

Continuation of 2007-2008 PD 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 that the committee chooses to continue (there should be one form completed for each continued Activity/Series listed on Form C). The focus of this application is on impact and re-evaluated goals.

Cover Sheet (Continuation of 2007-2008 PD)

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 continued 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 continued 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.

7.

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 (Continuation of 2007-2008 PD)

8. From the 2007-2008 final approved Article 31 (18) PD Application copy and paste the data used to determine impact (question #17 on Form A). For each data point, indicate what impact (if any) the activity/series has had.

This should be taken directly from question 17 on the final approved 2007-2008 From A Article 31 (18) Professional Development Fund Narrative. For each data point listed provide a narrative indicating what impact the activity/series has had.

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%.*
 - *The reading results had a 6% gain. The training and school wide focus had a positive impact on student achievement*
- *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*
 - *Teachers ranked Reading Skill Development #16 on Staff Chart G.2. This demonstrates that teachers felt they received sufficient training in this area.*
- *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%*
 - *The Grade level local assessment placed 22% of our students exiting first grade reading below grade level.*
- *ETC...*

9. Why did the committee decide to continue this activity/series?

Explain in detail why it was decided that this activity/series should continue. Focus on the data changes as well as any other important factors. There must be some indication of how data from #8 impacted the decision to continue this activity/series.

10. Considering the monitoring and impact of the PD during the 2007-2008 SY, what are the goals for 2008-2009?

Considering the monitoring information and impact analysis from the 2007-2008 SY, 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

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.

The timeline can be duplicated from the 2007-2008 application if it will remain the same and addresses the updated goals.

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 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. Again, this can be copied from the 2007-2008 application if it still fits the design.

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

14. 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 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.

This may be copied from the 2007-2008 application if it still applies.

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.

15. How will you again 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?

This data should reflect the data listed in #8. Progress should be evaluated over time.

Example:

- ***NECAP reading results: 3rd Grade showed only 46% 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 #16 professional development need. We hope to see Staff Chart G.2 show that PD in Reading Skill Development is still not an area of imminent PD need.***
- ***Grade level local assessments show that 22% 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...***