

Steps for Designing Process

The professional development design process will not always follow a linear sequence. The order in which actions are addressed may vary based on the local context. The Design Component is preparation to implement the Ongoing Cycle. Review each component of the Ongoing Cycle in the following section prior to starting the design work.

- ❑ Using the research foundations for the strategies/models and past experiences of the trainer, determine how theory, demonstration, and opportunities for teachers to practice in the workshop will occur.
- ❑ Consider how supports will be provided and delivered. The initiative must have built in follow-up, support, and technical assistance. Determine how the LEA, AEA, or other approved providers will deliver ongoing technical assistance.
- ❑ Design schedule for professional development, raising questions such as:
 - How often will teachers engage in training/learning opportunities to ensure opportunities are distributed over the year and sustained? How long will they last?
 - Will training occur during the work day? Will classrooms need to be staffed to enable teachers to attend?
 - Will training occur outside of the contracted work day? Has the Teacher Quality Committee discussed the design and issues of compensation?
 - Have parents and community members been involved and informed so they understand the purposes of the plan and how teachers' time will be used for important learning?
 - How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of teachers and that practice opportunities are provided during training sessions?
- ❑ Design schedule for collaboration, raising questions such as:
 - How often will teachers engage in collaboration (peer coaching)? Are collaborative team meetings held frequently and throughout the year? How long will they last?
 - How should the Professional Development Leadership Team configure collaborative team membership? Partners? Small grade level teams?
 - Will collaborative team meetings occur during the work day? Will classrooms need to be staffed to free teachers to attend?
 - Who will facilitate collaborative team meetings?

Steps for Designing Process, continued

- Will collaborative team meetings occur outside of the contracted work day?
Has the Teacher Quality Committee discussed the design and issues of compensation?
- How will student data and teacher implementation data discussed at the collaborative team meetings be collected and organized?
- Set up a calendar for learning events and collaboration when teachers will engage in common training/learning opportunities. Communicate with all stakeholders.
- Establish a process with trainer/external experts for discussing data and determining how adjustments will be made in future learning opportunities to respond to what is learned from the analysis of ongoing data.
- Begin organizing the summative evaluation and establish procedures for collecting summative data.
- Make sure teachers have had input and feel engaged in the decision making processes used up to this point.

District Professional Development Plan	Building-Level Professional Development Plan
<p>Training/Learning Opportunities: Document that all teachers responsible for instruction are included in PD.</p> <p>Describe how collective (group) PD learning opportunities will be structured at the district level, if the PD is district-wide.</p> <p>Describe how theory will be provided.</p> <p>Describe how demonstrations will be included.</p> <p>Describe how teachers will be given opportunities to practice.</p>	<p>Training/Learning Opportunities: Describe the target audience for PD at the building level.</p> <p>Describe how collective (group) PD learning opportunities will be structured at the building level, for the full faculty or teams within the building.</p> <p>Describe how theory will be provided.</p> <p>Describe how demonstrations will be included.</p> <p>Describe how teachers will be given opportunities to practice.</p>