

HOW TO

**USE YOUR COMPREHENSIVE
IMPROVEMENT PLANNING PROCESS**

**TO PLAN FOR PROFESSIONAL
DEVELOPMENT**



**Kentucky Department of Education
Division of Leadership Development
March 2004**

Using the Comprehensive Improvement Plan to Plan for Professional Development

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I. CHARACTERISTICS OF EFFECTIVE PROFESSIONAL DEVELOPMENT

Quality professional development is fundamental to effective teaching and higher student achievement in all classrooms at all grade levels. Administrators and instructional staff must possess solid, up-to-date academic and professional skills in order to maintain high-performance schools. To ensure the acquisition of these skills, the Kentucky Department of Education promotes the following characteristics identified by research as crucial to effective professional development.

- A focus upon instruction and student performance;
- Peer review, collegiality, and collaboration in plan development;
- Flexibility, experimentation, and risk taking, rather than prescribed lockstep behaviors or punishment for failures;
- Group decision making about: content, format, timing, implementation specifics, evaluation, and other dimensions of professional development;
- Realistic time estimates for changes in practice. Participants need sufficient time to be able to learn, plan for, and try out new skill approaches. They need to reflect on their success with helpful coaches; revise, retry, and learn more; and get ongoing support for their efforts;
- Increased integration and linkages among schools, districts, the local community, and higher education;
- Support of official leaders (e.g. superintendents, principals, and other instructional leaders) who know what to expect and how to be of assistance;
- Participants have time to work on professional development and assimilate new learning;
- Participants sharing and building upon their own experiences and perspectives, and acknowledging the personal concerns involved in making significant changes;
- Individual, school, district, and state goals use staff professional development to build capabilities that implement all components of Reform.

II. 2002 STANDARDS FOR PROFESSIONAL DEVELOPMENT

Standard 1: Professional Development is aligned with KDE/KBE goals and priorities, Kentucky's Standards and Indicators for School Improvement, and Kentucky Experienced Teacher or Interstate School Leaders Licensure Consortium Standards or Professional/Job standards.

Standard 2: Professional Development is job-embedded and includes follow-up (*e.g., action research, study groups, online/collegial support networks, peer interaction, peer review, mentoring, coaching, modeling, demonstration, collegial feedback, personal reflection, collaborative problem-solving, analysis of student work, self-directed learning*).

Standard 3: Professional Development focuses on what learners are to know and be able to do to support student learning and well being based on:

- National standards (*e.g., content, leadership, teacher, safety, transportation, nutrition, health*)
- Kentucky Learning Goals
- Academic Expectations
- Program of Studies
- Core Content for Assessment
- Performance Standards/ Student Performance Level Descriptions
- Character Education
- District/school aligned curriculum

Standard 4: Professional Development actively engages learners in the use of effective, varied and research-based practices to improve student and staff performance and reduce barriers to learning (*e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self-monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contrast matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community-based instruction, bus safety, and safe physical management*).

Standard 5: Professional Development develops leadership capacity of teachers, administrators, council members and others in the school community (*e.g., instructional leadership, organizational direction, collaborative decision-making, analysis and use of data, planning, community partnerships, and creating a learning culture*).

Standard 6: Professional Development is data-driven and results-driven.

Standard 7: Professional Development fosters an effective learning community, which supports a culture and climate conducive to performance excellence.

Standard 8: Professional Development facilitates the removal of barriers to learning in an effort to meet each student's needs (*e.g. Culture: intellectual, social, career, economical and developmental*).

Standard 9: Professional Development is planned collaboratively (*e.g., cross agency teams, branches, divisions, regions, offices, schools, districts*) and organized to maximize the collaborative use of all available resources to support high student and staff performance (*e.g., planning, time, staff, technology, funding sources*).

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates a clear purpose, direction, and action plan to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (*e.g., multiple intelligences, learning styles, choice, connections to work, guided practice, feedback, processing and integrating time, implementation in job setting, analysis and follow up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal inquiry and self-reflection, support system, collegial networks*).

III. STRATEGIES FOR EMBEDDING PROFESSIONAL DEVELOPMENT INTO THE WORK OF THE PROFESSIONAL AND FOR SECURING TIME FOR PROFESSIONAL DEVELOPMENT

Educators know that professional development is more than a “sit and get” program designed to fulfill a minimum four-day requirement. Rather, it is a continual process which should be patterned to an individual work level that builds educational leaders, supports student and teacher success, and leads to instructional improvement. Some examples of innovative professional development approaches follow.

1. Building-based “Permanent Substitute Teacher(s)”.
2. Calendar modifications that allow one three-day weekend per month and then giving schools the discretion to use them. This would involve extending the school year.
3. Combine morning summer school with afternoon professional development for selected staff.
4. Extending the contract for selected staff.
5. Allocating, on a predetermined basis, at least one-half of a “block period” or “planning period” for individual and/or group professional development.
6. Instructional unit development to allow certain teachers to engage in professional development during predetermined times.
7. Shifting to year-round schedules and embedding professional development into the intercessions.
8. Master scheduling with a commitment to ensure a certain group has common planning time for professional development.
9. Flexible scheduling, where time during the day is reorganized to enable teachers to work together, as well as alone.
10. Redefine the “teaching job” to include extended time for professional development opportunities.
 - a. Peer coaching and Mentoring.
 - b. Action research teams.
 - c. Teacher quads; an arrangement to block time through teacher early arrival and class coverage.
 - d. Early dismissal of students one day per week or month.
 - e. Using block substitutes one day every other week to allow staff to meet as study groups.
 - f. Collaborative efforts, such as whole faculty study groups formed across grade levels or departments that stay together for the year and rotate leadership. They become part of the school-wide design and a part of the school day, meeting for about an hour a week.

IV. STEPS IN DETERMINING PROFESSIONAL DEVELOPMENT NEEDS

The Comprehensive School Improvement Plan needs assessment process serves as guides in the ongoing professional development of staff as they strive to master skills and competencies needed to ensure the success of every student. District plans support school plans while also emphasizing district-wide initiatives. Both plans work in concert to assure that needs are identified and that goals and objectives are established in order to meet these needs. Implementation and Impact Checks ensure that staff professional development goals are accomplished. Schools should consider the following basic steps when determining professional development needs:

1. Establish or revisit school goals and/or objectives for all school staff.
2. Identify professional development needs relative to learner goals as outlined in KRS 158.6451 and related to school goals.

3. Describe the professional development experiences and/or the type of programs and experiences required for professional growth of staff to meet individual and organizational goals.
4. Define implementation and follow-up of skills learned through professional development.
5. Use the Resources Needed or Fund Source column in the comprehensive improvement plan to show expenditures.
6. Identify the data to be collected on professional growth and on the quality of professional development.

V. NEEDS ASSESSMENT

The needs assessment process is integral to determining professional development for the comprehensive improvement plan. School personnel and school council members should analyze their school and student performance including disaggregated data and achievement gap data, examine their curriculum, instruction and assessment practices, and determine root causes for their findings. Tools are available on the Kentucky Department of Education web page that will allow schools to use their committee process effectively, involving all stakeholders. The following instruments may assist with determining professional development needs:

Self-Assessment and a Self-Directed Change Model

Steps in Using Self-Assessment Change Model	Components of a Self-Directed Change Model
<ol style="list-style-type: none"> 1. Identify practices to be studied. 2. Identify standards or criteria for judging targeted practices (these criteria describe ideal teaching practices). 3. Identify methods for collecting information about targeted practices. 4. Collect information. 5. Compare real practices with standards or criteria for ideal practices. 6. Identify priority areas for more in-depth study and professional growth (What are the most significant differences between the real and the ideal?). 7. Identify the desired outcomes of the professional development activities, that will address the targeted practices. 8. Plan the professional development activities, including follow-up activities, that will address the targeted practices. 9. Implement the plan; assess and monitor its progress periodically. 10. Use feedback to determine the extent to which professional development activities achieved the desired outcomes; continue or modify the activities as necessary or identify new practices for study. 	<pre> graph TD RTP[Real Teaching Practices] --- Discrepancy[Discrepancy] ITP[Ideal Teaching Practices] --- Discrepancy Discrepancy --- FNC[Felt Need For Change] FNC --- Goal[Goal] Goal --- Plan[Plan] Plan --- Action[Action] Action --- Feedback[Feedback] Feedback --- Discrepancy </pre>

Excerpted from: Achieving Your Vision of Professional Development: How to assess your needs and get what you want. University of North Carolina, Greensboro, SERVE, 2000

SISI INDICATOR	STANDARD 6 – PROFESSIONAL GROWTH	1. Do we do this at our school?		2. Do we have the required evidence?		3. Will a change here improve our school's academic performance?	
	QUESTIONS BASED ON LEVEL 3 DESCRIPTORS	YES	NO	YES	NO	YES	NO
6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.	<p>The school has developed a long-term plan for continuous support of professional growth needs.</p> <ul style="list-style-type: none"> • <i>Does the school develop a long-term plan for professional development?</i> • Does the long-term plan provide continuous support? • Does the plan meet the professional growth needs of the staff? 						
	<p>Professional development opportunities are offered which support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all teaching staff.</p> <ul style="list-style-type: none"> • Are professional development opportunities provided for the enhancement of leadership abilities of the teaching staff? • Are there professional development opportunities included in the plan? (For Example: Collaboration, Problem-solving, or Consensus building) 						

	STANDARD 6 – PROFESSIONAL GROWTH	1. Do we do this at our school?		2. Do we have the required evidence?		3. Will a change here improve our school's academic performance?	
	<p>Professional development is viewed as a change process that occurs over time.</p> <ul style="list-style-type: none"> • <i>Is professional development viewed as change process?</i> • <i>Is the change process expected to occur over time?</i> 						
<p>6.1.b The school has an intentional plan for building instructional capacity through on-going professional development.</p>	<p>The school has identified instructional needs for the professional staff and has developed a plan to address these needs.</p> <ul style="list-style-type: none"> • Does the school have a professional development plan? • Has the needs assessment identified areas for building instructional capacity and areas of instructional need for professional staff? • Are the professional development opportunities ongoing? 						
	<p>The school plan for professional development addresses both the needs of individual teachers and the school-wide focus for improvement.</p> <ul style="list-style-type: none"> • Is the school plan structured to address individual teacher needs? • Is the school plan structured to address the identified school wide needs? 						

	STANDARD 6 – PROFESSIONAL GROWTH	1. Do we do this at our school?		2. Do we have the required evidence?		3. Will a change here improve our school's academic performance?	
	<p>School-wide needs are used to identify the professional development needs of all instructional staff.</p> <ul style="list-style-type: none"> • Does all instructional staff address all appropriately identified school-wide needs as part of their professional development? 						
	<p>SBDM council has a written policy that addresses professional development issues (e.g., needs assessment, school-wide plan, resource allocation).</p> <ul style="list-style-type: none"> • Is there a written SBDM Policy to address professional development issues? • Does the policy specifically address: <ul style="list-style-type: none"> ○ Needs assessment, ○ School-wide instructional needs ○ Resource allocation? • Is the SBDM Policy implemented? 						

	<p align="center">STANDARD 6 – PROFESSIONAL GROWTH</p>	<p align="center">1. Do we do this at our school?</p>		<p align="center">2. Do we have the required evidence?</p>		<p align="center">3. Will a change here improve our school's academic performance?</p>	
	<p>The school staff and SBDM council analyzes information on student achievement to help schools determine the short- and long-term professional development needs of teachers and administrators.</p> <ul style="list-style-type: none"> • Does the school staff analyze data on student achievement to determine short and long – term professional development needs for teachers? • Does the school staff analyze data on student achievement to determine short and long – term professional development needs for administrators? • Does the SBDM Council analyze data on student achievement to determine short and long – term professional development needs for teachers? • Does the SBDM Council analyze data on student achievement to determine short and long – term professional development needs for administrators? 						

	STANDARD 6 – PROFESSIONAL GROWTH	1. Do we do this at our school?		2. Do we have the required evidence?		3. Will a change here improve our school's academic performance?	
<p>6.1.c Staff development priorities are set in alignment with goals for student performance and the individual growth plans of staff.</p>	<p>Staff development opportunities show direct connection to the learning goals for students and to the delivery of curriculum and instruction.</p> <ul style="list-style-type: none"> • Do the professional development opportunities have a direct connection to the learning goals for students? • Do the professional development opportunities have a direct connection to the delivery of curriculum? • Do the professional development opportunities have a direct connection to the delivery of instruction? 						
	<p>The professional development needs of individual staff members have been identified through evaluation, growth plans, and self-assessment. The development of individual expertise is supported.</p> <ul style="list-style-type: none"> • Have professional development needs of individual staff members been identified? • Were they identified through: <ul style="list-style-type: none"> ○ Evaluation? ○ Growth plans? ○ Self-assessment? • Does the plan support the development of individual expertise? 						

	STANDARD 6 – PROFESSIONAL GROWTH	1. Do we do this at our school?		2. Do we have the required evidence?		3. Will a change here improve our school's academic performance?	
<p>6.1.d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.</p>	<p>An annual survey of professional development needs of school staff is conducted to provide input in order to meet student learning needs.</p> <ul style="list-style-type: none"> • Does the school conduct an annual survey of school staff on professional development needs? • Do the results assist in meeting the student learning needs? 						
	<p>The staff development opportunities model research-based teaching strategies to support student learning.</p> <ul style="list-style-type: none"> • Do staff development opportunities teach research-based teaching strategies to support student learning? • Are these strategies modeled for the school staff during the professional development opportunities? 						
	<p>Professional development includes opportunities to develop skills to ensure that an equitable and quality education is provided to all students.</p> <ul style="list-style-type: none"> • Do professional development opportunities develop staff skills so that they can provide for an equitable and quality education for all students? 						

	<p align="center">STANDARD 6 – PROFESSIONAL GROWTH</p>	<p>1. Do we do this at our school?</p>		<p>2. Do we have the required evidence?</p>		<p>3. Will a change here improve our school's academic performance?</p>	
	<p>Personnel participate in professional development that will update their content knowledge and professional practices.</p> <ul style="list-style-type: none"> Do professional development opportunities allow staff to update their content knowledge? Do professional development opportunities allow staff to update their professional practices? 						
<p>6.1.e Professional development is on-going and job-embedded.</p>	<p>Professional development emphasizes a process for sustained and continuous growth.</p> <ul style="list-style-type: none"> Does professional development in the Comprehensive School or District Improvement plan emphasize a process that allows for sustained and continuous growth? Do the actual professional development opportunities provide sustained and continuous growth? 						
	<p>Professional development opportunities provide time for colleagues to collaborate in order to develop resources.</p> <ul style="list-style-type: none"> Does the Comprehensive School or District Improvement plan contain activities that allow time for colleagues to collaborate to develop resources? Do the actual professional development opportunities allow time for colleagues to collaborate in the development of resources? 						

	<p align="center">STANDARD 6 – PROFESSIONAL GROWTH</p>	<p>1. Do we do this at our school?</p>		<p>2. Do we have the required evidence?</p>		<p>3. Will a change here improve our school's academic performance?</p>	
	<p>Teachers who have expertise in content or pedagogy mentor other teachers to foster leadership.</p> <ul style="list-style-type: none"> • Does the Comprehensive School or District Improvement plan take advantage of teachers who have content expertise in providing professional development? <p>Or</p> <ul style="list-style-type: none"> • Does the Comprehensive School or District Improvement plan take advantage of teachers who have pedagogy expertise in providing professional development? <ul style="list-style-type: none"> • Does the Comprehensive School or District Improvement plan allow teachers to mentor other teachers for job-imbedded professional development? <p>Or</p> <ul style="list-style-type: none"> • Do the mentors foster leadership abilities? 						
	<p>The school explores the use of nontraditional avenues to provide professional development (e.g., on-line professional development, KTLN).</p> <ul style="list-style-type: none"> • When planning professional development in the Comprehensive School or District Improvement plan are non-traditional avenues of delivery included? • Do the actual professional development opportunities utilize nontraditional delivery? 						

	<p align="center">STANDARD 6 – PROFESSIONAL GROWTH</p>	<p>1. Do we do this at our school?</p>		<p>2. Do we have the required evidence?</p>		<p>3. Will a change here improve our school's academic performance?</p>	
<p>6.1.f Professional development planning shows a direct connection to an analysis of student achievement data.</p>	<p>Professional development opportunities are provided on analyzing assessment data and student work.</p> <ul style="list-style-type: none"> • Does the Comprehensive School or District Improvement plan provide professional development opportunities for analysis of assessment data? • Does the Comprehensive School or District Improvement plan provide professional development opportunities for analysis of student work? 						
	<p>Professional development directly addresses student-learning needs identified through analysis of assessment data and student work.</p> <ul style="list-style-type: none"> • <i>Does the professional development plan provide opportunities that intentionally address the student – learning needs as identified after the analysis of assessment data and student work?</i> • Do the actual professional development opportunities provide the identified training? 						

VI. PROFESSIONAL DEVELOPMENT AND THE COMPREHENSIVE SCHOOL AND DISTRICT IMPROVEMENT PROCESS

Professional development efforts are most effective when they are part of a systemic process. The comprehensive improvement plan is professional development's impact statement. It connects professional development, high-quality teaching, and student learning. It is the foundation for continuous evaluation and improvement of all professional development initiatives. The law in KRS 160.345 requires district involvement and coordination of planning for professional development. This is accomplished through professional development coordinators and school councils working together to maximize the professional development resources for each school and across the district. The alignment between professional development and the comprehensive improvement planning process follows. The 2003 planning process for schools and districts incorporates requirements for KRS 158.649 (Closing Achievement Gaps) and for the No Child Left Behind requirements.

1. Individual schools and district complete the *Needs Assessment* outlined in the Comprehensive Improvement Planning Guidebook and select their priority needs.
2. Schools develop an individual *School Improvement Plan* that focuses on the priority needs specific to the school and the educational performance of its students.
3. The district identifies priority needs and develops a *District Improvement Plan*, which reflects the goals and objectives identified by each school, along with the goals, and objectives for needs that are best addressed at the district level.
 - Do planned activities support the school's mission statement and/or goals?
 - Do planned activities support the needs identified in the school's comprehensive improvement plan?
 - Are activities designed to allow accomplishing individual professional growth plans?
 - What is/are the expected outcome(s) of each activity?
 - Improved teacher performance?
 - Improved student performance
 - How will each activity be evaluated for effectiveness?
 - Is evaluation on-going?
 - Is time made available after each activity to allow for practice, reflection, and evaluation?
 - Are support and follow-up activities built into the activity?
4. Check to see that the provider clearly understands your expectations for their services. Put expectations in writing to the provider before a contractual arrangement is entered. Providers sometimes fail their audiences because there are different understandings and expectations.
5. Check all details and put everything in writing. A contract should spell out the program's objectives, the provider's responsibilities, products to be provided, and the amount of compensation.

VII. PROGRAM EVALUATION AND ASSESSMENT

The following questions can assist with evaluation of the impact professional development activities had on both teacher performance and student achievement.

1. Were the objectives and outcomes of the program clearly presented?
2. Did the program content meet the identified expectations?
3. Did the training activities use research-based principals of adult learning?
 - Were participants actively engaged in the learning?
 - Were activities purposeful, relevant, and/or life enhancing experiences?
 - Were activities based on real-life situations?
4. Were the materials used appropriate for the audience's stage of professional development?
5. Was the trainer knowledgeable about the subject matter?
6. Was the trainer's delivery method effective for this audience?
7. Did the training outcomes focus on participant performance, new knowledge, and transfer of knowledge?
8. Did participants acquire new skills or learning that will lead to a change in classroom practice, teaching behavior, or increased student achievement?
9. Are follow-up activities available and/or incorporated in this training?

IX. RESOURCES AND REFERENCES

Please visit the Kentucky Department of Education Web Page for current information and resources for professional development.

KDE Professional Development Contact:

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APPENDIX

PROFESSIONAL DEVELOPMENT GOVERNING STATUTES AND REGULATIONS

State Funds used to Support PD in the CSIP and CDIP: KRS 156.095 “The Kentucky Board of Education shall establish, direct, and maintain a statewide program of professional development to improve instruction in the public schools.”

“In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers’ understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans. The district may use up to one (1) day to provide district-wide training and training that is mandated by state or federal law. Only those employees identified in the mandate or affected by the mandate shall be required to attend the training.

State funds allocated for professional development shall be used to support professional development initiatives that are consistent with local school improvement and professional development plans and teachers’ individual growth plans. The funds may be used throughout the year for all staff, including classified and certified staff and parents on school councils or committees. A portion of the funds allocated to each school council under KRS 160.345 may be used to prepare or enhance the teachers’ knowledge and teaching practices related to the content and subject matter that are required for their specific classroom assignments.”

Additional Non-Teaching Time for Teachers: KRS 158.060 (4) “Teachers shall be provided additional time for non-teaching activities. The nonteaching time shall be used to provide teachers opportunities for professional development activities...”

Minimum 4 Days for PD: KRS 158.070 (3) “Each local board of education shall use four (4) days of the minimum school term for professional development and planning activities for the professional staff without the presence of pupils pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.

A local board may approve a school’s flexible professional development plan that permits teachers or other certified personnel within a school to participate in professional development activities outside the days scheduled in the school calendar of the regularly scheduled hours in the school work day and receive credit towards the four (4) day professional development requirement within the minimum one hundred eighty-five (185) days that a teacher shall be employed.

1. A flexible schedule option shall be reflected in the school’s professional development component within the school improvement plan or comprehensive improvement plan and approved by the local board. Credit for approved professional development activities may be accumulated in periods of time other than full day segments.

2. No teacher or administrator shall be permitted to count participation in a professional development activity under the flexible schedule option unless the activity is related to the teacher's classroom assignment and content area, or the administrator's job requirements, or is required by the school improvement or comprehensive improvement plan, or is tied to the teacher's or the administrator's individual growth plan. The supervisor shall give prior approval and shall monitor compliance with the requirements of this paragraph. In the case of teachers, a professional development committee or the school council by council policy may be responsible for reviewing requests for approval."