## Professional Development Practices Self-Assessment

## Introduction

The Professional Development (PD) Practices Self-Assessment is one component of the New York State Education Department (NYSED) Needs Assessment Resource Audit. The PD Practices Needs Assessment consists of three parts:

Part 1 of the Self-Assessment is designed as a way for schools to determine whether certain practices intended to support effective PD are present at the school. The existence of any of the indicators identified below does not guarantee that the practice is having an impact on improving student outcomes.

Part 2 requires the school to consider its responses for Part 1 and consider the steps to take moving forward.

Part 3 provides the school the opportunity to reflect on previous PD initiatives. As part of the On-Site Needs Assessment process, the Needs Assessment team will look at how prevalent the topics identified in Part 3 are currently at the school and provide the school with feedback concerning the practices observed.

**Terms used:**

*“Professional Development” –* the activities, trainings, and supports that advance teachers and staff members’ knowledge and skills to enable their students to succeed.

“*Already Established*” – this has been in place for at least six months and the desired results are occurring.

“*Just getting started/still refining*” – this was either put in place within the past six months or has been in place for longer but has not resulted in changes occurring that were expected.

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| **School Name:** |

## Part 1: Self-Assess Your School’s Practices for Professional Development (PD)

**For each best practice listed, place an X under the category that best describes where your school is in relation to the practice indicated.**

|  | **Doing this** | | **Not doing this** | | |
| --- | --- | --- | --- | --- | --- |
| Already established | Just getting started/Still refining | Could do this easily | This will take time | This will be difficult |
| **PD Identification** | | | | | |
| 1. School leaders ask staff for input into the PD plan (e.g., discussions, survey) prior to the end of the school year to inform future PD planning. |  |  |  |  |  |
| 1. PD initiatives are focused around the identified needs and priorities of the school. |  |  |  |  |  |
| 1. When identifying PD, school leaders specifically choose PD based on the capacity and needs of the staff. |  |  |  |  |  |
| 1. PD offered by the school focuses on evidence-based practices. |  |  |  |  |  |
| 1. School leaders make purposeful efforts not to have teachers attend PD during instructional time. When teachers attend PD while school is in session, only specific teachers identified as having the most to benefit attend the PD. |  |  |  |  |  |
| 1. School leaders have established criteria for identifying facilitators (e.g., teachers, instructional coaches, vendors) of PD who have a proven track record of success. |  |  |  |  |  |
| **PD Plan** | | | | | |
| 1. The school’s PD plan builds skills and staff capacity over time and in a logical manner, starting with more foundational skills and continually building on previous learnings. |  |  |  |  |  |
| 1. School leaders develop a PD plan that identifies topics and timelines for implementation that are aligned to specific school goals and priorities prior to the start of the school year. |  |  |  |  |  |
| 1. The PD plan takes into account that teachers have different needs, responsibilities, and levels of experience. |  |  |  |  |  |
| 1. The school PD plan includes benchmarks during the year that school leaders can use to determine if PD is having its intended impact. |  |  |  |  |  |
| 1. The school PD plan includes ways for the school to determine at end of the year if its PD was successful connected to changes to teacher practices. |  |  |  |  |  |
| **PD Structure** | | | | | |
| 1. PD is primarily focused on the content (math, science, reading) teachers. |  |  |  |  |  |
| 1. PD is designed for the specific students in the school. |  |  |  |  |  |
| 1. PD involves minimal lecturing. Instead PD is developed around authentic artifacts, interactive activities, and opportunities for teachers to analyze, reflect, and try out new strategies. |  |  |  |  |  |
| 1. PD contains collaborative opportunities for teachers to learn and problem-solve together. |  |  |  |  |  |
| 1. PD involves models and modeling so that participants have a vision of the practices and concepts identified. |  |  |  |  |  |
| 1. PD incorporates coaching and support from those with specific expertise. |  |  |  |  |  |
| 1. There is time designated as part of PD for teachers to reflect on their practices. |  |  |  |  |  |
| 1. There is time designated as part of PD for teachers to receive feedback. |  |  |  |  |  |
| 1. PD is of a sustained duration, typically spanning weeks or months. |  |  |  |  |  |
| 1. School leaders participate in PD sessions with staff. |  |  |  |  |  |
| 1. Instructional support staff (e.g., coaches, mentor teachers, curriculum leaders) participate in PD sessions with staff. |  |  |  |  |  |
| **PD Follow-up** | | | | | |
| 1. Surveys are conducted after each PD session to gather feedback from participants. |  |  |  |  |  |
| 1. School leaders analyze survey results from PD sessions to determine the success of each session (e.g., activities, modes of presentation, use of time, content, relevance to school priorities) and to determine the next steps for implementing PD learnings. |  |  |  |  |  |
| 1. Teachers have regularly scheduled time to share their experiences with implementing strategies learned in PD during meetings with colleagues (e.g., common planning time, team meetings, PLCs). |  |  |  |  |  |
| 1. After PD is delivered, coaching and support are provided to teachers for implementing strategies learned in PD. |  |  |  |  |  |
| 1. Faculty meetings regularly include time to reinforce expectations for PD priorities. |  |  |  |  |  |
| 1. School leaders conduct targeted classroom visits to provide teachers with feedback on the implementation of strategies learned in PD. |  |  |  |  |  |
| **Supporting New Teachers** | | | | | |
| 1. New teachers are assigned a formal mentor that meets with the teacher frequently (e.g. weekly). |  |  |  |  |  |
| 1. Mentors routinely observe mentees delivering instruction and provide feedback in a supportive manner. |  |  |  |  |  |
| 1. Mentors have designated times to meet with other mentor teachers to share practices and strategies. |  |  |  |  |  |
| 1. The school makes sure that the mentors assigned to new teachers have experience teaching similar subjects/grade levels. |  |  |  |  |  |
| 1. Teachers, including former mentors, are involved in the identification and selection of mentor teachers. |  |  |  |  |  |
| 1. The school deliberately avoids assigning new teachers a disproportionately large number of students with academic and/or behavior needs. |  |  |  |  |  |
| **Supporting Growth and Leadership Opportunities** | | | | | |
| 1. The school has a system to identify effective teachers and provide them with leadership opportunities. |  |  |  |  |  |
| 1. Staff members proactively seek leadership roles. |  |  |  |  |  |
| 1. Teacher leaders are provided tools, protocols, and guidance for conducting effective team meetings and building relationships with colleagues |  |  |  |  |  |
| 1. The school employs a distributive leadership model and includes teacher leaders in decision making and problem solving. |  |  |  |  |  |
| 1. Teachers have opportunities to share their strengths with their colleagues. |  |  |  |  |  |

## Part 2: Reflection

1. What steps would you be interested in taking now to help enhance the school’s approach to PD?
2. What steps would you be interested in taking over the long term to help enhance the school’s approach to PD?
3. What have you learned from the rollout of PD in your school last year that will inform how you implement PD at the school this year?

## Part 3: Delivery of Recent Professional Development

Identify **two to four** PD priorities from the past 12 months and complete the chart below:

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| Priority 1: |
| How was this delivered? |
| How was follow-up support provided? |
| Goal when selecting this: |
| Was this goal realized? Explain: |
| What would you expect visitors to your school to see presently related to this topic/initiative/priority? Explain: |
| Priority 2: |
| How was this delivered? |
| How was follow-up support provided? |
| Goal when selecting this: |
| Was this goal realized? Explain: |
| What would you expect visitors to your school to see presently related to this topic/initiative/priority? Explain: |
| Priority 3 (if applicable): |
| How was this delivered? |
| How was follow-up support provided? |
| Goal when selecting this: |
| Was this goal realized? Explain: |
| What would you expect visitors to your school to see presently related to this topic/initiative/priority? Explain: |
| Priority 4 (if applicable): |
| How was this delivered? |
| How was follow-up support provided? |
| Goal when selecting this: |
| Was this goal realized? Explain: |
| What would you expect visitors to your school to see presently related to this topic/initiative/priority? Explain: |