

Professional Development Program Design

Instructions

Form A: Fill in all information completely.

Form B: The committee responsible for preparing the school's strategic and continuous school improvement and achievement plan (SIP) is also responsible for completing the Professional Development Program. Each member of that committee must sign this form. The "Representing" column refers to the stakeholder group that person is representing such as teacher, parent, community, etc.

Form C: Answer all questions completely. Do not use less than a ten-point font. Make your answers as concise as possible.

Form D: Your entire Professional Development Program should address only one to three major school goals. Please use one copy of "Form D" for each school goal from your SIP. You may also wish to establish professional development goals for reaching the school goals.

Form E: Use one copy of "Form E" to answer these questions for each school goal. If the evidence of success is quantitative, state the numerical goals to you hope to attain.

Example: The anticipated result of this professional development will be that 75% of teachers are effectively using the Four Block literacy approach by the end of the second year of training.

Form F: List all sources of professional development funds available to your school. This should include general fund appropriations, grants, partnership contributions, etc. If your school has a grant issued specifically to your school, list it under school sources. If your corporation has a grant for all schools, list your portion under corporation sources.

In accordance with **IC 20-1-1-6.5(l)(1)** your Professional Development Program should have the following characteristics:

1. is school based and collaboratively designed, and encourages participants to work collaboratively.
2. has a primary focus on state and local academic standards, including a focus on Core 40 subject areas.
3. enables teachers to improve expertise in subject knowledge and teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
4. furthers the alignment of standards, curriculum, and assessments.
5. includes measurement activities to ensure the transfer of new knowledge and skills to classroom instruction.

Be sure your Professional Development Program addresses these five areas.

DEFINITIONS

SIP	Abbreviation for the strategic and continuous school improvement and achievement plan as stated in IC 20-1-1-6.3(b).
PDP	Abbreviation for Professional Development Program as stated in IC 20-1-1-6.5.
Activity	Professional development experiences such as study groups, curriculum groups, peer coaching, workshops and their follow-up, etc. that are identified as effective activities in the research on principles of effective professional development.
Evaluation	Quantitative and qualitative data that gauge the impact of your Professional Development Program and guide your progress toward reaching your school goal.
Goal from SIP	Those goals identified in the school's plan and are stated in terms such that progress toward the goals can be determined.
Professional Development Goal	The ideal changes that need to occur in stakeholders' knowledge, skills, and attitudes toward learning that lead to increased student achievement.
Stakeholders	"...Persons interested in the school, including administrators, teachers, parents, and community and business leaders..." IC 20 10.2-3-1

Indiana State Board of Education

Core Professional Development Principles

1. PROFESSIONAL DEVELOPMENT PROGRAMS WILL ADDRESS ISSUES THAT ARE RELEVANT TO THE PRIORITIES OF EDUCATION IMPROVEMENT AND REFLECT THE KNOWLEDGE BASE OF THE PROFESSION BY:
 - A. reflecting research-based approaches to effective adult learning, student learning, and organizational change to support on-going developmental activities. While tapping educators' life experiences and drawing on the knowledge base from effective research, a variety of modes of learning are used to foster self-directed professional development opportunities.
 - B. integrating education improvement priorities. Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board, and Indiana State Board of Education policy.
 - C. incorporating both discipline-specific and interdisciplinary approaches to teaching, assessment, and preparation for the world of work. Professional growth experiences enhance educators' knowledge within and across subject areas and their ability to foster and assess students' problem solving and critical thinking skills.
 - D. including explicit strategies for setting high expectations and meeting the diverse learning needs of all students. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.
 - E. receiving adequate resources. Every public school in Indiana must receive the financial resources and support services needed to provide the most effective Professional Development Program, as described within these principles.
- II. PROFESSIONAL DEVELOPMENT PROGRAM WILL ENGAGE EDUCATORS IN AN EFFECTIVE LEARNING PROCESS THAT IMPACTS PRACTICE BY:
 - A. actively involving participants in program design, delivery, and implementation. Professional growth opportunities reflect educators' needs as determined from multiple data sources grounded in and linked with the School Improvement Plan. All stakeholders shall be engaged in meaningful job-embedded opportunities to effectively support practice, which leads to improved student learning.
 - B. promoting multiple strategies that model recommended strategies. Opportunities for professional development incorporate varied approaches such as theory, demonstration, reflection, practice, mentoring, technology applications, and peer dialogue.
 - C. incorporating follow-up activities that are sustained over time and provide educators with ongoing feedback. The Professional Development Program provides a range of opportunities for staff to integrate the new strategies into their work with children through practice, feedback, and reflection.

CORE PROFESSIONAL DEVELOPMENT PRINCIPLES (cont'd)

- D. continuously evaluating impact on educator's practice and student learning. The effectiveness of professional development is determined by its impact on staff performance and student learning.

III PROFESSIONAL DEVELOPMENT PROGRAMS WILL CONTRIBUTE TO DEVELOPING AN ENVIRONMENT THAT SUPPORTS EDUCATORS' PROFESSIONAL GROWTH BY:

- A. fostering collegiality and collaboration. Professional growth opportunities encourage staff to build a community of educators, parents, business, and community partners who exchange ideas for innovation, cooperate in developing curricula, and discuss approaches to strengthening student learning by focusing on the school community as a "culture of inquiry".
- B. building capacity through a continuum of ongoing improvement activities. Professional development activities maintain a focus on the improvement of practices that increase student learning and link to the School Improvement Plan and the standards developed by the Indiana Professional Standards Board, and State Board of Education policy.
- C. integrating staff development into educators' practice. The Professional Development Program incorporates supports for staff to implement newly acquired strategies assess them for their impact on student learning.
- D. encouraging innovations and risk-taking. As a result of staff development activities, the school community recognizes the need for action research that assists educators, leading toward innovations improving student learning.

INDIANA DEPARTMENT OF EDUCATION
PROFESSIONAL DEVELOPMENT PROGRAM

DUE DATE: 30 JUNE 2003

School Information

School Name: _____

County/Corp/School# _____

Address: _____
(Street, P.O. Box)

(City, State, Zip)

Phone: () _____

Fax: () _____

Name of Principal (Include Title): _____

Principal's e-mail address: _____

Grade levels included in school: _____

FORM C

Narratives: Please do not use less than a ten-point font. Make your answers as concise as possible and no longer than one page.

1. What is your school's vision toward which this Professional Development Program will lead?
(The vision may be taken from your school improvement plan or created for this document.)
Optional.

FORM C (cont'd)

2. What is (are) the goal(s) of your Professional Development Program?

FORM C (cont'd)

3. How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

ACTION PLAN

School Goal # ____ (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C) _____ (Optional)

Research upon which your professional development approach was formulated (Optional)

<u>Activity*</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line</u> (Include <u>completion date</u>)	<u>Resources</u> (People, materials, time)		
					Need	Have	

*See definitions page

ACTION PLAN

School Goal #____ (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C)

_____ (Optional)

Research upon which your professional development approach was formulated (Optional)

<u>Activity*</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	Collaborative Partners Needed	<u>Time Line</u> (Include <u>completion date</u>)	<u>Resources</u> (People, materials, time)		
					Need	Have	Have

*See definitions page

FORM D

ACTION PLAN

School Goal #____ (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C)

_____ (Optional)

Research upon which your professional development approach was formulated (Optional)

<u>Activity*</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line</u> (Include <u>completion date</u>)	<u>Resources</u> (People, materials, time)		
						Need	Have

*See definitions page

ACTION PLAN

School Goal #____ (from SIP) (The Professional Development Program should be limited to, at most, three school goals. Please use one Form D for each school goal.)

Professional Development Goal (s) (From #2 Form C)

_____ (Optional)

Research upon which your professional development approach was formulated (Optional)

<u>Activity*</u>	<u>Intended Audience</u> (Stakeholders)	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line</u> (<u>Include completion date</u>)	<u>Resources</u> (People, materials, time)		
						Need	Have

*See definitions page

SURVEY INFORMATION

The following information is needed by the Indiana Department of Education. It will be used to identify best practices to share with other schools. THE ANSWERS WILL NOT BE PART OF THE SCORING RUBIC FOR YOUR GRANT.

Your cooperation in answering these two questions is greatly appreciated.

Please limit your answers to one page and do not use less than a ten-point font.

1. Will time be organized differently in your school to accommodate professional development? If so, how?

Survey Information (cont'd)

2. How will technology be used in your professional development? (This refers to technology used as a delivery system for professional development and/or helping staff use technology in instruction.