

APPENDIX 7: Professional Development Plan

The updated Professional Development Plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities as well as the mission, vision and strategic goals of the proposed charter school.

Needs Assessment

When considering professional development, schools need to complete a needs assessment of its professional development needs for staff to promote and sustain high quality instructional delivery and improved student academic achievement.

Subgrant Considerations

When creating the professional development plan, consider how the plan overlaps with other areas of the application, such as:

- **Subgrant goals and activities** – Does the professional development plan align with one or more subgrant goals or activities?
- **Budget** – Does your budget clearly support your professional development plan?
- **Technology** – Will staff/faculty need training on technology?
- **Library Media Center** – Will resources be purchased, and will space be set aside in the library for professional development books?
- **Networking** – How will you use professional development to improve networking opportunities?

Please note that CSP subgrant funds may only be used to make initial purchases of any type of professional development. Ongoing professional development costs are unallowable unless they are sufficiently justified in the program budget as to how a repeated professional development and/or conference attendance can be considered a start-up cost. For example, an expense could be considered allowable if the proposed professional development is an extension of previous year's training, will be provided to new staff members or different staff members will be attending a conference in the third year of the subgrant.

Professional Development Resources

When considering professional development resources, utilize appropriate opportunities offered by regional professional development providers, local school districts or other providers. Address any opportunity to network and make use of other experts in the region (charter school, public school, etc.). Look in-house for teachers or administrators with expertise that can benefit other teachers. Identify the resources required to provide the proposed training.

Promising professional development programs may include:

- Focus on teachers as central to student learning yet include all other members of the school community.
- Focus on individual, collegial and organizational improvement.
- Respect and nurture the intellectual and leadership capacities of teachers, administrators and others in the school community.
- Reflect the best available research and practice in teaching, learning and leadership.
- Enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards.
 - Promote continuous inquiry and improvement in the daily life of schools.

- Are planned collaboratively by those who will participate in and facilitate that development.
- Require substantial time and other resources.
- Are driven by a coherent and long-term plan that includes a continual needs assessment; and
- Are evaluated ultimately based on their impact on teacher effectiveness and student learning and guide subsequent professional development efforts.

Instructions for completing the Professional Development Plan Appendix

Vision

This should be a clear statement of the school’s vision for the overall development program for your governing authority, administration, staff and teachers. It should focus on developing a foundation for all professionals to build on. It should relate to the overall vision of the school and should focus on building the capacity to improve student achievement. Provide a short statement to be used to guide the planning and purchases of the professional development program for the governing authority, administrators, staff and teachers. Be sure this statement relates to the overall vision of the school.

S.M.A.R.T. Goals/Objectives

Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound) and should be rigorous and data driven. A needs assessment of the professional development in the school should be conducted to determine the type of professional development that is needed and should focus on improving student achievement and development.

The CSP subgrant applicant must assure that all planned professional development meets the standards for high- quality professional development in Colorado. Tasks may include workshops, seminars, study groups, research experiences, mentoring and coaching, and partnerships with other teaching or leadership professionals.

Professional development tasks must focus on providing professionals an opportunity to learn, practice and enforce new behaviors or knowledge. Descriptions of the tasks should make it clear how you will reach your goals. Schools should consider whether most of the training provided will be individualized or in a group setting when deciding on a particular professional development or academic model. All planned training activities should be based on research or best practices and should be used with a population that is like that of the charter school. Be sure to take into consideration limited resources and time.

The professional development plan should have established outcomes supported by an evaluation method to ensure goals are met. Consider how the success of the plan will be measured (behavior, attitudes, knowledge) and whether the school has met the previously identified needs. Any evaluation of outcomes should be both qualitative and quantitative (i.e., observations tracking use of new skills, self-reflection of value of new training, etc.).

Provide a brief overview of the goals and objectives that the school hopes to achieve through the professional development program over the subgrant period. Use the table below to individually list each professional development goal and objective (add rows as needed). Goals should focus on developing a broad foundation for all professionals to build on, relate to the overall vision of the school, and focus on building the capacity to improve student achievement through objectives that are rigorous, results-based, data-driven and measurable (quantifiable).

Model

Identify the model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best practices? Is there a model that has been used in schools with similar populations?

Action Plan

In the table below, provide a brief overview of activities that are a part of the professional development program. List any training activities that are planned, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc., matching each action/activity to its relevant goal/objective. Include dates, costs, staff involved, sources/providers and explain how each activity works toward the goals and objectives identified. Each activity should focus on providing professionals an opportunity to learn, practice and reinforce new behaviors and/or knowledge.

Outcomes/Evaluation

Indicate in general terms how the success of the above activities will be measured. Use the table above to list how each goal and activity will be evaluated. Measures should be both quantitative and qualitative and should look at changes in behavior, attitude and knowledge of staff/faculty but also impact student performance goals and objectives.

Resources

Describe the resources (staff, partners, providers, experts, etc.) that are available and/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (CSP, operating budget or other sources) will be used to carry out these activities?

Relation to CSP Subgrant

How does the plan for professional development overlap with other plans in this subgrant application? Does the application's proposed budget clearly support the professional development plan? What specific subgrant goals and activities does this plan support?

Instructions: Each applicant is required to complete the Professional Development Plan if its application proposes that CSP subgrant funds be used for professional development purposes. Fill in each section below. Use of bullet points is encouraged. Remember that the longer the plan, the less likely the school will be to use it effectively. This plan should be limited to three to five pages.

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| School Name | |
| School Professional Development Contact (Name, Phone and Email) | |
| Effective Dates of Plan | |

VISION

S.M.A.R.T. GOALS/OBJECTIVES

MODEL

ACTION PLAN OUTCOMES/EVALUATION

RESOURCES

RELATION TO CSP SUBGRANT