

Philadelphia Education★ Fund

Building a Highly Effective Professional Development Culture User Tool Guide

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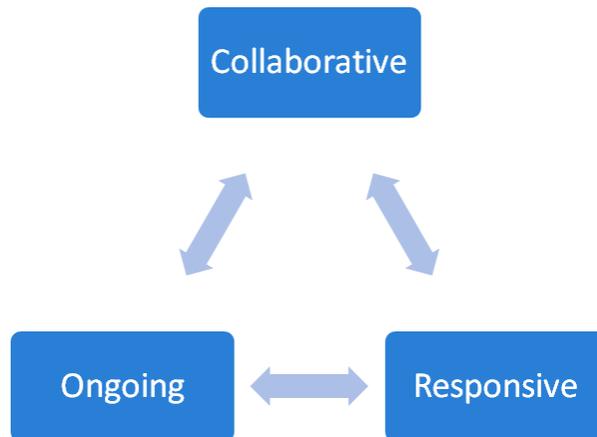
Building a Highly Effective PD Structure

Purpose and Characteristics

Purpose:

In order for students to succeed, it is imperative that every classroom has a strong teacher. In order to create and support strong teachers, research shows that schools need to have an established professional development culture that is collaborative, responsive to school, educator, and student needs, and promotes ongoing reflection and development. However with so many priorities, it is often difficult to decide which next steps will be the most crucial in driving effective change, and whether professional development (PD) is having the intended effect of developing great educators. With these challenges in mind the Philadelphia Education Fund (Ed Fund) has created this guide to assist with identifying the current assets and growth areas that exist within an organization, so that an action plan can be created by stakeholders that drives change towards an effective PD culture.

Characteristics of Effective PD:



We believe that an effective and impactful professional development structure must be:

1. **Collaborative**- encouraging a culture of peer collaboration and development that is teacher-led and teacher-created
2. **Responsive**- reflective of the individual needs of teachers and students as well as the priorities of schools, districts and school operators, and the state
3. **Ongoing**- part of a larger cycle of reflection and development that is embedded into the work environment

When all three of these characteristics are met, a culture that empowers teachers to take ownership of their own growth and better enable the success of their students is created. A clear explanation of what constitutes each characteristic as well as strategies to meet them are included in the tools explained below.

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Summary of Tools

Description of Resources:

The table below explains what tools have been created to support your planning process, their descriptions, and their intended use. Note that these tools are meant to serve as a guide and final usage should always reflect the needs and culture of the individual school.

PD Evaluation Tool	Description	Intended Use
School PD Culture Rubric	An in-depth guide to what an effective PD culture looks like within a school across all three characteristics (collaborative, responsive, and ongoing). It is broken down by standard and gives examples of what each level of proficiency looks like.	To be used by 3 or more stakeholders in the PD Committee when evaluating the current PD culture assets and growth areas for a school. This is accomplished through direct observation. Results will help inform growth areas to focus on.
School Asset Map Survey	A pre-created survey that assesses current attitudes surrounding PD as well as how staff rank the school across the three PD characteristics.	To be provided to all staff to take according to the timeline below-answers when collected will inform which growth areas to focus on.
Participant Evaluation Tool	A brief one-page PD module evaluation that seeks feedback related to the three PD characteristics.	To be provided to participants at the end of every PD module-collected results can be used to inform future offerings and judge progress towards the PD Committee's goals.
PD Creation Checklist	This checklist breaks down the more complex standards of effective PD into simple line items, with space for collecting evidence and writing feedback.	To be used by stakeholders or providers to create PD that aligns with best practices, can also be used when observing pre-created PD
Action Plan Template	A template that includes a format for planning out next steps and timelines.	To be used by the PD Committee, alongside this document, to create an action plan that will guide that years work.

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Recommended Timeline

Timeline	Activity	Tools
Spring, Year 0	Identify PD Committee, which should consist of 6-10 admin, teacher leaders, and PD providers.	Do we need selection committee tool?
	Conduct Asset Map Survey and have 3+ stakeholders score school using culture rubric	PD Culture Rubric, Asset Map Survey
Summer, Year 0	PD Committee meets to go over data from Asset Map Survey and Rubric, and uses the User Guide to develop a formal Action Plan for the coming school year	PD Culture Rubric Results, Asset Map Survey Results, PD Tool User Guide (this doc), Action Plan Template
Fall, Year 1	All-staff meeting to communicate PD push and goals for coming school year	Action Plan Template
	PD Committee meets monthly to review progress on Action Plan, adapt strategies, distribute notes	Do we need a tool for this or should we let schools create?
	Regular all-staff updates on PD Committee progress	
Winter, Year 1	Mid-year evaluation meeting; PD Committee engages in formal evaluation of progress to-date and review of key data points	Action Plan Template
Spring, Year 1	PD Committee meets monthly to review progress on Action Plan, adapt strategies, distribute notes	
	All staff engage in needs assessment via Asset Mapping tool, 3+ Stakeholders score school on PD Culture Rubric	Asset Map Survey PD Culture Rubric
	PD Committee engages in end-of-year review and determination of key priorities for following year	PD Culture Rubric Results, Asset Map Survey Results, PD Tool User Guide (this doc), Action Plan Template
Year 2 – Ongoing	Continuation of above activities in ongoing cycle	

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Choosing Next Steps Based on Asset Map Results

Guidelines:

Before next steps can be effectively identified, the following actions must take place:

1. **The stakeholders who will administer the Asset Map Survey, complete the PD Culture Rubric, and build and review the PD Action Plan on a regular basis should be identified**
2. **All school staff should take the Asset Map Survey and results should be collected**
3. **The PD Culture Rubric must be completed by 3 or more stakeholders (e.g., administrator, teacher leader, other staff member, PD provider)**

Once the Professional Development Committee has been established, the team should sit down with all relevant data discussed above, alongside this guide, to identify **4-5 highest priority growth areas**. All growth areas are listed below by characteristic, similar to the way they appear on the PD Culture Rubric. They should then select appropriate next steps that are both reflective of best practices as well as the individual culture, capacity, and strengths of each school.

The goals identified below and the next steps decided upon by the PD Committee should then be placed into the Action Plan Template, and the owner (s) of each step as well as a proposed timeline for completion should be decided upon by the committee.

Standards that are highlighted in red are priority 1- it is highly suggested that they are met first for other standards in their grouping to be effective. When choosing your 4-5 growth areas to work on, we recommend beginning with these standards if they have not been met.

Growth Areas:

1. _____
2. _____
3. _____
4. _____
5. _____

Collaborative

Encouraging a culture of peer collaboration and development that is teacher-led

Standard	Goal	Suggested Next Steps
Time	5-10 hours per week of regular and frequent collaboration time for educators.	Create consistent collaborative planning time by: Creating common preps Structured collaborative planning during Wednesday PD sessions
Space	Consistent collaboration space exists; meets network and member needs.	Ensure teachers have an area to hold planning meetings or collaborative prep by: Creating a teacher common area Specifying lead teachers whose rooms are used for work sessions
Human Capital	Participants are: Regularly present, mostly engaged	Improve attendance and engagement during PD by: Tracking attendance Talking with staff about root causes of low attendance/engagement
Facilitation	Facilitator uses meeting structures and norms.	Establish a common set of meeting structures and norms by: Meeting with teachers and admin to create common norms Coaching facilitators on facilitation best practices
Leadership	PD is teacher-led and teacher created, and/or includes opportunities for teacher leadership.	Create pathways to improve teacher involvement in PD by: Leveraging veteran teachers to provide PD sessions Creating a rotating schedule for staff to sign up to lead PD
Resources	Resources are generally available to all teachers during session.	Ensure appropriate resources for all PD by: Providing facilitators with paper to create handouts

		Giving example resources
Shared Mission and Values	The school functions as a professional community in which all adults work to achieve a shared mission and set of values	<p>Establish a shared school mission and increase staff buy-in by:</p> <p>Holding a staff meeting with break-out groups to discuss mission and values</p> <p>Messaging mission consistently to staff and rewarding teachers who meet collective values</p>

Responsive

Intentionally designed to reflect school and district priorities as well as teacher content and needs

Standard	Goal	Suggested Next Steps
Reflective of state, district, school priorities	All instances of professional development reflect the shared educational priorities of the school, district, and/or state.	<p>Ensure PD reflects the priorities of the school and district by:</p> <p>Establishing during a stakeholder meeting which school/district/state priorities are worth focusing on</p> <p>Checking the relevance of all PD sessions to those priorities</p>
Based on Adult Learning Theory	All PD incorporates adult learning theory strategies. Teachers frequently actively participate in building their knowledge.	<p>Create PD that is based on adult learning theory by:</p> <p>Coaching facilitators on adult learning theory best practices</p> <p>Using the Participant Evaluation Tool to collect data on engagement</p>
Differentiated Based on Teacher and Student Need	PD offerings consistently reflect the diverse needs of educators. PD is specific to content, grade, and/or other needs (e.g. ELL, SPED, etc.)	<p>Create a diverse offering of PD that reflects content, grade level, and other teacher/student needs by:</p> <p>Differentiating PD sessions by content and grade level</p> <p>In general PD modules, including examples specific to content/grade level/teaching environment</p>
Purposefully Planned Based on Teacher Feedback	Educators and other stakeholders are frequently surveyed on professional needs. All PD is participant evaluated. PD offerings are reflective of those needs.	<p>Align PD to teacher needs and feedback by consistently collecting data and by:</p> <p>Using the Participant Evaluation Tool after every PD session</p> <p>Meeting in stakeholder teams to look at student and teacher data and feedback to decide next logical PD</p>

Ongoing

Promotes reflection and development as part of an ongoing process that is embedded in the work environment

Standard	Goal	Suggested Next Steps
Connection to Practice	PD fits into a larger cycle of year-long teacher development. When surveyed, educators agree that PD is connected to this cycle and their daily practice.	Establish the relevance of PD and collect feedback by: Using feedback from Participant Evaluation Tool to score sessions on relevancy, then adjust offerings Planning how PD topics will be returned to/built on in future
Application to Practice	Participants frequently leave PD with concrete next steps and skills to apply directly to their practice. These next steps are revisited regularly.	Create the necessary structures to have staff create next steps and facilitators refer to them by: Norming with facilitators on how to structure next steps/action planning Building in time in PD to return to previous next steps
Process for Reflection	Self-reflection strategies are utilized in most instances of PD. Educators and staff occasionally engage in independent self-reflection outside of a formal PD structure.	Create a self-reflection structure that fits the schools needs and encourages self-reflection outside of PD by: Norming with staff and facilitators on self-reflection strategies Giving teachers time to self-reflect during PD and work time Gathering feedback on self-reflection
Informal Feedback Processes	One or more informal feedback processes are well established. They are conducted with fidelity and frequency	Create and maintain informal feedback systems with teachers and facilitators by: Identifying informal feedback structures that teachers use/would benefit from using Providing structure and norms of use during PD time
Formal Feedback Processes	A consistent formal observation and feedback structure exists and is used with fidelity. This structure	Align the formal feedback structure to PD offerings and monitor its consistency by: Meeting with evaluators to walk through the alignment of the current feedback structure

	aligns with the current PD cycle	-collecting data on the frequency and outcomes of formal feedback
Outcome Monitoring	<p>Outcomes of PD initiatives are regularly monitored and shared publicly.</p> <p>Self-evaluation is often used to self-assess progress towards professional goals.</p>	<p>Create structures for tracking and monitoring PD initiative outcomes, as well as a plan for staff communication by:</p> <p>Meeting with leadership team and teacher leaders to create monitoring structures</p> <p>Sharing progress w/ staff towards goals at all staff meetings or through other public means</p>