PARTICIPANT PACKET

Administrator Academy #1452
Teacher Evaluator Competency Skill Building
Designing Data Driven Professional Development

Materials Developed by:
Dr. Catherine Siele Berning
Dr. Diane Cody

PEAC
ISBE Performance Evaluation Advisory Council
Leadership: 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 throughout the pre-K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, 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.

Develop Capacity For Learning And Leading

Leaders hold learning among their top priorities for students, staff, and themselves. Leaders recognize that universal high expectations for all students require ambitious improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions. All leaders demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. Leaders artfully combine deep understanding of and cultural responsiveness to the community they serve with high expectations and support for results to achieve school and school system goals. They embed professional learning into the organization's vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. Leaders of professional learning are found at the classroom, school, and system levels. They set the agenda for professional learning by aligning it to classroom, school, and school system goals for student and educator learning, using data to monitor and measure its effects on educator and student performance. They may facilitate professional learning, coach and supervise those who facilitate it, or do both. As facilitators of professional learning, they apply a body of technical knowledge and skills to plan, design, implement, and evaluate professional learning. As coaches and supervisors of those who facilitate professional learning, they develop expertise in others about effective professional learning, set high standards for their performance, and use data to provide frequent, constructive feedback.

To engage in constructive conversations about the alignment of student and educator performance, leaders cultivate a culture based on the norms of high expectations, shared responsibility, mutual respect, and relational trust. They work collaboratively with others, such as school and system-based resource personnel and external technical assistance providers, so that all educators engage in effective job-embedded or external professional learning to meet individual, team, school, and system goals.

Systems that recognize and advance shared leadership promote leaders from all levels of the organizations. Leaders can hold formal roles, such as principal, instructional coach, or task force chair, for long periods of time or informal roles, such as voluntary mentor or spokesperson, for shorter periods. All leaders share responsibility for student achievement among members of the school and
community. Leaders hold themselves and others accountable for the quality and results of professional learning. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.

**Advocate For Professional Learning**

Leaders clearly articulate the critical link between increased student learning and educator professional learning. As supporters of professional learning, they apply understanding of organizational and human changes to design needed conditions, resources, and other supports for learning and change.

As advocates for professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their leadership practice. Through learning, they clarify their values and beliefs and their influence on others and on the achievement of organizational goals. Their actions model attitudes and behavior they expect of all educators.

**Create Support Systems And Structures**

Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school, and school system goals. Leaders actively engage with policy makers and decision makers so that resources, policies, annual calendars, daily schedules, and structures support professional learning to increase student achievement. Leaders create and align policies and guidelines to ensure effective professional learning within their school systems or schools. They work within national, regional, and local agencies to adopt standards, monitor implementation, and evaluate professional learning's effectiveness and results.

**Related Research**

- Waters, J.T., Marzano, R.J., & McNulty, B.A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: McREL.
Creating the School PLP

Principals should work collaboratively with their SIP team to create this plan. The School PLP should consider professional learning goals common to all staff as well as for subgroups of staff, as appropriate. The plan should include a statement of the professional learning (PL) goals that are priorities for the year and the specific professional learning activities that will be implemented to support staff in working toward these goals. The role that collaborative teams will play in implementing the plan should be considered when determining specific professional learning activities.

Step 1: Document School Improvement Goals

In the table provided, document the SIP goals for the current school year.

Step 2: Identify Professional Learning Goals

In Table 1, enter in priority order the annual goals for staff professional learning and growth. These can be derived from many sources of evidence compiled and analyzed by the principal and staff, including but not limited to: district and school improvement goals, aggregated educator evaluation and student performance data, data from collaborative learning teams, and school-level needs assessments. For each goal, indicate the staff members for which this goal is applicable. For example, some professional learning goals may be important for all staff members, but others may be unique to particular subgroups of staff, such as teachers of science or second grade teachers as well as those who need differentiated professional development based on evaluation data. In addition, for each goal, explain the rationale and related sources of evidence for its inclusion.

Step 3: Determine Professional Learning Activities to Support Each Goal

Enter specific PL activities to address each goal identified in Step 2 and describe these in Table 2. Please note: You might identify more than one PL activity per goal; conversely, there may also be some PL activities that will address multiple goals. In addition, enter the target dates by which these activities should be completed.

For each initial learning activity, consider follow-up activities, as appropriate, that will help deepen the learning and/or apply the learning to practice (e.g., coaching, review of formative assessment data, action research) and include these follow-up activities and timelines in the plan.

Step 4: Determine Essential Resources

Table 3 can be used to compile information on specific resources (e.g., materials, technology, time, personnel) that will be needed to support the implementation of the school-level plan. Use this table as well to enter any other special considerations related to implementing the plan.

Step 5: Track Progress
Use Table 4 for entering notes about the implementation of the plan and attainment of the identified learning goals. Feedback on the professional learning activities can be noted here as well as any evidence of impacts the PL activities have had on professional practice. Notes entered here will help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.
## School Professional Learning Plan (PLP) Template

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Principal Name</th>
<th>Plan Begin/End Dates</th>
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### School Improvement Goal(s)

1
2
3

### 1: Professional Learning Goals Aligned to School Improvement Goals

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal</th>
<th>Identified Group</th>
<th>Rationale/Sources of Evidence</th>
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</thead>
<tbody>
<tr>
<td>PL1</td>
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<td>PL2</td>
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<td>PL3</td>
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</table>

### 2: Professional Learning Activities

<table>
<thead>
<tr>
<th>PL Goal(s) No.</th>
<th>Initial Activities</th>
<th>Follow-up Activities (as appropriate)</th>
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<tbody>
<tr>
<td>PL1</td>
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<td>PL2</td>
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<td>PL3</td>
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</table>
### 3: Essential Resources

<table>
<thead>
<tr>
<th>PL Goal(s) No.</th>
<th>Resources</th>
<th>Other Implementation Considerations</th>
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<tbody>
<tr>
<td>PL1</td>
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<td>PL2</td>
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<tr>
<td>PL3</td>
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</table>

### 4: Progress Summary

<table>
<thead>
<tr>
<th>PL Goal(s) No.</th>
<th>Progress on Plan Implementation</th>
<th>Progress on Goal Attainment</th>
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</thead>
<tbody>
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<td>PL1</td>
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<tr>
<td>PL2</td>
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<tr>
<td>PL3</td>
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</tbody>
</table>

Signature:  

Principal Signature  

Date
## Sample School Professional Learning Plan (PLP)

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Principal Name</th>
<th>Plan Begin/End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calderon School District</td>
<td>Allen Middle School / grades 6-8</td>
<td>Maria Sanchez</td>
<td>Sept. 2014 – June 2015</td>
</tr>
</tbody>
</table>

### School Improvement Goal(s)

1. 
2. 
3. 

### 1: Professional Learning Goals

<table>
<thead>
<tr>
<th>No.</th>
<th>Goal</th>
<th>Identified Group</th>
<th>Rationale/Sources of Evidence</th>
</tr>
</thead>
</table>
| 1   | Build capacity of all teachers in aligning their lesson plans and assessments with the Common Core State Standards (CCSS) and New Jersey Core Content Curriculum Standards (NJCCCS). | All               | • Improving alignment of instruction to standards is a priority goal in both the district and school improvement plans.  
• Review of a sample of lesson plans by principal across all grades revealed that teachers need skill building in aligning lessons to standards. |
| 2   | Support teachers in creating and implementing high-quality Student Growth Objectives (SGOs). | All               | • SGOs are a requirement of the new evaluation initiative for all teachers.  
• This goal aligns with the district’s priority of preparing all educators for the implementation of the AchieveNJ.  
• Staff scores on SGO quality using the NJDOE rubric indicated teachers need to improve their skills in this area (reported to the District Evaluation Advisory Committee (DEAC)). |
| 3   | Build capacity of 8th-grade teachers to increase student engagement in learning. | 8th-grade Teachers | • An analysis of SY13-14 aggregate teacher observation data indicated that teachers need professional learning in this area.  
• Teacher survey (administered in May 2014) revealed a need for skill building in student engagement in learning by this group.  
• Content supervisors conducted classroom walk-throughs and participated periodically in school-based collaborative teams. Evidence collected by supervisors confirmed a need for professional learning in this area. |
2: Professional Learning (PL) Activities

<table>
<thead>
<tr>
<th>PL Goals (list all that apply)</th>
<th>Initial Activities</th>
<th>Follow-up Activities (as appropriate)</th>
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</table>
| 1                             | • Content supervisors will provide training for all teachers in unpacking and aligning content standards.  
• All teachers will unpack the CCSS and NJCCCS with assistance of content supervisors.  
• All teachers will align instructional units to the CCSS and NJCCCS. | • Teachers will invite “critical friends” (e.g., coach, colleague, supervisor) to critique their aligned instructional units.  
• In collaborative teams, teachers will create common assessments that align with CCSS and NJCCCS.  
• Teachers will implement aligned lessons and assessments and continually refine them in their respective teams.  
• Content supervisors will continue to support teachers in the application of learning to practice. |
| 2                             | • Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used in SGOs.  
• Teachers will participate in a series of presentations and activities to increase awareness and understanding of assessment literacy.  
• Teachers will be trained in using formative assessments to track students’ progress toward attainment of SGOs. | • Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of the common SGO assessment.  
• Content supervisors will provide follow-up support as needed for individual teachers and teams.  
• Teachers will analyze students’ expected vs actual performance on SGO assessment in order to establish more meaningful targets. |
| 3 8th grade teachers will:    | • Participate in a district-sponsored training session on student engagement.  
• Study the domain/element(s) in the evaluation practice instrument relevant to the professional learning goals.  
• Participate in a peer-led workshop(s) on developing CCSS-and NJCCCS-aligned classroom assignments that promote student engagement.  
• Read and self-reflect on one or more recommended publications on effective student engagement. | 8th grade teachers will:  
• View and discuss with colleagues videos of model lessons.  
• Visit colleagues’ classes to observe model lessons that promote high student engagement in learning.  
• Implement new strategies and collect evidence (e.g., student work products; observed student engagement) of impact.  
These optional opportunities will be available to teachers:  
• Share reflections on the publication(s) teachers are reading.  
• Participate in recommended webinars.  
• Implement successful practices shared via teams, NJ Educator Resource Exchange (NJCore), and online communities. |

3: Essential Resources

Modified from New Jersey Department of Education 6 April 2014
<table>
<thead>
<tr>
<th>PL Goal No.</th>
<th>Resources</th>
<th>Other Implementation Considerations</th>
</tr>
</thead>
</table>
| 1          | • Content supervisors to provide training and follow-up support.  
• Two teacher PD days dedicated to training and alignment work.  
• Dedicated time for collaborative teams to refine aligned lessons and assessments. | • Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams). |
| 2          | • Qualified trainer to provide SGO trainings.  
• Time for teachers to participate in two 3-hour SGO trainings.  
• Funding for stipends to attend training. | • Availability of content supervisors to support teachers.  
• Principals advise teachers on needed revisions to SGOs.  
• Possible intensive interventions for struggling teachers. |
| 3          | • Funding for substitutes while teachers attend workshops.  
• Dedicated time for collaborative teams to reflect on readings and videos and share evidence of impact on student learning.  
• Ensure teachers’ access to videos, webinars, and online communities. | • Supervisors should recommend teachers to model lessons.  
• Principals/evaluators should identify teachers who must view model lessons by colleagues.  
• Make plan for tracking student progress to assess impact of new teaching strategies. |

### 4: Progress Summary

<table>
<thead>
<tr>
<th>PL Goal No.</th>
<th>Notes on Plan Implementation</th>
<th>Notes on Goal Attainment</th>
</tr>
</thead>
</table>
| 1          | Supervisors’ feedback indicates 7th-grade teachers need refresher training and deeper support in this area (revise PLP to provide additional support). | • Supervisors’ feedback indicates 6th-grade teachers have met the goal.  
• Supervisors’ feedback indicates 8th-grade teachers have aligned 80% of instructional units and assessments; teachers have requested time during summer months to complete the alignment work.  
• 7th-grade teachers have not all met goal; opportunity for summer opportunity is being considered.  
• Continue this goal for 7th-grade teachers in next year’s PD plan. |
| 2          | • Teacher surveys indicate 100% are satisfied or highly satisfied with quality of SGO trainings.  
• Content supervisors identified teachers who need additional support. | • Based on review of summative and formative assessments created this year, additional time and support are needed in establishing baselines and creating assessments  
• In next year’s PD plan, include PL goal on creating assessments of SGOs. |
| 3 | Teachers who viewed colleagues’ model lessons reported they were highly satisfied with what was learned and their ability to transfer learning to their practice.  
|   | Some teachers decided to form their own small groups to share reflections on the relevant publications. This seems to be a good incentive to do the reading. | Observation data and reports from supervisors indicated an overall improvement in this area, but certain teachers have not made enough progress – add this to their individual PLPs for next year. |

Signature: ________________________________  
Principal Signature  
Date
Implementation: 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.

Apply Change Research

Effective professional learning integrates research about individual, organization, technical, and adaptive change through supporting and sustaining implementation for long-term change. Those responsible for professional learning, whether leaders, facilitators, or participants, commit to long-term change by setting clear goals and maintaining high expectations for implementation with fidelity. Drawing from multiple bodies of research about change, leaders provide and align resources, including time, staff, materials, and technology, to initiate and sustain implementation. Individuals, peers, coaches, and leaders use tools and metrics to gather evidence to monitor and assess implementation. Leaders and coaches model salient practices and maintain a sustained focus on the goals and strategies for achieving them. Leaders create and maintain a culture of support by encouraging stakeholders to use data to identify implementation challenges and engage them in identifying and recommending ongoing refinements to increase results. They engender community support for implementation by communicating incremental successes, reiterating goals, and honestly discussing the complexities of deep change.

Understanding how individuals and organizations respond to change and how various personal, cognitive, and work environment factors affect those experiencing change gives those leading, facilitating, or participating in professional learning the ability to differentiate support, tap educators' strengths and talents, and increase educator effectiveness and student learning.

Sustain Implementation

Professional learning produces changes in educator practice and student learning when it sustains implementation support over time. Episodic, periodic, or occasional professional learning has little effect on educator practice or student learning because it rarely includes ongoing support or opportunities for extended learning to support implementation. Formal professional learning, such as online, on-site, or hybrid workshops, conferences, or courses, is useful to develop or expand knowledge and skills, share emerging ideas, and network learners with one another. To bridge the knowing-doing gap and integrate new ideas into practice, however, educators need three to five years of ongoing implementation support that includes opportunities to deepen their understanding and address problems associated with practice.

Ongoing support for implementation of professional learning takes many forms and occurs at the implementation site. It may be formalized through ongoing workshops designed to deepen understanding and refine educator practice. It occurs through coaching, reflection, or reviewing results. It may occur individually, in pairs, or in collaborative learning teams when educators plan, implement, analyze, reflect, and evaluate the integration of their professional learning into their practice. It occurs within learning communities that meet to learn or refine instructional strategies;

STANDARDS for PROFESSIONAL LEARNING
plan lessons that integrate the new strategies; share experiences about implementing those lessons; analyze student work together to reflect on the results of use of the strategies; and assess their progress toward their defined goals. School- and system-based coaches provide extended learning opportunities, resources for implementation, demonstrations of the practices, and specific, personalized guidance. Peer support groups, study groups, peer observation, co-teaching, and co-planning are other examples of extended support. When educators work to resolve challenges related to integration of professional learning, they support and sustain implementation. Professional learning is a process of continuous improvement focused on achieving clearly defined student and educator learning goals rather than an event defined by a predetermined number of hours.

**Provide Constructive Feedback**

Constructive feedback accelerates implementation by providing formative assessment through the learning and implementation process. It provides specific information to assess practice in relationship to established expectations and to adjust practice so that it more closely aligns with those expectations. Feedback from peers, coaches, supervisors, external experts, students, self, and others offers information for educators to use as they refine practices. Reflection is another form of feedback in which a learner engages in providing constructive feedback on his or her own or others' practices.

Effective feedback is based on clearly defined expected behaviors, acknowledges progress toward expectations, and provides guidance for achieving full implementation. Giving and receiving feedback about successes and improvements require skillfulness in clear, nonjudgmental communication based on evidence, commitment to continuous improvement and shared goals, and trusting, respectful relationships between those giving and receiving feedback.

To add validity and reliability to the feedback process, educators develop and use common, clear expectations that define practice so that the feedback is focused, objective, relevant, valid, and purposeful. Educators consider and decide what evidence best demonstrates the expected practices and their results. Frequent feedback supports continuous improvement, whereas occasional feedback is often considered evaluative. Feedback about progress toward expected practices provides encouragement to sustain the desired changes over time. Tools that define expected behaviors facilitate data collection and open, honest feedback.

**Related Resources**

## Optional Individual Teacher Professional Learning Plan (PLP) Template

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
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<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Assignment/Department/Grade Level</th>
<th>Rating &amp; Date of Most Recent Summative Evaluation</th>
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<thead>
<tr>
<th>Supervisor Name</th>
<th>Principal Name (if different)</th>
<th>Plan Begin/End Dates</th>
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### I. Areas Identified for Development of Professional Practice

- a. Place existing evidence for the two components identified for professional growth in the appropriate Level of Performance (LOP) cell.
- b. Place desired knowledge and skills for improvement in the cell immediately to the right of the current LOP.

<table>
<thead>
<tr>
<th>Component</th>
<th>Level 1 (Unsatisfactory)</th>
<th>Level 2 (Needs Improvement)</th>
<th>Level 3 (Proficient)</th>
<th>Level 4 (Excellent)</th>
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Modified from New Jersey Department of Education November 2013
## II. Professional Learning Goals and Activities

<table>
<thead>
<tr>
<th>Area No.</th>
<th>Professional Learning Goals</th>
<th>Initial Activities</th>
<th>Follow-up Activities (as appropriate)</th>
<th>Estimated Hours</th>
<th>Completion Date</th>
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## III. District and School PLP Support

District/School Administrator Support Activities

*My signature below indicates that I have received a copy of this Professional Learning Plan and that I understand and contributed to its contents.*

Teacher Signature: ____________________________ Date: ___________

Supervisor Signature: ____________________________ Title: ____________________________ Date: ___________

## IV. PLP Progress Summary

*Interim Review of PLP Progress*

Modified from New Jersey Department of Education

November 2013
<table>
<thead>
<tr>
<th>Area No.</th>
<th>Demonstrated Progress</th>
<th>Sources of Evidence</th>
<th>PLP Revisions (if applicable)</th>
<th>Review Date</th>
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<tbody>
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*My signature below indicates that I have reviewed the information recorded in the Interim Review of PLP Progress and that I understand its contents:*

Staff Member's Signature: ___________________________  Date: ____________

### Summative Review of PLP Progress

<table>
<thead>
<tr>
<th>Area No.</th>
<th>Professional Learning Goals</th>
<th>Expectations Met (Y) or Not Met (N)</th>
<th>Sources of Evidence</th>
<th>Summative Review Date</th>
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Staff Member's Signature: ___________________________  Date: ____________