

New Philadelphia City Professional Development Handbook



*Pictorial
Representation
Of
Professional
Development Process*



“Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators.”

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High Quality Professional Development "Quick Reference"

Vision: Our vision is to create High Quality Professional Development that is Relevant, Collaborative, and On-Going.

Goals: Our goals will reflect the Data Team's Goals using the Decision Framework.

Targets: Curriculum/Assessment/Technology
Response To Intervention/Differentiation

Ownership: We will gain ownership through the LPDC committee with individuals aligning their IPDP goals to the ODE standards. Our HQPD will align opportunities for educators to collaborate on an on-going basis.

Delivery:

Time: Ongoing

Communications: Web-site

New Staff: Notebook with each effort for new staff to keep up to date

History Graph: Picture of Blueprints & Foundation (Refer to upper right corner picture)

Evaluation: Staff Surveys, Test Results, Bldg. Aligned HQPD Plans

Celebration/Momentum: Opening Day

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A. Why is Professional Development Changing?

Professional development is undergoing a revolution today because education itself is undergoing a revolution. At one time it was enough to prepare a small percentage of students for further learning while giving the remaining students the minimal skills needed for manual labor or assembly-line work. But a new era has produced new demands. Today, all students are expected not only to learn the basics but also to master new information technologies in order to enter a world of work where there are fewer and fewer routine jobs, where a career will span a number of different jobs of varying complexity, and where flexibility and teamwork are necessary to make the grade throughout life. In the system of learning that we envision, each and every student will graduate from high school prepared for future work, citizenship, lifelong learning, and responsible family life.

To help students meet the demands of the 21st century, teaching must change: Today's teachers must take on new roles within the school and be able to teach young people from diverse backgrounds by drawing on a large repertoire of subject matter and teaching skills. Teachers now must be sensitive to varying social demands and expectations; must be able to diagnose and address the individual learning and development needs of students, including special emotional, physical, social, and cognitive needs; must be able to use information technologies in all aspects of their work; must make important decisions about what and how much to teach of the overwhelming amount of new knowledge being created in every field; and must reach out more effectively to parents and the community than ever before

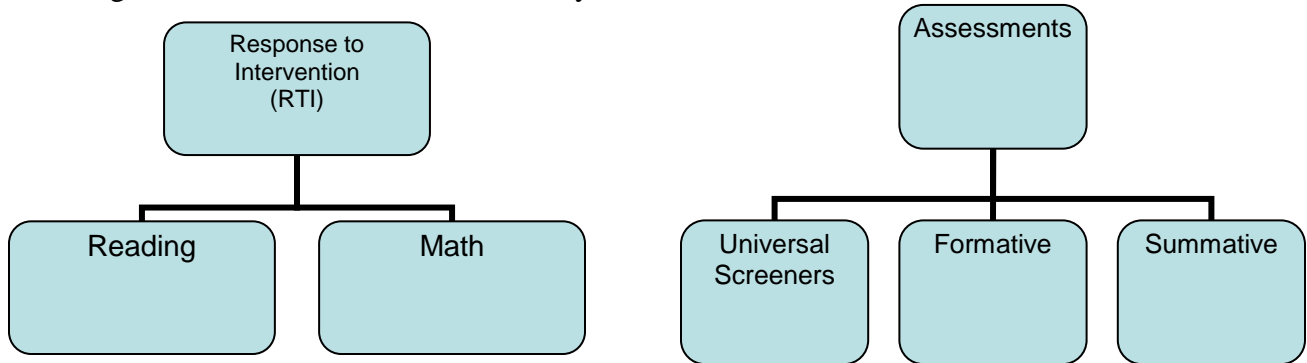
(Teachers Take Charge of their Learning, The National Foundation for the Improvement of Education, 1996).

Professional development is the key to educational change that will help us to achieve our vision. It is the bridge between where new and experienced teachers are now and where they need to be to help students achieve at higher levels. It is the catalyst that can transform an entire school culture, embracing not just traditional classroom teachers, but administrators, specialists, paraprofessionals, and ultimately the entire school community. Over the past few years, professional development in New Philadelphia City Schools has changed from one-time, isolated events to activities that are linked to a vision and goals for improvement. Strategies for professional development are ever more varied and meaningful, with book study groups, collaborative lesson planning, data review and goal setting, becoming the norm rather than the exception. District and school calendars have set aside time for curriculum work and collaboration. We have moved from the “flavor of the week” to sustained study and practice in such areas as differentiation, balanced literacy, and assessments that teach. Educators write five-year Individual Professional Development Plans (IPDPs) with activities and strategies tied to measurable outcomes based on student and district needs. Phrases such as “best practice” and “research-based” now lace our discussions of effective instruction.

B. What are the visions and goals of the Professional Development Committee?

The vision of staff development is to create High Quality Professional Development that is Relevant, Collaborative, and On-Going.

Professional development goals should be on-going, purposeful, and relevant. Teachers are encouraged to grow and expand their knowledge and become life-long learners. The following charts are professional development goals reflecting the Data Team’s Goals using the Decision Framework created by the district.



Current Vision of NPCS: It is the commitment of the New Philadelphia Schools to provide a quality education for all students through a dedicated, competent staff working in collaboration with parents and community, thus providing each student the opportunity to develop his/her potential and become a productive citizen. (To be updated in 2010)

C. What is the rationale and what are the state requirements?

Aligning the process used by the Local Professional Development Committees (LPDCs) statewide provides a consistency of both systems and expectations for educators’ individual professional development. Every effort was made to keep the process simple, yet open to customization by LPDCs as necessary. This four-step Process Model aligns with PLAN-DO-STUDY-ACT and with the Ohio Improvement Process.



Ohio Standards for Professional Development



Standard 1

High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

Standard 2

High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

Standard 3

High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

Standard 4

High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

Standard 5

High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

Standard 6

High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Copied from page 7 of “Organizing for Higher Quality Professional Development”

D. What are the 3 components of staff development?

1. District-wide Level

- An ongoing plan that involves all buildings and departments working toward common, district-wide goals.

2. School and Department Level

- An ongoing plan, relating to the district-wide plan, yet tailored to the needs of a specific building or department (ie: elementary/middle school/high school; specific disciplines, etc.)

3. Individual Level

- An ongoing plan to meet individual professional needs, in accordance with state requirements (LPDC/IPDP), and in relation to district & building/department goals as they relate to your current teaching position.

E. What is the timeline for implementation?

2008-09	2009-10	2010-11	2011-12	2012-13
Curriculum Overview	Building Leadership Teams	Common Formative Assessments	Understanding Poverty	CARE Teams for Health & Safety
District Leadership Team	Character Programs	District Data Teams	Closing Achievement Gaps	
Building Leadership Team	Response To Intervention	Data Analysis Modules	Teacher Downey Walk-Thru's	
	Literacy Consultant	Technology Integration	Cognitive Coaching	
	Universal Screeners	Parent Involvement	Teacher Based Teams	
	Summative Assessments	21 st Century Skills		
	Professional Learning Communities			
	Marzano Strategies			
	Principal Downey Walks			

These initiatives spiral throughout the years. Initial year is noted. Additional initiatives may be inserted upon data analysis

F. What is the board policy?

Proposed Addition to BP 3242

Professional Development

- The Board of Education recognizes that well-trained licensed educators are essential to the effective operations of a school. The Board recognizes that it shares with its staff the responsibility of updating and expanding its employees' abilities, performance, and knowledge. Staff development is viewed as an on-going, relevant, collaborative effort to improve district performance through enhancing skills and broadening perceptions of all educators.

New Philadelphia staff development shall be tied to the needs of the district as determined by the District Leadership Team. The Board especially encourages activities which will improve the quality of the educational program, empower parents and the community to make a positive difference in our schools, encourage an enthusiastic learning environment, and improve the day-to-day operations of the district.

The Board desires that all licensed staff share ownership by providing input in planning opportunities which pertain to their specific areas of responsibility and improve overall effectiveness.

The Board recognizes the need to include the following critical attributes in the development of an effective staff development plan:

- Participant involvement
- Time to participate and practice new strategies
- Leadership and sustained support
- Appropriate incentives and rewards

Furthermore, the Board recognizes that staff development objectives must:

- Use current research
- Build on principles of adult learning and change
- Integrate individual, school/department, and District goals
- Integrate with District initiatives
- Include varied learning opportunities

Such opportunities may include, but are not limited to, the following:

- Video Study
- Book Talks
- Training of Trainers
- Peer Coaching
- Cadre Team Development
- Staff Meetings
- Dinner Meetings

G. How will staff development provide different learning experiences?

A variety of learning experiences will be provided. It will take several years for these plans to be implemented. This is designed to be an on-going process. Some examples of professional development may include, but are not limited to, the following:

- **Seminars**--An event led by expert consultant(s) and involve group participation,
- **Workshops**--An introductory session focusing on ideas to be implemented in the classroom. A good first step in the on-going PD process.
- **Independent Study**--A course of study that fits the individual's unique needs that contains periodic and end evaluations.
- **Video Study**--Independent or group study through the use of commercial or locally produced videotapes and the completion of an accompanying guide.
- **Book Talks**--A group reading of an agreed-upon book with periodic meeting times and discussions on a topic relevant to student and staff needs. This may provide an opportunity for staff to examine relevant practices in businesses and other organizations that may model relevant ideas for the classroom.
- **Summer Institutes**--Events scheduled over one (1) or more days offering a variety of sessions with expert presentations.
- **Conferences**--Local, state, or national events selected to broaden knowledge and to assess adaptability of outside programs.
- **Train-the-Trainer**--A strand of concentrated study with a commitment to provide professional development training for the district in the area of concentration.
- **Resource Visitations**--Visitation to recognized resources in a particular study area, with the purpose of implementing the resource in the district.
- **Peer Coaching**--Usually two (or more) teachers come together, share in conversations, and reflect on and refine their practice. This is *not* part of an evaluative system. **Note:** If an agenda is created prior to the meeting, and the agenda is signed by all parties involved, this can count as contact hours.
- **Strands**--Concentrated study in one particular area (esp. curriculum).
- **Courses/Classes**--A designated course of study for which district or university credit is offered.
- **Staff Meetings**--Opportunities for staff and administration to share information, release of data, and other pertinent information. (Note: An agenda is required for credit on My Learning Plan)
- **Rescheduled Time**--The district or individual school calendar is modified to provide more teacher planning days.

This is not an all-inclusive list. If a teacher has another idea for a professional development opportunity, please submit the idea to the LPDC committee for review.

The district will provide occasional PD opportunities that are aligned with the district's goals. However, it is up to each individual within the organization to be personally responsible for his/her own learning. Please refer back to the state's six goals or contact your LPDC member for clarification.

J.. What will determine staff development areas?

Learning opportunities should be based on needs of the learners as identified through an assessment process. A need may be defined as some condition, skill, knowledge, desire, or value currently lacking that, once acquired, will enhance employee job performance, personal satisfaction, productivity and, ultimately, the goals and mission. The identification of needs is an essential element for identifying gaps between the existing condition and the optimal condition. Data is to be collected in some systematic manner to determine priorities for learning and improving attitudes, knowledge and skills of employees and other groups impacted. The primary purpose of needs assessment is to determine areas for improvement, to identify potential participants, and to plan effective learning experiences.

Of all the staff development decisions made, none is more important than the linkage of efforts to district change: goals and cascading goals of the building or district. To justify the time, energy, and money invested, staff development should be research-based and/or proven in practice, be relevant to the building plan, make sense to the intended user, and be compatible with other practices that are currently or will be in use.

There are several management considerations when designing staff development. They are listed below:

- Participant involvement and a needs-assessment survey
- A variety of ways to participate in on-going professional development
- Administrative support
- Appropriate incentives and rewards may include, but not limited to contact hours, opportunities to meet people, share ideas, work together, increase knowledge-base
- New employee orientation
- Available funding
- A multi-tiered evaluation based on the most urgent of district needs

Eventually, professional development opportunities will be established for other constituents who serve our youth--our parents/guardians, community partners, and employees of other educational institutions. Ultimately, the staff development endeavors are to be for all individuals who influence the human development of our youth.

Designing Professional Development--Participant Input

Please fill out and return to building principal by _____.

District goals:

Please check all that apply for each goal.

- Response to Intervention (RTI)
 - Never heard of it
 - Have read, heard of, or attended a workshop on it (estimated date of workshop and title: _____)
 - Could explain it to others
 - Could demonstrate it to others
- Assessment for learning
 - Never heard of it
 - Have read, heard of, or attended a workshop on it (estimated date of workshop and title: _____)
 - Could explain it to others
 - Could demonstrate it to others
- Integrating technology into the classroom
 - Never heard of it
 - Have read, heard of, or attended a workshop on it (estimated date of workshop and title: _____)
 - Could explain it to others
 - Could demonstrate it to others

1. Do you have a specific interest/concern regarding one of our goals?
(RTi, Assessment, Technology)

Please contact a professional development committee member if you would be willing to share an area of expertise for professional development.

Debra Kennedy, Debbie French, Joyce Morrell, Lisa Host, Sue Case, Vicki Tomsic,
Nancy Cooke, Katie Barker, Juli Wright, Lori Golec-Judy

K. What are initial and maintenance opportunities for professional development?

Initial opportunities for Professional Development include the learner’s exposure to a particular innovation or new idea.

Maintenance opportunities for Professional Development include the learner’s infusion of new ideas along with reflection, evaluation and collaboration to determine how successfully these new ideas have been implemented.

These opportunities should also help the learner identify changes necessary to improve present instructional practices.

L. Where does professional development tie into district initiatives?

<p>SHARED VISION of NPCSD and local community</p>		
<p>Comprehensive Continuous Improvement Process (communication with State Dept.)</p>		
<p>Ohio Improvement Process (As illustrated on page 5)</p>		
<p>Professional Development</p>		<p>Data-driven Decision Making</p>
<p>Professional Learning Communities</p>	<p>LPDP</p>	<p>Decision Framework Muskingum Data Service SUCCESS Web Site Measure Up Web Site</p>

Curriculum		
Alignment		
Cycle of Curriculum	Horizontal	Pacing Guides
Textbooks	Vertical	Syllabi
Integration		

Compliance	
Health & Safety	Child Abuse

Climate		
Parent Involvement	Public Relations	Character Education

M. How will we know that the professional development is working?

The purpose of the Professional Development System enables the continuous professional growth of staff to meet the ever-changing needs of the New Philadelphia students. It does so through a system that includes Standards of Professional Practice (see page 6), with an emphasis on:

- Best educational practice
- Ongoing professional development
- Effective communication
- Lifelong learning
- Self-reflection
- High expectations for performance
- Continuous evaluation

The Ohio Professional Development Standards may be used for self-assessment and to identify areas for growth and further professional development. Refer to page 10 of the Organizing For High Quality Professional Development Booklet from ODE. (red booklet)

My Learning Plan may be used to record the completion of each of the six professional standards to ensure the 5 year licensure requirement.