Professional Development Model
Professional Development Standards
Professional Development Overview

I. Leadership
   A. Develop Capacity for Learning & Leading
   B. Advocate for Professional Learning
   C. Create Support Systems & Structures

II. Professional Learning Communities
   A. Engage in Continuous Improvement
   B. Develop Collective Responsibility
   C. Create Alignment & Accountability

III. Resources
   A. Prioritize Human, Fiscal, Material, Technology, and Time Resources
   B. Monitor Resources
   C. Coordinate Resources

IV. Data
   A. Analyze Student, Educator, and System Data
   B. Assess Progress
   C. Evaluate Professional Learning

V. Learning Designs
   A. Apply Learning Theories, Research, and Models
   B. Select Learning Designs
   C. Promote Active Engagement

VI. Implementation
   A. Apply Change Research
   B. Sustain Implementation
   C. Provide Constructive Feedback

VII. Outcomes
   A. Meet Performance Standards
   B. Address Learning Outcomes
   C. Build Coherence
Leadership Standard: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Leaders recognize that effective professional learning is a key strategy for supporting significant school and school system improvements to increase results for all students. Whether leading from classrooms, schools, or school districts, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.
Learning Communities

Learning Communities Standard: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the group, school and school system and work in transparent, authentic settings that support their improvement.
Resources

Resources Standard: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.
**Data Standard:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports. The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can. However, data alone do little to inform decision making and increase effectiveness. Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.

**Analyze Student, Educator, and System Data**
- Analyze student achievement and engagement data
- Analyze educator achievement data
- Changes at student and educator level are best sustained when school and district learning occur simultaneously

**Assess Progress**
- Teachers use student data to assess effectiveness of the application of their new learning
- Leadership teams use data to monitor implementation of professional learning and its effects on educator practice and student learning
- Collection and analysis of data reinforces the cycle of continuous improvement

**Evaluate Professional Learning**
- Implement and maintain standards for professional learning and use them to monitor, assess, and evaluate
- Design a process to evaluate professional learning through questions/surveys, quantitative and qualitative data from various sources
- Form conclusions from data and recommend future actions
Learning Designs

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Integrating theories, research, and models of learning into the planning and design of professional learning contributes to its effectiveness. Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning. The design of professional learning affects its quality and effectiveness.
Implementation Standard: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

The primary goals for professional learning are changes in educator practice and increases in student learning. This is a process that occurs over time and requires support for implementation to embed the new learning into practices. Those responsible for professional learning apply findings from change process research to support long-term change in practice by extending learning over time. They integrate a variety of supports for individuals, teams, and schools. Finally, they integrate constructive feedback and reflection to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.
Outcomes

Outcomes Standard: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

For all students to learn, educators and professional learning must be held to high standards. Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators. When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning. When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.
Professional Learning Communities
Teachers working collaboratively have the opportunity to share instructional strategies, solve problems more creatively, and address varying learning abilities and strategies that are more difficult to attain when working in isolation.

**Five Common Attributes of Successful Professional Learning Communities:**

- The collegial and facilitative participation of the principal, who shares leadership— and thus, power and authority— through inviting staff input in the decision making
- A shared vision that is deployed from staff’s commitment to students’ learning and that is consistently articulated and referenced for the staff’s work
- Collective learning among staff and application of that learning to solutions that address students’ needs
- The visitation and review of each teacher’s classroom behavior by peers as a feedback and assistance activity to support individual and community improvement
- Physical conditions and human capacities that support such an operation

**Benefits to Staff:**

- Reduces the isolation of teachers
- Increased commitment to the mission and goals of the school and district
- Shared responsibility for the development and success of students
- Learning that promotes new knowledge, beliefs, and sound instructional and classroom practice
- Increase meaning and understanding of the content that teachers teach
- More satisfaction, higher moral, and lower rates of absenteeism
- Increases adaptation of teaching to students’ needs
- Commitment to significant and lasting change

**Benefits to Students:**

- Lower rates of absenteeism
- Greater academic gains
- Decrease achievement gaps
Staff emphasizes the PLC 4 REAL Model which has identified Reflection, Experimentation, Analysis of Data, and Lesson Design/Re-Design as the four effective and necessary elements that must occur in effective PLC teams.

**Reflection:** Staff must have time to **reflect on current** practice and strategies in order for the need to change to be recognized

**Experimentation:** Research and training are the building blocks to teachers gaining new knowledge about instructional practices, but providing the structured time to encourage experimentation is essential for a change in practice

**Analysis of Data:** Teachers must analyze more than test scores and should be using multiple sources of data to assess classroom learning

**Lesson Design/Re-Design:** Allows for teachers to move beyond re-teaching and remediation toward a model of innovative lesson design/re-design to focus on student learning
Romoland School District has three methods that allow for teacher collaboration and learning within the school day.

The weekly “early release” of students on Wednesdays allows for teachers to have consistent PLC time in addition to professional learning opportunities provided by site leadership or instructional coaches. Two Wednesdays a month are facilitate by administration and teachers engage in site specific professional learning opportunities. The remaining two Wednesdays are teacher facilitated and provide time for teachers to collaborate with their grade level peers.

Elementary teachers are released for an two additional 50 minute blocks of time per week (100 minutes total) to collaborate with grade level peers and reflect on current practices, experiment with new ideas, analyze data and design lessons to meet the needs of their students.

Middle school teachers are scheduled with common conference periods by grade level and content area whenever the master schedule allows so that PLC time may occur with peers teaching the same content and grade level.
# PLC Form

**ROMOLAND PLC Meeting**  
2014-2015

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### TEAM NORMS
(To be reviewed at each meeting)

1. 
2. 
3. 

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**Date:**  
**School:**  

**Roles (should alternate throughout the year):**

- **Facilitator:**  
- **Time Keeper:**  
- **Recorder:**  
- **Others Present:**

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**PLCs for REAL: Reflection, Experimenting, Analysis, Lesson Design**

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<th>Our Needs/Data Shows:</th>
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<th>E</th>
<th>A</th>
<th>L</th>
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<tr>
<td><strong>Therefore, This Meeting Will Focus On:</strong> (Circle topic/s and Include CS or CC standard #, clarify if necessary)</td>
<td>Bridging CS to CC</td>
<td>Writing Lesson</td>
<td>Performance Task</td>
<td>Other:</td>
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<td></td>
<td>Lesson Study</td>
<td>Data Analysis</td>
<td>Intervention</td>
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<th><strong>Brainstorming / Ideas / Graphics / Resources:</strong> (attach other forms used)</th>
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<th><strong>Differentiation Strategies Planned or Utilized:</strong> (Include ELs, SEDs, in Strategies)</th>
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<th><strong>Outcome / Discussion / Continuing Need:</strong></th>
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| **Next Steps:**  
1. Meet 5-8 to discuss summary  
2.  
3. | **Person Responsible:**  
1. | 2. | 3. |
Instructional Coaching Model
Instructional Coaching Model

Purpose of Instructional Coaching

The purpose of the Instructional Coaching Model is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through implementation of effective instructional practices (Casey, 2008).

The coaching model recognizes the needs of the organization and the needs of each individual teacher and is tied to a District’s Local Control Accountability Plan (LCAP). In this way effective collaboration can result in the ultimate goal of improved student performance.

Instructional Coaching Cycles

Assess
- assess teacher readiness
- use data to determine area of growth or need

Reflect
- determine effectiveness
- What worked? What didn’t?
- Identify needed modifications

Set Goals
- identify goals
- identify learning activity
- determine required skills

Prepare
- set model for learning activities
- co-plan learning activity
- create, adapt, share resources

Implement
- model or team teach the lesson
- make adjustments as needed
- assess learning
Roles in an Instructional Coaching Model

A. The Roles of Instructional Coaches in the Instructional Coaching Model

Role #1: Classroom Supporter

*Purpose:* To increase the quality and effectiveness of classroom instruction

*Examples:* Collaborating; Co-planning; Modeling; Co-teaching; Provide descriptive feedback based on teacher requested observation

Role #2: Instructional Supporter

*Purpose:* To support the implementation of effective instructional strategies

*Examples:* Assessment for learning; Differentiation of instruction; Standards based grading

Role #3: Curriculum or Content Facilitator

*Purpose:* To promote implementation of state standards

*Examples:* Increasing teacher content knowledge; Facilitating a better understanding of the structure of the written, taught, and tested curriculum; Dissecting standards to guide identification of essential knowledge and skills

Role #4: Data Coach

*Purpose:* To facilitate conversations using data to drive instructional decisions

*Examples:* Collaborating with teachers to analyze formative and summative student achievement data; Assisting teachers with the use of data to improve student learning

Role #5: Facilitator for Change

*Purpose:* To engage teachers in reflective thinking regarding instructional practices

*Examples:* Fostering a safe, trusting environment for teachers; Introducing alternatives and refinements for teacher instructional practices
Instructional Coaching Model

Role #6: Learner
Purpose: To engage in current and continuous learning opportunities
Examples: Engaging in professional development opportunities and professional reading; Practicing and reflecting about what is learned

Role #7: Professional Learning Facilitator
Purpose: To design and facilitate effective professional learning opportunities
Example: Providing large-group, small-group, and one-on-one professional development; Providing in-class demo lessons; Preparing professional development activities offered via technology; Facilitating other forms of professional development (e.g., bringing in consultants)

Role #8: Resource
Purpose: To identify a variety of resources to enhance classroom instruction and student achievement
Example: Identifying instructional and assessment resources requested by teachers; Sharing research and instructional best practices

Role #9: School Leader
Purpose: To support and communicate the school and district initiatives with the school community
Example: Connecting with community stakeholders by sharing instructional practices that impact students; Acting as a strong advocate for student learning

The role of the coach does not include:
- Evaluating teachers
- Providing information that would be used for evaluation
- Serving as a substitute teacher
- Serving as the principal designee
- Taking primary responsibility for the instruction of an assigned group of students
- Performing clerical duties outside the primary job performance criteria
- Disciplining students in an administrative capacity
B. The Roles of the Principal in the Instructional Coaching Model

**Role #1: Communicator**

*Purpose:* To build understanding of the interconnectedness of the coaching model, school improvement plans, and district initiatives

*Examples:* Articulate the purpose and components of the coaching model to staff; Lead and communicate to staff about the district and building initiatives in relation to the coaching model; Maintaining the fidelity of the Instructional Coaching Model

**Role #2: Facilitator**

*Purpose:* To collaboratively plan and coordinate professional learning

*Example:* Fostering a safe and trusting environment; Aligning professional learning with the building’s SPSA (Single Plan for Student Achievement) and the district’s Local Control Accountability Plan (LCAP), Facilitating access to the coaching model process

**Role #3: Instructional Leader**

*Purpose:* To support coaches and teachers in the coaching model

*Example:* Implementing the school and district initiatives; Meeting with school coaches and leadership team on a regular basis to examine school data and assist in school-wide planning (including professional learning); Acting as a strong advocate for student learning based on data used to inform instruction; Sharing best practices research; Committing to meet regularly with coach or coaches to support their roles

**Role #4: Learner**

Purpose: To promote and model professional learning

Example: Engaging in professional reading and learning opportunities, Participating actively in the teaching and learning cycle

**Role #5: Evaluator**

The Principal is responsible for evaluating teachers.
C. The Roles of the Teacher in the Instructional Coaching Model

**Role #1: Instructor**
*Purpose:* To reflect, refine and implement effective instructional practices to increase student achievement
*Example:* Aligning instruction to standards (written, taught, and tested curricula); Advocating for their students’ learning needs; Collaborating with coach

**Role #2: Learner**
*Purpose:* To engage in continuous learning
*Example:* Choosing learning opportunities, supported by the instructional coach, e.g. book studies, collaboration time, site based workshops, one-on-one coaching, co-planning; Creating learning goals consistent with School Improvement Plan and LCAP; Exploring, implementing, reflecting, and adhering to best practices; Learning and implementing intervention strategies in the classroom

**Role #3: Learning Partner**
*Purpose:* To engage in professional collaborative relationships
*Example:* Fostering a safe, trusting environment; Participating actively in the Coaching Continuum

**Role #4: Assessor**
*Purpose:* To participate in data conversations that influence instructional decisions
*Example:* Analyzing formative and summative assessment; Using assessment data to inform instruction
Instructional Coaching Model

The Coaching Continuum

Building blocks of the Instructional Coaching Continuum

The continuum begins with developing a professional learning relationship between the coach and the teachers through building a common experience and knowledge base. This foundational work is an ongoing part of a professional learning community. This knowledge base creates a common vocabulary among staff and promotes the articulation of ideas for improving instruction. The focus for professional learning is based upon collaboratively established building priorities.

Commitment to a professional relationship between a coach and an individual teacher or small group of teachers takes the work of common experiences to deeper levels of collaboration. At the beginning, the building of congenial relationships begins with shared knowledge and new understandings for change in practices. After providing background content and context, the coach and teacher(s) begin to collaboratively articulate purpose for new teaching practice, assess need using student assessment, and make plans for implementation. At this stage the coach may develop and model the lesson as the teacher(s) observes. This provides common ground for discussions on specific instructional strategies and their impact on student learning. Demonstration lessons could also include co-planning with the teacher and debriefing the lesson. The teacher has multiple opportunities to see instructional demonstrations and modeling of new strategies.

The coach and teacher(s) continue to build upon demonstration lessons and grow into a co-teaching relationship. At this point in the relationship the coach and teacher(s) co-plan the lesson, the coach teaches the lesson with the teacher assisting, and both coach and teacher reflect and debrief the lesson together.

Building upon co-teaching experiences, the coach supports the teacher(s) through guided practice as they take on the responsibility of the teaching. Both the teacher(s) and the coach participate in the planning, reflecting, and debriefing of the lesson. At this stage of the coaching continuum, the teacher(s) plans instruction based on assessment data, participates in a pre-conference with the coach, and determines the focus of the classroom visit by the coach. Then the teacher debriefs with the coach, and plans for further instruction.
Instructional Coaching Model

Implementation of the Instructional Coaching Model for Professional Development

Essential Understandings
Instructional staff will have options about how to participate in the coaching model. Participation in instructional coaching is most effective when the purpose of instructional coaching as well as the roles of coaches, principals, and teachers are clearly articulated and communicated. Instructional Coaching Models are most effective in improving student learning when assessment data is used.

Implementation plan:
1. Administrative team communicates with staff the purpose and the roles of instructional coaches, principals, and teachers and how the coaching model supports improvement of student learning.
2. Instructional and administrative staff review relevant school achievement data, school improvement plan, and LCAP to understand school site and district professional development foci.
3. Coaches and administrators participate in district trainings relevant to the instructional coaching model.
4. The administrative team and instructional coaches reflect on the LCAP and collaboratively establish a menu of professional learning options for the district and specific school site needs.
5. Teachers select professional learning options from the menu and identify one or more opportunities to engage with instructional coaching.
6. The administrative team establishes a calendar for professional learning.
7. The coach(es) create flexible schedules in order to meet diverse needs of teachers.
Evaluation of the Instructional Coaching Model for Professional Development

- Throughout the course of the year and at the end of the year, efforts need to be made to identify ways in which the implementation of the coaching model (at the district level and school site level) is and isn't working.

- Instructional staff share successes and challenges that have occurred during the year in supporting student learning.

- Instructional staff analyze student performance data as it relates to the School Improvement Plans and LCAP.

- Instructional staff assess and reflect on their own professional learning identified in the professional learning options.

- Using the Coaching Continuum, the instructional and administrative staff plans future work as it relates to the instructional coach model.

- The instructional staff reflects on its engagement with the implementation of the coaching model during the year.

- The administrative and instructional coaches use those reflections to develop, revise and sustain the implementation of the instructional coaching model.

Knowledge and Skills of Instructional Coaches

- Coaches integrate best practices to support quality teaching and learning.

- Training for new coaches will focus on the following:
  - District Instructional Coaching Model
  - District initiatives (LCAP)
  - Leadership
  - Relationship building
  - Adult learning theory
  - Social justice
  - Technology
  - Literacy
Professional Development
Format and Delivery
Professional Development Delivery and Format

Professional development opportunities will be provided in a variety of formats and options in order for staff to receive appropriate training and support according to individual and site needs. The use of instructional coaches or other peer support structures by administration and staff is highly encouraged to facilitate supportive, non-threatening opportunities for staff to continuously seek improvement in areas of need.

Delivery Formats

- **Whole Group**
  - Workshops designed to get staff on the same page regarding concepts, skills, or strategies

- **Small Group**
  - Workshops in which staff design, create, and revise in a continuous improvement model

- **One on One**
  - Staff that are struggling with a concept seek support to share successful strategies

- **On Demand Modules & Playlists**
  - Articles, videos, lessons, digital resources available on an “as needed” basis

Delivery Systems

- Administration
- Instructional Coaches
- Teacher Leaders
- Curriculum Experts
- Online/Digital