Resources for Planning & Implementing Professional Development under Title IIA

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From the novel *Better* by Atul Gawande

People often look to great athletes for lessons about performance. But success in medicine has dimensions that cannot be found on the playing field. For one, lives are on the line. Our decisions and omissions are therefore moral in nature. In medicine as in any profession we must grapple with systems, resources, circumstances, people, and our own shortcomings. We face obstacles of seemingly unending variety yet somehow we must advance, we must refine, we must improve.

**Turn & Talk:**

Can the same be said of success in education? If it can, what are the implications for PD decision making and resource allocation?
The Relationship Between High Quality Professional Development and Educator Effectiveness

like a mobius strip, should be seamless.
Massachusetts Standards for High Quality Professional Development (HQPD)

Characteristics of High Quality PD:

1. Has SMART goals relevant to student outcomes
2. Aligned with goals and priorities
3. Designed based on the analysis of data
4. Assessed to ensure goals met
5. Promotes collaboration
6. Advances an educator’s ability to apply learnings
7. Models good pedagogical practice
8. Makes use of relevant resources to meet goals
9. Facilitated by knowledgeable professionals
10. Is coherent and connected

See the full standards for more information
The Relevance of High Quality Professional Development to Major Title IIA Components

- An Inclusive Needs Assessment Process
- Identification of Priority Needs & Strategies
- Use of Educator Evaluation System to Inform PD
- Budget Decisions

**Turn and Talk:** Where could use of the PD standards help with thoughtful execution of each component above? Which standards?
The Relevance

★ Inclusive Needs Assessment Process (Standard 3)

★ Describe Use of Educator Evaluation System (Standards 1, 2 & 3)

★ ID Priority Needs & Strategies (Standards 2, 3 and 8)

★ Budget Decisions (Standard 8)
**Preliminary Analysis of Your Responses to the question:**

*How are you using educator evaluation to inform the PD of Staff?*

Several of you told us that it was through ...

<table>
<thead>
<tr>
<th>Action</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analysis to identify <strong>exemplar teachers</strong> to mentor and model good practice</td>
<td>3</td>
</tr>
<tr>
<td>Trend analysis of <strong>formative &amp; summative reports</strong> (e.g., ratings, educators’ progress toward goals)</td>
<td>15</td>
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<tr>
<td>Providing PD to <strong>support the educator evaluation system</strong> (e.g., evaluator training, data and/or assessment literacy, DDM’s, self assessment, evidence selection)</td>
<td>20</td>
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<td>Trend analysis of <strong>educators’ goals</strong> (most with alignment to district priorities)</td>
<td>18</td>
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<tr>
<td>Trend analysis of <strong>observation data</strong></td>
<td>20</td>
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<tr>
<td>Evaluator/educator <strong>collaboration</strong> in planning PD</td>
<td>11</td>
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<tr>
<td><strong>Use of technology</strong> to link PD offerings to Ed Evaluation rubric components</td>
<td>2</td>
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Several responses to the question about the use of the educator evaluation for PD planning were inspiring …

Having implemented the educator evaluation system, principals and administrators are able to identify specific areas of need for each staff member based on observations, data analysis founded on the goals set at the beginning of each year and feedback given to educators during the eval process.

The district supports job-embedded, just-in-time professional learning through assigning a full-time mathematics and a full-time literacy coach at each school who work within a formal 9-day coaching cycle, as well as on-demand coaching, complete with data collection and a concluding de-briefing session with building administrators. PD opportunities are developed at the school level, aligned to the district/school/individual goals and approved through the Asst. Superintendent’s Office (min. 10 hr projects). 10 early release days are used for data-driven and needs-based district-directed and site-based PD (20 hours).
ESE PD Resources to Support the Work

- HQPD Standards
  http://www.doe.mass.edu/pd/standards.html
- Quick Reference Guide to Educator Evaluation and PD
  http://www.doe.mass.edu/edeval/resources/QRG-ProfessionalDevelopment.pdf

Coming Attractions!

- Rubric for Assessing Alignment with the HQPD Standards (late fall)
- PD planning template and guidance (winter)
- Tools for evaluating professional development (winter)
- PD Provider Database (winter)
Thank you!

★ For questions about this presentation contact me (Karen) at kdecoster@doe.mass.edu or at 781-338-3589

★ For general PD questions: profdev@doe.mass.edu

★ For additional PD resources/information www.doe.mass.edu/pd/

★ Follow us on Twitter! @MassHQPD

★ Please fill out the survey: http://tinyurl.com/TA1105 (Link is included at the bottom of today’s agenda)

★ If you have questions, please feel free to contact us at TitleIIAGrants@doe.mass.edu