



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

ROCHELLE R. HENDRICKS
Acting Commissioner

December 10, 2010

TO: Chief School Administrators
Charter School Lead Persons
School Principals
Nonpublic School Administrators
State Agency Education Directors
County Professional Development Board Chairs
Local Professional Development Committee Chairs
School Professional Development Committees

FROM: Willa Spicer, Deputy Commissioner
Division of Academic Standards, Curriculum, and Assessments

SUBJECT: SPDC and LPDC Professional Development Planning Responsibilities for 2011-2012

Please find attached a memo from the Chair of the Professional Teaching Standards Board (PTSB) and guidance materials for the continued development and implementation of the school-level and district-level professional development plans. The attached chair's memo and guidance materials describe the requirements for the 2011–2012 professional development planning cycle for each of the professional development planning committees. These guidance materials and templates are available for review on the department's website at <http://www.nj.gov/education/profdev/pd/teacher/>.

The planning process provides districts and schools with a thoughtful and collaborative professional development planning process that connects adult learning to student learning outcomes at all levels. Professional development committees will use the existing templates from last year's submission in completing this year's reflection and planning process.

The 2011-2012 guidance documents specifically address this year's school and district plan requirements and timelines. Please ensure that all professional development committee members have access to the guidance as they begin this planning cycle.

Additionally, as you are aware, the Local Professional Development Committee is responsible for updating and monitoring the district mentoring and induction plan. The Mentoring Plan, that was to be due in the Spring of 2011 **will not** be due until the Spring of 2012. Information on updating the current mentoring plan will be available at the beginning of the next school year.

Thank you for your hard work creating professional development plans that work to connect teacher and student learning.

WS/CP/EAS/VBD/L:\Duff\PD Plans\2011\packetmaterials\PTSB Packet-2010.Doc

Attachments

c: Members, State Board of Education
Acting Commissioner Rochelle Hendricks
Senior Staff
Diane Shoener
Marie Barry
Elaine Davis
James McBee
Mary Jane Kurabinski
Sue Martz
Suzanne Ochse
Cathy Pine
Eileen Aviss-Spedding
Ken Figgs
Victoria Duff
Carol Albritton
Emily MacKinnon
CCCS Staff
Executive County Superintendents
Professional Teaching Standards Board
Association of Schools and Agencies for the Handicapped
Garden State Coalition of Schools
NJ LEE Group
NJAACTE



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County Professional Development Board Chair
Local Professional Development Committee Chairs
School Professional Development Committee Chairs

FROM: Peggy Stewart, Chair
New Jersey Professional Teaching Standards Board (PTSB)

SUBJECT: SPDC and LPDC Professional Development Planning Responsibilities for 2011-2012

The Professional Teaching Standards Board (PTSB) is pleased to provide the School (SPDC) and Local Professional Development Committees (LPDC) and the County Professional Development Board (CPDB) with the timelines and procedures for professional development planning and approval for the 2011-2012 school year. The guidance materials provide submission timelines, resources and procedures for the school and district plan submission to the local board of education and the County Professional Development Board (CPDB). The guidance materials along with additional professional development resources will also be available at <http://www.nj.gov/education/profdev/pd/teacher>.

Last year schools and districts began a new professional development planning process that focused adult learning opportunities and activities on the learning needs of the students in the schools. These plans, reviewed and approved by the CPDB, showed that many professional development committees had made significant progress in creating collaborative structures to support educators in adding to their knowledge and skills in the areas of curriculum, assessment and instruction, as well as planning and coordinating professional learning opportunities across schools. On behalf of the PTSB, I want to thank the committees for their efforts in making learning about effective professional development a priority and for developing plans that will help to improve classroom practices and impact student learning. Many districts and schools have made a commitment to changing the paradigm of professional development from one of disconnected offerings to one that focuses on job-embedded professional learning opportunities that target student learning and improved classroom practice.

Requirements for the 2011–2012 Professional Development Plan

During the current school year, schools and districts have begun to implement the plans that were developed last spring. It is important for you, as committees, to begin to assess the strengths and weaknesses of your current plans and revise them based on the evidence you are collecting about the effectiveness of those plans. For the 2011–2012 planning cycle we are asking you to:

- Review your 2010-11 plan in its entirety to be clear on what you wanted to achieve this year;
- Review Section F (Evaluation) of the current plan to ensure that you are collecting and analyzing the intended evidence as part of the process of evaluating the effectiveness of your plan implementation;
- Reflect on the effectiveness of your current professional development efforts based on the evaluation evidence;
- Determine what modifications or additions should be made to the existing plan based on what you have learned through your evaluation about its effectiveness and impact;
- Submit a revised/modified plan using the existing plan as written and adding paragraphs in bold type to indicate what you intend to add or revise, if anything, in each section.

The guidance materials attached to this letter provide a more in depth discussion of the responsibilities of the school, district and county committees during this planning cycle. It is important as the plans are implemented, monitored and revised that the focus remain on meaningful results for student learning and that connections are made to the district's and school's goals and priorities. The planning process should contribute to district and school improvement efforts; support the development of collaborative structures that result in meaningful and actionable adult learning; and build the capacity of all staff to sustain and enhance targeted initiatives and programs. The planning templates have not changed and can be reviewed at www.nj.gov/education/profdev/pd/teacher. The templates and guidance are meant to further the conversation with all stakeholders on the specific actions needed to foster continuous improvement and to empower educators to take action to get the intended results for our students.

Key Resource for Planning and Implementing Powerful Professional Learning

A key resource for the work of planning for and sustaining collaborative learning environments is the New Jersey tool kit, [Collaborative Professional Learning in Schools and Beyond: A Tool Kit for New Jersey Educators](#). The tool kit provides articles, surveys and other tools to support collaborative learning opportunities for teachers. The LPDC and the SPDC will want to continue to use the tool kit for planning and implementation. Teachers and administrators will want to use the tool kit to support the work of individual or collaborative learning activities. To download the tool kit, please e-mail a request for access to teachpd@doe.state.nj.us.

It is our hope that you, as leaders of learning, will continue to devote time to your own research, learning, and planning in the area of collaborative professional learning. Should you

have any questions about these materials, please contact Victoria Duff in the Office of Professional Standards, Licensing and Higher Education Collaboration at 609-292-0189 or e-mail teachpd@doe.state.nj.us. Thank you, in advance, for your continued support of this effort.

PS
Attachments

**DIRECTIONS FOR
The 2011-2012 School and District
Professional Development
Planning Process**

OVERVIEW

This document will guide the School Professional Development Committees (SPDC) and District Professional Development Committees (LPDC) in completing their professional development plans for the 2011–2012 school year. Districts across the state have made much progress in providing for school-level professional development opportunities that are collaborative and focused on student learning needs. This year’s plan for both the school and district committee will be based on the results from the professional development opportunities you implemented in 2010–2011 school year and your evaluation of the plan’s effectiveness. A full description of requirements for this year’s district and school planning is provided in the next two sections.

The document is divided into three sections:

- Section I: Creating the School Professional Development Plan for 2011-12
- Section II: Creating the District Professional Development Plan for 2011-12
- Section III: Appendices

For the 2011-2012 plan, both the district and school professional development committees will be using the same template that was used for this year’s plan. A new school profile sheet, Section 1 of the plan, is available on the Department of Education website. It can be accessed at www.nj.gov/education/profdev/pd/teacher. This year you will be updating the plan you developed, reflecting on its success and making modifications based on your evaluation of the plan’s success. The Department of Education will be providing throughout this coming year a number of training opportunities around the issue of how to effectively evaluate the success of your professional development. As you plan for next year, please make use of key resources in the Professional Development Tool Kit, especially Chapter 13, Evaluation, and Tool 13. 1, *Eight Smooth Steps* by Joellen Killion. You can continue to request access to the toolkit for you and your school or district by sending a request to teachpd@doe.state.nj.us.

County Professional Development Boards (CPDB) will be reviewing district professional development plans using a rubric available at www.nj.gov/education/profdev/pd/teacher. As committees at both the school and district level, you will want to review the rubric to see how your plan will be assessed by the county board. The county boards will be receiving their own Review Process Guidance in early 2011.

The guidance also contains five appendices with additional information and resources. The appendices include a list of information available on the website, the responsibilities of the LPDC and SPDC, the use of the County Board rubric for plan development, an overview of the Professional Development Standards for Educators, and additional program evaluation resources.

The Timeline for Profession Development

As in previous years, the New Jersey Department of Education is asking all committees to adhere to a timeline for plan development, submission, approval and implementation of school and

district professional development plans. The following are key dates the committees will want to keep in mind as they are planning:

- Fall 2010 – ongoing: SPDCs and LPDCs will implement and monitor current plan;
- February 28, 2011 – SPDC submits plan to the LPDC (this date can be modified at the discretion of the district to give the school committees additional time);
- April 15, 2011 – LPDC submits board of education reviewed plan to CPDB; and
- June 15, 2011 – CPDB provides feedback to LPDC.

A detailed timeline with additional information for SPDC and LPDC members can be accessed at www.nj.gov/education/profdev/pd/teacher.

I. CREATING THE SCHOOL PROFESSIONAL DEVELOPMENT PLAN

For the 2011-2012 school year, the School Professional Development Committee (SPDC) will be updating the school level professional development plan developed in 2009-2010 which is currently being implemented in the 2010-2011 school year. The professional development planning process for 2011–2012 will follow the cycle of ongoing evaluation and revision as depicted in the diagram below.



It is expected that the SPDCs will use their evaluation of the 2010-2011 plan to inform what they will include in their professional development plan for 2011-2012. As the SPDC begins its review of the plan, it will be necessary to identify what goals are being met, the work that still needs to be accomplished, and how the professional learning will be sustained and shared across grade levels and content areas.

Evaluation of the 2010–2011 Plan

In your 2010-2011 plan you identified data and evidence that you would collect to determine the success of your professional development efforts in 2010-2011. The evidence you have been collecting will help you answer such questions as: Were your goals achieved? What did teachers learn? Did teachers connect their learning to their classroom practice? It is by assessing the effectiveness of your 2010-2011 activities that you can begin to adjust and update the plan for 2011-2012.

Please Note: You will make modifications and additions to the plan by adding to the existing narrative on the template, indicating that it is new information by bolding the new information. Following is a description of expectations for the updates to the plan by section:

- A. **Reflection:** Use the evaluation data that you have been collecting in response to Question F (**Evaluation**) of this year’s plan to assist you in reflecting on the success of your professional development offerings. Any new narrative you will be adding to the answer should be a reflection on the current school professional development opportunities and their impact on classroom practice and student achievement. You will also want to add any new challenges that have presented themselves during the implementation of the school level professional development plan.
- B. **Needs Assessment:** Using the evaluation data collected on your school professional development plan, new student achievement data and the committee’s reflection on the success of last year’s professional development opportunities, add any new needs identified for staff learning. You may also want to consider if the school’s collective definition of student achievement remains the same. **Bold all changes.**
- C. **Professional Development Goals:** Based on your needs assessment, consider if you will need to alter or add to the adult learning goals proposed in your 2010-11 plan. **Bold all changes.**
- D. **Professional Development Opportunities:** If you have added new professional development goals, you will also need to add to this questions’ narrative the new professional development opportunities that will result from your new goals. Please also indicate any changes to the supports and structures for collaborative professional learning that you are making to further assist educators in supporting high quality professional learning for educators. **Bold all changes.**
- E. **Professional Development Resources:** Identify any new resources or time allocations planned for professional learning, identifying how such modifications support the nurturing of the adult learning processes. **Bold all changes.**
- F. **Evaluation:** Please review all of the sub-questions in Question F and make modifications as appropriate for the coming year. Your evaluation of your professional development plan each year should drive all of your planning as a committee. The sub-questions in question F should guide you in making your additions to your answers. Your committee’s evaluation activities

should be the foundation of your plan. As you add to your current answer, please refer to Chapter 13 of the tool kit, *Collaborative Professional Learning in School and Beyond*, as well as other resources, to thoroughly examine the impact of the school plan on teacher practice and student achievement. **Bold all changes.**

G. School Summary: Please modify your current one-page summary of your plan for the LPDC, reflecting any changes to your plan which will then be submitted with their district professional development plan to the CPDB. **Bold all changes.**

Appendix I provides you with the list of documents for professional development planning that are currently on the website.

As the SPDC works through the planning process, the committee should be in communication with the LPDC and the district to ensure the alignment of the professional development goals to district goals and priorities.

Please note: A district consisting of one school will complete and submit the school level plan to the County Professional Development Board and the district board of education.

II. CREATING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

For the 2011-2012 school year, the Local Professional Development Committee (LPDC) will be updating the district-level professional development plan developed in 2009-2010 which is currently being implemented in the 2010-2011 school year. The professional development planning process for 2011–2012 will follow the cycle of ongoing evaluation and revision as depicted in the diagram provided above in section I.

It is expected that the LPDCs will use their evaluation of the 2010-2011 plan to inform what they will include in their professional development plan for 2011-2012. As the LPDC begins its review of the plan, it will be necessary to identify what goals are being met, the work that still needs to be accomplished, and how the professional learning will be sustained and shared across grade levels and content areas.

The LPDC will specifically consider gaps across schools in adult learning opportunities based on district and school goals and identify commonalities in learning activities that the district might further support. In addition, it will be important to maintain ongoing collaboration with school committees. Professional development planning in this manner is meant to foster collaborative decision making and collective responsibility for the learning of all students in the district.

Evaluation of the 2010–2011 Plan

In your 2010-2011 plan you identified data and evidence that you would collect to determine the success of your professional development efforts in 2010-2011. The evidence you have been collecting will help you answer such questions as: Were your goals achieved? What did teachers learn? Did teachers connect their learning to their classroom practice? It is by assessing the

effectiveness of your 2010-2011 activities that you can begin to adjust and update the plan for 2011-2012.

Please Note: You will make modifications and additions to the plan by adding to the existing narrative on the template, indicating that it is new information by bolding the new information. Following is a description of expectations for the updates to the plan by question:

- A. **Reflection:** Use the evaluation data that you have been collecting in response to Question F (**Evaluation**) of this year's plan to assist you in reflecting on the success of your professional development offerings. Any new narrative you will be adding to the answer should be a reflection on the current school professional development opportunities and their impact on classroom practice and student achievement. You will also want to add any new challenges that have presented themselves during the implementation of the school level professional development plan.
- B. **Needs Assessment:** Using the evaluation data collected on your district professional development plan, new student achievement data and the committee's reflection on the success of last year's professional development opportunities, add any new needs identified for staff learning. **Bold all changes.**
- C. **Professional Development Goals:** Based on your needs assessment, consider if you will need to alter or add to the adult learning goals proposed in your 2010-11 plan. **Bold all changes.**
- D. **Professional Development Opportunities:** If you have added new professional development goals, you will also need to add to this questions' narrative the new professional development opportunities that will result from your new goals. Please also indicate any changes to the supports and structures for collaborative professional learning that you are making to further assist educators in supporting high quality professional learning for educators. **Bold all changes.**
- E. **Professional Development Resources:** Identify any new resources or time allocations planned for professional learning, identifying how such modifications support the nurturing of the adult learning processes. **Bold all changes.**
- F. **Evaluation:** Please review all of the sub questions in Question F and make modifications as appropriate for the coming year. Your evaluation of your professional development plan each year should drive all of your planning as a committee. The sub questions in question F should guide you in making your additions to your answers. Your committee's evaluation activities should be the foundation of your plan. As you add to your current answer, please refer to Chapter 13 of the toolkit, *Collaborative Professional Learning in School and Beyond*, as well as other resources, to thoroughly examine the impact of the school plan on teacher practice and student achievement. **Bold all changes.**

III. THE COUNTY PROFESSIONAL DEVELOPMENT APPROVAL PROCESS

This year the County Professional Development Board (CPDB) will again review district plan submissions. They will be reviewing each plan for improvement based on the County Board Rubric which can be accessed by schools and districts at www.nj.gov/education/profdev/pd/teacher.

APPENDICES

Appendix I

LIST OF GUIDANCE MATERIALS PROVIDED AT

www.nj.gov/education/profdev/pd/teacher

- A Guidance Document for the School Professional Development Plan
- School Professional Development Plan Template (word document for plan development which includes Profile Sheet and Sign-Off Sheet)
- A Guidance Document for the District Professional Development Plan
- District Professional Development Plan Template (word document for plan development which includes Profile Sheet and Sign-Off Sheet)
- County Professional Development Board Rubric for Feedback to districts
- County Board Review Form (under development)
- School and District Professional Development Plan Timeline

RESOURCES

Available at www.nj.gov/education/profdev/pd/teacher

- New Jersey Professional Teaching Standards
- New Jersey Professional Development Standards
- Professional Learning for Teachers – A Guidance Document (formerly What Counts)
- Common Language Document
- Moving into The Five Year Cycle – September 1, 2010
- Webinars on Professional Development Planning and Collaborative Learning

Appendix II

Roles and Responsibilities of Professional Development Committees for 2010-2011

A. School Professional Development Committee (SPDC)

The School Professional Development Committee plans for professional development at the school level and gathers input with and from all stakeholders during the planning, implementation and monitoring process. The SPDC should model collaboration and continuously engage members of the school community in the development of the plan.

During the 2010-2011 school year the SPDC will:

- Continue to learn about the elements of high quality professional learning as a committee and apply that learning to the implementation and monitoring of the current school-based plan;
- Use committee learning time to understand the elements of successful evaluation of the planning process using Chapter 13 of the toolkit as a basis for that learning;
- As a committee review each section of your current school plan, your previous answers to the questions and any data on plan implementation to identify where you have begun to meet your goals, the activities and structures that have been put in place, and where adjustments to the plan might be needed;
- Continue communicating school priorities and needs and planning ideas to the LPDC to ensure the school's alignment to district goals and priorities;
- Review the school's definition of student achievement with staff and make necessary revisions so that the implementation of the definition can be monitored;
- Develop a more rigorous evaluation of the professional development program that begins to show evidence of making an impact. Consider if the plan is making a change in how leaders support the opportunities, in how teachers collaborate with one another in making decisions on curriculum, assessment and instruction, or how teachers are implementing new skills they have learned;
- Use the 2010 -2011 plan that was submitted and approved to rewrite Sections A (Reflection) and F (Evaluation) and make revisions to the other sections of the plan. **Bold all new modifications and revisions.** The committee will continue to use the questions in each section of the plan as the guide;
- Submit the revised plan to the LPDC at a date determined by the LPDC;
- Communicate the plan to the school community and support the implementation of the plan; and
- Continue to monitor the implementation and impact of the plan in 2011 - 2012, making revisions, as necessary.

B. Local Professional Development Committee (LPDC)

The Local Professional Development Committee plans for professional development at the district level and gathers input with and from all stakeholders during the planning, implementation and monitoring process. The LPDC supports the schools in aligning district and school priorities. The LPDC should model collaboration and engage members of the SPDCs and the school communities in the development of the plan.

During the 2010 – 2011 school year the LPDC will:

- Continue to learn about the elements of high quality professional learning as a committee and apply that learning to the implementation and monitoring of the current district plan;
- Use committee learning time to understand the elements of successful evaluation of the planning process using Chapter 13 of the toolkit as a basis for that learning;

- As a committee review each section of your current district plan, your previous answers to the questions, and any data on plan implementation to identify where you have begun to meet your goals, the activities and structures that have been put in place, and where adjustments to the plan might be needed;
- Review each section of your current district plan and your answers to the questions to identify where you have begun to meet your goals, the activities and structures that have been put in place, and where adjustments to the plan are needed;
- Work collaboratively with the SPDC on all aspects of planning, reviewing the school-based plans to assure connections to key priorities, initiatives and programs;
- Communicate district professional development goals and planning ideas to the SPDC to ensure alignment with district goals and priorities;
- Review the schools' definitions of student achievement to show alignment of student learning and adult learning within the district plan;
- Develop a more rigorous evaluation of the professional development program that begins to show evidence of making an impact. Consider if the plan is making a change in how leaders support the opportunities, in how teachers collaborate with one another in making decisions on curriculum, assessment and instruction, or how teachers are implementing new skills they have learned;
- Use the 2010 -2011 plan that was submitted and approved to rewrite Sections A (Reflection) and F (Evaluation) and make revisions to the other sections of the plan. **Bold all new modifications and revisions.** The committee will continue to use the questions in each section of the plan as the guide;
- Seek input from all stakeholders on all aspects of the plan, including Central Office, the Board of Education, and the association;
- Submit the revised plan for review to the board of education for review and to the CPDB by April 15, 2011;
- Communicate the final plan to the district and community and support the implementation of the plan;
- Monitor the implementation and success of the plan in 2011 - 2012, making revisions, as necessary; and
- Upon approval of the plan by the CPDB, submit the plan to the board of education for final approval.

Appendix III

Using the County Professional Development Board Rubric for Planning

The County Professional Development Board Rubric was designed to:

- Help all those involved in professional development to understand the characteristics of an acceptable school or district professional development plan;
- Help SPDCs and LPDCs to continue to develop a meaningful and actionable plan and gain an awareness of their own progress; and
- Provide a tool to help CPDBs to review and accept or reject local plans as well as providing feedback to district committees that will support the district in making key connections to district priorities in curriculum, assessment, and instruction.

The County Professional Development Board Rubric is to be used as the tool for the review of all district professional development plans. Areas of weakness in the plan should be identified with feedback on strengthening the weakness. District committees must correct the identified weakness areas of the continuum. Areas of strength should also be recognized as a foundation for future growth. **CPDBs cannot create additional requirements beyond those outlined in the County Professional Development Board Rubric.**

The Feedback Continuum has been specifically designed to help county boards consider plans in a comprehensive rather than fragmented manner. Although there are two columns that designate that the plan is acceptable, each of these columns indicates a relative position on a continuum. District committees should strive to meet the “target” goal. It is unlikely that every district will be able to reach the target areas of the continuum. The column labeled NEEDS REVISION(S) clearly indicates that some portion of the local plan needs additional attention. Should that be the case, the plan must be returned to the LPDC for revisions and then resubmitted to the CPDB for reconsideration. Only plans with one or more dimensions rated as requiring revision should be rejected by the CPDB with request for revisions and then resubmitted by the LPDC.

In using the County Professional Development Board Rubric, SPDCs should:

- Use the rubric as a learning and planning tool to develop the school professional development plan; and
- Use the rubric as a self- assessment tool to ensure that high quality collaborative professional learning opportunities are being put in place in the school.

In using the County Professional Development Board Rubric, LPDCs should:

- Assess their 2010-11 plan approved in the last review process and design their 2011-12 plan to exhibit progress toward the target characteristics; and
- Design a professional development plan that provides opportunities for innovative professional development experiences closely aligned with “target” characteristics.

In using the County Professional Development Board Rubric, CPDBs should:

- Keep the review process grounded in the philosophy of a continuum, reflecting continuous improvement;
- Provide feedback on weak and static areas, encouraging movement toward the target characteristics; and
- Design feedback for the LPDCs in the context of the CPDB’s role as supportive partner in the ongoing growth and innovation process.

Appendix IV

New Jersey Professional Development Standards for all Educators

The New Jersey Professional Development Standards for Educators, adapted from the Learning Forward (formerly National Staff Development Council) Professional Development Standards, provide a roadmap for the development and implementation of high quality professional development for individuals, schools, and districts. These standards help planning teams to:

- Identify the organizational supports, or context, that schools and districts have in place to assure relevant, job-embedded, and sustained professional development is occurring;
- Provide the structures and design of professional learning, or process, that assist educators in acquiring the knowledge and skills that will improve student learning outcomes; and
- Create opportunities to deepen the knowledge and skills, or content, that educators engage in to deepen student learning.

The standards can be accessed at www.nj.gov/education/profdev/pd/teacher. Additional standards resources, that include the standards rationales and articles on successful implementation of the standards, can be accessed at www.learningforward.org.

Appendix V

AN EVALUATION PRIMER

Resources

- Collaborative Professional Learning In School and Beyond – Chapter 13: Evaluation
 - **Tool 13.1 – Eight Smooth Steps by Joellen Killion which includes:**
 - *Logic Model* (a plan for assessing teacher and leader effectiveness and student learning outcomes)
 - *KASAB* (a method for identifying the intended knowledge, attitudes, skills, aspirations, and behaviors for in the professional development plan)
 - Surveys for teams and schools
- www.learningforward.org
 - Examining the Evidence database: a database of research and reports linking professional learning and student achievement
- Thomas Guskey, Evaluating Professional Development (2006) – article retrieved at <http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%20A2-Evaluating-Professional-Development.aspx>
- Thomas Guskey, Guidelines for Evaluating Professional Development (1998) – article retrieved at <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk17.htm>.
- Questions in Section F of the School or District Plan Guidance Document