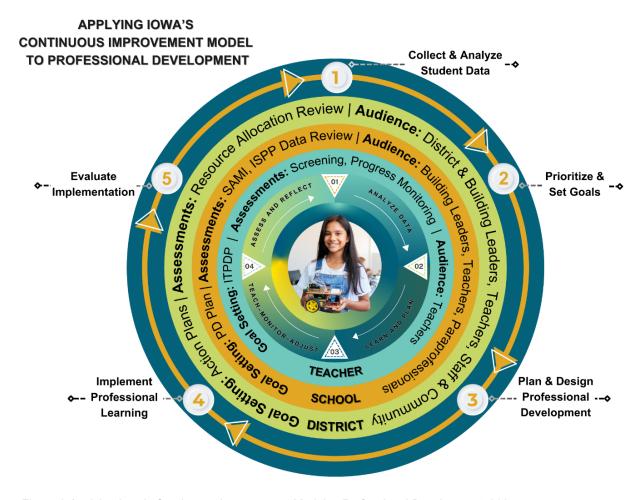


Figure 3 Applying Iowa's Continuous Improvement Model to Professional Development, 2025

# **Getting Started**

Strong leaders are essential for the implementation of all continuous improvement efforts. While administrators establish vision within a system, a leadership team transforms a vision into reality. A leadership team will facilitate the engagement of all teaching and support staff responsible for instruction, address time and resource issues, and balance the shared accountability and support needed to prioritize professional development efforts. Collective professional development, aligned with student achievement goals, requires focused leadership distributed among teachers and administrators. Establishing professional development leadership teams at both the district and building levels is the most effective way to achieve authentic distributed leadership. While the following is considered best practice for all, buildings with an ESSA designation have specific requirements that must be fulfilled; other buildings may engage in this work optionally.

### Pre-Requisite: Establish a Leadership Team

### System Level: District / Building

Leadership focuses on practices and behaviors that support continued improvement in the system, instruction, and student outcomes. The key features of the leadership team include the following:

- Distribution: Establish a leadership team with equal representation and defined roles and responsibilities.
- Competencies: Ensure the leadership team acquires and applies the necessary knowledge and skills to solve complex problems and effectively support both new and existing personnel. Ensure membership includes individuals skilled in coaching and collaboration.
- Practices: Establish priorities and goals. Align resources with priorities and support staff in understanding and engaging in school improvement.
- Planning: Develop and implement professional development aligned to district and building-level action plans that include the following components: Communication, Professional Learning, and Evaluation of implementation and impact.
- Support: Support for leadership teams to establish and engage in ongoing continuous improvement (this includes supporting the SAMI and related action plan development/implementation).

### **Pre-Requisite: Guiding Questions**

- Does the district currently have a leadership team to plan, implement, and/or evaluate professional development at the district, building, and/or individual levels?
- 2. What are the intentional membership selection criteria that are/will be used to form this team?
  - a. What is the process for rotating membership when necessary or ensuring representation of all staff?
  - b. How will membership be aligned to identified needs in an ongoing manner?
- 3. Is there an established meeting time/process/ procedure for leadership meetings?
  - a. What components are consistent at each meeting?
- 4. What components can change at each meeting? What communication protocols will be utilized internally and externally regarding professional development?

### **Assemble a Leadership Team**

Collective action requires a democratic process. When professional development decisions affect a group, members must participate in making those decisions. The district leadership team (DLT) and building leadership team (BLT) represent staff willing to lead, implement, support and sustain professional development efforts to improve student outcome data. The team can be documented in the <a href="Working PD">Workbook Template</a>.

### Members

ISTRICTS	are o	encouraged to include the following individuals:		
☐ Teachers representing various grade levels, content areas and role groups (i.e., elemiddle school, high school, special education, reading and math support/specialists talented, teacher librarians, and general education) *				
		viduals with specific expertise in content, collecting and analyzing data, assessment, essional development, MTSS, etc.		
	0	Principal *		
	0	Central Office/School Leaders (i.e., directors of curriculum, professional development, technology, and school improvement) *		
	0	Professional development provider/consultant(s)		
	0	Teacher Leaders and Instructional Coaches		
		ent involvement where it makes sense and applies in the local context, such as in a larger ussion about parent engagement and community involvement*		

☐ Community partners where it makes sense and applies in the local context

[\* indicates an ESSA requirement if Comprehensive or Targeted School]

### **Suggested Purposes and Processes for the Leadership Team**

Suggested PURPOSES of the Leadership Team	Suggested PROCESSES of the Leadership Team
<ul> <li>Organize, support, and lead various professional development functions collaboratively.</li> <li>Engage in an effective collaborative inquiry approach to lead the implementation of professional development supports.</li> <li>Assist principals in maintaining a focus on instruction and ensuring professional development activities continue.</li> <li>Distribute leadership and responsibility across the organization.</li> </ul>	<ul> <li>Clarify team roles, such as data collection and analysis; facilitate meetings between learning sessions; collect and organize implementation data; demonstrate strategies; support the formation of collaborative teams.</li> <li>Establish a protocol for meeting routines and a framework for agendas.</li> <li>Articulate the leadership team member orientation and rotation.</li> <li>Establish communication structures for the team, building, and district to promote transparency and build staff consensus.</li> <li>Shape team norms and vision for the work.</li> <li>Collect meeting artifacts such as meeting agendas and minutes.</li> </ul>

### **STAGE 1: Collect and Analyze**

### Student Data System Level: District / Building / Teacher

Identifying student needs is crucial to designing effective professional development that enhances 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 needs. Be sure to analyze and discuss trends, patterns, and implications. Keep the focus on student learning, and set high expectations that all students can learn at high levels.

### **Steps for Assessing Needs**

- ☐ Collect, organize and display data from multiple sources for all students/learners
- ☐ Determine the percentage of students who meet/exceed proficiency scores using the following sequence of comparisons: district, building, grade and student group
- Engage in discussion of additional data indicators to inform needs and continued best practice
  - Data analysis can and should be done at both the district/school leadership and additional stakeholder levels, including the School Improvement Advisory Committee (SIAC) and parents/community
- Summarize the findings of the data analysis, adding to the Professional Development Plan in the Working PD Plan Workbook Template (specific relation to district, building, teacher, or student goals)

### **Stage 1: Guiding Questions**

- 1. How are our students doing in relation to proficiency scores? Are student scores where we want them to be?
- 2. How are our student groups performing in relation to proficiency scores? Are student scores where we want them to be?
- 3. Does the data show patterns or trends in or among student groups (i.e., all students, individual subgroups, students in multiple groups)?
- 4. Are there areas of our data that need further investigation?
- 5. What other existing data sources might be helpful in identifying needs?
- 6. If we have multiple areas of need, how might we begin to prioritize our efforts and resources?
- 7. Does data indicate a/an:
  - a. Different focal area for professional development?
  - b. Existing concern that is currently addressed with professional development and support that should be continued?
  - c. Concern that has been addressed through extensive professional development previously, which suggests implementation fidelity may be insufficient:
    - i. Previously designed professional development supports were misaligned or insufficient (e.g., frequency, duration, coaching)
    - ii. Implementation of the professional development surfaced other weaknesses in related infrastructure, suggesting other areas for growth and continued development

### Required and Recommended Data for All Districts and Schools

Required Data for ALL Districts and Schools	ESSA Designated Schools*/ Recommended for ALL Schools		
<ul><li>☐ Iowa Statewide Assessment of Student Progress (ISASP)</li><li>☐ Early Literacy Screening Data</li></ul>	The following resources are linked in Appendix 2.  ISPP Data Review Resource Allocation Review (CSI and TSI Years 1 & 2) SAMI (CSI and TSI Year 1 & 2) *For ESSA Support Requirements, please see Required Support for Schools in Need of CSI or TSI for more information.		

### **Additional Data for Consideration**

Student Outcome Data	System Outputs
<ul> <li>□ Early Warning System Indicators (Panorama)</li> <li>○ Grades</li> <li>○ Attendance</li> <li>○ Behavior</li> <li>□ EVAAS</li> <li>□ Panorama Student Surveys</li> <li>□ Other Subject Screenings</li> <li>○ Math Screening Data</li> <li>○ Behavioral Health Screening Data</li> </ul>	<ul> <li>□ Implementation Data</li> <li>□ Use of Evidence-Based Practices and High-Quality Instructional Materials (HQIM)</li> <li>□ Percentage of Students Receiving Interventions         <ul> <li>○ Review of Intervention Inventory, including materials used for SDI, aligned to HQIM</li> <li>○ Staff are adequately trained in intervention</li> <li>□ Percent of Students Being Progress Monitored</li> <li>□ Percent of Students on Attendance Plans</li> </ul> </li> </ul>

### **STAGE 2: Prioritize and Set Goals**

### System Level: District / Building / Teacher

After completing an assessment of needs from various data sets, the leadership team and/or the teacher must review the list of needs and begin prioritizing. The successful implementation of any improvement initiative depends on the intentional and

ongoing commitment of focus and resources. Many teams and/or teachers attempt to address too many concerns simultaneously, thereby reducing focus on any particular area and limiting their ability to effect deep, impactful change. Prioritizing helps identify the most critical concerns, allowing proper emphasis on focused, intentional professional development and the implementation of the practice. Through prioritization, teaching staff gain the ability to learn deeply about a topic and take steps towards initial implementation or refinement. Staff can collaborate, receive coaching feedback, and respond, rather than constantly shifting to different topics.

### **Stage 2: Guiding Questions**

- 1. What areas of concern have the greatest urgency?
- 2. What areas of concern are closest to influencing student learning?
- 3. Are any areas foundational for efficient and effective school functioning?

- Building Leadership Teams: Priorities should align with and support district-level priorities.
- Individual Professional Development Plans: Goals should align with and support building priorities.

The <u>Working PD Plan Workbook Template</u> provides a table to track and prioritize the identified needs and goals set in the following sections.

### **Steps for Prioritizing**

Leadership Teams should understand that prioritizing does not signify any lesser importance to an area of concern identified during the needs assessment. Teams should consider the guiding questions above and label the identified needs using the following categories, prescribing them a priority score: Low priority (1 point), Medium priority (2 points), or High priority (3 Points).

Total the ratings per area of concern. The top 2-3 scores indicate the most significant concern(s) for the leadership team. With proper implementation support, these areas should be addressed first in the design of the professional development plan. The remaining needs should be revisited once improvement is observed in the current priority list.

### **Steps for Setting Goals**

Quality goal setting is Specific, Measurable, Attainable and Actionable, Relevant and Results-based, and Time-bound (SMART), see <u>SMART Goal and Action Planning Template</u> (<u>Appendix 2</u>). It enables leadership teams and/or teachers to plan, develop, implement and monitor professional development in relation to ongoing learning and student achievement.

#### Professional Development Goals should be:

- Narrower than the broad district improvement goal(s).
  - Example District Goal: By May 2026, XYZ CSD will improve reading proficiency from 70% to 80% as measured by Iowa Student Assessment of Student Progress.
  - Example Professional Development Goal: By May 2026, core teachers will implement collaborative strategic reading (CSR) to improve students' reading comprehension proficiency by 10% as measured by district benchmark assessments, utilizing structured literacy resources and engaging in professional development provided by the district literacy coordinator, in alignment with the district's literacy improvement initiative.
- Professional development goals may be long- or short-term based upon the learning needs of students and the adults who work with them. While goals can be short-term in scope, their cumulative impact should have a positive effect on long-term student achievement.
- Ensure a narrowly aligned focus for professional development, managing multiple district initiatives to prioritize needs to support building individual teacher professional development plans (IPDP).
- Ensure alignment of goals at each system level reflects a continuum of actions focused on a collective outcome.

#### **Additional Considerations**

#### **Building Leadership Teams**

- Contextualize the district professional development goals for local school, staff and student needs.
- Provide support that promotes consistency and cohesion between the district and building, focusing on allowing the implementation of in-depth action steps.
- Identify local data sources that connect and correlate with the identified goals, beyond the district-identified sources (if applicable).
- Help teachers identify individual professional development goals that connect to and support the building-identified goals.

#### **Individual Professional Development Plans:**

- Connect and correlate individual professional learning goal(s) with the building-identified goals.
- Collaborate with colleagues and participate in existing teaming structures to help identify and establish professional learning goals.

### Steps to Set Goals that Align with Student Learning

needs assessment to ensure tight coupling among the data, goals, and professional development.
Record the district- or building-level goal(s) for professional development in the appropriate district or building version of the <u>Working PD Plan Workbook Template</u> .
Disseminate goals and communicate decisions. Facilitate opportunities for faculty to process the links among student need, the district/building goal(s), and the professional development goals.

### **STAGE 3: Plan and Design Professional Development**

### System Level: District / Building / Teacher

The professional development or professional learning process must ensure that teachers have adequate opportunities to learn and implement new curriculum, instructional strategies, and assessments. Teachers require sufficient support during workshops and in the workplace to develop a deep understanding of the

theory underlying the strategy/model they are learning. The effective professional development design will build in time for teachers to learn together and collaborate. Students will benefit if professional development is based on powerful and proven content and implemented as designed.

- Ensure professional development meets the needs of all district and building staff.
- Assure schedules provide adequate time for training and coaching support for all staff.
- Ensure schedules provide adequate time for multiple tiers (universal, supplemental, intensive) of evidencebased instruction and intervention to occur.

Professional development is a continuous process rather than a one-time event. To transfer new learning into the classroom, teachers need multiple opportunities to observe demonstrations, plan together, work through problems, rehearse new lessons, develop materials, engage in peer coaching, and observe one another. The collaborative routines 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, collaboration with peers in planning and developing lessons and materials, and interim measures to assess the success of their efforts.

### **Stage 3: Guiding Questions**

- How are learning opportunities being intentionally designed to provide actionable steps for instructional change?
- 2. Is the learning grounded in evidence?
- 3. Is the learning designed for active participation?
- 4. How will leaders ensure teachers leave with the tools they need for implementation?
- 5. How will leaders ensure teachers have the opportunity for practice and collaboration with peers and instructional coaches around their learning and implementation?
- 6. How will data be collected, organized and discussed to measure implementation fidelity and impact on learning?
- 7. How will feedback loops be intentionally planned and prioritized (i.e., PLC planning to implementation, coordination across leadership teams)?
- 8. When will training occur?
  - a. How often will teachers engage in learning opportunities to ensure sustained distribution year-long?
  - b. Will training occur during or outside the workday? If there is a plan for staffing classrooms during the workday while teachers are attending, is it in place?
  - c. Has the Teacher Quality Committee discussed the design and compensation?
- 9. 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?

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 Planning and Design step prepares for the implementation of the professional development. Review the considerations below before starting the planning and design work.

#### **Additional Considerations**

#### **Building Leadership Teams**

- What unique structures and times are available to the building for professional learning beyond the district offerings?
- How will the action steps meet the diverse needs of staff?
- What ongoing support will be intentionally designed to support professional learning?
- Are the identified coaches, administrators, and other leaders adequately prepared/trained to provide the ongoing support?
- How will learning time and ongoing coaching be protected?

#### **Individual Professional Development Plans**

- How can existing teaming structures be used to support the identified goals?
  - o What coaching opportunities are available to staff?
  - What are realistic time frames to monitor the actions towards the goals

#### SPECIAL NOTE: PARAEDUCATOR

It is critical that the role of paraeducators not be overlooked in the planning phase of continuous improvement. While schedules, training, and ongoing coaching support can present planning challenges for districts and building leadership teams, paraeducators should be included in professional development and implementation action steps. Consider the following:

- What foundation knowledge needs to be understood by all appropriate paraeducator staff?
- What current training opportunities exist that can be utilized by paraeducator staff?
  - o If none, what opportunities can be planned and offered?
- What specific aspects of the implementation plan can be supported by the paraeducator staff?
- Who will serve as a point of contact for paraeducator staff in case of questions?
- How will paraeducator staff be included in fidelity measurements done at the district and building levels?
  - What coaching structures can be extended to include paraeducators?
  - o If none, how will paraeducators receive feedback and coaching support?

# **Steps for Prioritizing Professional Learning Goals**

Use needs assessment to determine area(s) of professional learning needs					
Select appropriate, evidence-based curriculum, programs, or practices for implementation					
Dete	rmine the needed organizational support				
0	Determine how adult learning theory, demonstration, and teacher practice opportunities in the workshop will occur.				
0	Consider how support 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.				
0	Establish a process with trainer/external experts to discuss data and determine how adjustments will be made to future learning opportunities to respond to what is learned from ongoing data analysis.				
0	Organize the summative evaluation and establish procedures for collecting data.				
	rmine intended student learning outcomes and educator implementation expectations leading creased effectiveness.				
0	Communicate with all stakeholders				
	the optimal professional learning activities (See the <u>Professional Development Design Criterian Indicators</u> for reference.)				
0	Set up a communication process for interacting with colleagues, trainers, and other technical assistance providers.				
0	Use research foundations for strategies/models and past trainer experience				
0	Design a schedule for professional development and collaboration				
0	Set up a calendar for learning events and collaboration when teachers engage in common training/learning opportunities.				
0	Record the Design for Learning Opportunities in the Working PD Plan Workbook Template.				

### **STAGE 4: Implement Professional Development**

### System Level: District / Building / Teacher

Any educational professional development plan would be incomplete without consideration for implementation. At the school district level, when designing professional development plans for the year, intentionality and consideration must be given to the support mechanisms that will be implemented to effect the desired changes requested of staff. Put simply, implementation refers to the actions designed to put a specific initiative into practice.

Regardless of the particular details of an implementation initiative, success primarily depends on consistent changes in adult actions over time. When a district implements a program, many behavioral changes often accompany it, affecting even those outside the target audience. District leadership teams aim to influence changes in their administrative staff, who, in turn, seek to influence changes in the practice of teachers and instructional coaches, ultimately aiming to improve student outcomes. In these diverse communities, preparation, support, feedback loops, and input in decision-making are essential, but also require time and a continual commitment. Successful implementation relies on careful monitoring and multi-layered strategies to support the desired changes. Determine a plan of implementation in the Working PD Plan Workbook Template.

### **Steps for Implementation**

- Create the pattern of use expected for the new skills/strategies, curricula, and other learning experiences being acquired in the professional development program.
   Engage staff in a dialogue about the effective 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 whole faculty. Identify and make provisions for any support staff that may need to implement the selected professional development target effectively.

### **Stage 4: Guiding Questions**

- 1. Do we have the resources and infrastructure to support this, or are there too many current initiatives, and prioritization is needed?
- 2. How will staff be trained over the course of the entire year?
  - a. What diversified support will be designed for onboarding new staff, long-term substitutes, etc.?
- 3. What level of implementation is realistic?
  - a. What is the non-negotiable versus non-mandatory expectation?
- 4. Can the expected change be implemented to the desired depth in the time allotted for training, coaching, and feedback support?
- 5. Who will support coaching, and how will those staff members be prepared?
- 6. What data will be collected, and how will it be analyzed to determine if sufficient implementation support was provided?

### **STAGE 5: Evaluate Implementation**

### System Level: District / Building / Teacher

Student learning outcomes demonstrate the effectiveness of professional development. Determining the success of a professional development program depends on two factors: whether the content was implemented as planned and whether students gained the desired knowledge, skills, and behaviors. This evaluation relies on both formative and summative evaluation data. The quality of the evaluation depends on clearly defined goals focused on improving student performance. A professional development program is successful when it meets its student learning objectives.

### St

teps	for Program Evaluation	
	Organize and display formative and sumr	native data.
	o Include teacher implementation dat	a and student performance data.
	Analyze data to determine findings. Engage staff in interpreting the results from the collected data. Utilize staff input to form decision statements (include justification).	Stage 5: Guiding Questions  1. What patterns/trends can be observed in the
	Summarize findings. Answer the questions established in the Data Collection and Goal-Setting stages. (Was progress made on indicators?)	district-level data?  a. Was the goal for student learning accomplished?  b. Did student data indicate students responded to changes in teachers'
	Facilitate discussion by the leadership team to determine the status of the initiative.	practices related to the professional development priorities?  c. Did teachers fully implement the
	Communicate the decisions to all stakeholders. Record a summary. Disseminate the results of the professional development initiative through various user-friendly venues, including school board meetings, School Improvement Advisory Committee meetings, "State of the District" presentations, the website, letters to parents, news releases, and other relevant platforms.	strategies/model?  d. Did all intended student groups show growth?  e. What additional questions do these data generate?  2. What are the implications for instructional practices and the district-level professional development plan for the next cycle?  3. What summary statements can be made about student or staff performance based on the data?
	year. Data informs the decision to start a	o accomplishing the goal, may take more than one schoo new goal, rather than being dictated by the school on Plan (e.g., CSIP) and track it in the Working PD Plan

Workbook Template.

#### **Data Sources for Evaluation**

Below are common data sources. Please note, this is not an exhaustive list.

- Walkthrough
- Implementation Fidelity
- Teacher Reflection
- Student Formative Assessments

- ISASP
- Early Literacy
- ISPP Data Review

### **Data-Based Decision Making**

### **Learner Progress and Implementation Fidelity**

Implementation fidelity refers to the degree to which a practice, in this case a practice from professional development, is delivered as intended. High levels of implementation fidelity are crucial because they ensure that students receive the full benefits of the practice, which can positively influence their progress. When educators adhere closely to the designed strategies, it increases the likelihood that students will achieve their learning objectives and demonstrate significant growth. Figure 4 provides a quick reference to each of the four quadrants of implantation fidelity and the relationship to student progress.

### Implementation Fidelity v. Student Progress Matrix

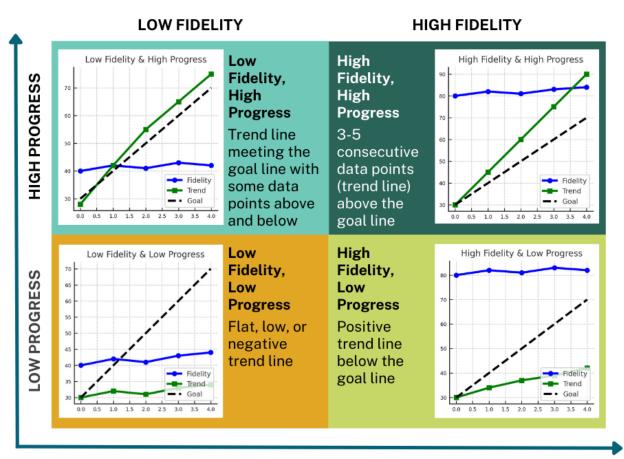


Figure 4 Implementation Fidelity v. Student Progress Matrix

### **Data-Informed Decision Making**

Use the following table (Table 1) or the process map (Figure 5) below to determine the next steps for the instructional practice. (See <u>Appendix 2</u> for a Data Worksheet and Action Planning)

Table 1 Data-Informed Decision Making

	Low, Low	High, Low	High, "Some" or Low	High or Low, High	
Implementation Fidelity	Low Implementation Fidelity	High Implementation Fidelity	High Implementation Fidelity	High or Low Implementation	
Student Progress	Low Student Progress Low Student Progress		Some or Low Student Progress	High Student Progress	
Enhanced Instructional Practices	Improve delivery of instructional practice; additional professional development.  Consider intensifying the delivery of instructional practice and continued coaching.		Consider intensifying the delivery of instructional practice and continued coaching.	Maintain and ensure high implementation fidelity.	

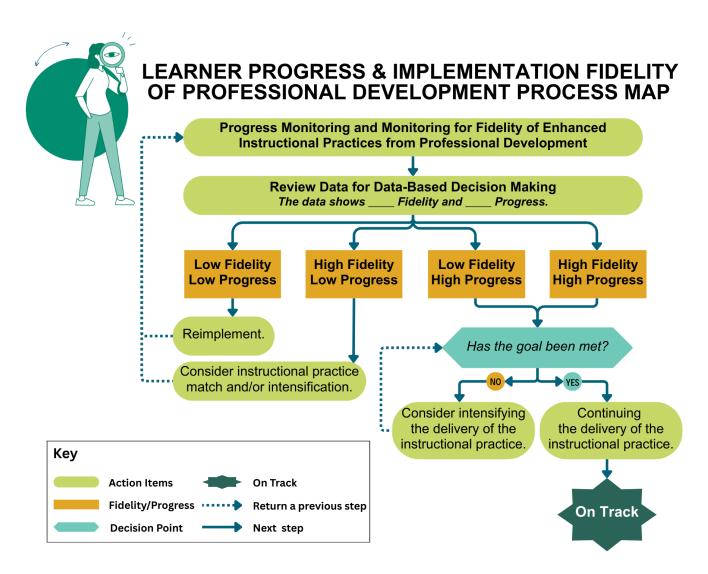
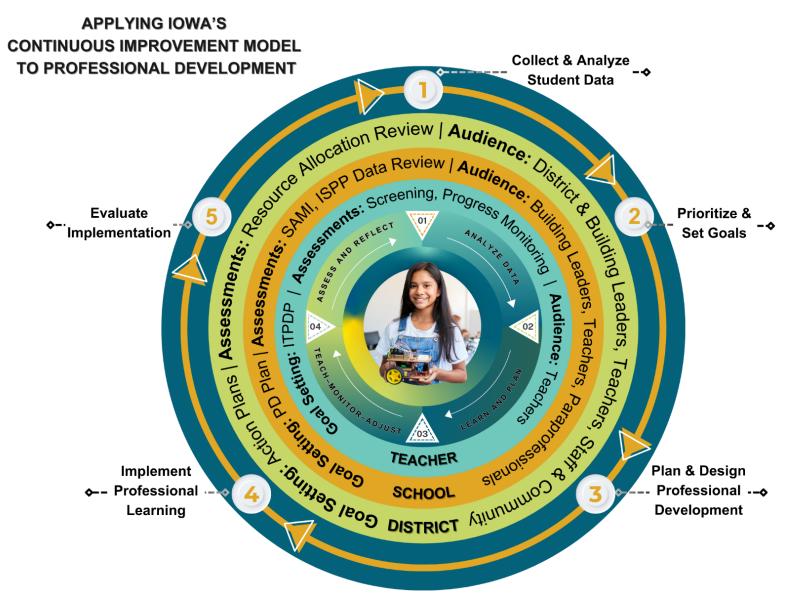


Figure 5 Learner Progress and Implementation Fidelity Process Map

# **Appendix 1**



# **Appendix 2**

Resources	Pre-req	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>Distributed Leadership Discussion Table:</u> Helps establish team membership, roles and responsibilities.	×					
First Meeting Agenda Example: Suggests a meeting agenda for the first team meeting to establish team norms, purpose, and communication structures.	×					
lowa School Performance Profile (ISPP): Provides performance reports for districts, schools, and the State.		×	×	×		×
ISPP Data Review Table: Provides a structured worksheet to capture ISPP data.		×	×	×		×
ISPP User Guide: Guides user navigation of the ISPP site and its learning indicators.		×	×			
List of Definitions and Acronyms: Lists commonly used definitions and acronyms used across the lowa Department of Education, Area Education Agencies, and Iowa School Districts.	×	×	×	×	×	×
MTSS Leadership Team Members and Functions (SAMI): Outlines the intent of different teams, membership and function.	×					
Professional Development Design Criteria and Indicators: Outlines key criteria and indicators for effective professional development design.		×	×	×	×	×
Professional Development Implementation Fidelity: Enables the review of implementation fidelity so teams can make informed decisions.						×
SAMI: A tool for leadership teams to assess MTSS implementation in schools, facilitating discussions to identify strengths and challenges.		×	×	×		×
SAMI Note Catcher: Captures discussions and evaluation of MTSS.		×	×	×		×
SMART Goal and Action Planning Template: Clarifies and focuses professional development priorities and student outcomes.			×	×	×	
Working PD Plan Workbook Template (Google Sheets): Spreadsheet to facilitate indepth discussion with district-level/building-level data.			×	×		×

### References

- Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). Effective teacher professional development. In *Learning Policy Institute* (pp. 2–64). Learning Policy Institute.
  - https://learningpolicyinstitute.org/sites/default/files/product-
  - files/Effective\_Teacher\_Professional\_Development\_REPORT.pdf
- Darling-Hammond, L., Hyler, M., Gardner, M., & Espinoza, D. (2017). Effective teacher professional development (Research Brief). In *Learning Policy Institute*.
  - https://learningpolicyinstitute.org/sites/default/files/product-
  - files/Effective Teacher Professional Development BRIEF.pdf
- Fullan, M. (2022, November 15). *Amplify change with professional capital*. Learning Forward.

  <a href="https://learningforward.org/journal/february-2016-issue/amplify-change-with-professional-capital/?login=success">https://learningforward.org/journal/february-2016-issue/amplify-change-with-professional-capital/?login=success</a>
- Fullan, M., & Hargreaves, A. (2016). *Bringing the profession back in: Call to action*. Learning Forward. <a href="https://michaelfullan.ca/wp-content/uploads/2017/11/16">https://michaelfullan.ca/wp-content/uploads/2017/11/16</a> BringingProfessionFullanHargreaves2016.pdf
- Fullan, M., & Quinn, J. (2016). Coherence: The right drivers in action for schools, districts, and systems.

  Corwin.
- Fullan, M., Rincón-Gallardo, S., & Hargreaves, A. (2015). Professional Capital as Accountability. *Education Policy Analysis Archives*, *23*(15). https://doi.org/10.14507/epaa.v23.1998
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* Teachers College Press.