

# Supporting Professional Growth, Building Student Achievement

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*A Guide to Ensuring High-Quality Professional Development Opportunities*

**BALTIMORE CITY**  

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**PUBLIC SCHOOLS**

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## INTRODUCTION

Research tells us that of the many activities and resources that contribute to teaching and learning every day in our classrooms and schools, it is teachers who have the greatest impact on student performance. Because of this, Baltimore City Public Schools is committed to supporting its teachers by providing rigorous, engaging, relevant and ongoing opportunities for professional development. Through active participation in these opportunities, teachers improve their knowledge, skills and classroom practice—and grow as professionals who are able to ensure that all students achieve at their potential.

As a first step in providing the best possible paths to professional growth for teachers, City Schools has articulated standards and established processes for identifying and implementing high-quality professional development offerings, and for assessing those offerings to ensure—and improve—their quality. This guide, developed by City Schools’ academic leadership team in collaboration with staff in offices throughout the district and with the district’s union partners, describes those standards and processes. It provides a blueprint for staff and partners to create and participate in professional learning that meets—and exceeds—standards of excellence, and opens a productive conversation around professional growth.

*Supporting Professional Growth, Building Student Achievement* also articulates for teachers and school leaders City Schools’ expectations for professional development offerings that truly support professional growth and benefit both teachers and students. It describes a professional growth system in which the Joint Governing Panel charged with implementing the new contract between the district and the Baltimore Teachers Union oversees the submission and approval process for all professional development activities that can lead to accumulation of achievement units (AUs) that teachers can apply towards movement along career pathways. And it articulates for professional development providers and underwriters (universities, nonprofit organizations, for-profit professional development vendors, foundations, etc.), City Schools’ professional learning standards and the processes through which outside vendors and partners may submit opportunities for consideration.

*Supporting Professional Growth, Building Student Achievement* is divided into three sections:

- [Section 1: Goals and Standards for Professional Growth](#) describes the new instructional framework and how it supports the district’s vision of high-quality teaching, and explains how standards-based professional development opportunities lead to teachers’ professional growth in achieving excellence in classroom practice.
- [Section 2: Providing and Participating in Professional Development Opportunities](#) opens with a description for providers and administrators of how to propose professional development offerings for review and approval; provides information for potential participants on how to identify and enroll in appropriate offerings; and gives an overview of the district’s new online Professional Growth System for managing professional development activities.
- [Section 3: Evaluating Professional Development Offerings to Ensure High Quality](#) describes the importance of and purposes for evaluating professional development offerings and describes how evaluation will be conducted.

Also included are several appendices that provide forms and other tools of particular interest to professional development designers and providers.

## SECTION 1: GOALS AND STANDARDS FOR PROFESSIONAL GROWTH

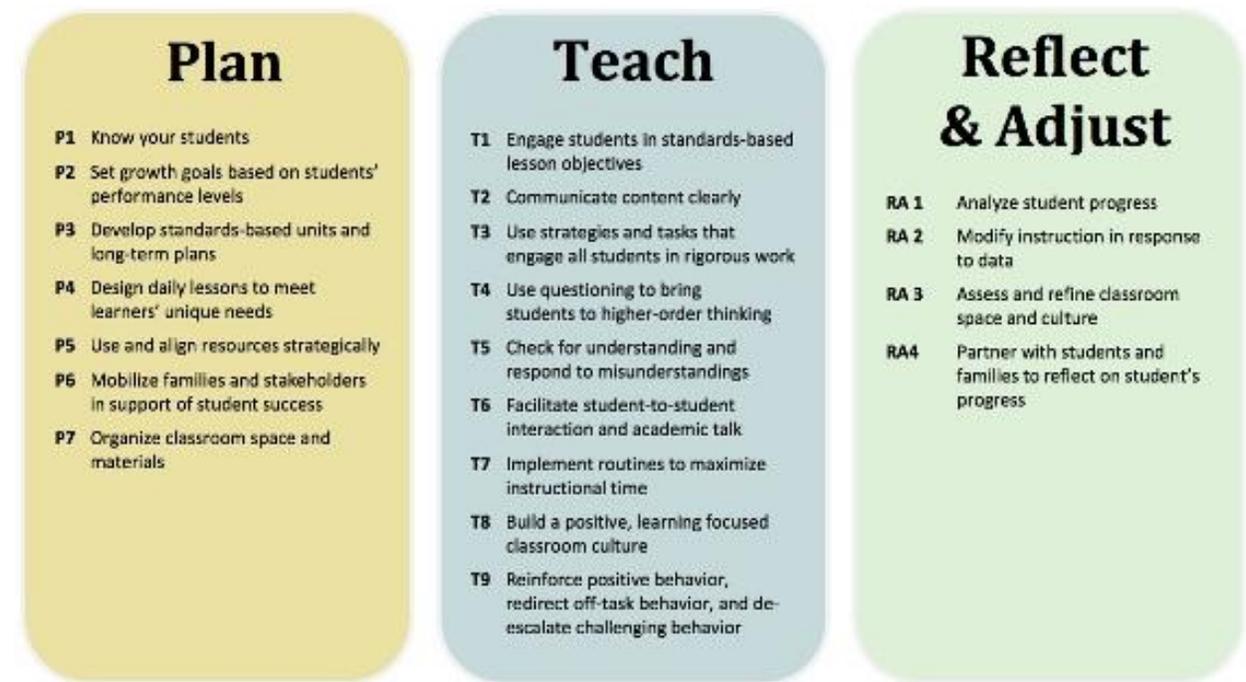
If City Schools invests in the professional growth of its teachers by offering high-quality opportunities for professional development, then teachers will improve their knowledge, skills and classroom practice and be equipped to ensure that all students achieve at their highest potential. This belief guides City Schools' thinking about professional growth and encapsulates the ultimate goal of professional learning: to improve teaching practice so that student academic performance and achievement increase.

The first step to providing paths for professional growth that raise all teachers to a level of excellence is to articulate clearly what we mean by *high-quality teaching*; the second is to define what constitutes *high-quality professional development*.

### High-Quality Teaching

City Schools' newly developed instructional framework (Figure 1) offers a model for classroom practice that reflects the district's standard for high-quality teaching.

**FIGURE 1. CITY SCHOOLS' INSTRUCTIONAL FRAMEWORK**



### High-Quality Professional Development

To ensure that teachers are able to pursue professional growth that leads to excellence in teaching, professional development offered at City Schools will align not only with the instructional framework but with the district's vision and standards for high-quality professional

learning. Figure 2 outlines that vision and highlights key characteristics that teachers can expect to see in professional development offerings in 2011-12 and beyond.

**FIGURE 2. VISION OF HIGH-QUALITY PROFESSIONAL DEVELOPMENT AT CITY SCHOOLS**

City Schools' goal is to improve professional development by

- Increasing the rigor of teaching and learning in professional development offerings
- Engaging teachers effectively in their own professional growth
- Designing professional development offerings that serve as interventions in response to teacher needs

To do so, all professional development will encourage

- Teacher engagement in research-based strategies and activities to improve knowledge and skills
- Ongoing cycles of development that include learning, implementing, reflecting and sharing, with embedded feedback
- Professional learning communities
- Alignment to the Common Core State Standards (the Common Core) as well as to local, state and federal initiatives
- Data-driven decision making
- Evaluation of the impact and effectiveness of professional development opportunities

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To realize this vision, City Schools will ensure that professional development opportunities meet the following six standards. These standards are identified in the research literature, by the Maryland State Department of Education and through district experience as critical for creating professional development that is meaningful, engaging and effective in leading to growth in teacher knowledge, skill and practice—and in student learning.

*Standard I. Provide engaging, rigorous and research-based strategies and activities that promote a deeper content knowledge and understanding of pedagogy*

- Involve participants in a variety of activities, appropriately differentiated for adult learners, allowing them to make meaning of new information and strategies and not simply to memorize
- Promote an awareness of the role of cultural competence in instruction
- Emphasize specific knowledge of student development and resulting implications for strategies that differentiate instruction to meet individual student needs

*Standard II. Engage participants in a cycle of development*

- Involve teachers in a cycle of learning, doing, reflecting and sharing that provides ample opportunity for feedback both within the setting for professional learning and in the classroom (Figure 3)

- Connect activities in ways that are ongoing and sustained, and not presented in isolation
- Provide opportunities (e.g., video review of teaching, sample assignments, teacher plans) for teachers to demonstrate the impact of different instructional methods and approaches as part of a cycle of reflective feedback

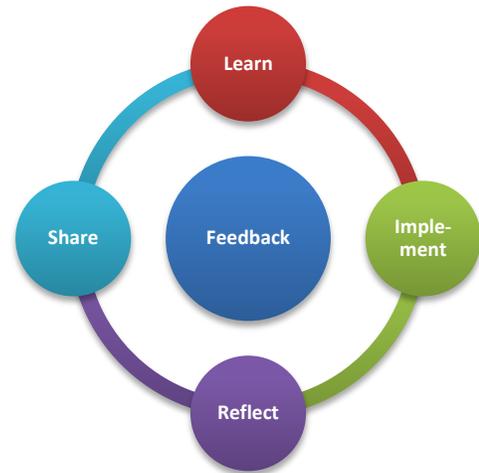
**FIGURE 3. THE CYCLE OF DEVELOPMENT**

*Learn* new techniques, strategies and knowledge.

*Implement* new techniques, strategies and knowledge.

*Reflect* on learning and implementation by considering outcomes and next steps.

*Share* work with peers, mentors and leaders.



*Standard III. Support collaboration and the development of professional learning communities to address issues related to school climate, culture and improvement and to student learning*

- Provide ongoing opportunities for teachers to work with colleagues to enhance and broaden their professional networks
- Allow teachers to develop greater ownership through learning communities

*Standard IV. Connect to classroom practice and standards designed around a key set of strategies and approaches*

- Align to the Common Core through direct and indirect support driven by standards and content, as well as training<sup>1</sup> (Figure 4)
- Link to district, state and national initiatives and standards
- Tie content clearly to classroom practice through the creation of products and processes that develop tasks, questions and feedback for students
- Prioritize learning opportunities within a coherent package of professional development connected to standards and classroom practice

<sup>1</sup> For City Schools *training* is defined as having the following qualities: A focus on basic skill acquisition; compliance orientation; “how to” information on processes and procedures, including use of technology and infrastructure systems; imparting information or instructions; need based. This differs from *professional learning* or *professional development opportunities*, which focus on increasing the rigor of teaching and learning; effectively engaging teachers in their own growth; and involving interventions that are responsive to the needs of teachers.

**FIGURE 4. CONNECTING PROFESSIONAL DEVELOPMENT TO CLASSROOM PRACTICES AND STANDARDS**

Direct	Indirect	Training
<ul style="list-style-type: none"> <li>Professional development offerings that are directly aligned with the Common Core State Standards are <i>driven by the standards</i>, with content embedded</li> </ul>	<ul style="list-style-type: none"> <li>Professional development offerings that are indirectly aligned with the Common Core State Standards are <i>driven by content</i>, with standards embedded</li> </ul>	<ul style="list-style-type: none"> <li>Training supports a product, program or certification and is not connected to the standards, but could be a foundation for direct or indirect professional development</li> </ul>

*Standard V. Develop teachers’ ability to engage in data-driven decision making by improving their capacity to understand, interpret and communicate effectively about data*

- Give teachers tools to make informed decisions about content and strategies that are sensitive to individual student needs
- Allow teachers to use data to identify areas for professional development and to articulate developmental and instructional and support needs to school leaders

*Standard VI. Include evaluation to ensure that professional development is effective for participants and results in improved student learning and outcomes*

- Include plans and processes for evaluation and dissemination of results
- Approach evaluation strategies so that they capture relevant, necessary and informative data from participants and facilitators
- Inform the selection and effective implementation of future professional learning opportunities offered by the district and outside vendors

The district’s vision and standards for high-quality professional learning opportunities represent a departure from the previous way City Schools engaged and strengthened its teachers. The district has moved away from a fragmented set of standards and “one off” professional development opportunities to explicit standards, goals and a coherent and sustained approach. With a clear articulation of what high-quality teaching and high-quality professional learning involve, the district is building a foundation on which to build even higher standards—and higher achievement—for teachers and students alike.

## SECTION 2: PROVIDING AND PARTICIPATING IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES

This section outlines how professional development providers can submit potential offerings, the process by which those proposed offerings are reviewed and approved, and how participants learn about and enroll in professional development opportunities offered at City Schools. (A summary view is shown in Figure 5.) It also provides information about the online Professional Growth System that allows teachers to access information and tools related to their professional growth.

### For Providers: Submission, Review and Communication

#### *Step 1: Submission of potential new professional development opportunities*

Professional learning opportunities are offered by departments within the district office and by outside partners, such as universities and nonprofit organizations. Regardless of the point of origin, all opportunities must be submitted to the district office for review and approval prior to being offered within the district. Each submission for approval must include a Course Creation Guide (see [Appendix A1](#)) that provides details about the offering, including

- Type and duration
- Description of course
- Explanation of outcomes
- Explanation of need
- Description of content
- Description of the learning activities around the cycle of development
- Connection to excellence in practice
- Evaluation

All Course Creation Guides must be submitted to the Office of Teacher Support and Development or via the Professional Growth System (described later in this section) for review and approval.

#### *Step 2: Review of submissions*

Upon submission, district personnel review each Course Creation Guide to ensure that the offering meets the standards for high-quality professional development described in Section 1 of this guide. The review process differs depending on whether an opportunity is offered for achievement units (AUs) or for stipend, Continuing Education Units (CEUs) or Continuing Professional Development (CPD) credits. The key distinction in the review process is that after an AU-eligible opportunity is reviewed by the Office of Teacher Support and Development, it is sent for further review by the Joint Governing Panel. These two groups, guided by the AU approval criteria (see [Appendix A2](#)), determine whether an opportunity is approved for AU credit.

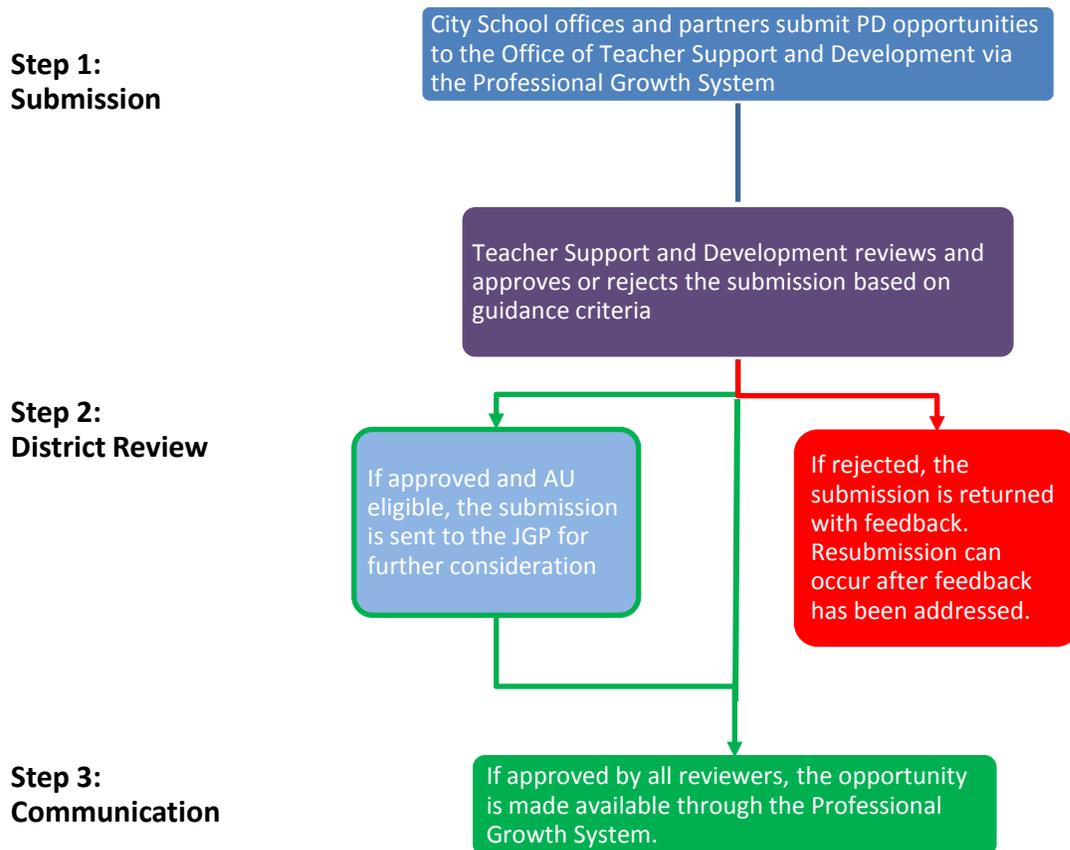
After review, each submitted opportunity is either accepted or rejected. Those that are rejected, and hence do not meet district standards for high-quality professional development, are returned to the original submitter with comments and feedback. The submitter then has the opportunity to resubmit after making changes based on district and Joint Governing Panel feedback. At resubmission, the professional development opportunity re-enters the review process.

*Step 3: Communicating about opportunities*

It is critical to ensure that teachers, principals, administrators and all City Schools staff are aware of and have access to professional development opportunities. Therefore, once approved, information about opportunities is posted to the [City Schools Inside](#) website, in the [Professional Growth](#) section. Postings are updated regularly, and a calendar tool will be provided.

Information about each offering will also be available through the Professional Growth System, where participants can find out about opportunities that match their needs, enroll and track participation.

**FIGURE 5. SUBMISSION AND REVIEW FOR AU-ELIGIBLE OR -INELIGIBLE COURSES**



## For Participants: Identification and Enrollment

The district office and school leaders are committed to providing information about professional development offerings, but potential participants must also have a commitment to keeping themselves informed. Teachers should be sure to visit City Schools Inside regularly for new postings related to professional learning.

To ensure that teachers have the latest information, an RSS feed is available from City Schools Inside. A subscription to the feed provides instant updates on new course offerings. To subscribe, teachers should visit the [Professional Growth](#) section of City Schools Inside, follow the link in the left-hand menu to subject areas of professional interest and then click on the RSS button (  ) on the subject-specific page.

Once teachers have received information about professional development offerings, they are able to enroll by logging into [Employee Self-Service](#) and accessing the Professional Growth System. An online tutorial is available to provide [training on the enrollment process](#).

## The Professional Growth System: Introduction and Overview of Key Functions

The Professional Growth System was developed to serve as an effective, efficient means of managing and tracking professional development activities and accumulation of AUs. The system provides a means for

- Providing a catalog of available professional development opportunities
- Creating and approving professional development courses and trainings, including those that are AU eligible
- Scheduling locations, resources and facilitators
- Tracking enrollment in and attendance at courses
- Tracking learner history and participation in professional development
- Tracking accumulation of AUs
- Connecting to Employee Self-Service and the Human Capital compensation systems

Figure 6 shows the roles that exist within the system.

**FIGURE 6. ROLES WITHIN THE PROFESSIONAL GROWTH SYSTEM**



## SECTION 3: EVALUATING PROFESSIONAL DEVELOPMENT OFFERINGS TO ENSURE HIGH QUALITY

Each year, teachers in City Schools participate in a wide variety of professional development activities, including planned development days, weekend workshops and ongoing academies. These activities represent significant investments of district, school and participant time and money—but, unfortunately, to date there has been no systematic focus on evaluating their implementation or quality, and no means by which lessons learned from the success of one offering can be applied to development of another.

The district’s renewed emphasis on teachers’ professional growth provides the opportunity for establishing that focus—and to create means to ensure that professional development offerings are effective in meeting teachers’ needs and benefiting student learning. This section describes the general guidelines City Schools has adopted to evaluate professional development, the areas of focus for evaluation, the process for evaluation and the different levels of evaluation that may be pursued. Finally, it outlines how evaluation will be implemented in 2011-12, the first year that City Schools is implementing this new, more rigorous approach.

For teachers, this section underscores the district’s commitment to ensuring that professional development is relevant, engaging and effective; for providers, it includes essential information for consideration about City Schools’ process for evaluating professional development offerings.

### General Guidelines for Evaluation

In order to capture, evaluate and analyze data related to the effectiveness of professional development offerings, City Schools takes a multifaceted approach guided by the following tenets.

#### *There is no one “best” approach to evaluation of professional development*

Different evaluation techniques have advantages and disadvantages. City Schools will pursue evaluation that is tailored to address a defined question and takes into account time constraints, resource constraints and capacity.

#### *Evaluation should be part of all professional development*

Those who plan, approve and implement professional development should make sure that evaluation is built into the activity, even if only at a high level.

#### *Evaluation should be focused and organized*

Because it is time consuming and resource intensive, evaluation must be developed to make explicit the plan for each professional development opportunity, differentiating between “high-level” or “in-depth” evaluation and delineating targeted areas for focus and attention.

### Evaluation Framework

As explained in Section 1 of this guide, professional development offerings should contribute to teachers’ professional growth so that they are equipped to ensure that all students achieve at their highest potential. To ensure that offerings are aligned with this goal and support its underlying theory of action, City Schools has identified the following areas of focus to consider in the evaluation of professional development offerings.

- Focus 1: Implementation
- Focus 2: Teacher perceptions and attitudes
- Focus 3: Increased teacher knowledge and skills
- Focus 4: Improved classroom practice
- Focus 5: Improved student outcomes

Because these areas do not have rigid boundaries, an evaluation may touch on some indirectly while addressing others directly; further, analysis in each area will inform research and evaluation efforts in other areas. While the complexity of evaluation design increases with each level of focus, all levels are important to understanding the larger picture of the effectiveness of professional development.

## Organization and Differentiation of Evaluation

### *Evaluation plans*

To ensure that professional development is evaluated in an organized and systematic fashion, an evaluation plan must be developed for all learning opportunities offered. The process is as follows:

- Professional development opportunity is developed, including an outline for evaluation, and submitted for review
- Opportunity is approved by the district office team or JGP
- Specific evaluation plan is developed, and facilitators are engaged for collaboration on execution
- Professional development activity and evaluation are executed
- Results are analyzed and provided to appropriate district offices and personnel
- Results are used to inform development of future offerings

Evaluation plans are likely to have similar components across all professional development opportunities, but they will be uniquely tailored to each opportunity being evaluated. Plans will include these components:

- A brief overview of the professional development opportunity, outcomes expected, alignment with district priorities and standards and any other context available for providing an overview and importance of the activity, provided through the Course Creation Guide
- The intended audience
- Population sample for the purposes of the evaluation, and sampling strategy
- The goals of the evaluation
- Evaluation design, including templates of survey questions, focus group protocols, interview protocols, consent forms, etc., depending on the opportunity being evaluated
- Resource needs (people, materials, time need, travel need, etc.)
- Timetable for implementation and reporting

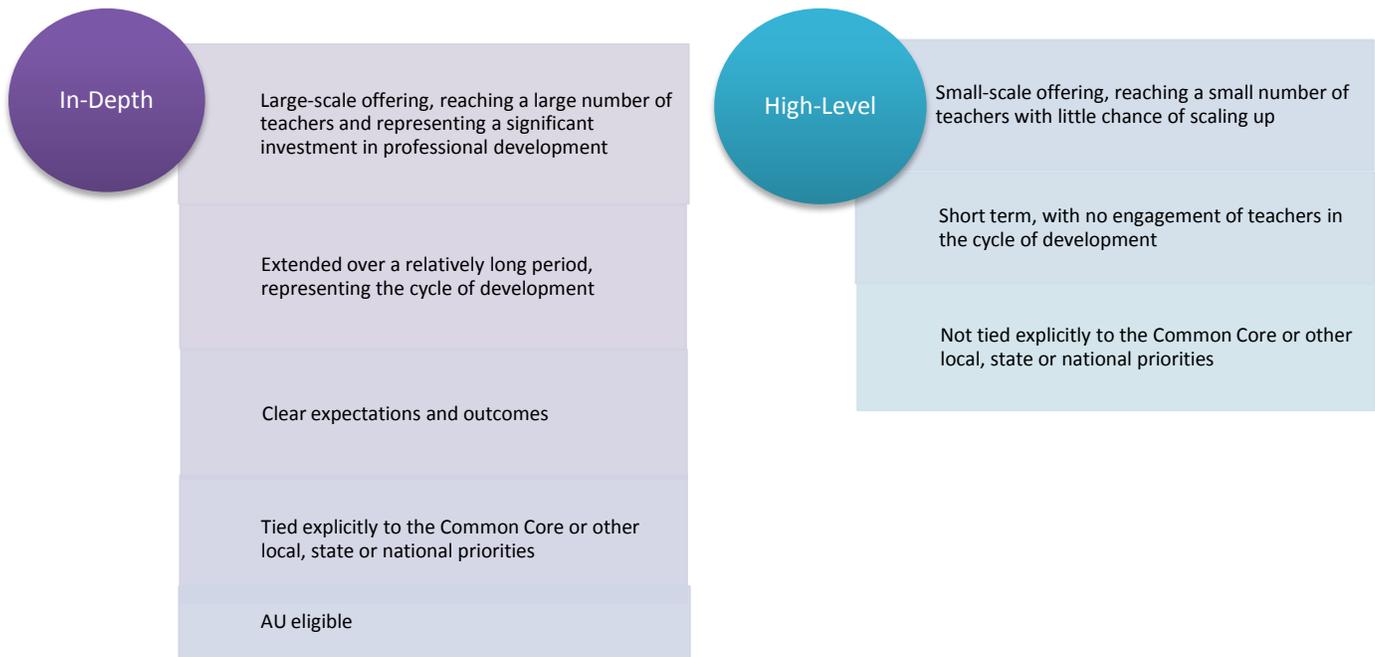
- Data analysis strategy
- Proposed use of data for future evaluation

A sample evaluation plan template is included in [Appendix B](#).

### *Differentiation of evaluation*

While professional development will be evaluated according to an evaluation plan, the design and depth of the evaluation will differ according to the nature of the offerings. For small, narrowly focused professional development opportunities, a high-level or cursory evaluation may suffice; other opportunities may merit more in-depth study. Figure 7 shows the criteria being used to determine the appropriate depth of evaluation of any professional development offering.

**FIGURE 7. CRITERIA FOR EVALUATION AT DIFFERENT LEVELS**



Note that time and cost constraints, district capacity and district priorities will also affect the number of opportunities that are scrutinized through an in-depth evaluation process.

### **Evaluation Design Overview for 2011-12**

This new approach to evaluation will be rolled out gradually during this first year, in step with City Schools’ roll-out of the new approach to professional development leading to professional growth. The strategies described below are the building blocks upon which more advanced and sophisticated evaluation can be developed in subsequent years.

Data collection in the first year of evaluation will emphasize the focus areas of *implementation of professional development* and *perceptions of professional development* (see Figure 8). While the district may be able to capture some data on changes in teacher practice, this will be limited to a few targeted opportunities. In subsequent years, evaluation will begin to focus on understanding the impact of professional learning on teacher practice and student achievement.

**FIGURE 8. AREAS OF EVALUATION EMPHASIS, SY 2011-12**

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### **Focus 1: Implementation of Professional Development**

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The goals:

- To understand if the professional development was executed successfully and, if not, why
- To gauge how the implementation process can be improved in the future
- To understand the perspective of both participants and facilitators in terms of the effectiveness of a professional development offering

Data points to capture:

- Who participated? How many? What characterizes the participants (e.g., years of experience, grade level, content focus, school type, etc.)?
- Were instructional materials, resources, etc., adequately supplied?
- Were the activities delivered with the frequency and duration intended? If not, why?
- Did the content delivered align with district standards?
- Did the learning activity operate smoothly? If not, how could the development improve?

Potential research methods:

- Sign-in sheets or Professional Growth System registration information
- Feedback surveys from participants and facilitators
- Participant logs (ongoing activities, frequency, duration, etc.), where applicable
- Observation (active observation or videotaped), where capacity allows

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### **Focus 2: Teacher Perceptions of Professional Development**

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The goals:

- To understand whether the learning opportunity provided teachers with a meaningful experience (i.e., tied to practice, aligned to standards, meeting their professional needs)
- To gauge the extent to which teachers perceive that their involvement in the opportunity will improve their knowledge, skills and practice in the classroom
- To get feedback from teachers on how professional development can be improved to better meet their needs

Data points to capture:

- What are the initial expectations for the professional learning opportunity? Did the experience live up to expectations?
- How did participants perceive the development in terms of its value or usefulness for improving classroom practice, increasing content knowledge and skill, enhancing teacher self-efficacy and confidence, alignment with professional growth needs and alignment to standards, priorities and initiatives?
- How can the opportunity be improved to address any gaps?

Potential research methods:

- Feedback surveys, including appropriate follow-up surveys
  - Participant interviews, where capacity allows
  - Focus groups, where capacity allows
  - Observation (active observation or video), where capacity allows
  - Participant logs (journal of experiences), where applicable
-

In the 2011-12 roll-out, strategies for evaluation are descriptive in nature and will provide broad, initial insights into the effectiveness of implementation and teacher perceptions.

## **Limitations to Evaluation**

The evaluation as described is not without limitations. All involved in professional development opportunities—from providers to participants to evaluators—should keep the following in mind, both to understand what the evaluation will and will not yield and to guide revision and expansion of evaluation approaches as the roll-out moves forward.

### *Capacity*

Evaluation will be carried out in the district as capacity allows. The ability and depth of evaluation will depend largely on availability of personnel and material and financial resources.

### *Data infrastructure*

At present, City Schools' data infrastructure is not sufficiently integrated to allow certain connections between evaluation of professional development offerings and of the impact that professional development has on teacher and student growth. City Schools is now working to improve the integration of its data systems and data warehouse.

### *Stakeholder buy-in*

The district leadership is working to communicate the importance of professional development and its evaluation to teachers who participate in and facilitators who lead professional development. Gaining buy-in will ensure increased participation in evaluation, larger sample sizes and more robust responses from those engaged in professional development.

### *Need for longitudinal focus*

It is imperative that those offering, engaging in and evaluating professional development understand and value the long-term implications of professional development for teacher growth.

## CONTACTS FOR FEEDBACK AND ASSISTANCE

City Schools' commitment to teachers' professional growth includes establishing clear guidelines and processes by which the high quality of professional development opportunities can be ensured—and to updating and revising those guidelines and processes as the district's reform efforts evolve.

*Supporting Professional Growth, Building Student Achievement* should therefore be viewed as a living document. As the district's new vision for professional growth is realized, all who participate in professional learning will inevitably encounter new experiences, challenges and successes. We invite you to share those experiences, so that this document can be revised and updated to reflect our progress.

### Contacts

#### *Office of Teacher Support and Development*

Jarrold Bolte, Director, [jbolte@bcps.k12.md.us](mailto:jbolte@bcps.k12.md.us)

Evaluation:

Kasey Mengel, [kmengel@bcps.k12.md.us](mailto:kmengel@bcps.k12.md.us)

Monica Hetrick, [mhetrick@bcps.k12.md.us](mailto:mhetrick@bcps.k12.md.us)

Professional Growth System:

Matt Griffin, [mrgriffin@bcps.k12.md.us](mailto:mrgriffin@bcps.k12.md.us)

#### *Joint Governing Panel*

[jgp@bcps.k12.md.us](mailto:jgp@bcps.k12.md.us)

## APPENDIX A: PROFESSIONAL DEVELOPMENT DOCUMENTATION

### A1. Professional Development Course Creation Guide

Contact Name			
PD Title (posted in catalog)		Total Number of Hours	
PD Topic (overarching theme)			
Dates of the Course (all dates offered for the 2011-12 school year)			
Office/Department or School			
Intended Audience (include content area, grade level or job titles)		Capacity (per offering)	

Please check all types of credit you would like to offer:

- AU (minimum 15 hours)  
  CPD (must have MSDE approval)  
  CEU  
  Stipend

Classroom Time	
Days	
Hours per day	
Total	

Hours—Out of Classroom Time	
Products/feedback	
Collaboration	
Reflection	
Other	

### PD Description

Please provide a description of the PD offering to be used in a catalog of offerings provided to potential attendees.

### Explain the Outcomes for the PD

What will the participants learn as a result of this PD offering?

### Explain the Need for the PD

Why is there a need for this opportunity? Please cite evidence or data.

### Describe the Content of the PD

How will this opportunity build content knowledge, pedagogy and skill knowledge in participants? How will this opportunity improve what is taught and how students learn?

### Professional Learning Activities

Describe the activities and follow-up that will be included in this PD offering and how they are expected to result in participants achieving the intended outcomes. Please include examples of modeling best practices that will be used and examples for each component of the cycle of development (learn, implement, reflect, share) and who will be following up at the school site.

### Connection to Excellence in Practice

How does this opportunity reinforce best practices? To what standards is this opportunity connected, and how?

### Evaluation

How do you plan to evaluate the effectiveness of this opportunity? What products will participants create as a result of this professional development? How will it demonstrate an increase in content knowledge, knowledge of pedagogy and/or skill?

## A2. Criteria for AU eligibility

As a result of the contract ratified by the Baltimore Teachers Union (BTU) in November 2010, a City Schools teacher's career pathway will be linked to involvement in professional development through awarding of achievement units (AUs).

The Joint Governing Panel (JGP), a group comprising four BTU representatives and four district representatives, determines whether a submitted professional development opportunity is eligible for AUs. An AU-eligible PD offering must include the following:

- A complete cycle of development (learn, implement, reflect, feedback, share)
- A connection to standards (local, state, national, discipline, organizational)
- A minimum of 15 hours (15 hours = 1 AU)
- A product output (e.g., lesson plans, unit plans, data analysis, questioning, assessments, work performed by students, differentiated materials)
- Intellectually engaging and rigorous activities that address the needs of adult learners
- Modeling of best practices
- A focus on content and pedagogy and how students learn best

Please keep in mind these additional guidelines:

- All education-related courses as defined in COMAR will be eligible for AUs in the 2011-12 school year.
- Teachers will not receive AUs for National Board Certification, because they receive a stipend.
- Some courses award AUs, award MSDE credits, or award both. If both AUs and MSDE credits are awarded, the teacher will receive both kinds of credit and can apply the MSDE credits to recertification. However, courses that only have MSDE credit approval are not automatically awarded AUs.
- Clinicians can receive AUs for CEUs at a rate of 15 to 1 (15 CEUs = 1 AU) for activities beyond those required for certification and licensure.

The table below shows criteria established by the JGP for use in reviewing a Course Creation Guide to determine whether the proposed professional development opportunity can offer AUs to participants.

<b>Criterion</b>	<b>Requirement</b>
Duration (hours and dates)	<ul style="list-style-type: none"> <li>• Meets a minimum of 15 hours</li> <li>• Sessions occur no more than once per week and span several weeks (excepting summer 2011)</li> </ul>
PD description	<ul style="list-style-type: none"> <li>• Provides an effective summary that allows potential attendees to make informed selections</li> </ul>
Need for the PD	<ul style="list-style-type: none"> <li>• Evidence demonstrates a new for professional development for the specified audience</li> <li>• Data from the specified audience are present and confirm the need</li> </ul>
PD content	<ul style="list-style-type: none"> <li>• Identifies content, skill and/or pedagogy to be addressed during the PD</li> <li>• Describes a plan to change participants' practice in order to improve student performance</li> </ul>

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*continued*

Professional learning activities	<ul style="list-style-type: none"><li>• Involves participants in varied, participatory activities geared to adult learners (e.g., reading, speaking and/or writing to accomplish goals)</li><li>• Includes modeling of best practices</li><li>• Takes participants through the cycle of development during each session (reflect, share and feedback must be included in all sessions)</li><li>• Provides an explanation of how participants will <i>learn</i> during the PD</li><li>• Provides an explanation of how participants will <i>implement</i> during the PD</li><li>• Provides an explanation of how participants will <i>reflect</i> during the PD</li><li>• Provides an explanation of how participants will <i>share</i> during the PD</li><li>• Provides an explanation of how participants will <i>receive feedback</i> during the PD</li></ul>
Outcomes for the PD	<ul style="list-style-type: none"><li>• Describes what participants will be able to do as a result of the PD</li><li>• Describes how the content knowledge, pedagogy or skills participants will acquire will improve their practice</li></ul>
Connection to excellence in practice	<ul style="list-style-type: none"><li>• Connects to multiple district initiatives and/or state, national, content or organizational standards</li><li>• Presents evidence that the content of the PD is a research-based best practice and was selected deliberately</li></ul>
Evaluation	<ul style="list-style-type: none"><li>• Describes tools to evaluate the PD (survey, team feedback, etc.)</li><li>• Describes participant creation of products related to classroom practice</li><li>• Includes follow-up to verify that participants implement knowledge, pedagogy and/or skills developed in the PD</li></ul>

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## APPENDIX B: PROFESSIONAL DEVELOPMENT EVALUATION PLAN TEMPLATE

Program name:
Program type:
Program dates:

### Overview

A brief overview of the PD outcomes expected, alignment with district priorities and standards and any other context available for providing an overview and importance of the PD

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### Logic model:

Situation/context	Inputs	Outputs		Outcomes		
Why are we doing this? What need does this fulfill?	What we put in: resources, contributions and investments that go into the program	What we do: activities, services, events and products that reach people who participate or who are targeted		What comes out: results or changes for individuals, groups, communities, organizations, communities or systems		
		Activities	Who participates?	Short-term data points	Intermediate data points	Long-term data points

### Population/sample strategy:

Describe the population the evaluation is to focus on. Describe the sample from the population that will be drawn for the evaluation (if applicable), and describe the sampling strategy to be used in generating the sample.

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Research questions/goals:

Describe the goals of the evaluation. What research questions is the evaluation trying to answer?

Evaluation design:

Provide the research methods and procedures to be used, including templates of survey questions, focus group protocols, interview protocols, consent forms, etc., depending on the design.

Resource needs:

Describe the people, material, time, travel, etc., needed to accomplish the goals and methods set forth in the evaluation design.

Limitations:

Describe the limitations of the research design as well as limitations in the capacity to perform the evaluation.

Implementation Matrix:

Method	Who gets It?	When?	For how long?	Resource need	Dependency

Data analysis strategy:

Describe the data analysis strategy used for each method employed in the evaluation design.

Implications for future evaluation:

Describe how the data can/will be used to inform future evaluation.

## APPENDIX C: GLOSSARY OF TERMS

### Professional Growth

Professional growth is the goal and the ongoing process through which teachers cycle as they strive to improve their professional practice—and, in turn, strengthen student achievement.

### Professional Development

One way of pursuing professional growth is through professional development, a range of learning opportunities that can include courses, workshops, etc.

### Common Core State Standards (Common Core) Professional Development Classifications

**Direct:** Professional Development directly aligned with the Common Core is driven by the standards with content embedded.

**Indirect:** Professional Development indirectly aligned with the Common Core is driven by the content with standards infused.

**Training** supports a product, program or certification and is not connected to the Common Core, but could be foundational for direct or indirect professional development. Training is focused on basic skill acquisition, has a compliance orientation, provides “how to” information regarding processes and procedures (including use of technology and infrastructure systems) or imparts information or instructions, and is need based. This differs from *professional learning opportunities* or *professional development*, which focus on increasing the rigor of teaching and learning; effectively engaging teachers in their own growth; and offering interventions that are responsive to the needs of teachers.

### Joint Governing Panel

The Joint Governing Panel (JGP) is the body that generates and implements recommendations as part of the implementation of City Schools’ new teacher contract; these recommendations, in turn, are approved by the Joint Oversight Committee. Comprised of four BTU representatives and four district representatives, the JGP determines whether a submitted professional development opportunity is eligible for AUs.

### Professional Development Earnings

**Achievement Units (AUs):** Teachers earn AUs for a range of achievements and activities, including annual evaluations, AU-eligible professional development offerings, contributions to student learning, contributions to colleagues and contributions to the school district. With AUs come increases in pay, so that teachers earn as they grow. Every time a teacher accumulates 12 AUs, she or he moves one interval within the career

pathway. Not all professional development is AU eligible. See the [Achievement Unit](#) page on City Schools Inside for more details.

**Stipend pay:** Teachers earn pay for participation in professional development or other activities during which they provide their time and services in the district.

**Continuing Education Units (CEUs)** represent credit earned through course work approved by the State Department of Education or issued by a state department of education or a regionally accredited college. See the [Maryland State Department of Education](#) website for more information.

**Continuing Professional Development (CPD)** is opportunities for Maryland educators to earn credits necessary for renewal of certification. The Maryland State Department of Education approves and assigns credits to courses submitted by local school systems. Each local school system has a Continuing Professional Development liaison responsible for coordinating the system's course submissions and course offerings. These courses are then offered to teachers and other professional educators through the local school systems. See the [Continuing Professional Development](#) page on the [Maryland State Department of Education](#) website for more information.

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