



Staff Development Plan

July 2016 to June 2019

Created by:
Sheryl Wilson
Curriculum Director
wilsons@swcsd2.org

STAFF DEVELOPMENT PLAN

INTRODUCTION

The purpose of Sweetwater County School District No. Two's Staff Development Plan is to provide **all** employees of the District with the opportunity to acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students. This plan will address the needs of not only teachers and support staff, but also the needs of substitute teachers, community members and parents.

The Staff Development team of Sweetwater County School District Number Two completed the development of the Staff Development Plan. The team was comprised of representation from each school in the district, each support service department, and central office representatives. The following is a list of Staff Development Team members:

- Donna Little-Kaumo - Superintendent, Central Office
- Jamie Christensen – Assistant Superintendent, Central Office
- Sheryl Wilson - Curriculum Director, Central Office
- Alan Demaret - Special Services Director, Central Office
- Jason Fuss – Human Resource Director, Central Office
- Anne Marie Anderson - District Intervention Specialist
- Bonnie Nielson – Secretary, Curriculum, Assessment, Staff Development
- Greg Farnsworth – Technology Staff Development, Central Office
- Darren Howard – Principal, Green River High School
- Joe Hamel – Assistant Principal, Green River High School
- Rhiannon Doak – Assistant Principal, Green River High School
- Carol Walker – Instructional Facilitator, Green River High School
- Ralph Obray – Principal, Expedition Academy
- Matt Mikkelsen – Principal, Lincoln Middle School
- Darren Heslep – Assistant Principal, Lincoln Middle School
- Laurie Ivie – Instructional Facilitator, Lincoln Middle School
- Anne Marie Covey – Principal, Monroe Intermediate School
- Jennifer Duran – Assistant Principal, Monroe Intermediate School
- Connie Kizzire – Instructional Facilitator, Monroe Intermediate School
- Cathy Hemker – Principal, McKinnon/Granger
- Steven Lake – Principal, Harrison
- Julee Cobb – Instructional Facilitator, Harrison
- Stacy Court – Principal, Jackson Elementary
- Greg Figenser – Principal, Truman Elementary
- Pat Louderback – Instructional Facilitator, Truman Elementary
- Gayle Kendall – Principal, Washington Elementary
- Anne Marie Anderson – Instructional Facilitator, Washington Elementary

The District analyzed the results of our needs assessment, which included several surveys throughout the year which are administered to all employees and parent of the district. These surveys along with information from each building's Comprehensive School Improvement Plan, and our assessment results from MAP, PAWS, ACT, and our District Assessments were compiled to provide the focus for the Staff Development Plan.

The Staff Development Plan is shared with all the constituents through a variety of means including but not limited to: electronic media, District and Building level meetings and communication, and presentations to staff, community, and parents. The purpose of these communications is to ensure that the school community understands how the professional development components fit together and connect to the overall District goals and/or Comprehensive School Improvement Goals. The emphasis will be on increasing student achievement by improving instruction, assisting the curriculum implementation process, providing for effective follow-up after initial instruction, and developing leadership in all staff.

FOCUS OF THE STAFF DEVELOPMENT PLAN

Using research on adult learning and staff development, including the National Staff Development Council's document "**Standards for Staff Development**", (see Appendix B), this plan provides for on-going, comprehensive and extensive professional development for all district staff based on student achievement data, school improvement plans, and progress towards the alignment and implementation of district and state standards, standards-based instruction and standards-based assessments. Recognizing that the success of a staff development program requires staff and community awareness and support, the District Executive Cabinet Team, will be responsible for ongoing written and verbal communication among all stakeholders. Team members include; Donna Little-Kaumo, Superintendent; Jamie Christensen, Assistant Superintendent; Sheryl Wilson, Curriculum Director; Pete Brandjord, Business Manager; Jason Fuss, Human Resource Director; Alan Demaret, Special Education Director; and Greg Farnsworth, Technology Director.

The district continues to develop a team of staff development trainers who can support the day-to-day needs of all staff members. It continues to use out-of-district consultants who bring to us some of the most recent developments in teaching strategies, content knowledge and instructional models. Opportunities are provided for district staff to attend local, state and national conferences and workshops. The district also updates and maintains a professional library as a part of our staff development program. It is our intent to increase the duration and job-embeddedness of our growth opportunities. The district will increase its internal capacity to support ongoing growth in all employees, providing such incentives as time, credits, tuition reimbursements, and compensation (when appropriate) with district staff development classes.

The primary focus of staff development is to improve the skills and knowledge of SWSD#2 staff through focusing on major interventions and programs to improve student academic achievement. In addition, professional development activities will enable teachers to develop further expertise in subject content, teaching strategies, and other essential elements in teaching; enabling them to effectively plan and deliver high quality lessons, which align to the rigor of the state standards.

PROFESSIONAL DEVELOPMENT

1. FOCUS

As mentioned previously, the focus of our staff development plan was determined by a needs assessment, which included Comprehensive School Improvement plans, PAWS, MAP, ACT, and development of standards and standards-based assessments, implementation of standards-based instruction and focused interventions targeting specific content areas. The information gathered from these different sources is the driving force behind our Staff Development Plan and influences all of our decisions. The first, general focus of our Staff Development Plan is to address our District Mission, Vision, and Expectations. This provides our rationale for Professional Development.

A. RATIONALE FOR STAFF DEVELOPMENT

The district's vision statement, district expectations, building school improvement plans, and evaluation cycle provide the rationale for the staff development plan. Staff development activities are developed and implemented to facilitate the attainment of those goals.

DISTRICT VISION

Learning for All

DISTRICT MISSION

Inspiring Excellence Every Day

DISTRICT GOALS

- Improve Student Achievement
- Improve Wellness and Safety
- Improve Communications and Collaboration

The second more detailed focus, of our Professional Development Plan, includes our Staff Development Goals:

B. STAFF DEVELOPMENT GOALS

1. Improve all students' learning.
2. Set high standards for staff, improving their effectiveness.
3. Promote continuous staff learning.
4. Enhance staff intellectual and leadership capacity.
5. Align Staff Development opportunities with building level Comprehensive School Improvement Planning needs and interventions, and to support building efforts to meet school improvement goals.
6. Align Staff Development opportunities with District and State Standards.
7. Regularly communicate to all stakeholders the importance of Staff Development, as well as staff development opportunities and their results.
8. Provide training integrating technology into curriculum and instruction in order to enhance student learning.

9. Train and support District personnel including certified and non-certified staff and substitutes.
10. Ensure the implementation and evaluation of the Staff Development Plan and its effectiveness.
11. Maintain a working relationship with the Wyoming Department of Education.

Finally, based on the needs of our individual buildings as determined from student achievement data, climate surveys and parent-staff input, we will focus our Staff Development activities to specifically address target goals and instructional strategies and interventions to improve student achievement. Those target goals are in the areas of Math, Language Arts, and Science. These target goals align with our District Expectations and each building's Comprehensive School Improvement Plan.

2. SUSTAINABILITY

Professional Development activities for Sweetwater County School District #2, are specific to our District Expectations and to each building's Comprehensive School Improvement Plan as a part of our North Central accreditation and WDE accreditation process. If the results are positively influencing our student achievement scores, then our commitment to those activities will continue. Our major professional activities are on-going for several years starting in the late summer and concluding in the late spring. These initiatives require a commitment on the part of staff and are generally job embedded. The only exception would be mandatory trainings for certified and support staff. However, even with these trainings, they are generally repeated on an annual basis.

The other commitment that staff makes, specifically certified staff, is in regards to their individual Professional Growth Plans. As a part of our Staff Evaluation Process, each certified staff member is required to submit and implement an Individual Professional Growth Plan which can extend from not less than one year in length to as many as three years. During this cycle there is a fall and spring review or follow up of progress. Administration and staff have jointly developed, as a part of the plan, the criteria for progress and monitor accordingly. These plans must focus on some aspect of the Comprehensive School Improvement Plan or on a District Expectation.

Finally, sustainability comes as part of the focus and commitment our district has made to statutory mandates. Our Professional Development Plan will focus on providing trainings, knowledge, and skills necessary to meet these requirements and towards improving student achievement.

Professional Development takes place in many formats. Our Plan will allow staff to individualize their Professional Growth as well as provide for whole group learning. The Individual Professional Growth Plan, as described previously, allows for staff to engage in: action research; take classes; be involved with peer mentoring or peer coaching; participate in professional discussions; attend relevant conferences; develop and participate with work on standards, lesson designs, rubrics, and assessments; score and evaluate student work; conduct individual or team research or projects; participate in mentoring programs; network; complete independent study; observe other professionals; participate in book studies; attend trainings and workshop; to develop and become staff trainers.

In addition to the individual's goals, building Principals as well as our District Executive Cabinet Team, also organize and provide a variety of opportunities for staff using any one or a combination of the previously mentioned formats.

3. ORGANIZATION

Sweetwater County School District #2 organization of professional development opportunities is illustrated in the graphic organizer which is attached (pgs. 12-13). Decisions about what opportunities to provide for staff comes from student achievement data, School District Expectations, the individual needs of each building as determined through the school improvement process, surveys, and state and/or district needs and mandates. Then using the data and information as described, building and district administrators, supervisors, or teacher leaders approach the District Executive Cabinet Team and express needs. The District Executive Cabinet Team then reviews the requests. This then assists in organizing, providing resources, funding, and scheduling of the Professional Development activity. The activity is then implemented according to the proposed plan and it is monitored and an evaluation is done to determine the effectiveness and interest, then follow up sessions are planned and implemented. At the conclusion, depending on the established criteria for the activity, another evaluation of the effectiveness of the activity is completed. This evaluation may be a survey or may be an examination of student achievement data or a combination of criteria.

If individuals or small teams of staff are also, as a part of their individual Professional Growth Plans, wanting specific assistance they would follow the same process but start with their immediate supervisor then follow the district protocol for professional development.

4. RESEARCH FOUNDATION FOR PROFESSIONAL DEVELOPMENT PLAN

Sweetwater County School District #2 will work to ensure and pursue scientifically based researched staff development opportunities. We begin by looking at specific interventions, projects, or initiatives that address identified needs as defined per school improvement plans or by state mandates, then we investigate and do our own research to see if the proposed intervention/project/initiative has research to support it and that will obtain the type of results we desire. Next we look into available resources and potential training opportunities and local/regional/state availability of experts/consultants. Finally, we check the literature to see what type of documented results are available for the proposed activities.

5. 3-5 YEAR PLAN FOR MAJOR INTERVENTIONS/ACTIVITIES/PROJECTS

The 3-5 year plan for the implementation of our major interventions, activities, and projects for our Professional Development Plan is found in the *implementation section* of this plan (pgs. 10-11). It includes specific interventions, timelines, personnel involved, and responsible personnel. Generally speaking, our plan focuses efforts on interventions specifically addressing Math and Language Arts. Also included in the plan are mandatory trainings, safety and crisis management and preventions, training to address new laws and changes, instructional strategies trainings, leadership trainings, and the flexibility to continue, change, abandon, or include additional trainings as research and data would support.

Once an intervention is selected and implementation has begun, we review periodically; to determine effectiveness of the intervention and do our own action research to make certain the selected intervention is producing the desired results.

6. OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

- a. In-service Days:** The District provides ten professional development days.
- b. In-District Professional Development:** The District provides in-district opportunities through professional release time, after school trainings, and summer training opportunities. These are building level and district level opportunities.
- c. Out-of-District Professional Development:** The district provides opportunities for out-of-district training by funding staff to attend approved conferences at regional, state, and national levels, and by providing a tuition reimbursement program for all staff to take classes.
- d. Obtaining PTSB Credit:** Upon approval of our Staff Development Plan, the District requests one unit of re-certification credit for 14 hours spent in identified curriculum and staff development activities. Documentation of participation will be the responsibility of the participants and the staff development provider. The Human Resource Administrator or designee will record required documentation of the year and submit it to the Professional Teaching Standards Board in June each year.
- e. Collaborations:** The district will provide collaboration opportunities through common planning time for teachers when possible, and grade level or content area collaboration through release time.
- f. Networking:** Networking opportunities are available for staff at grade level, within content areas, across grade levels, and out-of-district.
- g. Support:** The district will provide support by providing time, as described in a, b, and c, with funding through local, state and federal grants as well as a district staff development budget, building staff development budgets, providing facilities, technology, printed resources, staff developers, consultants, tuition reimbursement program and facilitation for professional development activities. Also, the district will provide compensation, when appropriate and approved, for staff to participate in staff development activities when outside the contracted time.
- h. Budget:** The district will provide an annual Professional Development Budget that is included as part of the Curriculum and Instruction budget. Other sources of funding for Professional Development are based on availability of state and federal Title grants, competitive grants, and cooperative funding with other local and state agencies.
- i. Formats:** Professional Development can be accomplished in many different formats. Further, the sustainability of the implemented intervention is greater if there is more diversity of the formats and with the follow-up. Our Plan will allow staff to individualize their professional growth as well as provide for whole group learning. The Individual Professional Growth Plan, as described previously, allows for staff to participate in: action research; take classes; be involved in peer mentoring or peer coaching; hold professional discussions; attend relevant conferences; develop and participate in work on standards, lesson design, rubrics, and assessments; score and evaluate student work; conduct individual or team research or projects; network; conduct independent study; observe other professionals; book studies; attend trainings and workshops; or develop and become staff trainers.
- j. Distant Learning:** The district does provide distant learning opportunities, reimbursement for tuition to take compress video classes, and purchases a number of audio conference programs thought the year. In addition, teachers may take on-line courses.

7. PARENT/COMMUNITY LEARNING ACTIVITIES

The district will provide, when appropriate, learning opportunities for parents to support student learning and enhance student achievement. We will provide workshops and other professional development opportunities on Standards, Assessments, Special Education, Title I, Reading and Mathematics strategies, and parenting skills trainings. Parents will, when possible and if interested, be invited and included on Professional Development activities throughout the district.

8. TECHNOLOGY INTEGRATION

Technology, just as with the Wyoming State Standards, is integrated throughout Sweetwater County School District #2. Teachers use a variety of technology in the classroom to enhance instruction, to analyze and manage data, to communicate with parents, to record grades, to research content, to conduct staff development and to provide correctives and enrichments for students. Additionally, technology is integrated into many of the learning activities for students.

Technology Professional Development centers on meeting the needs of the integrated approach. Staff will be provided opportunities to learn to use software applications, a variety of hardware, Internet applications, distant learning facilities and equipment, and instructional strategies that take advantage of the available technology.

9. AT-RISK

At-risk students are defined in Sweetwater County School District #2 by policy as being students who are in jeopardy of not achieving proficiency on the grade level standards, students who are in jeopardy of not graduating, or students who are involved in behaviors that may not be healthy for their wellbeing.

Our Professional Development plan will provide for training opportunities for all staff to enhance their skills, knowledge, and build strategies to address these at-risk students' needs. Training opportunities will be provided for the identification of these students, and for the implementation of interventions to address the targeted at-risk population. The training will include, but not be limited to: BIT training, RTI (Response to Intervention) training, instructional strategies and technique training, conflict resolution training, character development training, positive behavior support training, and training in the delivery of specific interventions designed to improve student achievement.

10. EXPECTED RESULTS

- a.** Classroom instruction is improved through effective professional development. Teacher's skills and classroom instruction will improve by providing evidence with the SWCDS#2 Teachers' Evaluation Plan. Evidence may include, but not be limited to observations, self-reflection, student work, portfolio, and/or through the criteria established by building Principals and the teacher in the Professional Growth Plan.
- b.** Increased student achievement will be measured by classroom, district and state assessments results, District Assessment System (as developed by the district), classroom grades, school attendance, and graduation rates. Particular focus will be made in the content areas of Language Arts, Math and Science.

- c.** Narrowing of student achievement gaps between the at-risk and the general population will be measured by district and state assessment results, classroom grades, District Assessment System, school attendance, and graduation rates.
- d.** Revision of District Content and Performance Standards and Assessments will be made to ensure alignment with the revised State Content and Performance Standards.
- e.** Impact and improve a majority of staff knowledge and skills as measured by teacher surveys, administrative and peer observation, student surveys, and self-evaluation.
- f.** Continuous implementation of interventions, strategies, standards, and skills for a majority of staff as measured by teacher surveys, administrative and peer observation, student surveys, and self-evaluation.
- g.** Improved engagement success in classroom by students as demonstrated by classroom behaviors, and measured by teacher, parent, and student surveys.

IMPLEMENTATION

RESPONSIBLE FOR PLAN IMPLEMENTATION

Those responsible for implementing the district Staff Development Plan include the Superintendent, Assistant Superintendent, Curriculum Director, Special Education Director, building level Principals, and Certified Teachers.

1. TIME LINE FOR COMPLETION OF THE STAFF DEVELOPMENT PLAN

Activities for 2016-2019 are outlined here as determined by previously mentioned process and with a great deal of input. Staff development projects, such as professional improvement, school improvement, curriculum development and assessment, are ongoing and although we have tried to include our best and most current information and planning; activities and interventions may be added or may extend beyond the timeline. We will do an annual review of the Staff Development Plan so that we can update as needs arise or changes occur. All personnel participate in in-service activities, curriculum committee work and the implementation of the school improvement process. The building administrators, district administrators, or individuals may request to schedule additional activities using information from school improvement plans, action research, best practices information, study groups, and/or staff surveys.

2. CONSIDERATIONS

The experience level of staff member in Sweetwater School District #2 is very diverse. In recent years, we have hired several new teachers who are just beginning their careers, while a number of staff members have 15-20+ years of experience. As a result of these demographics, we have a staff that has a tremendous knowledge base in regards to content and instructional strategies. However, we have a need to update staff and train new staff on initiatives, mandates, programs, new interventions, and changes in instructional strategies in order to keep our focus on raising student achievement levels. We want to meet these changing needs, without abandoning the strategies and techniques that continue to work well and are essential to quality instruction.

3. TYPES/FORMATS OF PROFESSIONAL DEVELOPMENT ACTIVITIES/PROJECTS.

Based on the demographic description of our District, our staff is in a variety of stages in terms of their professional growth. Because of this diversity, our Professional Development Plan must also be diverse to meet their needs by providing staff development in a variety of formats. Individuals take responsibility for their own professional development in alignment with District Expectations. As described in the previously mentioned section on *Sustainability*, staff members do this through the Professional Growth Plan as part of their staff evaluation. Further, as also described, a variety of formats for Professional Development are used to meet the diverse needs of our staff. See example of District Staff Development Day agendas in Appendix A, (pg. 15).

In addition to the individual staff member's goals; building Principals organize and provide a variety of opportunities for staff using any one or a combination of the previously mentioned formats.

The following plan is the description of the proposed Professional Development Activities we will be implementing in our district.

4. FORMATIVE EVALUATIONS

The results of the District Staff Development efforts will be measured by District surveys, student achievement data, personnel participation data with an evaluation immediately following workshops and trainings, (See Appendix A, page 15). Administrators will monitor and assess staff as they use training ideas and materials in the classroom, which will provide information for evaluating the effectiveness of the professional Development Plan, (See Appendix A, page 15).

5. SUMMATIVE EVALUATION

The comprehensive evaluation of the Professional Development Plan and its effectiveness on the individual and district staff development goals will consist of combined documentation as provided by the methods of measurement mentioned in the formative section. Particular focus will be placed on the established criteria of the individual Professional Growth Plans and on student achievement data.

FOLLOW UP

Follow up will be a result of evaluation and continual support of the interventions, activities, and projects of the Professional Development Plan. Evaluation will focus on how well the activities help meet professional development goals and will be frequent with the results influencing and improving the next year's needs. Frequent evaluation and improvement will help keep staff and students moving forward. Administrative and peer observation will additionally provide information for evaluating the effectiveness of the Professional Development Plan. Administrative support as well as fiscal support is provided throughout the plan at the individual, building and district levels. Staff, who are experiencing difficulties in implementing their staff development plans and the initiatives, programs, or interventions for which they are training, will be given additional support and opportunities for training. Further, as a part of the follow-up, most of the training opportunities are provided for on a regular basis and some are on an annual basis. Additionally, building administrators, the District's professional library, and the District Executive Cabinet Team and Trainers will be available to provide follow up training and support.

3-5 Year Plan for Major Interventions/Activities/Projects

TimeLine	Activity	Personnel	Provider
July/August 2016-2019 Annually	Mandatory Trainings BIT, 504, BBP Harassment, Safety, Chemical usage, Technology Policies	All staff (as applicable)	District Trainers
July 2016-2019 Annually	Bus Drivers Training	Transportation Personnel	District and State Trainers
August 2016-2019 Annually	Data Walks	District Administrators & Instructional Facilitators	District Trainers
August 2016-2019	Assessment Literacy	District Admin.	Out of District Consultants
August 2016 – 2019 On going	Lesson Planning <ul style="list-style-type: none"> • Learning Targets • Formative Assessments • Differentiated Instruction 	Available to all Certified Staff	Out of District Consultants
August 2016 On going	Technology Integration	Available to all certified staff and other interested parties	District trainers
August 2016 On going	PLC Training Formative Assessment	Administration, Instructional Facilitators, Certified Staff	Conferences WDE
August 2016 On Going	New Staff Orientation	All New Staff	District Staff
August 2016 On Going	Special Education Training <ul style="list-style-type: none"> • IDEA Training • Specialty Trainings • Special Education Law 	All Staff	Consultants Workshops WDE
August 2016 On going	<ul style="list-style-type: none"> • At-Risk Training • 504 Training • BIT Training • Non-Violent Physical crisis intervention • CPR Training • Safe Schools Training • Crisis Management 	All Staff	District Trainers Out of District Consultants WDE Conferences
August 2016 On Going	CPR First Aid Crisis/Emergency Management Care and Prevention of athletic injuries	All Staff	Consultants District Trainers
August 2016 On Going	Leadership Training <ul style="list-style-type: none"> • Due Process • Change Process • Management Training • School Law • School Improvement planning • Book studies • Personnel Management • Staff Evaluation Training 	Administration, Teacher Leaders School Board Members	Assistant Superintendent Superintendent Consultants Workshops WDE NCA

TimeLine	Activity	Personnel	Provider
August 2016	Critical Conversations	Administration	Out of District Consultant
September 2016	Math Talks	K-6 Certified Staff	Out of District Consultant
December 2016	Art and Science of Teaching	Available to all Certified Staff	Out of District Consultants WDE
November 2016 January 2017	Kagan Cooperative Learning	All Staff	Out of District Consultants
February 2017	Engaging ELL in Science	K-12 ELL and Science Teachers	Out of District Consultant
February 2017	WDE Data Analysis	Administration and Instructional Facilitators	Out of District Consultant
February 2017	<ul style="list-style-type: none"> Engaging English Learners in Science 	ELL and Science Certified Staff	Out of District Consultants WDE
March 2017	Coaching Classroom Instruction	Administration	Out of District Consultant
May 2017	<ul style="list-style-type: none"> Art and Science of Teachings 	Certified Staff	Out of District Consultant
On Going	Technology Training <ul style="list-style-type: none"> Software applications Hardware usage training Integrating technology SmartBoards Infinite Campus 	All Staff	District Trainers Consultants Workshops WDE
On Going	Classroom Strategies Substitute Teacher Trainings	All Staff Interested community members	District Trainers WWCC/District Staff University of Wyoming Partnership Trainer
On Going	Character Development and Conflict Resolution <ul style="list-style-type: none"> PBIS Learning Communities Bullying / Olweus Kids in Crisis 	All Staff	District Trainers Consultants Conferences
On Going	Parent Training Special Education training Title I Training ELL Parent Training	All interested parents and community members	District staff/trainers Consultants

EVALUATION

Those responsible for designing and implementing the District Staff Development Plan will review the plan at the end of each year by seeking input from District Executive Cabinet Team members, analyzing student achievement data, reviewing measurements, criteria, and staff performance indicators, and reviewing results of an annual staff development needs assessment.

The Sweetwater County School District #2 Staff Development Plan will be revisited and revised as necessary annually. We will evaluate it using state guidelines every three to five years. It will be the responsibility of the District Executive Cabinet Team to coordinate and complete all aspects of the evaluation.

The evaluation format will be a response to each of the following questions:

- Have the interventions listed in the Staff Development Plan impacted the majority of educator's knowledge and skills? How?
- Has a majority of the staff implemented, continuously, the strategies, skills, knowledge, and interventions?
- What strengths and weaknesses have been identified?
- Has student academic achievement improved?

Professional growth opportunities will be evaluated on several levels to provide us with more helpful information than just the participants' satisfaction and reactions to the "event". Over time, we will gather information to look for and examine the longer-lasting impacts of the experiences. Data will be collected in order to determine whether participants acquired the intended knowledge and skills, as well as to assess the quality and degree to which they were applied. Student data will be used to measure the impacts of our staff development efforts with students. Organizational reflection will focus on how well the district advocated, facilitated, and supported particular professional growth efforts, plus how those efforts impacted the district, informing us regarding future change efforts.

APPROVAL OF PLAN

Building principals, District Executive Cabinet Team members, the Superintendent of Schools, and Board of Trustees have approved this Staff Development Plan.

APPENDIX A

- Professional Development Evaluation Worksheet
- Classroom Walk Through Follow up
- Staff Development Calendars
 - 2016-2017
- Survey Results
 - April 2016

Sweetwater County School District No. Two
Professional Development Evaluation

(Attached form to Meal Allowance Voucher and turn into Kathy Huber upon completion of event)

Participant Name: _____

Name of Conference/Training: _____

Location: _____

Date: _____

Was a Substitute Needed? Y / N

What was your main objective/goal for attending? _____

How will you use/implement what you have learned? _____

What are your plans for sharing at our next Staff Development Days? _____

How will the Professional Development activity help with your building's School Improvement Plan? _____

Overall rating of the training (with 5 being excellent) 1 2 3 4 5

Additional Comments:

Office Use Only

Professional Development Evaluation Summary:

Professional Development Evaluation Member

CLASSROOM DATA WALKS

Data Walks is a focused process that is:

- a brief three to four minute visit in classrooms
- a way to collect school-wide data throughout the day during prime instructional time
- focused on curriculum and instructional practices
- focused on data that drives decisions regarding school improvement and professional development
- focused on professional growth, increased student learning

Data Walks will:

- increase principal visibility
- provide real-time classroom data to drive decisions
- provide information for school improvement purposes
- elicit patterns and trends across grade levels and departments
- decrease discipline referrals
- increase student learning

Data Walks centers on the following guiding questions:

- Is the learning objective posted and aligned to the state standards?
 - What is the level of thinking (rigor rate) of the students?
 - What measurements are used to assess learning?
 - What is the engagement level of the classroom?
 - What research-based instructional strategies are evident?
 - Does the environment contribute to student learning?





CURRICULUM PROFESSIONAL DEVELOPMENT CALENDAR 2016-2017

AUGUST

- 10TH** **TEACHER WORKDAY** - @ Individual Buildings
- 11th** **LEARNING TARGETS-** LeAnn Nickelsen –
• GRHS AUDITORIUM – 8:00 a.m. Grades K-6
- 11th** **BUILDING PROFESSIONAL DAY & STAFF MEETINGS**
• Grades 7-12 @ Individual Buildings
- 12th** **IMPLEMENTATION OF LEARNING TARGETS**
• Grades K-6 @ Individual Buildings
- 12th** **LEARNING TARGETS-** LeAnn Nickelsen –
• GRHS AUDITORIUM – 8:00 a.m. Grades 7-12
- 15TH** **BUILDING PROFESSIONAL DAY & STAFF MEETINGS**
• Grades K-6 @ Individual Buildings
- 15th** **IMPLEMENTATION OF LEARNING TARGETS**
• Grades 7-12 @ Individual Buildings
- 16th** **TEACHER WORKDAY** - @ Individual Buildings
- 23rd** **ESSENTIALS FOR ALGEBRA** – Tammy Bebee-Schwartz @ LMS - 8–3:00
• Grades 7-8
- 25th** **SANTILLANA WORKSHOP** - @ Central Office Conf. Room #1 - 8:00 – 3:30
• Grades 8-12 Spanish Teachers

SEPTEMBER

- 12TH – 16TH** **NUMBER TALKS** – Linda Gojak @ Individual Schools (See attached Agenda)
• Sept. 12th K-6 Principals and IF's @ Central Office 3:45 p.m.
~Sept. 12th Monroe ~Sept. 15th Truman
~Sept. 13th Washington ~Sept. 16th Jackson
~Sept. 14th Harrison
- 20th** **ASSESSMENT WORKSHOP-** Jan Hoegh– 8:00 – 3:30 @ Central Office
• K-6 Math, K-6 Social Studies, K-6 PE, 9-12 CTE, K-6 Lang. Arts
(as needed) Instructional Facilitators
• See attached sheet for committee members to attend
- 28th** **EARLY OUT – Building Professional Development** @ Individual Buildings
• Work on Comprehensive School Improvement Plans

OCTOBER

- 25TH** **LESSON PLANNING/TRAIN THE TRAINER MODEL** – LeAnn Nickelsen
@Central Office Boardroom - 8:00 – 3:30
• K-6 Staff – Invitation by Principal
• (7 per building including Principal and IF)



CURRICULUM PROFESSIONAL DEVELOPMENT CALENDAR 2016-2017

OCTOBER (cont.)

- 26th** **LESSON PLANNING/TRAIN THE TRAINER MODEL** – LeAnn Nickelsen
@Central Office Boardroom - 8:00 – 3:30
- 7-12 Staff – Invitation by Principal
 - (LMS & GRHS 15 per building including Principal and IF)
 - (EA – 5 per building including Principal and IF)

NOVEMBER

- 7th & 8th** **KAGAN COOPERATIVE LEARNING** - @Central Office Boardroom 8-3:30
- Days 3 and 4 Training.
 - Invitation by Principals. Must have attended Days 1 & 2.

9TH

EARLY OUT – District Professional Development

- Lesson Planning @ Individual Buildings led by Instructional Facilitators and other staff members who will be trained.

DECEMBER

- 5th- 6th** **WDE ART AND SCIENCE OF TEACHING** – Jan Hoegh
@Central Office Boardroom - 8:00 – 3:30
- Teams from Harrison, Monroe, LMS

13th

- ASSESSMENT WORKSHOP**- Jan Hoegh– 8:00 – 3:30 @ Central Office K-6 Math, K-8 Social Studies, K-6 PE, 9-12 CTE, K-6 Lang. Arts (as needed)
Instructional Facilitators
- See attached sheet for committee members to attend

JANUARY

- 17th & 18th** **KAGAN COOPERATIVE LEARNING** - @Central Office Boardroom – 8-3:30
- Days 1 and 2 Training.
 - Invitation by Principals.

FEBRUARY

- 7th & 8th** **ENGAGING ENGLISH LEARNERS IN SCIENCE** – WDE/WIDA Sponsored –
8:00 – 3:30 @ Central Office Boardroom
- K-12 ELL Teachers and 2 Science Teachers from each building (Jackson, Monroe, LMS, GRHS)

9th

- ASSESSMENT WORKSHOP**- Jan Hoegh– 8:00 – 3:30 @ Central Office
- K-6 Math, K-8 Social Studies, K-6 PE, 9-12 CTE, K-6 Lang. Arts (as needed) Instructional Facilitators
 - See attached sheet for committee members to attend



CURRICULUM PROFESSIONAL DEVELOPMENT CALENDAR 2016-2017

FEBRUARY (cont.)

21st

DISTRICT PD DAY – LESSON PLANNING with LeAnn Nichelson

- Staff will spend ½ day in their individual buildings and ½ day in the Lesson Planning workshop.
 - K – 6th Grade - 8:00 – 11:30 at GRHS
 - K – 6th Grade - 12:00 – 3:00 at individual buildings
 - 7th – 12th Grade – 8:00 – 11:30 at individual buildings
 - 7th – 12th Grade – 12:00 – 3:00 at GRHS

MARCH

30th & 31th

COACHING CLASSROOM INSTRUCTION – Phil Warrick @ Central Office Boardroom 8:00 - 3:30

- All Principals and Instructional Facilitators

APRIL

4th

ASSESSMENT WORKSHOP- Jan Hoegh– 8:00 – 3:30 @ Central Office

- K-6 Math, K-8 Social Studies, K-6 PE, 9-12 CTE, K-6 Lang. Arts (as needed) Instructional Facilitators
 - See attached sheet for committee members to attend

19th

EARLY OUT – Building Professional Development Day @ Individual Buildings

MAY

4th- 5th

WDE ART AND SCIENCE OF TEACHING – Jan Hoegh @Central Office Boardroom - 8:00 – 3:30

- Teams from Harrison, Monroe, LMS

30th

DISTRICT STAFF DEVELOPMENT DAY – 8:00 – 3:30 @ GRHS Auditorium

- Mental Health Awareness – All Staff to attend.

31st

TEACHER WORK DAY – @ Individual Buildings

Survey Response Summary Report continued

Survey Dates: 04/05/2016 12:01 PM to 04/05/2016 12:01 PM

1902000 SWEETWATER COUNTY
SCHOOL DISTRICT #2 District
01/09/2017 12:49:05 PM

6. I prefer to study only a few subjects in depth.		Total Responses	Percent of Total
a.	Strongly Agree	19	24.05%
b.	Agree	46	58.23%
c.	Disagree	13	16.46%
d.	Strongly Disagree	0	0.00%
		Total Not Answered:	1
		Total Respondents:	78

7. Most of my professional development is taken care of through district-sponsored in-service sessions.		Total Responses	Percent of Total
a.	Strongly Agree	13	16.46%
b.	Agree	37	46.84%
c.	Disagree	19	24.05%
d.	Strongly Disagree	9	11.39%
		Total Not Answered:	1
		Total Respondents:	78

8. I engage in professional development on my own through graduate study, summer classes, seminars, on-line learning, and/or and conferences.		Total Responses	Percent of Total
a.	Strongly Agree	26	32.91%
b.	Agree	40	50.63%
c.	Disagree	12	15.19%
d.	Strongly Disagree	0	0.00%
		Total Not Answered:	1
		Total Respondents:	78

9. I feel well-prepared to meet the learning needs of students with special needs (at-risk, ELL, GATE, Students with IEPs)		Total Responses	Percent of Total
a.	Strongly Agree	13	16.46%
b.	Agree	55	69.62%
c.	Disagree	9	11.39%
d.	Strongly Disagree	1	1.27%
		Total Not Answered:	1
		Total Respondents:	78

10. Research suggests that the content of professional development programs can increase student learning.		Total Responses	Percent of Total
a.	Strongly Agree	33	41.77%
b.	Agree	42	53.16%
c.	Disagree	1	1.27%
d.	Strongly Disagree	0	0.00%
		Total Not Answered:	3
		Total Respondents:	76

11. In our district, once staff members are introduced to a professional development topic, they are given time and opportunities to extend and apply that learning.		Total Responses	Percent of Total
a.	Strongly Agree	2	2.53%
b.	Agree	43	54.43%
c.	Disagree	29	36.71%
d.	Strongly Disagree	4	5.06%
		Total Not Answered:	1
		Total Respondents:	78

12. I prefer to take part in professional development that has the following characteristics:		Total Responses	Percent of Total
a.	Interest in topic covered	32	40.51%
b.	Highly regarded presenter	12	15.19%
c.	Relevant to school improvement goals	32	40.51%
d.	Hands-on activities	18	22.78%
e.	Work with colleagues	18	22.78%
f.	PTSB or graduate credit	34	43.04%
g.	Applies directly to my assignment	47	59.49%
h.	Recommended by colleague	5	6.33%
i.	Is supported over time by the bidg./district	35	44.30%
j.	Identified student need	28	35.44%
k.	Administrator recommendation	4	5.06%
l.	Specific, not general	9	11.39%
m.	Nearby location	7	8.86%
n.	Training by other teachers	7	8.86%
o.	In-depth investigation	9	11.39%
Total Not Answered:		1	1.27%
Total Respondents:		78	98.73%

13. I prefer to engage in professional development in the following ways:		Total Responses	Percent of Total
a.	District in service days	55	69.62%
b.	Weekends	2	2.53%
c.	Summer	8	10.13%
d.	In small groups	27	34.18%
e.	Conferences and seminars	45	56.96%
f.	Book studies	10	12.66%
g.	Working with an Instructional Facilitator	20	25.32%
h.	Sharing my knowledge	13	16.46%
i.	Working with members of my department	35	44.30%
j.	Working with teachers at my grade level	22	27.85%
k.	Working with teachers in my building	24	30.38%
l.	Before or after school	5	6.33%
m.	Evenings	3	3.80%
n.	On-Line learning - Webinars	12	15.19%
o.	On my own	13	16.46%
p.	Graduate coursework	9	11.39%
q.	Faculty discussion groups	15	18.99%
r.	Working with a mentor	7	8.86%
s.	Working with a colleague	18	22.78%
Total Not Answered:		1	1.27%
Total Respondents:		78	98.73%

I would benefit from professional development in the following areas: PLEASE CHECK

14. ALL THAT APPLY	Total Responses	Percent of Total
a. STEM - STEAM Education	27	34.18%
b. Curriculum Mapping	8	10.13%
c. Professional Learning Communities	22	27.85%
d. Common Core State Standards	17	21.52%
e. Differentiated Instruction	34	43.04%
f. RtI Process	11	13.92%
g. Principal Leadership	5	6.33%
h. Data Analysis	13	16.46%
i. Effective Grading Practices	20	25.32%
j. Google - Google Classrooms	40	50.63%
k. Teacher Mentoring	4	5.06%
l. Learning Targets	23	29.11%
m. Dropout prevention	12	15.19%
n. ELL	8	10.13%
o. Gifted students	19	24.05%
p. Formative and Summative Assessment	12	15.19%
q. Reading K-2	10	12.66%
r. Reading 3-4	10	12.66%
s. Reading 5-12	12	15.19%
t. Best Teaching Practices with Mathematics	18	22.78%
u. Science - Next Generation Science Standards	18	22.78%
v. Technology	32	40.51%
w. Social Studies	11	13.92%
x. Classroom Behavior Management	17	21.52%
y. Social Skills	13	16.46%
z. Kagan Cooperative Learning	27	34.18%
aa. Family Involvement	13	16.46%
ab. Co-Teaching	14	17.72%
ac. Mental Health	18	22.78%
ad. School Safety	16	20.25%
ae. Act/College Readiness Exam Prep	2	2.53%
af. Other	9	11.39%
Total Not Answered:	1	1.27%
Total Respondents:	78	98.73%

Please indicate any subjects not listed above in which you have a professional development interest, or subjects in which you have a more specialized interest:

15.	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		
Total Not Answered:	45	56.96%
Total Respondents:	34	43.04%

If you have less than five years' experience in education, please discuss what special needs you have for professional development:

16.	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		
Total Not Answered:	66	83.54%
Total Respondents:	13	16.46%

What educational expertise are you comfortable sharing with others?

17.	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		
Total Not Answered:	48	60.76%
Total Respondents:	31	39.24%

18. Other Comments or Suggestions	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		
Total Not Answered:	65	82.28%
Total Respondents:	14	17.72%

Responses to open ended questions from the Staff Development Survey above.

14. I would benefit from professional development in the following areas:

Other:

- Self-Defense training for school emergencies
- Project Based Learning
- Wyoming Science Standards
- Special Education
- Physical Activity in Classrooms, Brain Breaks
- Music, Kodaly, Orff Schulwerk, Dalcroze Approach
- specials teachers need specialized in-service
- CTE

15. Please indicate any subjects not listed above in which you have a professional development interest, or subjects in which you have a more specialized interest:

- I would like to have more hands on training rather than the 'help' video's for Infinite Campus. If I don't have a scheduled time to attend seminars, I normally can't get away.
- multiple intelligences
- working with at-risk students along with policies/protocol
- I would like more practice with Google email. Etc. so that I would feel more comfortable using it. At present I only have time to do what I absolutely need to.
- Google documents, email, etc. All the new stuff that can be done w/ Google. I have only been able to attend one of the Google training that Greg has put on.
- MAP data, what to do with it and how to use it fully to your advantage in the classroom with peers/colleagues.
- Speech/language therapy
- The best practices to teach reading and writing to all students. I also would like to learn more about Integrating Science, math and social Studies into my reading classes. I think it is so important to cross teach curriculum into other subjects and do research group activities in all areas.
- ART
- Instead of the Next Generation Science Standards - just the Wyoming State Science Standards since that appears to be the way the state is going.
- Reinforcing, maintaining, and growing a positive school culture and climate.
- Helping staff members develop, establish, and maintain appropriate/positive relationships with stakeholders.

- Envision implementation year 2- I'd love more time to dig deeper into the program and set up a new, more accurate pacing plan, now that we have a better idea of what is needed/how it works
- Direct Instruction Program Effectiveness
- Resilience and perseverance are difficult traits to teach and help with this would be great!
- Effective integration of technology in the classroom.
- Getting together with other people in the same grade levels across the district to discuss what they are doing with the new math program. Almost a show and tell format (1/2 day) to get more ideas in a very low key environment. Each school could get 30 minutes each to share what they are doing and take questions. Then the other 1/2 of the day, do a similar format but within our buildings among all the grade levels K-4. Do this AFTER the grade level meetings (so 1/2 day) to collaborate all the ideas we've heard in a show and tell format as well. This could end with ways we can make sure we're using similar formats, visuals, spoken vocabulary within the classroom.
- I would like additional opportunities for Kagan Instruction beyond the initial days of training...would love to do all the Win Win classes, etc. I would also like more opportunities to work with my peers to implement our training for the new math programs; to work as peer groups to prepare lessons, centers, etc. Mimeo training would be great too.
- Physical Education, Brain Breaks
- Writing for younger grades such as K-2.
- implementing technology into daily lessons
- Science content and STEM
- Multiculturalism.
- Leadership in general
- Mathematics
- Writing instruction
- American Orff Schulwerk Association workshops.
- I need the opportunity (time) and support (financial) to complete the required PD to maintain my license as an LPC. It is very important to me that this PD is focused on school counseling and will benefit the students at GRHS. It is bothersome to be made to attend PD just for the sake of obtaining the necessary hours when it does not benefit students. I have copied the requirements from the Wyoming Mental Health Licensing Board question 18. This accurately describes the requirements of PD for us LPCs.
- At-risk students
- I think that specials teachers (art, music, PE, technology, etc.) should be given specific examples of how to implement district practices into their classrooms. We are often left to figure out how to apply things on our own. For example, we have had to develop our own content-specific Kagan materials.
- Health and Physical Education
- Agriculture, Career and Technical Education

- Autism
- There is no list provided.

16. If you have less than five years' experience in education, please discuss what special needs you have for professional development:

- Why does less than five years' matter? Veteran teachers still need professional development opportunities...at least ask a follow up question to this one for those with 'more than' five years' experience.
- NA
- The special needs I would need for professional development would be teaching writing to younger students especially Kindergarten. How to set up a lesson for Kindergarten.
- I would like assessment training as well as more behavior management training.
- Mcrel expectations and procedures
- Further technology training, specifically with Google Classroom and Google Apps would be appreciated.
- I feel that especially in my first couple of years, I needed more training in district grading practices and in using Infinite Campus.
- I would like to get more familiar with Common Core, questioning techniques, and what a good classroom teaching environment looks like.
- Going paperless and advancing in technology in the classroom
- Special education topics
- I would like more on Co-teaching and what this looks like in a classroom that is doing it right and as a true co-teaching
- Education on district and school procedures would be really helpful. General things from payroll and PTO to in building and how to handle different situations would be great.
- I would like to learn how to use my para-educators more effectively.

17. What educational expertise are you comfortable sharing with others?

- Microsoft Office, smart board, ipads,
- Social Skills, phone etiquette, customer service, website
- I can help with managing libraries and I have taught with or at some time many subjects.
- Hydroponic plants, blogging and using both in a reading/language program.
- I am willing to share lessons/ideas with other music teachers.
- None

- PE/Health Curriculum discussions
Vocational Curriculum discussion
Building positive relationships with students.
Classroom management strategies
- Technology and Data Analysis for sure. Getting there with STEM/STEAM content.
- Incorporating technology in the classroom both for teacher management/planning and for student learning.
- I would be happy to share how to organize and map out curriculum lessons to fit it all in a year, different reading activities to help boost the understanding of reading strategies in the classroom as well as ways to organize lessons. Also, anything that is needed I'd be happy to do!
- My knowledge of the math program with peers and Kagan knowledge.
- Anything new I learn whether it be with technology or something that worked in the classroom, I share with co-workers or with teachers from other schools on a one-on-one basis.
- ELL or sheltered instruction strategies or techniques.
- Mainly Content-Specific Topics, Grading system and policies
- Place-based Education
Inquiry Learning
Student-Centered (constructivist)
- data teams
instructional strategies
differentiation
metacognitive strategies
PLC
Data analysis
cooperative learning
Student engagement
- I am comfortable teaching my colleagues.
- How to keep students engaged in a scripted, direct instruction program such as Reading Mastery.
- Any, just not sure where it would apply.
- Successes in the classroom
- Small group counseling, behavior management, motivating students
- Technology in the music classroom. Music technology software on computers. Orff level 1 - writing an arccostration to accompany a book.
- N/A
- I have more expertise with technology than many colleagues, but don't feel that we are given opportunities to share with colleagues. I have tried sharing information through email, but our emails are so flooded already that many people don't look at it.
- I am comfortable sharing my strength and conditioning expertise.
- Child development and reading practices

- Student engagement
Learning Targets (getting better at)
Kagan structures
Classroom management
Google
- Agriculture and leadership
- Kagan
- Information on how to differentiate for students at all levels of learning when working with ELL students.
- Classroom management

18. Other Comments or Suggestions:

- Need more than only Assessment writing days for professional development. Not very many opportunities for PD this year 2015-2016. There tends to be multiple opportunities for elementary PD, not so much in secondary PD. Would like to see that more balanced.
- I am always interested in learning new things. I just don't like spending a whole on a subject ex. math that I don't have a book or teach. Sharing with my area seems to be very beneficial as they have ideas to share as well in what they are doing.
- *Self-Defense training would be beneficial for all in case of a school emergency. Teachers have a huge responsibility and with our questionable protocol of code words, we need to be prepared for ANYTHING that may occur with students, parents, staff, intruders, (armed or not), etc.
- I would like some time to meet as grade level teams in the district to discuss questions and concerns and to become consistent across the district. We used to get time to do this many years ago, and it was beneficial.
- Counselors and Social Workers who have their Mental Health License through the Wyoming Mental Health Licensing Board need 45 hours of continuing education every 2 years in order to maintain their license. A district should want and support these highly qualified individuals counseling our students. Other school districts throughout the state pay these individuals on the Ph.D. level/National Certification level and support the professional development they need to maintain their added credentials. As an LPC or LCSW they had to pass a national exam, go through a highly accredited program, and meet stringent supervision hours.
- I think getting together with those who teach the same subjects, even if at differing grade levels and sharing ideas you will try with our classes would be very beneficial. We have a lot to teach each other, but have been so busy doing curriculum mapping, that we haven't been able to share our creative ideas with one another. In the past, we have gotten together and shared, outside district time, and it was one of the best learning opportunities for us. We just have not had time to do that the past 2 years.
- Just a general direction of where Science in our district is supposed to go and a better alignment between 5/6 and 7/8 would be great.

- Question 10 is not really a survey-type question. 'Research suggests that the content of professional development programs can increase student learning.' This is either correct or incorrect, but not something that is agreeable to.
I think that our professional development needs to have more structure and organization to it. Often times it is, and that's great, but more than once it seemed apparent that little effort was put in to coming up with a plan, and the activity/presentation was very disorganized. The more we can minimize that, the better
- Give more than one year for things to show progress and do not introduce too many new methods, but find one research based strategy and allow for ample time for implementation, adjustment and research.
- I would like to see the district capitalize on our own teachers' talents and abilities by paying teachers to work with teachers. I also wonder if our instructional facilitators are being utilized according to their strengths and talents.
- Each licensee and certificate holder shall earn a minimum of forty-five (45) contact hours of continuing education during each renewal period. Hours during which instruction was received. A contact hour shall consist of not less than fifty (50) minutes of actual instruction or presentation. For academic courses, one (1) semester credit equals fifteen (15) contact hours. One (1) quarter credit equals ten (10) contact hours. (i) Contact hours for purposes of this section shall be the actual number of considered.
 - (ii) Only those hours acquired during the renewal period will be
 - (A) For initial renewal, the renewal period begins on the license or certification issue date and ends on the licensee's or certificate holder's birth date immediately following the second anniversary of the issue date. Subsequent renewals shall take place every two (2) years education activities:
 - (iii) The following standards shall govern acceptability of continuing
 - (A) These activities shall have significant intellectual or practical content, and the primary objective shall be to increase the participant's competence within each licensed or certified discipline. Regulations may be used as a basis of what knowledge and skills are acceptable to the Board as continuing education activities.
 - (B) The scope of practice for each discipline in these rules and
 - (C) Providers of acceptable continuing education shall have a graduate degree.
- N/A
- I have had numerous opportunities to go off campus and learn at specific conferences. I feel the specialized conferences for content areas help teachers learn the best.
- I like the idea of choosing no more than three areas or less, get very good at them and then move forward. Sometimes we get ahead of ourselves and try to move on to quickly.

APPENDIX B

- National Staff Development Council's Standards for Staff Development

For more information on the NSDC Standards for Staff Development visit <http://www.learningforward.org/standards/index.cfm>

NATIONAL STAFF DEVELOPMENT COUNCIL’S STANDARDS FOR STAFF DEVELOPMENT

In 2001, the National Staff Development Council (NSDC) revised its *Standards for Staff Development*. In that document, the 11 collaborating organizations recognized three kinds of standards that must be simultaneously addressed for staff development to lead to changes in practice and results for students. These three categories are:

- **Context standards** that describe the characteristics of the organization that must be in place to sustain the effects of professional development;
- **Process standards** that delineate the delivery characteristics that facilitate successful adult change; and
- **Content standards** that specifically identify the knowledge and skills educators need.

Context Standards describe the characteristics of the organization that must be in place to sustain the effects of professional development.

1. Organizes adults into learning communities whose goals are aligned with those of the school and district.

Rationale: Staff development that has as its goal high levels of learning for all students, teachers, and administrators requires a form of professional learning that is quite different from the workshop-driven approach. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. These teams, often called learning communities or communities of practice, operate with a commitment to the norms of continuous improvement and experimentation and engage their members in improving their daily work to advance the achievement of school district and school goals for student learning.

Learning teams meet almost every day and concern themselves with practical ways to improve teaching and learning. Members of learning communities take collective responsibility for the learning of all students represented by team members. Teacher members of learning teams, which consist of four to eight members, assist one another in examining the standards students are required to master, planning more effective lessons, critiquing student work, and solving the common problems of teaching.

2. Requires skillful school and district leaders who guide continuous instructional improvement.

Rationale: Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels. Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices. Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers. They ensure that all stakeholders - including the school board, parent teacher organizations, and the business community - understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff.

Skillful leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. They ensure an equitable distribution of resources to accomplish district goals and continuously improve the school or district's work through the ongoing evaluation of staff development's effectiveness in achieving student learning goals. They make certain that employee contracts, annual calendars, and daily schedules provide adequate time for learning and collaboration as part of the workday.

3. Requires resources to support adult learning and collaboration.

Rationale: Well-designed professional development creates learning communities that provide mutual support and focus everyone's attention and learning on a small number of high priority goals. While the vast majority of educators' professional learning should occur during the school day in collaboration with colleagues, it is also important that they acquire knowledge from sources outside the school by attending workshops and state and national conferences. However, when most teachers' and principals' professional learning occurs away from the school, it serves as a centrifugal force that leads to fragmentation and incoherent improvement efforts.

Professional development resources may serve many purposes. For instance, they may fund trainers who help teachers and administrators implement new instructional strategies and successfully use technology in their classrooms. They may provide full or part-time in-school coaches who assist teachers and principals in implementing standards-based curriculum in classrooms serving an increasingly diverse student population. In addition, these resources may support the use of external consultants or facilitators who assist the schools and teams in planning and evaluation of program efforts. They can also fund substitutes who cover classes while enabling educators to learn about leading- edge ideas and practices through attendance at state and national conferences. Funds may also be used to provide stipends for lead teachers to serve as mentors or members of training cadres.

Process Standards delineate the delivery characteristics that facilitate successful adult change.

4. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Rationale: Data from various sources can serve a number of important staff development purposes. First, data on student learning gathered from standardized tests, district-made tests, student work samples, portfolios, and other sources provide important input to the selection of school or district improvement goals and provide focus for staff development efforts. This process of data analysis and goal development typically determines the content of teachers' professional learning in the areas of instruction, curriculum, and assessment.

Data on individual tests can be analyzed to learn how much students advanced in one year as well as particular strengths and weaknesses associated with the focus of the test. These data are typically disaggregated to reveal differences in learning among subgroups of students.

A second use of data is in the design and evaluation of staff development efforts, both for formative and summative purposes. Early in a staff development effort, educational leaders must decide what adults will learn and be able to do and which types of evidence will be accepted as indicators of success. They also determine ways to gather that evidence throughout the change process to help make midcourse corrections to strengthen the work of leaders and providers. Data can also indicate to policy makers and funders the impact of staff development on teacher practice and student learning.

A third use of data occurs at the classroom level as teachers gather evidence of improvements in student learning to determine the *effects* of their professional learning on their own students. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether *staff* development is having desired effects in their classrooms.

5. Uses multiple sources of information to guide improvement and demonstrate its impact.

Rationale: The quality of staff development experienced by many teachers and administrators varies considerably from year to year and even from teacher to teacher in the same school. As a result, many educational leaders and policy makers are skeptical about the value of staff development in improving teaching and student learning. Well-designed staff development evaluation can address this skepticism by serving two broad purposes: (1) improving the quality of current staff development efforts, and (2) determining the effects of staff development in terms of its intended outcomes.

If staff development is to improve student learning, many levels of change are required, each with its own particular evaluation challenges. Unfortunately, a great deal of staff development evaluation begins and ends with the assessment of participants' immediate reactions to workshops and courses. While this information may be helpful to staff development planners, good evaluation design also gathers additional information. Beyond the (1) initial collection of data on participants' reactions, evaluation must focus on (2) teachers' acquisition of new knowledge and skills, (3) how that learning affects teaching, and in turn (4) how those changes in practice affect student learning. In addition, evaluators may also be asked to provide evidence of (5) how staff development has affected school culture and other organizational structures.

6. Prepares educators to apply research to decision making.

Rationale: The charisma of a speaker or the attachment of an educational leader to an unproven innovation drives staff development in far too many schools. Staff development in these situations is often subject to the fad du jour and does not live up to its promise of improved teaching and higher student achievement. Consequently, it is essential that teachers and administrators become informed consumers of educational research when selecting both the content and professional learning processes of staff development efforts.

A problem in the use of the term "research-based" is that it is applied equally to practices that vary considerably in the scientific rigor used in their investigation. It is critical that teams of teachers and administrators take the time to study methodically the research that supports the claims made by advocates of a particular approach to instructional improvement or whole-school reform. Such study often extends for several months and includes reading research reports (particularly those that have been published in peer reviewed journals), talking with researchers on the telephone or inviting them to the school, and visiting schools that have adopted this approach. During this review, school leaders compare the students on whom the research was conducted with the students in their school, examine the research methodology, and determine if the researcher's conclusions reflect the evidence that was provided. It may also be helpful for the team to contrast the research with that of others who make competing claims.

Because teachers and administrators often seek improvements in areas in which there is little research or in which researchers present contradictory findings, it is important that they design pilot studies to determine the effectiveness of new approaches before proceeding with large-scale implementation. While such studies (sometimes called action research) do not require the scientific rigor of more formal research, it is critical that they clearly stipulate the program's goals, methods, and the types of evidence that will be accepted as indicators of success. Such evidence often includes student gains on teacher-made tests and improvements on appropriate performance tasks.

7. Uses learning strategies appropriate to the intended goal.

Rationale: Just as successful teaching requires that teachers be adept at using a variety of research-based instructional strategies, so too does successful staff development require that planners select learning strategies that are appropriate to the intended outcome and other situational factors. That means that staff development leaders and providers must be aware of and skillful in the application of various adult learning strategies.

For many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. They are also often unaware that training sessions and coursework must include numerous live or video models of new instructional strategies, demonstrations in teachers' classrooms, and coaching or other forms of follow-up if those strategies are to become a routine part of teachers' instructional repertoire.

It is essential that staff development leaders and providers select learning strategies based on the intended outcomes and their diagnosis of participants' prior knowledge and experience. For instance, while awareness of new ideas may be achieved through large group presentations, that approach alone is unlikely to lead to changes in teaching practice. An extended summer institute with follow-up sessions throughout the school year will deepen teachers' content knowledge and is likely to have the desired effect. A two-hour after-school workshop will not achieve that goal. And while teachers are likely to adapt their instruction to new standards-based curriculum frameworks through the joint planning of lessons and the examination of student work with their colleagues, simply reading a journal article about the standards will in most cases be insufficient.

8. Applies knowledge about human learning and change.

Rationale: No matter the age at which it occurs, human learning is based on a common set of principles. While adults have more life experience to draw on than younger learners and are often clearer about what they want to learn and why it is important, the means by which the learning occurs is remarkably similar. Consequently, it is important that the learning methods used in professional development mirror as closely as possible the methods teachers are expected to use with their students.

It is essential that staff development assist educators in moving beyond comprehension of the surface features of a new idea or innovation to a fuller and more complete understanding of its purposes, critical attributes, meaning, and connection to other approaches. To improve student achievement, adult learning under most circumstances must promote deep understanding of a topic and provide many opportunities for teachers and administrators to practice new skills with feedback on their performance until those skills become automatic and habitual. Such deeper understanding typically requires a number of opportunities to interact with the idea or procedure through active learning processes that promote reflection such as discussion and dialogue, writing, demonstrations, practice with feedback and group problem solving.

9. Provides educators with the knowledge and skills to collaborate.

Rationale: Some of the most important forms of professional learning and problem solving occur in group settings within schools and school districts. Organized groups provide the social interaction that often deepens learning and the interpersonal support and synergy necessary for creatively solving the complex problems of teaching and learning.

Staff development provides teachers and administrators appropriate knowledge and skills regarding group processes to ensure various teams, committees, and departments within schools achieve their goals and provide satisfying and rewarding experiences for participants. Because acquisition of this knowledge and skill has not typically been a part of educators' professional preparation and because leaders often underestimate its importance, it is essential that professional learning focused on helping educators work together successfully be given a high priority.

Organized groups usually go through several stages in their development as participants come together, begin to know one another at deeper levels, get clear about the group's purpose and ground rules, surface and address the inevitable conflict that such work elicits, and become effective at performing the group's work in a manner that satisfies both the task and interpersonal expectations of participants. It is important that participants understand that these phases are a natural part of group development and that they be given opportunities to learn strategies for addressing problems that arise along the way. Outside facilitators can be helpful to groups as they navigate these unfamiliar waters.

Content Standards specifically identify the knowledge and skills educators need.

10. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

Rationale: Teachers' knowledge of their students is an essential ingredient of successful teaching. Staff development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. It provides strategies for tapping the unique learning strengths of each student. In addition, it helps teachers to use knowledge of their students' interests and backgrounds to assist them in planning meaningful, relevant lessons.

For teachers to act on this knowledge of students, it is important that staff development equip them with ways of providing various types of instruction based on individual differences. Teachers learn to recognize learning strengths and preferences and how to differentiate learning activities within their classrooms. They also learn various ways to assess student progress based on individual differences.

High quality staff development provides educators with opportunities to understand their own attitudes regarding race, social class, and culture and how their attitudes affect their teaching practices and expectations for student learning and behavior. In addition, teachers learn about the cultural backgrounds of their students and to develop an appreciation of the benefits that diversity provides in their classrooms for both students' academic performance and interpersonal and social development.

11. 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.

Rationale: Teachers may acquire deeper understanding of their subjects through various means. For example, they may serve summer internships in appropriate organizations, attend extended institutes with follow-up activities throughout the school year, take traditional university or electronically delivered coursework, perform the activities of individuals involved in that field (for instance, conduct historical research), or participate in face-to-face or electronic subject-area networks. Whenever possible, however, it is important that teachers experience firsthand as learners the instructional approaches they in turn will be using with their own students. They may also attend workshops and courses with classroom follow up, participate in study groups, visit or watch videotapes of high performing classrooms, observe demonstration lessons, or receive classroom coaching. Because it is natural that teachers will teach as they themselves are taught, it is imperative that the instructional methods used with educators be congruent to the greatest extent possible with those they are expected to use in their classroom.

Because classroom assessment when appropriately conducted can improve student learning as well as gauge achievement, it is essential that teachers have a range of methods at their disposal that promote learning as well as measure it. Therefore, successful professional development efforts regularly include opportunities for teachers to acquire formative classroom assessment techniques appropriate to the subject matter and types of performance called for in state or local standards.

12. Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Rationale: Different types of partnerships require different sets of knowledge and skills. School and district-level administrators are responsible for forging a consensus on mission and goals and the underlying values and beliefs that support their work. They also must be able to engage the community in a way that sustains this collaborative work over a sufficient period of time to realize the intended improvements. Leaders who are successful at these tasks see consensus building with the broader school community as an important part of their work, are skillful in communicating in clear, direct language (both orally and in writing), and are effective in conducting meetings that balance task achievement and relationships. These leaders are both clear about their own values and beliefs and respectful of the values and beliefs of others. Such work requires a capacity to convey authentic interest in the perspectives of others, to listen deeply and honor others' points of view, and to identify areas of common interest.

Teachers who establish partnerships with the families or other caregivers of their students must understand the cultural backgrounds of their students and the unique challenges those families may be experiencing. Teachers must be able to communicate clearly and respectfully with family members and demonstrate a genuine interest in the welfare of the child and family. They must be skillful in conducting meetings with caregivers that create a sense of teamwork between the home and school as well as delineate appropriate and manageable ways for providing support for a student's learning at home. In addition, teachers must demonstrate sensitivity to ways in which caregivers may be most appropriately involved in schools as classroom volunteers or committee members.