

Form A New Activity/Series Guidance
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT
INVESTMENT FUND NARRATIVE
School Based Plan for 2008-2009

You must submit your School Improvement Plan with this application

This form must be completed for EACH professional development activity/series included in the 2008-2009 Article 31 (18) Professional Development Investment Fund Application (there should be one form completed for each new Activity/Series listed on Form C). In order to be considered a series, the professional development must connect in some way. For example, if you are using Article 31 (18) funds to provide a consultant to work with grade level teams during common planning time on using phonemic awareness skills, providing funds to convene a study group around reading assessments (running records for example), and are further providing a stipend to a teacher to model reading instruction utilizing flexible groupings; all three activities can all be presented as an early reading series. The only criterion is that the activities are connected to an overarching goal, were all derived as needs from the same data sources, and will be monitored and evaluated using the same data sources.

Cover Sheet (Form A)

1. Name of School

Write the full name of the school here.

2. District

Write the name of the district here.

3. Professional Development Team Members

Legislation requires that the team consist of at least two teachers and two parent representatives. You may include other members beyond those required. Include the role of each team member when listing. All members listed here must also sign Form C.

Example:

Joanne Smith, principal

Mike Reynolds, teacher

Sara Jones, teacher

Steven Olsen, parent

Mary Grey, parent

4. Name of the Activity/Series (copied from Form C line item)

This should match the name of the activity on Form C. For each activity/series listed on Form C there should be a narrative completed. This form is for those new activity/series. The names should be identical. You will provide detail in consequent questions- simply provide a concise name that matches the name listed on Form C.

Example:

Reading Instruction

5. If this professional development activity/series includes high school teachers indicate how many hours of this activity/series would address the 15 hours of professional development in the areas of Literacy, Graduation By Proficiency, or Personalization, as mandated by the Regents' High School Regulations.

Indicate the amount of hours that would address the professional development requirements of the Regents' High School Regulations.

6. Number of teachers served.

Use the grid below to indicate the number of teachers served

Educator Type	Number
Classroom/Special Education Teachers	
Administrators	
Itinerant Teachers (music, art, PE, etc)	
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	
Teacher Assistants	
Total	

Complete the grid above listing the number of staff in each category. Each staff member should only be counted ONCE in the grid above. So, if a staff member has assignments that fit in two categories- choose the most appropriate using your best judgment.

Article 31 (18) PD funds can and should be used to provide professional development for administrators as part of leadership training or as critical participants in teacher professional development. In addition, Article 31 (18) PD funds can and should be used to provide professional development for teacher assistants. RI's teacher assistant website at www.ritap.org/ta provides a variety of information on training opportunities and resources applicable to professional development for teacher assistants.

7. Number of educators involved in the PD.

Are all classroom teachers involved in the PD activity/series? _____

Are all administrators involved in the PD activity/series? _____

Are all itinerant teachers involved in the PD activity/series? _____

Are all support staff involved in the PD activity/series? _____

Are all teacher assistants involved in the PD activity/series? _____

Indicate with a “yes” or “no” if all are involved in the activity/series for each type of staff in the school.

Programming Details (Form A)

8. What specific sources of data were used to determine the activity/series is a need? List specific data points (i.e. what specific questions in the SALT Survey rather than simply SALT Survey)

Provide the measurable data used to determine the need for each professional development activity/series. You must provide specific data sources. Data can come in many forms. Typically, data is described as quantitative, qualitative or anecdotal. Quantitative data is in numerical form. This is information that is presented using numbers. An example of quantitative data would be NECAP test results or absentee rates. Qualitative data is not in numerical form. It can include words, photos, videos, etc. Typically it is in narrative form. Qualitative data is derived from a structured methodology. A good example of this would be assessment narratives or open ended responses to a survey. Anecdotal data is based on casual observations rather than rigorous or scientific analysis. An example of this would be a Learning Walk or a teacher's opinion around recess behavior. All three forms of data are important when determining the need of an activity/series. Sound decision making typically does not rely on only one form of data. A professional development programming decision solely based on the unprompted casual feedback from a few parents may not be indicative of a true need. A decision based only on NECAP results may also be incomplete without other supporting qualitative and/or anecdotal data. Data is information. To make an informed decision it is best to gather as much and as varied information as possible. You must use at least two data sources to determine the need and should have at least two types of data represented (quantitative, qualitative, anecdotal).

The Rhode Island Department of Education has developed guidance documents that are useful in the analysis of data including Self-Study Manual, Self-Study Activity Guide: Using the SALT Survey; Self-Study Activity Guide: Considering Equity Gaps; and Self-Study Activity Guide: Following a Student. They can be obtained online at: <http://www.ride.ri.gov/schoolimprove/salt/resources/index.htm>

You can also find useful information regarding the use of data in the District Self-Study Tools, District Tools for Assessing Schools, District-Wide Action Plan Templates, DSP Guidance, and School Focused Action Plan Templates. These can be obtained online at: <http://www.ride.ri.gov/schoolimprove/PSI/psi.htm>

Example:

- ***NECAP reading results: 3rd Grade shows 40% of our students are proficient readers.***
- ***Staff Chart G.2 shows that teachers ranked Reading Skill Development as the #1 professional development need***
- ***Grade level local assessments show that 24% of our students exiting first grade are reading below grade level***
- ***Currently we have 25% of our students on PLPs***

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- *Learning Walk documentation shows a need for work on reading instruction*
- *Teacher feedback in staff meetings demonstrates a need to work on reading instruction*
- *The analysis of student work through Critical Friends groups highlights an issue with reading comprehension*
- *ETC...*

9. List other justifications, beyond data, used to determine the need for this activity (I.E. High School Regulations)

This section DOES NOT need to be completed. Often times there are other compelling reasons for developing/funding an activity/series that do not involve measurable data. This question provides an opportunity to highlight those reasons.

Example:

RIDE Regulations require the use of reading assessments to determine if a student is in need of a PLP.

10. List the goals of this activity/series

Considering the data and other justifications, list the goals of this professional development activity/series. Goals should be overarching and encompass all aspects of the activity/series.

Example:

- *Provide teachers, the speech language pathologist and teacher assistants training in the use of reading assessments to flexibly group students.*
- *Provide practice and feedback in the use of reading assessments*
- *Train all new staff in Phonemic Awareness*
- *ETC...*

11. List the specific School Improvement Plan goal(s) that this activity/series aligns with and explain how the activity/series supports that goal?

Please refer directly to the specific School Improvement Plan goal(s) with which each proposed Professional Development aligns. Explain with detail how this particular activity/series will support the attainment of that School Improvement Plan goal.

Example:

Page 3: Goal 2 Reading Instruction

Our goal is to ensure that all students meet/exceed the standard in reading. This PD activity/series supports that goal by providing necessary training, practice and reflection for staff to understand the use of reading assessment to guide instruction... ETC

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12. Create a timeline that includes each major event in the series. For each event include when it will take place and who will train/facilitate the PD.

You must include all at least two qualifications for each individual providing/facilitating the PD. If the specific individual is not known the organization can be detailed including two qualifications they utilize when selecting PD providers OR if nothing is known yet a description of at least two minimum requirements that will be used when selecting a provider are detailed. If the individuals providing the PD are district/school employees simply indicate that. No qualifications are needed for employees. If there are several PD experiences involved in the series be sure to include all.

Example:

September: All teachers will take part in a full day workshop on administering and interpreting the DRA. This will occur during our district PD day on September 9, 2007. The district literacy coaches will develop and implement the PD.

November: Teachers will be provided ½ day to work with a consultant on phonemic awareness. Grade level teams will meet with the consultant to learn about phonemic awareness and plan cross grade level activities. Substitutes will be used to cover the grade level teams for ½ day. The consultant will be provided by the National Reading Association. The Association only employs consultants with at least 10 years teaching experience and a minimum of a MA degree in reading or literacy.

January: Teachers will take part in a full day workshop continuing the study on reading assessment and the impact on instruction. This will occur during our district PD day on January 23, 2007. They will work in cross district grade level teams to analyze assessment results and plan curriculum jointly. The district literacy coaches will develop and implement the PD.

ETC

13. How is this proposed activity/series research based?

Detail the research used to choose this method of PD delivery and/or this particular topic.

Example:

The National Reading Association is a forerunner in research on reading instruction. The reading assessment chosen has been statistically proven to provide educators with an accurate reading level for students and provides teachers with crucial information to guide instruction. Thomas Gusky states that professional development must “Have a clear focus on learning and learners. The professional development efforts in highly successful programs center primarily on issues related to learning and learners.” For

that reason it is essential for teachers meet periodically to analyze student work in relation to the curriculum thus keeping the focus on students and learning. ETC

14. What Rhode Island Quality Professional Development Standards does this activity/series connect to? Explain how.

Include the RIQPD Standard(s) and include a short narrative explaining the connection.

Example:

We chose grade level meetings in order to, “provides educators with the knowledge and skills needed to foster and develop collaborations and partnerships” (RI Quality PD Standards). It was also important for us to take into account that high quality PD, as defined in the RI Quality PD Standards, “uses a systematic design that allows for implementation over time and builds in support systems and necessary extended activities to sustain change” as we planned this experience. To that end, the teachers will have the opportunity to learn a skill, apply it and then reconvene to reflect and hone the skill... ETC

15. How will the progress be monitored?

It is essential to have a plan to ensure that the PD activity/series is being implemented and working. As with good lesson planning- upon delivery the educator continually monitors the progress and makes changes if needed. Explain how the progress of this activity/series will be monitored. Include at least three monitoring checkpoints throughout the series and detail who will be responsible for the monitoring.

Example:

The reading specialist, a teacher representative, a teacher assistant representative, the literacy coach and the principal will monitor the progress. They will develop informal reflection sheets for participants to complete immediately following the work day with the consultant and another to administer half way between the previous work day and the next work day. (checkpoint #1) They will meet immediately following the workday with the consultant to evaluate the responses in relation to the goals. (checkpoint #2) They will also meet to analyze the reflections administered after ample reflection time for alignment with the goals. (checkpoint #3) The survey will assess not only how the participants felt about the training, but will also include what impact the PD experience had on their instructional practices. If changes to the structure are needed the team will meet with the consultant to evaluate the information in relation to the goals and make appropriate changes

16. Explain how this activity/series is embedded professional development.

2005 legislation amended RIGL §16-7.1-10, which now reads as follows:

Beginning in FY 2006, professional development funds shall only be spent with the prior approval of the Commissioner of Elementary and Secondary Education upon submission of a

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district level plan which incorporates the school level plans and which details the use of the funds. These plans shall to the extent possible call for professional development activities that are embedded or do not otherwise encroach upon student instruction time. The requirements of this paragraph shall apply to both district-wide professional development activities and professional development activities determined by the school-level committees.

Fred Wood and Frank McQuarrie define job-embedded professional development as, “learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others.” The process involves learning that is directly related to the work of the educator. Job-embedded professional development activities include (but are not limited to) action research groups, study groups, reflective logs, planning and/or problem solving groups, peer coaching, mentoring, analyzing student work, etc. Any practice that engages educators in collaboration about how to improve through their work is job embedded. Typically a component of the job embedded PD experience happens while providing instruction. However, there are times when an educator needs to receive direct instruction/training prior implementing a new skill. Certainly, time to reflect is essential in the job-embedded model of professional development. Those components may require time outside of the classroom. This can occur after school, before school or during school. Then, the skill is practiced in the work setting, reflected upon, and judged based on the impact on student achievement.

Embedded DOES NOT mean that the activity/series occurs outside of the school day. An activity/series can require an educator to be out of the classroom and still be embedded. The educator must learn something directly applicable to his/her assignment, have time to implement the learning, and be provided an authentic method to reflect upon the implementation to be job embedded.

Consider the information above as you describe how this activity/series is “job-embedded”. If it does not meet the definition detail other options explored and why it must be delivered in this manner.

Example:

The reading assessment PD is job-embedded. Teachers will take time during the work day to meet for 2 hours with a consultant then be given ample time and support to implement the new learning. After that time the group will reconvene during the school day to reflect upon the skill and discuss the impact it has had on instruction and ultimately student learning. This model of learning a new skill, applying it in the real work setting, reflecting upon the implementation of the skill and discussing/analyzing impact on student achievement fits the definition of job-embedded professional development.

17. How will you determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

Evaluation of professional development is essential. Professional development should be looked at in a cyclical manner. Data is gathered to make informed decisions around professional development activities/series. Then, multiple components are used to develop the most effective PD to address set goals. The PD is monitored continually and adjusted as needed. In the end, PD must be evaluated to discern the impact on educator instruction and ultimately on student achievement. It is not simply a reiteration of the content. Evaluation needs to be focused on the impact on instruction. Was the information internalized? Did it affect student outcomes?

Look to the data used to determine the need for this professional development activity/series. In most cases that data should definitely be examined to see if teacher instruction and student achievement were impacted in the way you desired in the planning stages. There may be additional data sources used to evaluate as well including (but not limited to) teacher reflections, informal observations, etc.

Example:

- ***NECAP reading results: 3rd Grade showed only 40% of our students are proficient readers. We hope to see an increase in the number of proficient readers in 3rd grade by 10%.***
- ***Staff Chart G.2 showed that teachers ranked Reading Skill Development as the #1 professional development need. We hope to see Staff Chart G.2 show that PD in Reading Skill Development dropped below #10***
- ***Grade level local assessments show that 24% of our students exiting first grade are reading below grade level. We hope to decrease the number of students exiting first grade reading below grade level to 15%***
- ***Currently we have 25% of our students on PLPs. We hope to decrease the number of students on a PLP to 18%. We will use the survey developed by the literacy team (see monitoring answer) to evaluate impact on instruction. We hope to see at least 85% of our teachers reporting 6 weeks past that last training date that the training had a lasting impact on their instruction and 85% reporting that they noticed a positive change in student outcomes after completing this activity/series***
- ***ETC...***