Windows on

Professional Development

Professional Development in the Big Picture of the School

Teacher turnover is costly to a school in many ways. In fiscal terms, "The cost to education systems of teachers leaving the profession amount to approximately 20 percent of each leaving teacher's salary." (Benner 2000) This cost is substantial, but the cost to a school of good teacher's leaving the profession is higher. There is an effect on student learning, on time spent in seeking out other qualified teachers, in training costs, in negative impacts on the cohort of colleagues and the parent and student community, in out-of-field teaching, and so on. One reason for teacher turnover in charter schools that emerges over and over again is lack of support and lack of specific training, accompanied by lack of ongoing expert coaching and support. This reason (lack of professional support) emerges most often from discussions with selected Colorado charter school teachers when asked about reasons for leaving their schools. Typically, the lack of professional development is also coupled with miscommunication about the role of the governance structure related to evaluation processes, and/or lack of coherence between the professional development and the appraisal system.

There are several terms that refer to the goal of teacher professional development including *performance management, staff development, ongoing educational development,* and *appraisal and development.* All of the terms are somewhat synonymous as they refer to a process of setting goals, providing ongoing feedback, and of people helping other people to become familiar with ideas and tools with which they can work smarter and more effectively. The primary objectives of this manual are:

1) To provide a framework for understanding professional development,
2) To share foundational ideas and summarized research for consideration during a school team's development of a professional development program, and
3) To provide the reader with a few different professional development and appraisal ideas, the use of which may help school leaders in designing their own model. It goes without saying that any system of teacher professional development should primarily be concerned with student achievement, and also be directly connected to the evaluation and appraisal process. .

Good professional development for teachers focuses on students first. In this process of student learning, a professional development system identifies and builds upon areas in which teachers excel and it also identifies and provides training in areas in which they can and should improve. It begins from the question, "What do teachers need to know in order to teach and assess all students well?" A comprehensive professional development system increases (both in breadth and depth) teacher capacity in the complex work of

teaching diverse students as it ideally increases personal satisfaction. A good professional development system will work to distribute intelligence across the system within a design that develops the vision, philosophy, and mission of the school. Good teachers are the "gold" of excellent educational systems. Thus, focused, specific, on-going, measurable, job-embedded professional development should be part of the culture in schools.

Background Knowledge on Professional Development

According to the National Commission on Teaching and America's Future, "more than 12% of all newly hired teachers enter the workforce without any training at all and another 15% enter without having fully met state standards." "Nearly one-fourth (23%) of all secondary teachers do not have even a college minor in their main teaching field." "Most elementary school teachers have only 8.3 minutes of preparatory time for every hour they teach, while high school teachers have just 13 minutes of prep time per class hour." (2002) In addition, out-of-field teaching may have a significant impact on the quality of instruction especially for minority and high poverty students (Ingersoll, 2002). In charter schools, as in other public schools, the need to attract, develop and retain highly-qualified teachers is crucial, and it is promoted by No Child Left Behind.

According to research, the single most important strategy for improving student education is in preparing and supporting excellent teachers. From the executive summary of "What Matters Most: Teaching for America's Future" published at Columbia University (2002), the three premises for teacher preparation are put forth:

1. What teachers know and can do is the most important influence on what students learn.
2. Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.
3. School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

The landmark report *A Nation at Risk* called for recruiting more teachers with degrees in subject areas. The most recently released report from the Koret Task Force on K-12 education ("Our Schools Our Future, Are We Still at Risk?") and the book of the same name call for three core principles in reform: **accountability, choice and transparency**. NCLB ("No Child Left Behind" places the demand on schools for highly qualified teachers in every classroom, and NCLB will continue to be a force in every school. Professional development of teachers was one of the original six goals of educational reform adopted in 1989 and cited by the governors of the states as necessary to "prepare all American students for the next century." In short, focused teacher professional development is no longer a choice for charter schools; it is a requirement.

Recently, the American Board for Certification of Teacher Excellence and the American Society for Curriculum Developers held a debate on teacher quality (EDPolicy Update, March 2003). This debate, as well as other discussions of the design of teacher support systems, focuses on two visions:

1. The trade model of teacher preparation in which teachers receive training prior to teaching but with the majority of training occurring "on the job" and
2. The importance of subject matter preparation and instruction in the science of teaching.

Though the debate is unclear, the call for more subject-specific preparation along with research-based instructional methodology is being reinforced from many sides, and underlies the choices one will make in professional development design and teacher appraisal systems.

The U.S. Department of Education's Professional Development Team identified ten principles of high quality professional development to serve as guidelines (Office of Educational Research and Improvement (OERI), 1997). High quality professional development:

1. Focuses on teachers as central to student learning, yet includes all members of the school community.
2. Focuses on individual, collegial, and organizational improvement
3. Respects and nurtures the intellectual and leadership capacity of teachers, principals and others in the school community
4. Reflects best available research and practice in teaching, learning and leadership
5. Enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards
6. Promotes continuous inquiry and improvement embedded in the daily life of schools
7. Is planned collaboratively by those who will participate in and facilitate that development
8. Requires substantial time and other resources
9. Is driven by a coherent long-term plan.
10. Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

This list can be used as a touch-stone for schools in the process of developing their own specific professional development and appraisal system.

In addition to the guidelines above, principles of adult learning include the facts that adults bring a variety of background knowledge and skills to the table, and that they have varying styles of learning. Typically, adults learn best with a hands-on approach that includes coaching. Adults are more effectively motivated by being provided with specific, practical applications that are relevant to their practice in the classroom, than by lectures and being talked to individually about ideas or practice. Yet, even with the principles for adult

learning attended to, and with a framework for standards for professional development at hand, change to a more coherent and defensible system is still a challenge in many schools. Peter Senge in *Schools That Learn* (2001) wrote "Behind each pattern of behavior is a systemic structure—a set of seemingly unrelated factors that interact, even though they may be widely separated in time and place and even though their relationships may be difficult to recognize. When studied, these structures reveal the points of greatest leverage: The places where the least amount of effort provides the greatest influence of change." Mr. Senge, Senior Lecturer at the Massachusetts Institute of Technology and Chair for the Society for Organizational Learning, went on to discuss this idea with the Journal of Staff Development in Summer of 2001 (V. 22, No. 3). He stated that the question "what are the points of greatest leverage?" really had another question underlying that question and it is *"For what?"* *"If your aim is to bring schools into conformity with what they traditionally have been asked to do, that's one set of aims. If your purpose is to transform the system of public education, as Dr. Deming believed was necessary, then you look for different types of leverage. Given that, there are two areas of leverage that come to mind—innovative educators and parents. I believe that really profound change can't be imposed; it has to be nurtured. …so a place of high leverage in schools is engaging teachers, principals, and parents in creating something new."* Also*, "Years ago, a principal of an innovative school told me something at really struck me. She said her primary job was creating an environment for teachers to continually learn. She said she was convinced that if teachers were continually learning, kids would be continually learning. We are not lacking for mechanisms for that learning."*

The Professional Development Framework

There are many guidelines and standards that can help school leaders in developing a coherent professional development framework and objectives. Four different examples are provided for school leaders to examine in light of their school goals and to provide a "big picture" view of professional development design.

The *Guidelines for the Professional Development of Educators in Colorado* (also reference Colorado Department of Education website at www.cde.co.state.) are adapted from Colorado Department of Education's *Professional Development in Colorado Schools* and the National Staff Development Council's *Standards for Staff Development.* Both sets of guidelines identify three areas for effective pre K-16 educator preparation and ongoing development. These three areas are:

      A. Process
      B. Content
      C. Context

Process
Following the guidelines, the process of educator training should be rigorous, results-based and tied to student achievement. It should be ongoing and an integral part of the educator's workday. It should use a variety of approaches and professional development models (including individually guided, observation/assessment, involvement in the development/improvement process, training, action research/inquiry, reflective practice). It is teacher-designed, collaborative and school-centered, and focuses on teachers as central to learning, yet includes all other members of the school community.

Content
The content guidelines for effective educator preparation and ongoing development stress a focus on student learning, being rich in academic content, learning processes, current research, materials and technologies. Effective professional development should also be systematic using student work and data to improve teaching and learning.

Context
The context for educator preparation and ongoing development allocate adequate resources (including time, people and facilities), align with long-term and district vision, goals, accountability plans, and other components of a standards-driven system, require participation and support of all administrators, promote understanding of change, leadership and organizational development, occur in environments of safety, trust, and shared problem solving, and promote equity.

The American Federation of Teachers Professional Development Guidelines Summary includes the following principles:

1. Professional development should ensure depth of content knowledge
2. Professional development should provide a strong foundation in the pedagogy of particular disciplines.
3. In addition to content and pedagogical content knowledge, professional development should provide more general knowledge about the teaching and learning processes and about schools as institutions.
4. Effective professional development is rooted in and reflects the best available research.
5. Professional development should contribute to measurable improvement in student achievement.
6. Effective professional development expects teachers to be intellectually engaged with ideas and resources.
7. Effective professional development provides sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate these into their practice.
8. Professional development should be designed by representatives of those who participate in it, in cooperation with experts in the field.
9. Professional development ought to take a variety of forms, including some we have not typically considered.

INTASC (Interstate New Teacher Assessment and Support Consortium) has established performance standards and examinations for beginning teachers. The consortium is based on ten principles and three sets of standards. The ten principles are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning, and can crate instructional opportunities that are adapted to divers learners.
4. The teacher understands and uses a variety of instructional strategies to encourage student's development of critical-thinking, problem-solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

(The associated standards of INTASC also include standards for knowledge, disposition standards and performance standards.)

Finally, the Vermont Standards Board for Professional Educators (1999) are also seen to be coherent with the previously mentioned standards and focus on expectations of quality teacher outcomes. The first three of five are listed here:

1. (Regarding content expertise) "Each educator continues to acquire new learning in the content area or areas of professional endorsement and reflects this new learning in professional practice. Each educator is knowledgeable about the content requirements of his endorsements."
2. (Regarding methodology and pedagogy) "Each educator continues to acquire knowledge in best practices in teaching and the learning process, so as to improve learning opportunities for all students."
3. (Regarding collegiality) "Each educator works collaboratively with colleagues at local, state, and national levels to improve student learning through implementation of national standards, state standards, district goals, school goals, and action plans."

Interestingly, these standards, principles and guidelines coming from different sources have much in common, as can be seen from comparisons above. The presentation of this information in one location provides school leaders with a resource for listing specific standards from which to create their own school's professional development standards and plan that is coherent with the school's mission and vision and with its teacher appraisal plan. The more coherence there is between all of these crucial parts of teacher and organizational development, the less wasted time and effort will be expended for students.

Another document, The Standards for National Board Certification of Teachers, includes specific **content** requirements. For example, in the area of Adolescence and Young Adulthood/English Language Arts, teachers are expected to be able to pass several written exercises. Samples of these exercises include:

Analyze connections between literary devices and meaning; read a poem, discuss theme and effect, and use details from the poem to show how identified literary devices affect the text.

Demonstrate their knowledge of the reading process and ability to analyze student reading. They will be asked to read a passage, a student prompt and a student response, and to determine the reasons for misconceptions in the reading. They will also provide strategies to correct the misconceptions. And

Demonstrate an understanding of audience and purpose in writing and an ability to analyze techniques authors employ to make a passage effective. They will be asked to read a non-fiction passage, discuss audience and purpose, and analyze techniques that make the piece effective for the audience and purpose.

These samples of expectations are coherent with the more general standards that also highlight **the need for teacher expertise in content areas *and* in instructional methodology**. These expectations of level of knowledge and skill may be helpful to a school in defining and incorporating specific content expectations in any professional development and teacher appraisal system.

In addition to reviewing standards documents, it is helpful to review Colorado state statutes periodically. These references are provided to school leaders as a quick reference with a focus on specific areas relevant to teacher professional development:

On Educational Accountability

Regarding Charter School Status: (22-30.5-104. (7) (a)) "A charter school shall be responsible for its own operation including, but not limited to, preparation of a budget, contracting for services, *and personnel matters.*"

This clause provides a wide scope and opportunity for charter schools, yet it also offers challenge.

It is helpful, even though a charter school is not required to follow state or district professional development, to know what the state and local guidelines are. In addition, many teachers who have obtained their initial teaching licenses will wish to renew their licenses and will want to ensure participation in appropriate activities that will contribute to a continuation of that license.

School leaders should be familiar with state statutes about license renewal so as to have a comprehensive approach to the development of their own program. Specific information is excerpted here for school leaders from *Colorado School Laws, 2002* for reference. There are also other statutes, such as those relating to exceptional children, that should also be carefully reviewed.

Regarding License Renewal: (22-60.5-110. (b)). "A professional licensee shall complete such ongoing professional development within the period of time for which such professional license is valid. Such professional development may include, but need not be limited to, in-service education; college or university credit form an accepted institution of higher education, an institution within the state system of Colorado community and technical colleges, or a Colorado local junior college; educational travel; involvement in school reform; internships; and ongoing professional development training and experiences. The state board of education, by rule and regulation, may establish minimum criteria for professional development; except that such criteria shall not:

(I) Specify any particular type of professional development activity as a requirement or partial requirement for license renewal;

(II) Require completion of more than six credit hours or more than ninety total clock hours of activities during the term of any professional license,

(III) Prescribe a schedule for completion of professional development activity during the term of ay professional license; or

(IV) Require prior approval or supervision of professional development activities.

(c) In selecting professional development activities for the renewal of a professional license pursuant to this section, each licensee shall choose those activities that will aid the licensee in meeting the standards for a professional educator, including but not limited to the following goals:

    i. Knowledge of subject matter content and learning, including knowledge and application of standards-based education. . ;

    ii. Effective use and appreciation of assessments;

    iii. Effective teaching of the democratic ideal;

    iv. Recognition, appreciation, and support for ethnic, cultural, gender, economic, and human diversity to provide fair and equitable treatment and consideration for all;

    v. Effective communication with students, colleagues, parents and the community;

    vi. Effective modeling of appropriate behaviors to ensure quality learning experiences for students and for colleagues;

    vii. Effective leadership to ensure a school community that is committed to and focused on learning;

    viii. Consistently ethical behavior and creation of an environment that encourages and develops responsibility, ethics, and citizenship in self and others;

ix. Achievement as a continuous learner who encourages and supports personal and professional development of self and others; and

x. Effective organization and management of human and financial resources to create a safe and effective working and learning environment."

In examining the above excerpt from the *Colorado State Laws 2002*, leaders can note the variety and scope of the criteria. A charter school leader may choose to use part of the criteria in the development of a school professional development plan. For example, in developing focus areas for the school, he or she might consider whether there are also focus areas on ethical behavior, management, diversity and so on, to ensure balance of skills for teachers in the school community.

Foundational Questions

In addressing professional development as a comprehensive program, foundational questions must be answered such as

"*What content knowledge and what instructional skills do we need in individual teachers and in the professional team to improve student performance?*"

"*How can we facilitate classroom implementation of these ideas and strategies so that they become embedded in long-term professional growth?*'

"*Is everything we do focused on student achievement and teacher expertise?*"

Unfortunately, too often, professional development is left to a haphazard planning process, due to the urgent demands on a charter school leader's time.

The following "professional development schedule" for teachers, created by a principal, is an actual artifact not untypical of others I have seen:

Professional Development Schedule, Second Semester

Inservice Days

January 6	*Implementing IEPS and Behavioral Modification.; also blood-borne pathogens information*
March 7	*Regional conference, five teachers can go*
April 22	*Review discipline and make modifications in our program*
May 10	*Review policies, report cards, end of year housekeeping*

Conferences that teachers can apply for:

Inclusion conference; literacy conference, writing conference, guided reading conference

Professional Development Schedule by Weeks (Faculty Meetings)

January	*staff get-together*
January	*middle school: discuss homework load, discipline problems, parent involvement*
January	*all staff discussion of potential cuts in budget*
January	*K-5 meeting to learn about the computer lab and Accelerated Reader*
February	*middle school: discuss something, maybe student behavior again?*
February	*open for teachers to work in rooms*

*February   all staff: (undetermined focus. Motivation? Perseverance?
                Reviewing rules about student discipline?)*
February   middle school: evaluate curriculum
March   K-5: evaluate effectiveness of curriculum
March   CSAP procedures
*March   K-5 (maybe ideas for content presentations and traditions? Ask
                teachers)*

When looked at carefully, though there are many items listed, this plan is basically a schedule of disconnected activities and random conferences. Some of the opportunities are related to understanding existing skills programs, but overall, this schedule is not a *plan.* It does not fit coherently into the guidelines and standards, nor is it clearly related to the school's vision, mission and student achievement data. It does not have a spiraled process of communication and mentoring, monitoring and improvement. It does not build upon previously established professional development nor does it provide those in the learning community with a coherent understanding of what is important and how one gets there.

In addition, the weekly "professional development" schedule example (essentially brief talks at faculty meetings) is not a process of professional development. It is obvious from the principal's comments that it is not even completely thought out, and is primarily a patchwork of "things that need to get done." One faculty meeting is hardly the place for "curriculum evaluation," for example.

Developing the program within the mission, philosophy and vision of the school and with state standards for performance in mind is crucial, as is a connection to a clear communication plan and teacher appraisal plan. When good information about teaching is gathered, that relates to student achievement, there must be places carved out into the plan for reflection, implementation, monitoring, feedback, practicing again, integrating lessons, developing assessments, sharing achievements and so on.

"The difference between experts and experienced nonexperts is not that one does things well and the other does things badly. Rather, the expert addresses problems whereas the experienced nonexpert carries out practiced routines." (Bereiter and Scardamalia, 1993). In a school of excellence, teachers must be helped onward into expert status. The Professional Development Plan is one tool that will contribute to this movement. Short-term, disjoint development activities can give a sense of doing something, when it is only reinforcing nonexpertise. The Professional Development Plan includes reference to data and benchmark points as well as specific and measurable goals for improving scholarship and pedagogy for the good of the students. Schmoker (2001), cited in Marzano (2003, p. 159), addresses the importance of data, "…it is that successful organizations do not just *collect data,* they *revere* it. They aren't satisfied with data until data have life and meaning for every teacher; every pertinent party. They use data to create and to ensure an objective, commonly-held reality."

One tool for shaping professional development is that of a professional development school. This type of school can take many forms, including small cadres of "schools" within a school, sponsored by lead teachers as well as connections with universities or businesses. Another effective tool that can be put into the professional development plan is that of teacher networking. Teachers who work in grade levels and/or specialize in specific content areas in charter schools can work across boundaries via the internet or through visits. The Professional Development School has been proven to be very effective for promoting personal reflection on practice, allowing a venue for idea sharing and feedback, and providing "practice fields" and coaching for teachers in content and pedagogy. When carefully organized by lead teachers and principals, it can be a powerful design for improving content knowledge and thus helping students understand knowledge, in improving one's own instructional delivery and in helping students learn better through that improved instructional delivery. In the Professional Development School model, teachers can also be helped to understand how and why to gather and analyze data about student improvement and through working with others in examining the status of learning, what to do with that information.

"*By saying that the true teacher must master a body of knowledge, we distinguish knowledge from information. Much confusion results from mistaking one for the other. Information is to knowledge what sound is to music, the unorganized material out of which the structured result is composed.* **Detecting ignorance while ignoring understanding is one of the great hazards of all teaching**." (Banner and Cannon, 1997).

The AFT in its "Principles for Professional Development" shares information on what a strong foundation in the pedagogy of different disciplines means for teachers:

1. Understanding and promoting how to truly know science, or history, or art, thus developing the ways of thinking in a discipline
2. Using the most useful ways of representing ideas in a specific discipline
3. Designing and understanding the most powerful illustrations and analogies for representing a concept
4. Knowing what makes learning specific things in a content area easy or difficult
5. Having a repertoire of the kinds of questions that help to reveal and develop understanding
6. Knowing the most effective strategies to address misconceptions that commonly arise with regard to particular content or particular developmental levels, given students with specific background experiences and knowledge.

For students to become competent in a particular discipline, they must gain a deep understanding of factual knowledge, then be able to place that knowledge into a conceptual framework in a well-organized fashion so that networks may be developed and accessed for various purposes. In looking into teacher development in content areas, school leaders should examine the level of knowledge, conceptual understanding, questioning, and organization of the discipline. Any gaps or weak areas can then be addressed through a coherent content-focused plan for the teachers teaching in that discipline. Some organizations such as the Bradley Commission have put together "Habits of Mind" which can also be useful to teachers and curriculum developers in developing an effective approach to content presentation.

Some teachers find themselves working in what Johnson and Kardos (2003) labeled "Novice-oriented professional cultures" (reference "The Project on the Next Generation of Teachers at the Harvard Graduate School of Education"). The authors noted that these types of schools *generally included two types: start-up charter schools staffed largely with new recruits, many of whom had no formal preparation as teachers, and urban schools that were poorly organized or in disrepair, and thus, repeatedly experienced high turnover as teachers left for better work settings. In these schools with so many new teachers, there existed an abundance of energy and vigorous commitment—but little professional guidance about how to teach." (p. 1)* The authors contrast the novice-orientated culture to the integrated professional culture. Often these cultures have schools within schools as subunits, encourage ongoing professional exchange across experience levels and provide sustained support in pertinent areas of content, process and context, for all teachers. It would be the goal of all charter schools to move their faculty to a position of experts within an expert culture.

Effective professional development programs expect teachers to be intellectually engaged with ideas and resources and to use them; to grapple with meaning and with complex problems and to generate understanding. Effective professional development programs also provide sufficient time and resources to enable teachers to master new content and pedagogy so that it may be integrated into their practice. (AFT, Principles for Professional Development).

Yet another tool for increasing effective professional development is illustrated in the PATHS model (Philadelphia's humanities collaborative), or in PLUS the mathematics collaborative. PATHS (Philadelphia Alliance for Teaching Humanities in the Schools) engages teachers directly in the humanities disciplines, with the goal of engaging students first in a genuine, un-watered down curriculum. PLUS is similar in design and focus in that it "engages teachers in informed and steady experimentation in mathematics teaching and sustained involvement with a professional community of mathematicians and mathematics educators." To expand on these ideas, leaders might also consider including in the comprehensive PD plans the

subject matter from professional associations that exist as resources for educators, or creating university partnerships.

   In summary, the "principles of learning" developed by the University of Pittsburg at the Institute for Learning in 2001, might serve as a general framework for thinking about the design of the whole-school professional development process. The principles are

   1. organizing for effort
   2. clear expectations
   3. recognition of accomplishment
   4. fair and credible evaluations
   5. academic rigor in a thinking curriculum
   6. accountability talk
   7. socializing intelligence
   8. learning as apprenticeship
   9. self-management of learning

   To expand on this list, the leader can take each component and consider what parts build and expand it. For instance, #1 above would be seen as a process that needs continual attention, not one that can be checked off once the teachers are hired. It includes communication, depth of knowledge, monitoring, focused training efforts, sustained reflection, the development and use of a network of experts, the development of varied support systems and strategic allocation of finances.

Roles, Competencies and Training Ideas

Moving from the guidelines and standards, through some foundational questions and some tools that might be used in developing and expanding the plan, we now move into specifying role competencies and looking at holistic training ideas. It is important in considering the design of an effective program, that effective professional development is not measured primarily by a "happiness quotient" (though of course, teacher happiness would be hoped to be one effect!) Effective professional development is intensive, substantial and sustained. The effects of good professional development impact practice and are generally observable.

Every comprehensive professional development plan essentially has several components:

1. the general plan: connection with standards, No Child Left Behind, and the strategic plan
2. the "intake" component and the new teacher training plan for the first months and through the year
3. the "ongoing" component for continuing teachers in the first months and through the year
4. the evaluation and appraisal of *the plan* as well as of *the teachers* implementing components of the professional development plan
5. the importance of including celebrations for individual and group achievements and improvement in learning.

Good professional development programs reflect priorities of the school and provide ongoing support, means for determining impact on students and encourage teachers to become active, investigative practitioners (Reference: www.nwrel.org) The literature on effective teaching emphasizes the importance of high-order thinking skills, which involves not conveying information as much as conveying understanding (McLaughlin and Talbert, 1993). In creating a professional development plan, the school leader might look at each component of professional responsibility, and determine how to break it down in process and product so that the "big picture" and all of the details are clear to all of the people impacted by the plan. For instance, professional responsibility in a school might include the fact that the teacher *seeks out and designs professional development activities and studies that are consistent with the school's goals, aligned with content standards, and which have a direct impact at the classroom level.* This is a good component of professional responsibility, but what does it mean in practice? How many hours are required? Are there specific areas in content knowledge that should be attended to? How are formative assessments created through the year to determine how to adjust practice when necessary? What type of subsequent training and support will be provided and by whom? Who is involved at each

step of the creation of the plan, the monitoring, making necessary adjustments and the appraisal? Into what type of rating scale will the success of the plan be placed? These are just a few of the questions that must be carefully answered as the professional development plan develops for individuals and for the school. The desired level of performance in implementing specific training initiatives should also be part of a comprehensive plan as should a direct connection with any performance objectives and the school mission and objectives, as coherence is important in the continuum of professional development and school improvement. Finally, when desired, the performance expectations, professional development plan and appraisal system can then be connected with a pay for performance program.

Unfortunately, due to the many demands on charter school administrators' time, professional development is often relatively inefficient, based on quick fixes rather than on strategic vision (for instance, presenting a purchased program's introductory orientation and training, rather than planning for long-term method study and deeper understanding of presented content). Initial training does not provide sufficient time for learned skills and knowledge to make a smooth integration into a practiced repertoire. The school calendar might need to be examined in order to provide strategic time and sufficient time for teacher development, with the goal of student achievement and progress in mind. For example, instead of trying to force major initiatives into small bits of time such as faculty meetings (as was seen in the resulting poor example of a professional development schedule presented in Chapter 3), schools might consider a weekly early release with an addition of 20 minutes on the other days. Perhaps the opening of school could be delayed, or perhaps a school could have two permanent substitute teachers that allow for regular teachers to observe each other, discuss new ideas, and practice new abilities. Any profession demands time, collegial interaction, study and practice.

The career and work of teaching includes several roles and expected competencies. "The professional approach to supervision would hold that teachers develop in their craft by being challenged to reflect on their assumptions and practices in collaboration with colleagues. Research and theory on learning and curriculum can be an important addition to that process" (Stewart, Prebble and Duncan, 1997).

In professional development planning, there should be networked links in all academic activities and the overall plan for student achievement. A school leader should ensure that any training, attending of conferences, new program development, or scholarly study directly connects to an individual's professional development plan, which in turn is clearly related to the school's 1) vision, 2) mission, and 3) content-and skill-specific objectives for students. As was mentioned, the achievement of the professional development plan and its positive effects on student achievement might also be tied to the salary scale and to any performance pay programs. The plan and the mission, vision and

student objectives should be able to be laid out visually with bridges easily made between them. Too often, leaders confront training opportunities in a scattershot fashion, looking first at the budget, thinking what can be gotten for the best value of money, and putting either everyone, or large groups, into the same training. In some cases, this approach may be appropriate, but in many cases, this is not the best way to approach systematic and strategic knowledge building. There should be a plan not only for directed and focused training and feedback systems, but also for sharing of gained knowledge. For example, one or two people may have gained significant knowledge through special training or conferences, but have no way to share that knowledge with others to allow for these new and rich sources of knowledge to embed themselves into various parts of the learning culture. **Without a way for staff to share new and important knowledge in an *ongoing* and professional way with others, value is lost to the whole school system**. In addition, unless the supervision and appraisal system is connected to the training system, value will also be lost. If a new method for instructional delivery is put into place after extensive training, yet is not connected to any appraisal processes, teachers may fairly assume that real value is not seen by administration in the presented program, and momentum in implementing the program will not be sustained.

In long-term planning for professional development, the leader may use a matrix for strategic and systematic planning, to examine strengths in knowledge and skill, and to locate opportunity areas for developing knowledge and skill with an eye on the vision, mission and objectives. Priority areas should receive first attention. In analyzing needs, a leader may graphically lay out what training has been done and in what ways it has enhanced other training, existing programs and ultimately, of course, student achievement. If the budget is tight and the priority areas for the year are literacy and economics, in that year, teachers probably will not be attending wilderness activity programs or math journaling seminars, however interesting and potentially helpful. Whenever possible, networking both within the system and outside of the school walls should consciously and specifically be expanded into the professional development planning process, so as to gain richness of shared ideas, methods and understanding.

In continuing the importance of retaining value in the school system, there should be a formal plan for dissemination of useful information to everyone in the school who can benefit from it, as well as a follow-up and feedback plan. Sometimes school leaders have specially-defined faculty meetings, regular team focus meetings, practice-fields (in which teachers practice activities with their colleagues, thus minimizing the risk of immediately transferring a new idea to the classroom without practice), teacher peer review, professional discussion forums and so forth. Whatever plan or plans are determined as useful by the school leaders, for disseminating information and ensuring a continuing benefit, they should be formally created and time must be built into the system for their analysis

and monitoring. Other urgent issues should not be allowed to interfere with the well-crafted and carefully-thought-out professional development system.

As the school leaders, board members, teachers and master teachers, parents, students and others involved in developing priority areas work together with professional development ideas in mind, a multi-year plan should also be designed, so that training builds on training, so that knowledge expands for the whole community, and so that progress toward the vision, mission and objectives may be benchmarked over time. A temptation is to make a one-year plan, and then to switch the plan or expand the plan to other areas the next year to a different content area, *without everyone knowing the big picture plan and timeline* and how it will impact other change initiatives. Leaders must resist this temptation. The school leader should have a documented plan as well as easily-communicated ways for the various members of the school community to access the plan, so that they too may share in the "big picture" of the system.

Student Assessments and Professional Development Planning

Student assessment data identifies valuable data for professional development planning. In making decisions about assessments, the leader should be especially cautious and strategic. Too often, additional student assessments are added into a system for the purpose of boosting "accountability", where "accountability" or purpose is not clearly defined. Some schools have added more assessments to programs without evaluating the true effect of existing program assessments and student improvement, seeming to believe that "new is simply better." Sometimes, purposes are mixed. One way to evaluate the important decision of implementing new assessment of student progress is to ask the following questions and specifically respond in writing to them (first as the school leader and then with focus groups of teachers and students who will be directly impacted by new assessments). Writing the answers helps to focus the mind and it also provides a visible tool that others involved in the decisions of assessment may also access.

1. What are we trying to assess?
2. Why are we trying to assess this?
3. What assessment are we considering and why is this assessment better than other similar ones?
4. What is the time of administration and length of administration? Does the time of year and length of the test fit in with other testing we are doing AND with the purpose of the assessment (see #7-9 below)?
5. How reliable is the assessment? Does it provide data that we are not able to retrieve in another way?
6. Are we considering end-of-year evaluation instead of regular and varied evaluation and assessment of progress throughout the year on a defined plan? If so, what do we plan to do with this data at the end of the year?

7. Are we assessing how much content a child retains?
8. Are we assessing skill development and content retention?
9. Are we assessing how much content a teacher covered in a year?
10. Are we evaluating what content pieces need to be increased in percentage of classroom time devoted to them?
11. Are we analyzing how much content or skill areas a teacher failed to teach?
12. Are we looking to identify areas of content mastery that were too difficult or too easy?
13. Are we thinking about an assessment that is measuring the same things as a state or district standardized test? If so, why?
14. Are we seeking information based on expectations of a bell-curve or seeking general trends over time in the general population?
15. Are we seeking longitudinal or short-term data in individual students or groups of students?
16. Could there be any bias or distortion in our view of assessment or is there any bias or distortion that should be controlled for in the assessment?

The answers to these questions should provide a foundation from which to evaluate and clarify the purpose, and to widen the discussion base again to the big picture view. Often, a process like this also uncovers misconceptions. One person on an assessment evaluation team might say, "I thought these assessments would tell us more about curricular coverage" while another might respond, "This type of assessment won't work at all grade levels, so I assumed it was for the middle school where state assessments already address these areas." It's important to have these types of questions and concerns surface early rather than late.

To have a data-driven system, the performance decisions and assessments should be tied to results, but the "results" should not be simply end of the year summative data. Unless all students are guaranteed to remain over multi-years with the school and have opportunities to remediate performance and knowledge acquisition, end-of-the-year results won't provide the ongoing and job-embedded data necessary for improvement and professional decision-making. Regular, on-going summative data should be gathered using various types of assessment tools. Assessments that special education students, limited English proficiency students, and other special populations participate in should also be regularly evaluated using many of the questions posed above. Where possible, assessments that follow individual student progress over time should be implemented and carefully monitored by teachers and by the principal. For instance, if a school has implemented a literacy framework and literacy profile for each student, professional development can be tied via data collection, directly to the framework and profile.

Assessment is time-consuming and must be determined carefully so that after assessment decisions are made, everyone involved (including the students) clearly knows the purposes and understands the results in light of the desired results, with the accompanying plans for improvement. This information should be documented as well as shared in other ways with all persons directly involved.

Assessments of teacher professional development and performance should be put into place in the same way. All teachers should understand the vision and the mission, and application of ideas moving toward achieving both. All teachers should understand priority areas, the budget constraints, their part in school priority areas (even science teachers are involved in literacy goals), and how to understand results and longitudinal data for the primary purpose of school improvement and improvement in student achievement in all areas of study.

Examination of assessment should be extended to examination of classroom assessment. For example, Stiggins and Knight (1997) suggest analyzing which assessment method works best for a particular goal. If mastery of content knowledge is the assessment goal, a "right answer" test or essay test may be the best choice; if demonstrating performance skills is the goal, a "right answer" test or essay would not be the best choice. The coverage of content addressed in an assessment should also be representational of the lesson or unit. It is very important to remember that the work of a principal be one of making great teaching possible.

Professional Development and Teacher Appraisal

The teacher appraisal process must be part of a coherent professional development plan. In my work with charter school principals, I have run into a few hard-working men and women who, during their first year, and due to the many events and urgent claims on their time, have chosen to put the development process for teachers on the back burner. Unfortunately, they then end up doing a rushed formal evaluation prior to contract signing, without having gathered sufficient preliminary data from informal observations, effects of support on student achievement, or monitoring of early-year training initiatives. Even though a first year charter school principal has many urgent activities claiming attention on time and energy, the principal must remember that the important areas are primary and supercede the urgent calls on his or her time. Teacher professional development is one of the most important areas to which a school leader can attend. The level of teacher expertise directly impacts student academic achievement more than anything else in the school. If a school leader completes a formal evaluation without prior sufficient comprehensive monitoring of student learning, or without knowing about effective presentations of content and use of skill programs, that school leader is missing a crucial link in the entire framework of teacher professional development, and thus the process may become ineffective or may be perceived as unfair and inadequate. It is very important that the principal have a clear process for appraisal that includes a variety of data gathering and focused professional development opportunity. The process must be rigorously followed and seen as a priority area in the school. It should allow for feedback, conversations and growth plans, and the process should be shared, understood and perceived as adequate and fair by the teachers impacted by the process.

With the vision of student achievement before the leader's eyes, the appraisal process may include many different tools over time. One way some principals begin is with a metrics-gathering tool that includes a variety of informative data. Since appraisal systems must be based on real data, not assumptions or second-hand information, the first source of data should be regular observation of a teacher's field of work, which is of course, the classroom of students. It's important for a school leader to be present in all areas of the school, visible in classrooms, and available to students and teachers. It is recommended that observations occur informally several times during the year, before the formal evaluation process takes place. Informal observations should be accompanied by written documentation of what was observed, and also by dialogue afterward. Some observations should be "drop in" full-period and partial-period ones; others might be pre-scheduled and pre-discussed ones, also full-period, whenever possible. This type of structure leads to a better understanding of classroom practice, effects on students and also provides a fairer system (for instance, if one day isn't the best observation, the teacher can know that you will definitely be back several more times).

Students should be questioned informally about their learning and student work should be examined. This type of systemic observation is based of course, on the administrator's understanding the use of skills programs, on content objectives, on state standards, on effective instructional methods and school expectations. This type of systemic observation also provides for school leaders to be truly informed of what is happening, and for teachers to be part of the ongoing system of professionalism. Such a program of many observations also helps to avoid any manipulation that naturally occurs in a "one-informal and one-formal-evaluation" type of system (for instance, the case of a teacher preparing more diligently for the planned informal observation than he or she did for regular classes; or the presentation of a "best lesson" during the formal observation period). Teachers are no different from anyone in that they will want to do their best when their administrator is watching; however, it is important that the administrator work to break this tendency and promote doing the best possible work *every day of the year for the students*, not the administrator. Less-effective work should have opportunities for remediation and support throughout the year. During a process of regular, varied, and systemic observation, planning for remediation and monitoring results also becomes the administrator's and teacher's opportunity.

   In addition to regular observation, walking around the school and being visible in classrooms, understanding the interaction of standards and curriculum and methods, discussing what's happening in the school with various people including the students, is important in the professional development process. Quantitative data can and should be gathered for analysis with the teacher, not only from standardized sources, but also from artifacts from each classroom, and during the process of having discussions and making plans for professional development with teachers and helping teachers develop capacity.

Some examples of various data gathering that might be used in the discussions with teachers during the ongoing appraisal and development planning process:

1. Record the number and percent of students at each performance level of standardized tests. What can be determined from the disaggregated data? What plans can be made for improvement?
2. Examine a frequency distribution of assessments from classrooms as well as on observational data from several classroom visits. Do the teacher's lessons seem directed at the low, middle or high end of the distribution? How might professional development planning be incorporated to extend and deepen knowledge and skill for all students?
3. Examine level of teacher knowledge and skill, as well as the training teachers have participated in and whether it is being transferred adequately. Consider including the components of the holistic supervision model in the appraisal and development process.

4. Examine the student distribution from a grading rubric. Are there specific areas on the rubric that are weaker than others? Is there an area that might need to receive more time for effective instruction and practice? Is the time allotted to the topic or unit bringing the level of student learning to a higher level and not simply covering topics listed on the curricular map or in a textbook?
5. How is prior knowledge assessed and the information used in planning units and teaching? How is schema being built with and for students? Are essential questions being addressed adequately?
6. Gather and integrate information from ratings on parent and student surveys.
7. Gather and integrate information from ratings compiled from teacher duty assignments and training days in which the teacher participated.
8. Consider the types of assessment that are given in the classroom. A table or matrix might be used that includes the content focus areas of *knowledge and facts, application, analysis, interpretation, evaluation.* It might look like this. To the left, the teacher's assessments are listed for the unit.

(Assessments from a Unit on Language Arts)

Specific Content assessment	Notes	Knowledge and facts	Application	Analysis and interpretation	Evaluation	other
Spelling test						
Exam on the two novels						
Essay						

(Looking carefully at a representative sample of assessment data from the unit in Language Arts, the administrator and teacher put checks in representative boxes on the table. This information is discussed, and may also be compared with other pieces of evidence, such as "presentation of information," "facilitation of the flow of the learning periods" or "types of questions used in discussion," thus seeking any patterns that show effect in student performance or neglect of areas for improved student performance. Further data may be gathered on the group and from sample students from quizzes, standardized assessments, class participation, attendance, daily grades, homework samples.)

The school leader and teacher will decide cooperatively on the instructional change most likely to cause improvement in student performance. The school leader will provide specific and ongoing help to the teacher who is required to implement any changes. The school leader will keep communication open as both the teacher and the principal/director continually assess the results.

As was mentioned previously, in the appraisal process, there should be carefully analyzed and clearly communicated documents of the process PRIOR to using it. There should be opportunity to include rationale, and to dialogue about concerns and perceptions. A timeline should be determined with a guideline for number of observations and formal evaluative statements expected throughout the year, and with a period of time set aside specifically for formal appraisal. Methods of data collection for the appraisal should be shared information as should be associated performance criteria. Renewal/non renewal status criteria may also be included if a school has not adopted an at-will contract. A process of developing masterful all-around teachers and/or subject-specific scholars might also be included as part of the supervision-appraisal-professional development process.

Most appraisal systems include documents specifying performance areas. If the performance appraisal document includes performance areas such as *instructional planning, instruction, assessment, use of methods, classroom management, professional responsibilities,* each area should be clearly defined and discussed with all staff prior to the year's beginning. There should also be opportunity for employee comments, employee meetings and a performance summary from which the professional development plan for continuing employees is developed.

A technique called **360 degree feedback** would include feedback on performance from multiple sources. To contribute to the quality and integrity of the appraisal process, feedback is continuous and developmental rather than evaluative in the early stages. A coaching or mentoring session accompanies feedback. The development of a goal or action plan also follows feedback. The process is necessarily confidential. (Dyer, 2001, ASCD).

One way to help teachers improve their capacity is through cognitive coaching. In a **cognitive coaching model**, foundational beliefs include:

1. All people possess vast resources that are untapped.
2. Teachers' performances are based to a great extent, and come out of, internal skills.
3. All have the ability to improve and achieve excellence if effort will be put forth.
4. Skillful colleagues can enhance the process of improvement for teachers, but teachers must participate through reflection, being motivated, committed, and highly engaged. In addition, good cognitive coaching promotes productive states of mind including 1) efficacy,2) flexibility, 3) craftsmanship, 4) consciousness and 5) interdependence (Costa and Garmston, 1994). A school principal should be sure that the cognitive coaching process attends to each of these.

A four-stage process of teacher learning (following Peterson & Clarke, 1986) is identified as

1. planning
2. interacting
3. reflecting
4. application and projection to future state

Each of these stages is an area for intervention, discussion and improving skills and knowledge. Coaching competencies in the school leader include a) a proven skill base, b) skillful questioning, c) active listening, d) probing for specificity and elaboration, e) collecting data and f) using it thoughtfully.

A coaching session includes a pre-conference, observation and post-conference. The process of coaching includes sustained focus on the effectiveness of the teaching process. Learning, transformation of the mind, expansion of frames of reference, intellectual capacity and repertoire are included in this focus on effective teaching process.

1) The pre-conference includes discussion of learning goals, anticipated student interactions and how a teacher will know the students have achieved these goals, and effective instructional strategies that will be used.
2) The observation will have intensely documented data on teacher knowledge, student performance, student engagement and interaction, techniques and methods, etc.
3) Post-conferences may be extended over time and overlap (spiral with) other conferences. The post-conference includes much questioning and probing, recall of specific information, reconstruction of events, and analysis of data for student achievement. Discussions may center on promoting improved teacher and student thinking, use of standards, overview of annual maps and curricular goals, use of assessments support in new instructional methods, reflecting on and reporting on, student learning.

Quote for Reflection
"You cannot strengthen the weak by weakening the strong. You cannot build character by taking away man's initiative. You cannot help people permanently by doing for them what they could and should do for themselves."
Abraham Lincoln

The Professional Development System

As administrators, school boards, and teacher leaders move collectively toward the creation of a professional development process and system, it is important to remember that general statements of competencies should be made specific and focused, be based on improving alterable school-level factors, and include challenging goals and effective feedback.

Assessment criteria from standards and other sources of data should be compiled using performance levels. Performance levels can be determined in different ways, such as noting "present or absent," specifying percent or number of visible performance criteria, or describing performance level (Center for Curriculum Renewal, cited in Carr & Harris, 2001, p. 71). Some schools have put into place a full-time teacher mentor for each group of 15 to 30 teachers. This mentor observes classes, models ideas, holds scholarly discussion groups, holds regular practice sessions, develops resources and so on to help allocate time and focus to the teaching staff.

In Marzano's thought-provoking book, *What Works in Schools: Translating Research into Action* (2003), teacher and school effectiveness variables are reviewed. Three teacher-level factors are reorganized from the mass of variables and research that has gone before. "The act of teaching is a holistic endeavor. Effective teachers employ effective instructional strategies, classroom management techniques, and classroom curricular design in a fluent, seamless fashion." (p. 77) From Marzano's work and the meta-analyses, common themes emerge. A school leader could use this information to design a professional development process that focuses on all three areas.

For instructional strategies, for example, the top four categories that affect student achievement the most are:

1. identifying similarities and differences in a content area
2. summarizing and note-taking
3. reinforcing effort and providing recognition
4. homework and practice

(p. 80, Marzano, 2003; Marzano, 2000; Marzano, Pickering and Pollock, 2001)

Each of the individual categories can be defined by listing specific content-focused behaviors of excellence. This "rubric" can then be the basis for teacher appraisal in light of the mission and standards, and used in determining professional development and effects of professional development. Teachers can be involved in action plans to strengthen any weak areas or fill gaps in instructional methods, such as designing a framework like the unit organizer (Knox, 1998) that helps a teacher to organize and evaluate coherent units.

Layered on top of such a tool, teachers and administrators can then include research-based delivery systems such as Quantum Learning for Teachers (Learning Forum) or others. The rubric then becomes understandable and part of the action process of improvement.

One of the other categories of teacher professional development defined by Marzano and others is that of curriculum design. Referring to other research, Marzano (2003) lists several principles from cognitive psychology that should be addressed as teachers are aided in their journey toward excellence. For instance, "Learning is enhanced when a teacher identifies specific types of knowledge that are the focus of a unit or lesson." (Principle 1, p. 109). Using the principles in Marzano's book, an administrator and teacher group can then make direct application to each content and skill area by defining specific foci for instruction and specific types of questions. This process involves the whole learning community and becomes a coherent way to develop content-focused professional development that is also aligned with standards and which can also be easily connected with appraisal and expectations.

In the text, *Succeeding with Standards, Linking Curriculum Assessment and Action Planning,* Carr and Harris (2001) identify principles of effective professional development that were original identified by Loucks-Horsely et al (1998), (the italicized phrases below identify Carr and Harris' list from their text).

1. *Effective professional development experiences are driven by a well-defined image of teaching and learning.* Decisions are made to define instructional guidelines to attain standards and to assess and evaluate assessment carefully.
2. *Effective professional development experiences provide opportunities for teachers to build their knowledge and skills.* Planning targets can be linked to the larger action plan.
3. *Effective professional development experiences use or model the strategies teacher will use with their students.*
4. *Effective professional development experiences build a learning community. This means that learning engages both children and adults*; collaborative and individual reflective practice is included in the professional development process, and evaluation of results drives decision-making.
5. *Effective professional development experiences support teachers to serve in leadership roles.*
6. *Effective professional development experiences create links to other parts of the educational system.*
7. *Effective professional development experiences are continually assessed and improved.*

From the general statements above, each content level class can be evaluated for specific levels of thinking, presentation and assessment. For example, in a sixth grade mathematics class, teachers might evaluate with their administrator, to what level the essential questions of mathematics at the grade level are addressed, how mathematics concepts are discussed, how patterns and connections are made, how often teachers focus on numbers and operations over analysis and logic, how a foundation for understanding algebraic concepts are laid, and so on.

When gaps are discovered, formal content-based courses might be located for improvement of knowledge, in association with courses for general pedagogy. Other ideas for expanding the idea of professional development include committee service including team evaluations, teaching a course or presenting a workshop to others in the school, mentoring programs, lead teacher development programs and so on. It is important to continually evaluate the focus of every new initiative to ensure that it is results-based and focused on student improvement. Data collection and analysis from the actual classroom context should be a regular part of all professional development.

In summary, as the process of a professional development process and system is designed, those involved in the process of design must consider (in writing)
1. stating standards for professional development and professional teachers,
2. identifying core goals for each grade level and performance standards,
3. defining elementary and secondary school team goals and performance standards
4. identifying areas of strength in the teaching system and identifying gaps and areas of weakness in the teaching system,
5. connecting actions to data and to standards and the school mission,
6. having an ongoing plan for various feedback. (Feedback is "information given about past behavior, delivered in the present, which may influence future behavior" (Seashore and Seashore, 1992)
7. evaluating any gaps and determine a specific plan that includes ongoing and job-embedded ways to fill those gaps,
8. including a communication system to ensure that valuable knowledge is shared and practiced with all key players, and
9. connecting directly with accountability through appraisal systems, which in turn are based on the mission and vision of the school.

This process is a very different one from listing a few activities to occur during in-services, and/or providing a few workshops and skill-based trainings during a year. Without such a comprehensive written plan, professional development often takes a backseat to all the other activities and urgent areas of school administration and management. But, when the focus comes off of students and teachers, trust and morale are lowered, and skills are not honed to a level of expertise in a timely fashion.

A list of enhancements and ideas that may be integrated into a school's professional development process:

1. Create Personal *Mastery Plans* related to school needs, personal talents, scholarship development, and areas needing strength. This PMP is revisited regularly and is used in discussions with PD groups and in mentoring situations.
2. Design time for *Faculty Forums*. Keep faculty meetings separate from Faculty Forums. Faculty Forums are professional focus periods for examining case studies, or examining research into practice. Forums may also be used for mini-trainings and networking.
3. Design *Renewal Investment Plans* which view teachers as assets, not costs. In such a plan, motivation, enthusiasm and energy are considered. What motivates certain teachers to achieve to higher levels? What leadership opportunities exist and how are teachers prepared for leadership growth?
4. *Train with a vengeance* and mentor wisely. Training must be based on the whole-school training program with an "eagle-eye" view.
5. Build *outside networks* for increasing knowledge and skill. Some networking ideas include other charter schools, district personnel, chat rooms, curricular focus groups (such as Core Knowledge), community organizations, business support groups, conference, business leadership forums, etc. Note: Networking can extend to student networking opportunities, parent networking opportunities, custodial networking groups and so on.
6. *Promote the Quest mentality* and being the best for the good of society. High morale is magnetic! Reading groups and cooperative scholarship study in content areas are ideas that help to promote this attitude of excellence.
7. *Mix up teams.* Have cross-grade or cross-content groups of teachers design and present lessons to colleagues for critique and refining.
8. Provide *reflection time* and collaborative observation time during the school day.
9. Encourage teacher groups to *identify naïve knowledge* students may hold in a content area and design better languaging and presentation to overcome naïve knowledge.

10. Create a culture that includes a *language of professional development*; for example, some schools use the language of Quantum Learning; others the ideas behind the Classical Trivium to unify communication, planning, and observation.
11. Encourage in the process of developing a *Professional Development Plan* or a Personal Mastery Plan, a personal vision statement.
12. *Keep asking* "Does this change really matter?" and define how it matters with students.
13. "*Stop doing non-excellent stuff.*" Tom Peters (1994)
14. *Eliminate "muda"* everywhere so that excellent "stuff" may receive focus (Knox, 2001, teacher training: "that which consumes energy but adds no value.")
15. Create *summary documents* of what has been done successfully in a grade level or content area, and analyze with a cross-grade team what else can be done, and what resources and training are needed to support more improvement.
16. *Address "knowledge capital"* regularly and specifically as a value and continual investment through a strong and regularly visited professional development plan.
17. *Use a test matrix* in evaluating student learning. On this matrix, state standards, local benchmarks, and content and skill may be listed along with level of knowledge, application or evaluation. Teachers may then analyze, using such a graphic representation, where heavy focus areas exist, where light attention is given, and how to move learning up along a continuum and expand understanding of important ideas and achievement of standards.
18. Use a *flexible schedule* to incorporate "late start" days in a semester, or other ways to carve in time for focused professional development. Use the time for planned professional development, not other activities.
19. Consider reducing some teachers' teaching loads, or even consider a "teaching and learning year" so that they may be involved in *team teaching, mentoring, professional reading and research.* Tie in a formalized method of accountability for time used during a learning period or learning year.
20. *Develop the school's library* of books and resources for personal professional development.

Portfolios in the Evaluation and Coaching Process

Portfolios are often components of a systematic professional development and appraisal system. Portfolios include specific and unique components related to the teacher's practice. These components illustrate achievement of, and data showing progress toward, specific objectives and goals that improve student learning. For example, if an objective of the school is to help all students achieve success with content, thematic areas in a portfolio might include

1) Scholarly Accomplishments in a Teaching Area.
2) Knowledge of Students and Diversity, and Commitment to Equity,
3) How to Guide Instructional and Curricular Decisions to Help Students Succeed,
4) Deep Knowledge of Specific Curricular Knowledge and Skills to Help Students Make Significant Connections and Develop Patterns of Thinking—directly connected to state standards,

Components are then defined in each thematic portfolio area. Data from several sources would be included in each section of the developing portfolio. Portfolios would be examined to define needed areas for professional development in addition to being summative documents. Examples follow of suggested components for portfolio sections.

The nbpts.org website lists standards for national board certification for teachers. The portfolio (for example in English/Language Arts for Early Adolescence) consists of four entries:

a. Analysis of Student Growth in a Subject Area (reading, writing)
b. Instructional Analysis—whole class discussion
c. Instructional Analysis—small groups
d. Documented Accomplishments, Contributions to Student Learning

In Middle Childhood through Early Adolescence for Mathematics, the standards address Knowledge and Teaching. In Knowledge of Students, Mathematics and Teaching Practice, the following are noted as focus areas:

a. "Accomplished mathematics teachers recognize that students are shaped by a variety of educational, social and cultural backgrounds and experiences that influence learning. They draw on their knowledge of how students learn and develop in order to understand their students and to guide curricular and instructional decisions.
b. "Accomplished mathematics teachers draw on their broad knowledge of mathematics to shape their teaching and set curricular goals. They understand significant connections among mathematical ideas and the

application of those ideas not only within mathematics but also to other disciplines and the world outside the school.

    c. "Accomplished mathematics teachers rely on their extensive pedagogical knowledge to make curricular decisions, select instructional strategies, develop instructional plans and formulate assessment plans."

Using information that evolves out of a plan such as that developed by the NBPTS, in each of the standards areas, schools could more specifically create rubrics and samples of work to show teachers expectations for portfolio data. The NBPTS assessment process, for example, examines content knowledge in six written exercises. Data illustrating accomplishment and knowledge in each of the related areas could become components of a portfolio. For English/Language Arts for Early Adolescence, the assessment areas are:

    a. Literary analysis (teachers analyze the connection between a literary device and meaning, discuss theme and effect, etc.)
    b. Universal themes (teachers demonstrate the ability to analyze and understand text and relate it to the human condition)
    c. Teaching reading
    d. Language study
    e. Analysis of writing
    f. Teaching writing

Other areas for attention in professional development include understanding of and use of, assessment data; use of technology for student achievement; personal reflection and growth in understanding of the content taught (including reading research or critical analyses); work to involve families and the community in the classroom activity, and developing a professional community across grade levels to promote quality and improve practice.

As mentioned, a school could adapt the standards referenced above, or use this information as a template for site development, using specific examples for the particular school.

Types of Coaching

There are generally two types of coaching: on-the-spot and sustained. On-the-spot coaching is typically spontaneous and determined by a situation with the goal for quick improvement in that situation. Sustained coaching, on the other hand, also has student improvement as its goal, but it is planned, deliberate and ongoing work to improve a predetermined challenge area a teacher faces.

Coaching gives specific feedback, but it is more than feedback. Both types of coaching involve clarifying what the teacher is doing right as well as identifying specific attention to what might be improved. Both coaching methods, in order for any positive changes to become integrated into the

teacher's repertoire, should include two-way communication to improve understanding of the different perspectives, and multiple, supported opportunities to practice and evaluate effects.

   A good coach does not only talk about theory, though it is important that the coach be grounded in knowledge and skill. A good coach moves quickly into trust-building, varied practice, practice fields, and improving expertise. A coach approaches the coaching with a specific program to:

1. Determine understanding of the role the teacher must play (perhaps if a teacher has switched grade levels, he or she may not totally understand all of the details and requirements of the position and the role with other team members)
2. Determine the level of ability (knowledge and skill), and where there are gaps or areas of weakness. Together, a plan may be made for creating a professional development plan that would address these inadequacies and the process of strengthening the teacher's position in the classroom and in the school. Any professional development plan, due to the costs of time and finances, must be considered in light of the budget and of other professional development needs in the school. All professional development should relate directly to the mission and vision of the school.
3. Evaluate the level, frequency and specificity of feedback the teacher is receiving. Is the feedback helpful, necessary, and focused? Perhaps the teacher is receiving dual messages from different members of the staff. Seek out ways to clarify and strengthen feedback in the professional development plan.
4. Evaluate the nature of the work and whether there are obstacles or "personal energy-consumers" that could be omitted to improve the quality of the work. One school identified as MUDA, that which consumes resources but gives no value (Knox, personal training work). Each teacher strove to identify and eliminate the varied "muda" in the workday and in the school. Discussing muda and making plans for individual classrooms, teams or in the entire school to eliminate it, is a valuable activity.
5. Determine the level of teacher motivation and perseverance. Sometimes, the challenge area is not in the level of skill, knowledge or application, but rather in other factors affecting performance. Though personal issues may be affecting performance, something in the system may also be doing so, such as the possibility that consequences for doing a task well are the same as for doing a task in a mediocre way, for being on a curriculum committee or not being on one.

Appraising Performance: Several Systems

Typically, in any good performance appraisal system, duties, expectations and standards for performance are defined clearly. There are different formats and processes for this, and some ideas are listed in the appendix. As has been mentioned, the performance appraisal system should be tied directly to the professional development system and professional development planning process.

In the appraisal process there should be opportunities for both verbal appraisal and written appraisal, based on substantial observation and interaction in the classroom and in the school. In the written appraisal (which may include many types of informal and formal written communication), there should be joint attention and discussion about the feedback. The teacher should be able to give input to the process and to the perceptions resulting from the classroom observations. Behaviors or actions, knowledge and skill may all be addressed as areas for commendation or enhancement. Information should be carefully listed based on facts, goals should be specific and training and support should be provided where necessary. A summary should be restated to reinforce the main points of the discussion, and both parties should receive copies of shared written documents.

Common rating trends (reference Schwartz, 1999) include the tendency to rate almost every employee as average. Generally, this type of rating means the administrator has not gathered sufficient data or does not have sufficient observational skills in the teaching area with which to identify specific positive and challenge areas. Sustained historical data is required for a fair appraisal process.

Another type of poor appraisal is that of undocumented harsh review. Teachers may not have received feedback during the year and then at year end receive a very negative review

One other area needing attention in the appraisal process is that of assuming one skill compensates for another. In short, a teacher may be very skilled at developing student relationships or relationships with parents. The administrator, being delighted at the lower level of problem calls coming from that particular classroom, assumed increased expertise in teaching, knowledge and understanding of the content area. A closer evaluation of more than personality is required. Evaluating assessments, higher order thinking, use of standards, and so forth, will give the administrator a more appropriate picture. Quality of teaching is much more than a favorable personal impression.

In the appraisal system, as directly connected with the professional development system, a record of training and skills should also be at hand for reference, thus avoiding any potential mistakes such as rating a teacher poorly who was not using a reading program method appropriately, when she really had had no sustained training in the method.

Questions related to the Professional Development System might include asking what the previously set objectives were and determining which ones need more work and which ones have been reached. Objectives for the new year should be specifically set and the responsibility for those objectives should be evaluated again throughout the year with training in mind. Both short- and long-term goals should be addressed in this process.

It goes without saying that development of a teacher's work skills and learning is valuable in many ways to the school, yet too often, professional development is hit-and-miss or just "miss." A specific plan should be created for training, course work, workshops, hands-on practice and coaching, networking with other teachers, mentoring, interning or apprenticing, doing active research, and other types of other development support. As has been mentioned, many schools tie some of their compensation system into their professional development and appraisal system, but when this is done, it is even more crucial that the entire process of student achievement, professional development and teacher appraisal systems be coherent, clearly documented and understood. There are many types of compensation incentives to consider including individual salary with bonuses, merit pay or performance-based systems, whole-school sharing of a certain amount of bonus money after achievement of a whole-school goal, sharing excess revenues from thrifty use of resources, or even shared leadership opportunities with increased compensation. Combinations of these may also be used.

Overall, attention to teacher professional development with a coherent and comprehensive plan, that is regularly attended to, will pay dividends many times over for student achievement.

Learning Communities and Professional Development

Several components of a learning community include:

1. the opportunities for continuous learning
2. collaboration, team work, team learning, shared inquiry
3. the development of systems to promote continuing, ongoing, and embedded professional activity and reflection
4. the connection of disparate parts of the system to its holistic environment and
5. strategic leadership. Leadership is crucial. In a Learning Community, principals and lead teachers should lead through shared vision and values rather than rules and procedures.

In a Learning Organization or Learning Community, collective knowledge can be brought to bear on a problem. Teachers in a Learning Community do collaborative research in cycles throughout a year and the information obtained from this research is put into action plans, from which more research on effectiveness is gathered.

DuFour (1999) noted, "I attempted to adhere to the principles of loose-tight leadership. I was 'loose' on the particular strategies teachers used to advance vision and values, but was determined to remain passionately 'tight' on the fact that our agreed-upon vision and values must be observed." (p. 15) This quotation from DuFour exemplifies the principal's role in balancing control and creativity in the standards movement, and is helpful as the school organization seeks to design systems and processes of professional development.

Learning organizations (and communities) "continually expand their capacity to create the results they truly desire, when new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." (Senge, 1990, p. 3) This type of community requires that each member be involved in deliberate and ongoing effort. In Senge's original model of a Learning Organization, he defined five disciplines that work together:

1. Systems Thinking
2. Personal Mastery
3. Shared Vision
4. Team Learning
5. Mental Models

This systemic thinking is a comprehensive pattern within which leaders may develop professional development processes and systems.

Finally, leaders involved in professional development should look at resources in relation to professional development planning and systems (reference www.nsdc.org/educatorindex.htm). The four following questions are taken from a larger list developed by the National Staff Development Council, 2002. They are helpful in the process of regular evaluation and revision of professional development at the school site.

1. Are items coded on the budget as professional development truly used as effective professional development?
2. Are major expenditures focused on a small number of initiatives?
3. Are one-shot workshops minimized?
4. Are professional resources improving staff knowledge and expertise?

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Appendix A

CDE and NSDC Guidelines for Professional Development

Appendix B

Various Documents to Assist Charter Schools in Their Own Planning
and Design:

From Christina Burton-Moore, Principal
Twin Peaks Charter Academy:
Professional Development Model
Teacher Performance Rubrics
Faculty End of Year Scoring Sheets
See website for TPCA in St. Vrain School District

Professional development plan developed by Tina Leone, Principal
Monument Academy

Elbert County Charter School, Early Model

Selected Articles from the Web Site:
www.ed.gov/pubs/PromPractice/chapter 7.html

Teacher Performance Rubrics

Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
Curriculum Designer 15%	• Lesson plans clearly indicate what students need to know and how they will be assessed • Demonstrates a distinctive knowledge of CK curriculum through fluent year long and lesson planning; • Write an exemplary CK unit • Utilizes a well rounded variety of resources for instructional purposes. • Clear distinction drawn between mastery concepts and introductory concepts.	• Lesson plans state what students need to know and how they will be assessed • Demonstrates a solid knowledge of CK curriculum through fluent year long and lesson planning; • Writes a proficient CK unit • Utilizes additional resources into lessons; • Some distinction drawn between mastery concepts and introductory concepts	• Lesson Plans point to activities which state what students need to know • Lesson plans indicate developing knowledge of CK curriculum; • Partial development of a CK unit; • Some additional resources used. • Initial understanding of mastery versus introductory concepts;	• Turns in timely and complete weekly lesson plans • Initial familiarity with scope and sequence indicated by following year long plan • Beginning understanding how to write a CK unit; • Few additional resources used in instruction.

Category	Level 4:Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
Learning Results 15%	• Designs exemplary differentiated instructional activities • Designs and uses a variety of creative instructional strategies (lecture, graphic organizers, projects and presentations.) • Exemplary classroom management and positive classroom environment • Increased normed or criterion referenced standardized test scores by 3 to 4% gain scores. • Consistently uses standardized test scores to set learning goals and produce learning outcomes.	• Uses differentiated instructional activities • Uses a variety of instructional strategies • Increased normed or criterion referenced standardized test scores by 2 to 3% • Consistent use of classroom management and creation of a positive classroom environment • Some use of standardized test scores to set learning goals and produce learning outcomes.	• Developing an understanding of differentiated instruction • Developing an understanding of how to use a variety of instructional strategies • Developing and understanding of classroom management • Developing an understanding of how to interpret and use standardized tests for diagnostic purposes	• Beginning understanding of differentiated instruction • Beginning understanding of how to use a variety of instructional strategies • Beginning understanding of classroom management • Beginning understanding of how to interpret and use standardized tests for diagnostic purposes

Category	Level 4: Commendable	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
Assessor **15%**	• Designs and uses exemplary multiple assessments* targeted to specific content and skills which are carefully aligned with CK and state standards • Exemplary use of assessments to design lesson plans backwards • Exemplary designs and use of continuous assessment strategies • Exemplary use of meta-cognitive self assessment data by students	• Proficient use and design of multiple assessments • Proficient use of assessments to design lesson plans backwards using assessments • Proficient use and design of continuous assessments • Proficient use of meta-cognitive student self assessment	• Developing an understanding of how to use multiple assessments • Developing the understanding of how to design lesson plans backwards using assessments • Developing and understanding of continuous assessment • Developing an understanding of meta-cognitive self assessment	• Beginning understanding of how to design and use multiple assessments • Beginning understanding of how to design lesson plans backwards using assessments • Beginning understanding of continuous assessment • Beginning understanding of meta-cognitive self assessment
Merit	**Level 4: Exemplary**	**Level 3: Proficient**	**Level 2: Developing**	**Level 1: Beginning**

Category			
Technician **5%**	• Exemplary knowledge and consistent use of technological tools into classroom instruction • Thorough knowledge and skill in using: Grade book program; homeworknow, word, e-mail *Technological tools include computer software, internet, sound equipment, audio-visual equipment used for classroom instruction and record keeping	• Consistent use of technological tools* to introduce instructional materials • Proficient knowledge and skill in Grade book, Homeworknow.com, word, excel, e-mail,	• Developing knowledge of power point, internet, excel and/or e-mail • Developing knowledge of how to use sound or audio visual tools in classroom instruction • Proficient knowledge of grade book and homeworknow	• Beginning knowledge of power point, internet, excel and/or e-mail • Beginning knowledge of Grade book and homeworknow

Merit Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
Net worker **10%**	• Exemplary evidence of introducing resources* into the classroom or school or in connecting the classroom to outside resources • Exemplary evidence of collegiality, networking, and proactive problem solving within the school environment aimed at increasing school improvement • Exemplary Grant Writing *Resources include materials, programs, speakers, professional development opportunities, enrichment programs, etc.	• Notable evidence of introducing resources* into the classroom or school or in connecting the classroom to outside resources • Notable evidence of collegiality, networking, consistent problem solving with in the school environment—team meetings, task forces, etc.- aimed at increasing school improvement • Drafting or initial stages or grant application	• Evidence of collegiality, networking with in the school environment aimed at increasing school improvement • Developing professional knowledge of grant writing	• Maintains a collegial attitude which is evident in participation on team, task forces, etc.

Merit Category	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Beginning
Leadership/ Supervision 10%	• Exemplary leadership* as team leader, committee member, or task force chair; • Exemplary leadership as mentor of other teachers/staff • Exemplary leadership as Board of Director's Representative • Leadership skills: excellent written and oral communication, problem solving, professionalism, attitude, interpersonal relationships, initiative.	• Demonstrates consistent leadership as team leader, committee chair, or task force chair • Consistent leadership as a mentor for other teachers/ staff • Consistent in put as Board of Director's Representative	• Developing understanding of leadership skills as part of team, task force or committee membership	• Demonstrates a beginning understanding of leadership skills by taking the initiative on small projects or problem solving specific issues

Team Participation (5%)
- Contributed to team planning of goals   - Contributed to team success in reaching goals in a measurable way.   - Contributed to sharing responsibility for solving problems identified by team.   - Demonstrated professionalism and collegiality..

Teacher Performance Rubrics

Parent Communication (5%)	Record Keeping (5%)

• **Written/Oral Parent Communication**
Monthly newsletter items
Returns Phone Calls/ Written notes in planners
Parent Conferences
 	
Child Study Team Referrals
	• **Lesson Plan Book**
	Clearly and consistently answers the following questions:
	   1. What do you want students to know?
	   2. In what Activities will students engage (Teacher Directed/Group Work/Seat Work)
	   3. How will the teacher know what the students know after teaching the lesson (written responses, discussion, group consensus, quizzes, mapping, brainstorming, projects, tests, etc.)?
	• **Substitute Teacher Folder**
	Two days worth of assignments provided to the office during the first two weeks of classes and updated throughout the year.
	
	• **Classroom Discipline Plan**
	A discipline plan consistent with TPCA policies and procedures has been communicated to students and parents and implemented in a fair and consistent way. Discipline referrals to the office have been fair and consistent
	• **Homework Record Keeping**
	Homework written on board
	Homework communicated orall
	Larger assignments communicated in writing
	• **Pupil Missing Assignment Reports**
	Sent home weekly in Thursday Folders
	• **Report cards**
	Completed and in a timely manner