MARYLAND TEACHER PROFESSIONAL DEVELOPMENT PLANNING GUIDE

Updated November 2008

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Introduction

The *Maryland Teacher Professional Development Planning Guide* is a resource for planning professional development that:

- Meets teachers' professional learning needs and improves student learning
- Addresses priorities in district master plans and school improvement plans
- Addresses Maryland's *Voluntary State Curriculum* **(VSC)**
- Meets the *Maryland Teacher Professional Development Standards*

The complete guide, as well as various other resources described in the guide, is available at www.marylandpublicschools.org. Click on the "Teacher Professional Development" button on the right-hand side of the homepage.

The guide describes the elements of an effective plan for teacher professional development and presents a six-step planning process. Planning teams can use the *Maryland Teacher Professional Development Planning Form* to prepare their plans. (The planning form is included in Appendix 1 and an electronic version is available at www.marylandpublicschools.org.) As plans are completed, planning teams should use the *Teacher Professional Development Planning Checklist* to make sure that their plans are complete. (The planning checklist is included as Appendix 2.)

Planning teams can begin by reviewing the planning guide and then completing the planning form. Alternatively, experienced planning teams and those who are familiar with the *Maryland Teacher Professional Development Standards* may decide to work directly on the planning form, using the planning guide as a reference.

Professional development coordinators, principals, curriculum supervisors, federal program managers, and others responsible for supporting professional development planning efforts should consult *Introducing the Maryland Teacher Professional Development Planning Guide: Tips and Talking Points (Updated in November 2008).* This handbook provides suggestions for introducing the planning guide to potential users.

Planning Guidance

Six Elements of a Plan for Teacher Professional Development

The purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. It follows that planning high-quality professional development begins by examining student learning needs and identifying the teacher knowledge and skills required to address those learning needs. The intended outcomes of teacher professional development are defined in terms of improved professional practice, but the long-term goals should always focus on improved student outcomes.

A good plan should be internally consistent and should:

Planning Tip: Consider developing a logic model. A logic model for professional development specifies the outcomes for teachers and other participants as well as student outcomes. A logic model also specifies the kinds of learning activities necessary to ensure that teachers and other participants achieve the intended outcomes, and it helps clarify assumptions about the sequence of the professional learning activities. Finally, a logic model helps to inform decisions about the time and other resources necessary to ensure that the activities result in the intended outcomes.

Appendix 3 of this guide includes a generic professional development logic model that planners can use to develop a model of the professional development that they are planning. In addition, the W.K. Kellogg Foundation has prepared the *Logic Model Development Guide*, which is an excellent resource for program planning and evaluation. The Kellogg guide is available at no charge on the foundation's website: http://www.wkkf.org.

- ■ Begin with a clear, data-based statement of student *and* teacher learning needs

- ■ Specify which teachers are most likely to benefit from participating in the professional development

- ■ Specify the intended professional learning outcomes and related indicators that (1) explicitly address the need for the activity <u>and</u> (2) are observable and measurable

- ■ Specify the professional learning activities and follow-up and explain clearly how they will help participants achieve the intended outcomes

- ■ Specify how the professional development will be evaluated to determine (1) whether the activity took place as planned, (2) teacher perceptions of the relevant and usefulness of the activity and (3) whether the activity achieved the intended outcomes

- ■ Specify the resources necessary to support the professional learning activities, follow-up, and evaluation included in the plan

> ***Planning Tip: Consider developing a management plan to complement the logic model and to guide implementation of the professional development.*** A well-conceived management plan will spell out the tasks necessary to implement the professional development, the timeline for key activities, and who will be responsible for carrying out the tasks. Developing this plan can clarify thinking about important details of scheduling, resource needs, and communications with prospective participants and consultants and others who will help with the activity. The management plan can be as simple as a checklist or it can be more elaborate. No matter what form it takes a management plan can be a valuable tool for keeping the professional development on track and for making mid-course corrections.

Applying the Teacher Professional Development Planning Framework

1. What is the need for the professional development?

The first step in the planning process is to identify the need for professional development through an analysis of student learning outcomes. This analysis will help pinpoint the gaps between what students know and are able to do and what they are expected to know and be able to do. This analysis can also help identify the reasons for the gaps, including (1) disconnects between teacher content knowledge and/or instructional strategies and the desired student learning outcomes and (2) factors in school and classroom environments that impede learning.

The planning teams should review at least three kinds of data on student learning outcomes, including:

- ■   *Results from the Maryland School Assessment or the High School Assessment*

- ■   *Results from locally developed formative or benchmark assessments.* Effective use of these data requires that the assessments be explicitly aligned with the learning outcomes and indicators specified in the VSC. If these assessments are not aligned with the VSC, they will be of limited value for this review.

- ■   *Samples of student work (e.g., completed assignments, projects)*. Looking at student work complements the review of assessment data and provides insights about instructional practices that may require improvement. Reviewing student work is especially useful in content areas that are not included in state or local assessments.

In addition to data on learning outcomes, the review of student data may focus on attendance data, disciplinary referrals, and data on other factors that contribute to or impede student learning. These data should be disaggregated by race or ethnicity, gender, age or grade level,

English language learner status, and special education status. Ideally, the data should cover several years.

Once the planning team has identified the student learning needs that represent the long-term focus of the professional development, the team should identify what teachers need to know and be able to do to address these student learning needs. In some cases, a school improvement plan or district master plan may have already addressed this issue by specifying specific content or strategies that teachers will be expected to master or by selecting a program or practices that will be implemented to address gaps in student knowledge and skills. In other cases, the planning team will identify the knowledge and skills that teachers need. The professional knowledge and skills that the planning team identifies, along with the specific professional learning outcomes and indicators to be identified in a later section of the plan, define the content or focus of the professional development.

An important criterion to guide decisions about the knowledge and skills that teachers need is that they are based on research and experience from successful practice. When participants understand the basis for new ideas and practices, they are better able to judge how these ideas and practices will work in their schools and classrooms. At a minimum, the planning team should anticipate providing some background materials or an annotated bibliography of print and electronic sources that participants can consult if they would like additional information. Ideally, these materials will contain (1) information about the theoretical or research base for the content, (2) the conditions under which the new knowledge and skills are most likely to be effective (e.g., with particular kinds of students, with specific allocations of instructional time), and (3) concrete examples of applications of the knowledge and skills.

Planning Tip: Planning state and/or regional professional development should include a review of local student data. One of the challenges in planning professional development that will include teachers from across Maryland or from a number of different districts is to identify specific student and teacher learning needs. One way of addressing this challenge is to ensure that the planning team includes individuals who can bring a variety of data from districts and/or schools to the planning process.

Planning Tip: Learn what the data say, but don't take on too much. A thorough analysis of disaggregated student data may result in the identification of a wide range of needs that could be addressed through teacher professional development programs and initiatives. At this point, planners may be tempted to try to address all of the needs at once. Doing so could result in frustration as planners tackle too much. More importantly, it could result in designing professional development that is too broad in focus and too limited in depth to have an impact on practice.

Planning Tip: Think ahead but map backward to ensure that professional development is of the highest quality. Think carefully about the student outcomes, but think just as carefully about what teachers need to know and be able to do to help students achieve those outcomes. As goals and objectives for improving student learning become more ambitious, so, too, should the outcomes and indicators for teacher learning. If the planning team expects significant changes in teacher performance to result from the professional development, the plan must be realistic about the kinds of learning activities and follow-up that will foster these changes. The plan must also be realistic about time: How much time will the professional learning really require? How much time will be necessary to ensure adequate opportunities for practice and feedback? When is it reasonable to expect changes in student learning? As suggested in the first planning tip, developing a logic model as part of the planning process can help resolve these and similar issues that are certain to confront the planning team.

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Use Section 1 of the *Maryland Teacher Professional Development Planning Form* to briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

2. Who is expected to participate in the professional development?

A common teacher complaint about professional development is that it is "one-size-fits-all." Therefore, it is important to think carefully about which teachers should participate in the professional development being planned as well as which ones are unlikely to benefit from it. Alternatively, as the planning team begins to think about specific professional learning activities, it makes sense to think about how these activities can be tailored to address the learning needs of teachers with differing amounts of experience and professional knowledge and skills. When planning professional development to support a comprehensive reform, such as the introduction of new curricula and new pedagogy and assessment, especially if the reform represents a significant departure from current practice, it is reasonable to assume that most or even all teachers will benefit from some assistance in developing the knowledge and skills necessary to apply the new approaches in their classrooms.

Conversations about what teachers need to know and be able to do and which teachers should be targeted for participation in the professional development can be difficult because they address sensitive issues related to teacher competence and performance. Nevertheless, these conversations are critical elements of the planning process. Perhaps the best way to begin is to ask teachers about the kinds of professional learning activities that they would find useful. This can be done as part of the ongoing work of school improvement teams or by relying on more formal strategies such as teacher focus groups or surveys of teacher needs and interests. As important as it is to engage teachers in determining their professional learning needs, principals and other school leaders, school-based professional development staff, and supervisors and curriculum specialists also have much to contribute based on their interactions with teachers, classroom observations, familiarity with student assessment results, and understanding of school and district priorities.

Use Section 2 of the *Maryland Teacher Professional Development Planning Form* to indicate who is expected to participate in the professional development.

3. What are the intended outcomes of the professional development?

In this section of the plan, the planning team should translate the professional learning needs identified earlier into specific expectations for professional learning outcomes and indicators. As the team identifies the outcomes and observable and measurable indicators, the group should also begin thinking about *when* the outcomes will be achieved and about how the activity will be evaluated to determine whether the participants achieved the intended outcomes.

In general, teacher participation in high-quality professional development can result in (a) new professional knowledge, including mastery of content, knowledge of child and adolescent development, understanding of diverse student learning needs and styles; (b) new professional skills, including instructional skills, skills related to assessing student learning, skills necessary for active engagement in school improvement efforts, and skills necessary for effective communications with parents and other members of the school community; and (c) application and use of new professional knowledge and skills.

Indicators associated with the professional learning outcomes specify levels of mastery and/or expected patterns of application and use of new knowledge and skills. To be useful in gauging the success or effectiveness of professional development, the indicators should be measurable and/or observable. Indicators may

Planning Tip: **Focus on proficiency when defining professional learning outcomes and indicators.** *Planning teams are generally well-advised not to define professional learning outcomes in terms of gains in teacher knowledge and skills or gains in frequency of classroom application and use. The reason is that although these gains may represent important progress, they may not be sufficiently large to make a difference in student learning outcomes. Defining outcomes in terms of gains also requires reasonably precise determination of baseline levels of knowledge and skills and/or frequency of application and use. The analyses completed under Steps 1 and 2 can help determine the baselines, but measuring gains typically requires administration and pre-intervention and post-intervention measures, which will likely be beyond the scope of most evaluation efforts.*

Planning Tip: **Choose student outcomes and indicators that are <u>explicitly related</u> to outcomes for teachers.** As a general rule, it is not reasonable to expect to see changes in results on state assessments and other standardized measures of students that are attributable to teacher participation in professional development, at least in the short term. It is, however, reasonable to expect to see changes in student work products that are the direct result of teacher application of new knowledge and skills in their classroom. Therefore, planning teams should identify "proximal" outcomes and indicators for the activities that they are planning. These are outcomes and indicators that may follow directly from instructional practices and that are less likely to be influenced by other factors. Student work samples and performance on benchmark assessments or other locally developed assessments are usually much more useful in gauging the impact of professional development than are scores on state assessments, which are more "distal" indicators. As noted earlier in the guide, these assessments can be helpful in determining student learning needs to be addressed by the professional development.

Planning Tip: **Consider creating rubrics, protocols, or similar tools to determine whether the expected outcomes have been achieved.** These instruments, which define expected levels of mastery of new knowledge or "appropriate" use of particular instructional strategies, can be used by participants to rate their own learning, or they can be used by others, including peers, to inform observations and feedback. As a general rule, the research base and lessons from successful practice that informed the planning team's choices about the knowledge and skills that teachers need to address student learning needs included in Section 1 of the plan will serve as good sources for developing the necessary rubrics and protocols. A good start for creating these rubrics is to review existing examples, which can be tailored as necessary. Note also that these tools may later be used to collect data for the evaluation of the professional development.

also specify measures or procedures for assessing mastery and/or ability to apply new knowledge and skills. Here are some examples of professional learning outcomes and related indicators for professional development focused on helping first-grade teachers and reading intervention teachers develop the knowledge and skills necessary to help struggling readers:

Outcome I: First-grade teachers and reading intervention teachers will demonstrate understanding of grade-appropriate reading skills in the following areas: phonemic awareness, phonics, decoding, recognition of sight words, and fluency (VSC Standard I, Topics A-D).

Indicator Ia: All participants will be able to (1) identify and count phonemes, (2) accurately identify sounds and graphemes, and (3) analyze basic word structure as indicated by scoring 90 percent or higher on a written test.

Indicator Ib: All participant teachers will be able to recall all of the sight words on a district-approved list as indicated by scoring 100 percent on a written test.

Indicator Ic: All participants will be able to define reading fluency and explain its importance in understanding reading proficiency at the letter, word, and continuous text levels. A district-developed rubric will be used to rate participants' definitions and explanations.

Outcome II: Working in pairs, participants will demonstrate mastery of instructional strategies to help students develop appropriate skills in the five core areas.

Indicator IIa: Using a rubric created as part of the professional development, participants working in pairs will prepare developmentally appropriate lessons in phonemic awareness and phonics, with successful preparation determined by a peer review.

Indicator IIb: Using a specially designed observation protocol, participants, working in pairs, will demonstrate understanding of appropriate prompting to facilitate development of student decoding skills by viewing a commercially produced video-taped lesson and correctly identifying its strengths and weaknesses.

Indicator IIc: Participants working in pairs will demonstrate mastery of instructional strategies to help students recognize sight words and increase fluency by planning and conducting a lesson on these two areas of reading proficiency. Peer reviewers will use a specially designed rubric to assess the lesson quality.

Outcome III: Participants will apply the content knowledge and instructional strategies for phonemic awareness, phonics, decoding, and recognition of sight words and fluency.

Indicator IIIa: Using a rubric defining high-quality lesson plans and based on a review by literacy coaches, participants will independently write a week-long plan for reading instruction that incorporates instruction in phonemic awareness, phonics, decoding, recognition of sight words, and fluency.

Indicator IIIb: Participants will independently write and implement a daily reading lesson plan that incorporates three out of five of the following elements: phonemic awareness, phonics, decoding, recognition of sight words, and fluency. The teacher participant and a peer observer will use student products, observation notes, or both to determine the quality of the plan and its implementation.

Indicator IIIc: All participants will independently develop classroom and individual student goals on interim monitoring assessments to ensure meeting the goal of 85 percent of the students meeting DIBELS proficiency by the end of the school year. Each participating teacher's goals will be reviewed by the seminar leader who will provide individual feedback to each teacher with suggested lesson plan content and instructional strategies to assist in meeting those goals.

Specificity in the outcomes and indicators announces what the planning group considers to be evidence of success and therefore helps participants and others understand in advance what is expected of them. This specificity also helps focus the planning group's thinking about the content, learning activities, and follow-up necessary to help participants achieve the intended outcomes (discussed below under Step 4). Finally, the specificity guides the evaluation plan (discussed below under Step 5) by (1) informing decisions on the kinds of data that will need to be collected and when the data need to be collected, and (2) providing criteria by which to judge the success of the activity.

There are no hard and fast rules for the number of outcomes and indicators to be included in the plan. As the examples above illustrate, it may make sense to think in terms of several outcomes that are nested together, such as outcomes related to (1) understanding curricula in a particular subject area and at particular grade level, (2) understanding and mastering instructional strategies appropriate to the curriculum area and possibly to specific groups or subgroups of students, and (3) applying the strategies in actual classroom settings. Defining multiple outcomes that are not nested or defining too many outcomes can result in professional development that is unfocused and likely to be ineffective. Defining outcomes and indicators related to classroom application and use necessarily expands the timeframe for the professional development and probably requires extra attention to the follow-up component of the professional development being planned.

A final consideration in determining the intended outcomes and indicators is their relationship to priorities in school improvement plans, district master plans, and state priorities: Which improvement priorities, goals, and objectives do the outcomes and indicators address? Activities that do not address the priorities and goals of the various improvement efforts can be serious distractions to teachers. Therefore, the professional development plan should clearly indicate which improvement priorities and goals it will address. For those who review the plan, this information will help determine whether it is on track and should be supported.

Use Section 3 of the *Maryland Teacher Professional Development Planning Form* to list the professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator, the plan should (1) explain how it addresses the need for the activity; (2) explain how it addresses school, district, and/or state improvement goals or priorities; and (3) include an estimate of when it will be achieved and/or observable.

4. What learning activities and follow-up will be included in the professional development?

This section of the plan should describe the two core components of the professional development: the professional learning activities and related follow-up. In addition, the planning team should consider (1) the critical roles that principals and other school leaders play in supporting teacher participation and engagement in professional development, and (2) how the professional development being planned supports or extends other professional development in which the intended participants are involved.

The key to this step in the planning process is to ensure that these components are consistent with the intended outcomes and indicators set for the activity. If the intended outcomes include implementation of a new reading program to improve reading comprehension among elementary school students, the professional development could begin with a presentation of the key features of the new program and opportunities for participants to see and understand actual classroom applications. In addition, the initial learning opportunities could include practicing the applications in simulated classroom situations. Subsequent follow-up could include additional information about the new program or strategies and ongoing opportunities for practice and

Planning Tip: Follow-up that helps teachers apply new knowledge and skills in their classrooms is especially important when the initial learning activities are not explicitly linked to the school context or when they do not include hands-on practice. Traditional workshops and training activities, graduate courses, and participation in professional meetings and conferences are three examples of activities for which carefully planned, school-based follow-up is essential. Plans for these activities should include follow-up options and a strategy for identifying specific learning needs and follow-up activities after the initial sessions are over.

Planning Tip: If the plan focuses on school-based professional learning activities (e.g., study groups, action research, peer coaching, mentoring), follow-up may be less of a concern because the activities are ongoing and long-term. Indeed, in these activities there may be little or no difference between the initial learning activities and follow-up. Again, the primary criterion for deciding what kinds of follow-up are appropriate should be the extent to which the planned follow-up can be reasonably expected to contribute to achieving the desired outcomes.

opportunities for practice and feedback on mastery. Note that the examples of outcomes and indicators included earlier suggested that in some of the professional learning activities teachers would work independently and that they would work collaboratively in others. The examples also suggested that protocols and rubrics would be created to guide various activities related to lesson planning, implementation of the lessons, and follow-up feedback. All of these details should be addressed in this step of the planning process.

Effective professional development typically includes a variety of opportunities for participants to learn and master new knowledge and skills. The most effective professional learning activities are those that engage teachers as active learners and problem solvers. These activities are likely to include opportunities for teachers to observe the applications of new skills in the classroom as well as opportunities for them to apply the new knowledge and skills in their own classrooms, ideally with guidance and support from a coach or peer. In addition, effective professional development typically extends over relatively long periods of time, ranging from four to six months or perhaps even longer. These extended periods of time afford opportunities to apply new knowledge and skills, to reflect on the initial experiences, and to make adjustments to meet the needs of individual classrooms and individual students.

Follow-up to initial learning activities—especially sustained opportunities for guided practice, careful reflection, and structured feedback—increases the likelihood that professional development will result in changes in classroom instruction and other school activities and programs. As these changes in teacher practice occur, the likelihood of improved student outcomes increases significantly.

Principals and other school leaders and school-based professional development staff have key roles in teacher professional development. As members of planning teams, they contribute to the design of the activities by (1) helping to identify the need, (2) helping to identify which teachers should participate, and (3) helping to ensure that the activities are focused on school needs and derived from solid research and experience from successful practice. Subsequently, these individuals should be expected to facilitate teacher participation and ensure that there are adequate resources, including time for the learning activities and follow-up. They can also enhance follow-up by observing in

> **Planning Tip: Look for opportunities to share responsibility for follow-up.** In considering follow-up options, think about who can or should provide the follow-up. If the plan includes a series of workshops or training sessions that will take place at a central location or a location that is some distance from school sites, it may not be feasible or practical for presenters and facilitators to provide school-based follow-up to individual teachers or groups of teachers. In many cases, principals, other school leaders, school-based professional development staff, or district professional development staff and specialists may be in a better position to provide the necessary follow-up.
>
> If these staff are be included in the follow-up activities, communicate with them about what they are expected to do and provide them with concrete guidance and other resources that they will need to be effective. It will be a good idea to provide information (perhaps in the form of a rubric) about what the new strategies and practices that teachers learned in the initial learning activities look like in practice. It may also be helpful to provide information about the resources that teachers need to practice and implement the strategies. In the end, strategic sharing of responsibilities means leaving nothing to chance and letting everyone know what is expected of them.

classrooms and providing purposeful feedback as teachers practice new strategies and reflect on the impact of these practices on student learning. (For a more detailed description of principals' role in teacher professional development, especially school-based professional development, see the *Maryland Instructional Leadership Framework*.)

To ensure active involvement by principals, other school leaders, and school-based professional development staff, the planning team should think about principals' learning experiences. For example, they may join teachers in sessions that explain new instructional strategies and demonstrate their application in classrooms. However, when teachers spend time practicing

these applications, building administrators and school-based professional development staff could be learning to look for indicators of successful application or to identify problems that may require additional help. They can also be learning about the kinds of resources and support that teachers will need to fully implement new practices.

Individual professional development activities and programs will almost certainly have greater impact if they are connected to and reinforce other professional development. A series of workshops and follow-up that is intended to support implementation of a new reading program can be followed by a second series that focuses on more complex or challenging implementation tasks. The advantage of these back-to-back series is that they can greatly extend teacher engagement in the implementation effort and provide ongoing support for their work. In addition, this longer period of support often reflects the realities of how long full implementation takes.

A second way to think about connections between activities is to think about activities that may parallel each other, while also addressing different professional learning needs. Continuing with the example of introducing a new reading program, it is possible that new and inexperienced teachers will require different kinds of professional development and support than will more experienced teachers. Therefore, parallel programs can address these differences while helping to maintain the overall schedule for implementation of the new program. In the end, professional development that complements other professional development is likely to have a greater impact than activities that are not connected.

Use Section 4 of the *Maryland Teacher Professional Development Planning Form* to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. Be sure to indicate the frequency and duration of the professional learning activities (e.g., a 3-day training session, 3-5 observations by an instructional resource teacher, 4-6 classroom demonstrations, 10 1-hour sessions to review student work). This section of the plan should also describe (1) the strategies that ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

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5. How will the professional development be evaluated?

Ideally, planning the evaluation of the professional development should begin as soon as possible, and those who will be responsible for the evaluation should be included on the planning team from the outset. As work on the evaluation plan gets underway, the planning team should consult the *Maryland Teacher Professional Development Evaluation Guide* for detailed suggestions on how to plan and conduct successful evaluations. The evaluation guide, which was developed to complement this guide, includes practical suggestions about designing

evaluations, selecting instruments, preparing the evaluation team, collecting and analyzing data, and reporting. The guide also provides additional resources for evaluation planners.

In general, evaluations of teacher professional development should address three questions:

■ Did the professional development take place as planned?

■ What were teachers' perceptions of the professional development?

■ Did the professional development achieve the intended outcomes (as specified in Step 3 of the planning process and as depicted in the professional development logic model)?

Answers to the first question indicate whether the professional development was implemented as planned and whether the teachers who were expected to participate did, in fact, participate in all of the activities specified in Step 4 of the planning process. These answers can help evaluation planners and providers/facilitators of various professional learning activities determine whether any mid-course corrections are necessary to improve implementation or increase participation.

Teacher perceptions of the usefulness of the content of the professional development, especially its appropriateness for their current assignments, are potentially useful indicators of the likelihood that teachers will actually apply the new knowledge and practices in their classrooms and schools. A problem in many evaluations of teacher professional development is that the evaluations focus on teachers' perceptions of initial components of activities, such as workshops or other traditional activities, and do not collect data on *all* components of professional development, including school-based follow-up. Many evaluations also limit the inquiries to questions about teacher satisfaction with the activities and the settings in which they take place. Appendix B in the evaluation guide includes examples of survey items that can be used in a more in-depth look at teacher perceptions of professional development.

Answers to the third question help gauge the impact and effectiveness of the professional development. By setting outcomes and indicators that are observable and measurable, the planning process effectively creates a framework for determining whether the professional development achieves the intended outcomes. In the case of pilot or small-scale professional development activities, answering this question can help planners, providers, and policy makers decide whether to take the activity to scale. The answers can also help determine whether larger activities should be continued or expanded to extend over longer periods of time and/or to include more teachers. In both cases, the answers can also help planners, providers, and policymakers begin to assess the returns on their investments in professional development. Overall, a good evaluation will examine progress in achieving all of the intended outcomes and will concentrate on the indicators specified for each outcome.

Many considerations will influence the evaluation plan, but the following are especially important:

■ *Consider working with a skilled evaluator to design and conduct the evaluation.*

■ *Consider the resources and capacity available to conduct the evaluation and be realistic about what is possible.*

- *Consider developing and/or relying on a logic model to plan the evaluation.*

- *Select data-collection instruments carefully to ensure that they will yield the necessary data without being neither time-consuming nor expensive to use.*

- *Ensure that the evaluation team is adequately prepared for their assignments.*

- *In evaluating school-based activities or school-based components of larger activities, consider including teachers not only as peer observers but also when reviewing samples of student work that may be counted as outcome indicators.*

- *Be sure that evaluations of teacher professional development and teacher performance appraisals remain separate and distinct, with no overlaps in data collection and reporting.*

The evaluation guide discusses these and other considerations in detail.

Use Section 5 of the *Maryland Teacher Professional Development Planning Form* to present the evaluation plan, including how each of the three overarching evaluation questions will be addressed and strategies for collecting data on each of the outcomes and indicators. The evaluation plan should indicate who will be responsible for the evaluation, describe the instruments that will be used for data collection, explain the approaches to data analysis and reporting, and display a timeline for all phases of the evaluation.

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6. What resources are necessary to support the professional learning activities, follow-up, and evaluation included in the plan?
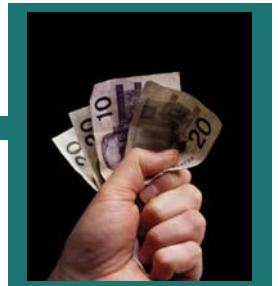
Effective professional development requires adequate resources, including time, people, facilities and equipment, and money. Careful planning can identify what resources are needed and ensure that they are available when they are needed. When these resources are not available of if they are not available when they are needed, the effectiveness of the activity and its impact on participants will be diminished.

Use the template included in Section 6 of the *Maryland Teacher Professional Development Planning Form* to prepare the budget.

Appendix 1
Maryland Teacher Professional Development Planning Form
Planning Prompts Only
The planning form is available at www.marylandpublicschools.org.

Cover Page

Title of the activity or program:
Beginning and end dates:
Estimated costs (as they appear in the budget included in Section 6 of the plan):
      Direct Costs:
      In-Kind Costs:
      Total Costs:
Budget source of code (for Direct Costs only):
Contact person(s):
Position/Title:
Telephone:
Email:
Fax:
Mailing address:
Members of the planning team (list with contact information):

Plan Summary
Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

Section 1: Need
Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs**.**

Section 2: Participants
Use the following matrix to indicate who will participate in the professional development.
(Check all that apply.)

Grade level: ☐ PreK-2   ☐ Gr. 3-5   ☐ Gr. 6-8   ☐ Gr. 9-12

Subject area
☐ English   ☐ Math   ☐ Science
☐ Social Studies   ☐ Foreign Language   ☐ Fine Arts/Humanities
☐ Special Education   ☐ English Language Learners
☐ Health/P.E.
☐ Career Prep   ☐ Other

Which of the following are also expected to participate in the professional development?

☐ Principals/other school leaders   ☐ Resource teachers, mentors, coaches
☐ Paraprofessionals   ☐ Other

Will the participants work as members of a group or team?

☐ Yes   ☐ No

Estimated number of participants:
Estimated number of participant groups or teams:

What strategies will be used to ensure that teachers and others who are the intended participants do, in fact, participate?

Section 3: Professional Development Outcomes and Indicators

Use this space to list the professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator, the plan should (1) explain how it addresses the need for the activity, (2) explain how it addresses school, district, and/or state improvement goals or priorities, and (3) include an estimate of when it will be achieved and/or observable.

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities; (2) the roles that school principals, other school leaders, and school-based professional development staff will play and how they will be prepared for these roles; and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Section 5: Evaluation Plan

Use this space to present the evaluation plan, including how each of the three overarching evaluation questions will be addressed and strategies for collecting data on each of the outcomes and indicators. The evaluation plan should indicate who will be responsible for the evaluation, describe the instruments that will be used for data collection, explain the approaches to data analysis and reporting, and present a timeline.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up, and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those that are available from other sources or that may be included as part of matching requirement. Not every budget will include line items in each of the six categories, and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org .

Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)		
B. Consultants (e.g., presenters, facilitators, evaluator)		
II. Stipends/substitutes (for participants)		
III. Travel		
A. Personnel Travel		
B. Consultant Travel		
IV. Facilities, Equipment, Materials		
V. Communications		
VI. Other Costs		
Total Costs		

Appendix 2
Teacher Professional Development Planning Checklist

1.   Need for the professional development

☐   Careful analysis of student data and identification of student learning needs

☐   Clear statement of what teachers need to know and be able to do to address the student learning needs

☐   Description of teacher knowledge and skills necessary to address student learning needs is explicitly grounded in research and/or evidence from successful practice

2.   Participants

☐   Description of who will participate in the professional development

3.   Professional learning outcomes and related indicators which address the need for the activity

☐   Outcomes defined in terms of participants' mastery and/or application of new professional knowledge and skills

☐   Each outcome explicitly addresses the need for the activity <u>and</u> is accompanied by <u>at least one indicator</u> that is measurable and observable

☐   Expectations for when each of the outcomes (and related indicators) will be achieved

☐   Clear indication of which school, district, or state goals, objectives, and priorities are addressed by <u>each</u> of the outcomes

4.   Learning activities, follow-up, role of principals, other school leaders, and school-based professional development staff, and relationship to other professional development

☐   Description of the professional learning activities and follow-up that will ensure that participants achieve the intended outcomes on the projected timeline

☐   Description of strategies to ensure full participation in all of the professional learning activities

☐   Clear expectations for how principals, other school leaders, and school-based professional development staff support teacher participation

☐   Description of the links between the professional development and other professional development

5.   Evaluation Plan

☐   Explanation of how each evaluation question will be addressed <u>and</u> how the evaluation will focus on each of the intended outcomes and related indicators, including data-collection instruments and strategies for data analysis and reporting

☐   Timeline and assignment for conducting the evaluation and reporting the results

6.   Budget

☐   Budget is complete

☐   Resources are sufficient to ensure that the professional learning activities, related follow-up, and evaluation will take place as planned

Appendix 3
Creating a Teacher Professional Development Logic Model

Why create a logic model? A logic model provides a framework for thinking about key elements of professional development. As the sample on the next page illustrates, a professional development logic model:

■   Highlights the expected outcomes and related indicators for teachers and students

■   Highlights the professional learning activities necessary to achieve those outcomes

■   Clarifies assumptions about the appropriate pace and sequence of professional learning activities

■   Clarifies assumptions about the kinds of resources that are necessary to ensure full participation and to achieve the intended outcomes

■   Anticipates the influence of important contextual factors that may affect implementation, participation, and attainment of outcomes

■   Helps determine the focus of formative and summative evaluations and the schedule for data collection, data analysis, and reporting.
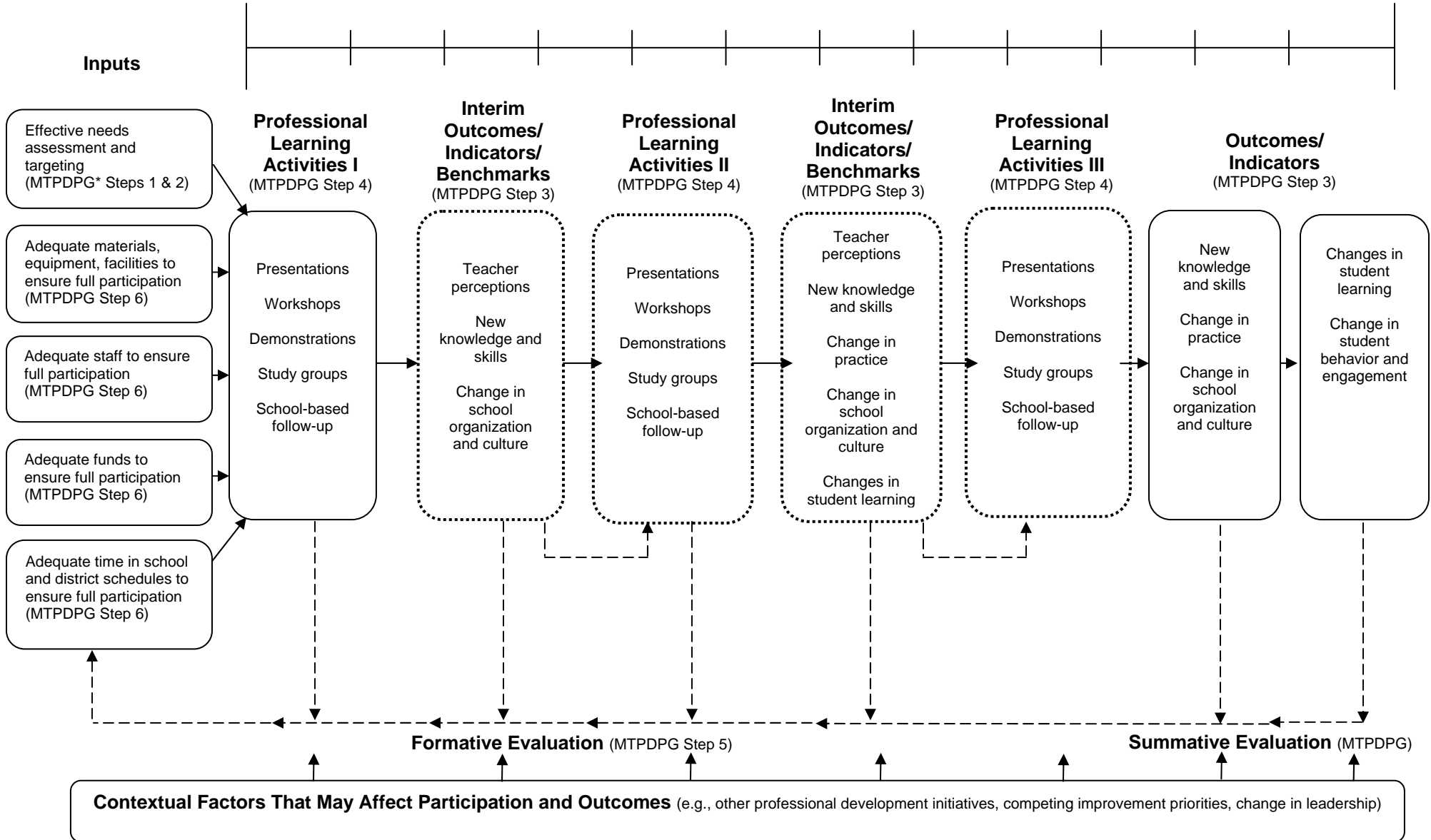
The teacher professional development logic model presented here was developed for use with the *Maryland Teacher Professional Development Planning Guide*. Each step in the planning process represents a decision or set of decisions to be made about the professional development being planned. The elements of the logic model are explicitly keyed to the six steps in the guide's planning framework and show how the components of the plan fit together.

Recognizing that each logic model will look different, planning teams can use this logic model by tailoring the content of each of the boxes in the model to reflect the details of their emerging plans. For example, as teams complete Step 1 (Identify the need for the professional development) and Step 2 (Identify the expected participants), they can provide information for the box at the top of the first column on the left side of the logic model. Next, as teams complete Step 3 (Identify the expected outcomes and related indicators), they can add details to the boxes on the right-hand side of the model in the column labeled outcomes.

If teams are planning professional development that extends over a long period of time, it probably makes sense to identify some interim outcomes or benchmarks. Monitoring progress in reaching the interim outcomes can help determine whether the professional development is on track or whether some changes in follow-up, professional learning activities, or initial resource allocations may be necessary to ensure success.

Teacher Professional Development Logic Model

Timeline in Months (or some other metric)

Inputs

Inputs	Professional Learning Activities I (MTPDPG Step 4)	Interim Outcomes/ Indicators/ Benchmarks (MTPDPG Step 3)	Professional Learning Activities II (MTPDPG Step 4)	Interim Outcomes/ Indicators/ Benchmarks (MTPDPG Step 3)	Professional Learning Activities III (MTPDPG Step 4)	Outcomes/ Indicators (MTPDPG Step 3)	
Effective needs assessment and targeting (MTPDPG* Steps 1 & 2)	Presentations	Teacher perceptions	Presentations	Teacher perceptions	Presentations	New knowledge and skills	Changes in student learning
Adequate materials, equipment, facilities to ensure full participation (MTPDPG Step 6)	Workshops	New knowledge and skills	Workshops	New knowledge and skills	Workshops	Change in practice	Change in student behavior and engagement
Adequate staff to ensure full participation (MTPDPG Step 6)	Demonstrations	Change in school organization and culture	Demonstrations	Change in practice	Demonstrations	Change in school organization and culture	
Adequate funds to ensure full participation (MTPDPG Step 6)	Study groups		Study groups	Change in school organization and culture	Study groups		
Adequate time in school and district schedules to ensure full participation (MTPDPG Step 6)	School-based follow-up		School-based follow-up	Changes in student learning	School-based follow-up		

Formative Evaluation (MTPDPG Step 5)   **Summative Evaluation** (MTPDPG)

Contextual Factors That May Affect Participation and Outcomes (e.g., other professional development initiatives, competing improvement priorities, change in leadership)

3-2

*Maryland Teacher Professional Development Planning Guide (MTPDPG)

As the planning process moves to Step 4 (Identify the professional learning activities), the teams will be able to add details to the three boxes labeled "Professional Learning Activities I, II, and III." As the generic logic model suggests, professional development, especially professional development that extends over a long period of time, can include many professional learning activities and opportunities. The specific configuration of activities will almost certainly change in each cycle to reflect various outcomes, benchmarks, and indicators that have been set for each phase of the professional development. Note that the three "Activities" boxes in the model are intended to be illustrative of the range of possible professional learning activities that may be included in the design. Some plans may include all of these activities. Others may include only a few. Some plans may include three or four or more cycles or iterations of professional learning activities. Others may include one or two. No matter what the particular configuration of activities, it is always a good idea to include school-based follow-up of one kind or another. Here again, planning teams should also think carefully about the timeline for these activities to answer the question: What are reasonable expectations for how long it will take to achieve the expected outcomes?

Completing Step 5 (Plan the evaluation) entails, among other things, determining what questions the evaluation will address; the kinds of data, data collection, and data analysis that will be necessary to answer those questions; and the timeline for the evaluation. The logic model suggests that evaluations can have both formative and summative components and that these components are to be completed on a timeline that is consistent with the overall timeline of the professional development.

Completing Step 6 (Specify the resources necessary to support the activities) requires planning teams to determine the kinds and amounts of resources needed to support the activities being planned. As the first column on the left side of the logic model suggests, these resources include facilities and equipment, staff, and time in regular school and district schedules. Other kinds of resources may also be necessary. Although all types of resources are important, planning teams should probably devote special attention to ensuring that the necessary staff are available and prepared for their roles, especially in activities that require school-based coaching and other similar kinds of job-embedded professional learning and follow-up. Indeed, preparing staff for these roles may involve an additional set of professional development activities for them. Plans for these activities, including plans for ensuring that they are effective, should be included as a part of the overall professional development plan and reflected in the logic model.

Keys to Creating a Good Logic Model

Be sure that the components of the professional development being planned and the assumptions underlying the components are logical, reasonable, and internally consistent. For example, if a district's improvement priorities include improved student outcomes in middle-school science, a professional development planning team could determine that one of the keys to meeting this priority is ensuring that all middle-school science teachers are familiar with the content of the Voluntary State Curriculum (VSC) in science. The planning team could establish mastery of the science content as the overall outcome of the professional development and establish a baseline proficiency level as the key indicator of mastery. The group could also call

for mastery at this proficiency level by 90 percent or more of all participants as a second indicator. Given the expected outcome and the related indicator, the most appropriate professional learning activities might include a course in science curriculum keyed to the VSC or it might include a series of well-designed seminars. Depending on teachers' level of mastery prior to the professional development, the professional learning activities could take place over several months or they might take place throughout the school year. Mastery could be determined by tests keyed to the content and administered several times throughout the activities. Early administrations could provide evidence of mastery and suggest areas where additional help might be necessary.

In a slightly different example, assume that the intended outcome of the activity is mastery of the science content and demonstrated ability to teach the content, including the use of laboratory activities. These outcomes and the related indicators call for a more extensive set of professional learning activities and almost certainly require either more intensive learning activities or activities that extend over longer periods of time, or both. In addition, expectations for changes in practice probably call for a broader range of professional learning activities, including structured opportunities for classroom observations, classroom practice, and feedback. These expanded learning activities also require more upfront planning to ensure that appropriate staff and other resources are available.

Revisit early decisions as new decisions are made. As planning teams will quickly discover, creating a logic model is an iterative process and some elements of the model will change as others are added. For example, early decisions about professional learning outcomes may appear too ambitious as the team thinks very seriously about the learning activities that will be necessary to ensure that the outcomes are achieved. When this happens, teams may want to scale back their expectations for outcomes. Alternatively, they may decide on more comprehensive professional learning activities. Later, concerns about the resources necessary to support the activities being planned may lead to review these decisions a second time. In short, creating a logic model clarifies assumptions and details about the components of the plan and helps ensure that they are aligned. The logic model can then serve as a practical guide for all of those responsible for making the professional development a success.