PHASE II. DEVELOP THE PD PLAN

A PD Plan will ensure that a school or district’s PD program is comprised of a cohesive set of strategies and activities, aligned to PD goals, as opposed to a series of *ad hoc*, disparate activities.

**Step 1: Design the PD program**

- Keeping PD goals at the forefront, how should the program be designed to include a variety of learning experiences and delivery mechanisms to best meet educators’ needs?
  - For example, if building educator knowledge and skill in universal design for learning is identified as a component of a PD goal, the PD Team should consider which types of experiences will best help educators learn the content and apply it to their practice (e.g., small-group, full-day intensive, online, or blended learning).

- When designing the PD program, the PD team may find it beneficial to identify a team of “critical friends” (e.g., a different school or district leadership team) to provide a fresh perspective on the alignment between the PD goals, activities, and expected outcomes.

**Step 2: Determine the resources necessary to implement the PD program**

- Facilitation:
  - Which learning experiences are best led/facilitated by educators from the school or district and which are best led by outside PD providers?
  - How can the PD team use educator evaluation data to identify staff with expertise in a PD content area that would be well-suited to provide PD to colleagues?
    - Leveraging teacher leaders to provide PD to colleagues has several advantages: it can be more economical than outsourcing PD; it facilitates ongoing support and continuity of learning within the school or district; and it recognizes and motivates high performance.
  - How will the PD team support educators who lead PD in planning for and executing High Quality PD (HQPD)?

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1 See the Massachusetts Standards for Professional Development for more information about HQPD: http://www.doe.mass.edu/pd/standards.pdf.
• Time:
  o How much time is needed to reach the PD goals? The team should carefully assess the time needed to implement each learning experience within the PD program.²

• Funding:
  o There are many possible funding sources for PD, including: local funds, Title I and Title IIA funds, ESE grants, and other external grants. What financial resources are available to support PD? Are there existing structures (e.g., PLCs, common planning time) through which PD can be delivered without incurring additional costs?

**Step 3: Plan the PD Assessment**

• Assessment of learning is just as important for educators as it is for students, yet assessing the effectiveness of PD is often an omitted step. What types of assessments will the PD team put in place to determine whether the PD activities met educators’ needs and addressed the PD goals set in Phase I? Planning PD assessments as part of Phase II – the planning of the PD program – creates the inextricable link necessary to ensure that meaningful data is available to guide the continuous improvement process.

• The assessment should help the PD team determine whether each PD offering
  o was based on standards,
  o increased educator knowledge and skills,
  o changed educator dispositions,
  o resulted in positive changes to educator practice,
  o and ultimately improved student outcomes.

• When planning the PD assessment, consider starting by identifying a set of questions that will help the PD team understand whether its expected outcomes were achieved (see the chart on the hierarchy of questions included in Phase III). What data sources are available (e.g., educator evaluation data) or data collection tools should be created (e.g., PD participant feedback surveys) to answer each of the PD team’s questions?

² Studies show that effective PD programs require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007). High-quality PD programs of about 50 hours over a six-to-twelve month period increased student achievement by 21 percentile points on average (Darling-Hammond, 2012).