



Iowa Professional
Development
Model

IPDM
PLAN
WORKBOOK

2019

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WORKBOOK FOR DEVELOPING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The Student Achievement and Teacher Quality Program (Iowa Code 284.6), which requires district and attendance center professional development plans, establishes professional growth systems for teachers and administrators. The **Workbook for Developing the District Professional Development Plan** is intended to help district level administrators think through the pieces of the Differentiated Accountability process and to make a determination about the professional development needs of their teachers.

In 2019 the CSIP, including a District Professional Development Plan [DPDP], will be submitted through the [Consolidated Accountability and Support Application \[CASA\]](#). This **Workbook** may be used to prepare for that report and to share information about professional development among faculty members and other stakeholders.

The design of this document is intended for use as a tool with a District Leadership Team to facilitate the development of a succinct document regarding continuous school improvement through professional development and will support the development of district, attendance center and individual teacher professional development plans. Explicit connections may be made with the IPDM to the five conceptual areas of school improvement in [Differentiated Accountability \[DA\]](#): Assessment and Data-Based Decision-Making [A-DBDM], Universal Instruction [UI], Intervention System [IS], Leadership [L], and Infrastructure [IF] by utilizing the [Collaborative Inquiry Questions \[CIQ\]](#) and the [Self-Assessment of MTSS Implementation \[SAMI\]](#) Anchors. With DA and IPDM interwoven together, systems create a single continuous improvement process grounded in the essential components of [Multi-Tiered System of Support \[MTSS\]](#) and the leadership and infrastructure needed for successful implementation.

The Workbook provides:

- A description of each essential component within the District Professional Development Plan [DPDP],
- Collaborative Inquiry Questions that help District Leadership Teams focus on what to think about,
- SAMI Anchors to assist in visualizing an ideal Multi-Tiered System of Support [MTSS],
- Steps to implement each component with guidance tools to assist District Leadership Teams to yield a complete and compliant DPDP, and
- Space for a district team to capture their discussions, analyses and actions regarding professional development.

COLLECTING/ANALYZING DATA

Collaborative Inquiry Question(s):

- Universal & Intervention Systems:
 - Is the Universal Tier sufficient? [D1]
 - If the Universal Tier is not sufficient, what are the needs that must be addressed? [D2]
 - Which students need support in addition to the Universal Tier? [D6]

DPDP Collecting/Analyzing Steps

- Collect, analyze and discuss data to answer questions regarding student learning needs.
- Analyze the general population as well as implications for all subgroups in the districts.
- Document by using data displays such as tables and charts to show student needs.
- Summarize District Leadership Team's interpretation and comments on the implications of data.
- Assure that all faculty members are knowledgeable about student needs and the rationale for studying new practices.
- Describe what was learned about students that helped make decisions about what to do to support student learning.
- Write a statement describing the student learning needs and record it on the District Professional Development Plan form.

District Supports SAMI Anchors for all Buildings

Leadership

[3] *Assure* there is a leadership team to lead and support implementation of MTSS.

Assessment-Data Based-Decision Making [A-DBDM]

[1] *Ensure* a comprehensive balanced assessment system is in place for reading, mathematics, and SEBMH.

[3] *Identify how* across all tiers (universal, supplemental, intensive), data are used to identify the difference or "gap" between expected and current student outcomes relative to learning goals.

[6] *Assure* patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, socio-economic, language proficiency, disability status) are used to inform MTSS impact, and ensure subgroup needs are addressed.

[8] *Identify how* staff are provided data on MTSS implementation fidelity and student outcomes.

Tip

- An important step in implementing the DPDP is to make sure that all faculty members are knowledgeable about student needs and the rationale for studying new practices.

District Level Data and Analysis *(use this space to capture district plan information)*

The District Leadership Team should discuss the data and record the team's responses to the questions regarding the data. As soon as the data is organized and ready to share, the leadership team and principal should share the data and facilitate a discussion with the full faculty. This information will support goal setting and other decision making about professional development.

District Name:

Data Analyzed By:

Data Collection Period:

Date of Analysis:

Type of Data Analyzed: (Check the data source you are analyzing.)

ISASP

ISPP

Diagnostic: _____

Grades or Progress Indicators

Other: _____

1. What do you notice when you look at these data? What are you comfortable saying about student or staff performance based on these results?
2. What additional questions do these data generate?
3. What do these data indicate students need to work on?
4. Based on these data, what can we infer teachers/administrators need to work on?
5. What do the results and their implications mean for your instructional practices and the district-level professional development plan?

GOAL SETTING

Collaborative Inquiry Question(s):

- Universal & Intervention Systems:
 - If the Universal Tier is not sufficient, what are the needs that must be addressed? [D2]
 - How will Universal Tier needs be addressed? [D3]
 - Which students need support in addition to the Universal Tier? [D6]
 - Which of the Targeted and/or Intensive Tier supports are needed to meet the needs of identified students? [D7]

DPDP Goal Setting Steps

- List student learning goals.
- What Professional development (focused on instruction, curriculum and assessment) is necessary to achieve district goals?
- Identify the district target for professional development. A PD target identifies the knowledge and skill set that we want teachers to develop.
- Disseminate goals and communicate decisions. Facilitate opportunities for faculty to process the links among student need, the district/building goal(s), and the PD target.

District Supports SAMI Anchors for all Buildings

Leadership

[2] *Assure if* staff have consensus and are actively engaged in MTSS Implementation.

Assessment-Data Based-Decision Making [A-DBDM]

[9] *Ensure* staff understand and have access to data sources that address the purposes of a comprehensive, balanced assessment system.

Universal Instruction

[7] *Ensure that* a collaborative team-based approach is used to examine student learning data to monitor and adjust the universal tier.

Intervention System

[5] *Ensure that* a collaborative team-based approach is used to examine student learning data to monitor and adjust supplemental (Tier 2) and intensive (Tier 3) instruction.

Tips

- A PD target is more narrow than the broad improvement goal. For example, a goal might be to improve reading by X%. Data analysis indicates that inference is a difficult skill for most students and may be contributing to low reading comprehension scores. A professional development target would be to increase reading comprehension by improving students' skills in making inferences.
- Professional development goals may be long term or short term based upon the learning needs of students and the adults who work with them.
- Ensure that there is a focus at the district for professional development. Multiple emphases across the district with variation at the building level may be necessary to address student learning needs established by data.

District Level Goal Setting *(use this space to capture district plan information)*

Student learning needs:

District improvement goal:

District professional development target:

SELECTING CONTENT

Collaborative Inquiry Question(s):

- Leadership & Consensus:
 - Is there initial and ongoing administrator AND staff consensus to develop and implement practices within MTSS? [A]

DPDP Selecting Content Steps

- Describe the content to be studied.
- District Leadership Team reads research studies and selects content (strategies, model or program) that is most likely to accomplish the district's goal area.
- Assure the use of evidence-based practices.
- Identify which Iowa Teaching Standards and Iowa Leadership Standards are addressed and aligned to professional learning opportunities.

District Supports SAMI Anchors for all Buildings

Leadership

[5] *Ensure the* Leadership Team members have the content knowledge needed to collaboratively lead implementation of MTSS.

Universal Instruction

[6] *Ensure the* instructional staff use instructional materials that facilitate the use of evidence-based practices to support the learning of content standards and/or expectations/competencies.

Tips

- Analysis of student achievement data and setting specific goals for improvement have the function of narrowing the choices when selecting content for professional development.

District Level Information *(use this space to capture district plan information)*

Describe how the district professional development program includes evidence based instructional strategies aligned with the district's student achievement needs and long-range improvement goals:

Describe how the district professional development program meets the needs of individual teachers and is aligned to the Iowa Teaching Standards:

DESIGNING THE PROCESS

Collaborative Inquiry Question(s):

- Infrastructure:
 - Is effective infrastructure in place to support the sustainability of practices with MTSS over time? [G]

DPDP Designing The Process Steps

- Identify the target audience for professional development.
- Describe how all K-12 educators responsible for instruction will be included in the plan.
- Describe how the following will be included within the District Professional Development Plan:
 - theory
 - demonstration
 - practice
 - observation
 - reflection
 - collaboration
 - technology integration
 - the study of implementation

District Supports SAMI Anchors for all Buildings

Infrastructure

- [2] *Ensure* the Iowa Professional Development Model focused on MTSS is implemented to support the learning needs of leadership and staff.
- [3] *Assure* schedules provide adequate time for trainings and coaching support for all staff.
- [5] *Ensure* schedules provide adequate time for multiple tiers (universal, supplemental, intensive) of evidence-based instruction and intervention to occur.

Universal Instruction

- [1] *Ensure* Universal (Tier 1) practices exist that clearly identify learning standards and school-wide expectations for instruction that engage all students (Preschool-Grade 1).

Tips

- New learning builds knowledge and skills around the identified instructional practice and includes theory, demonstration, and practice.
- The design for district level professional learning may include opportunities for training for the purpose of learning and observing new instructional practices or programs as well as opportunities for collaboration to study the literature, demonstrate and observe new instructional practices, design lessons and analyze student data.

District Level Information *(use this space to capture district plan information)*

Describe how the district professional development program includes instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching:

Describe how the district professional development program provides access for all teachers in the district to professional development offerings:

ONGOING: TRAINING/LEARNING [COACHING] OPPORTUNITIES

Collaborative Inquiry Question(s):

- Leadership & Consensus:
 - Is there a leadership team established to support consensus, infrastructure, implementation, and sustainability of practices within MTSS? [B]
- Infrastructure:
 - Is there an effective structure in place to provide ongoing professional learning and coaching to support all staff members? [E]

DPDP Designing The Process Steps

District Supports SAMI Anchors for all Buildings

<ul style="list-style-type: none"> <input type="checkbox"/> Describe how training will be distributed throughout the year. <ul style="list-style-type: none"> <input type="checkbox"/> How often and how long will training opportunities occur? <input type="checkbox"/> Who will communicate with trainers to ensure that the training meets the needs of the teachers? <input type="checkbox"/> Who will provide your training? <input type="checkbox"/> Describe how theory and demonstration will be included. <input type="checkbox"/> Describe how teachers will be given opportunities to practice. <input type="checkbox"/> Describe how collaborative teams will be organized and establish a schedule for meeting times. <input type="checkbox"/> Describe your communication plan for sharing this design with your staff. <input type="checkbox"/> Create and share a PD calendar for your district. 	<p>Leadership [6] <i>Ensure</i> the leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation.</p> <p>Infrastructure [3] <i>Assure</i> schedules provide adequate time for trainings and coaching support for all staff.</p> <p>Assessment-Data-Based Decision Making [A-DBDM] [2] <i>Ensure</i> data-based decision making for student outcomes occurs across grade levels (Preschool – grade 12), subgroups, and tiers of instruction (universal, supplemental, intensive).</p>
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Tips

- Iowa Code section 284.6(8) requires that at least 36 hours annually outside of the minimum school day, during non-preparation time or designated professional development time, must be used by practitioners to collaborate with each other or to engage in peer review activities.
- All teachers and/or teams are engaged in learning together in a collective way and throughout the school year. This collective learning provides opportunities for all teachers and/or teams to work together on a regular basis and deepen the school and/or district professional development initiative into the day-to-day work of teaching.

ONGOING: COLLABORATION AND STUDY OF IMPLEMENTATION

Collaborative Inquiry Question(s):

- Universal & Intervention Systems:
 - How will the implementation of the Universal Tier actions be monitored over time? [D4]
- Infrastructure:
 - Do you have an established structure to provide ongoing professional learning and coaching to support all staff members? [E]
 - Is there an effective evaluation of the implementation of practices within MTSS and impact on achievement in place? [F]

- Is effective infrastructure in place to support the sustainability of practices with MTSS over time? [G]

DPDP Designing The Process Steps

- Describe your school's structures for collaboration (e.g., how often will educators meet and for how long?)
 - How will the teams be formed?
 - Who will provide the structure for the use of collaboration time?
 - Who will set collaborative meeting agendas? What will a typical agenda include?
 - Describe how the building collaborative teams will communicate with district and building-level Leadership Teams?
- Describe what your PD content will look like when it is in place. What will be the pattern of use? What will be the quality of use? How will it differ from current practice? Will it be integrated with current practice or will it replace current practice?
- How often will the teachers and others use this strategy/skill in the classroom?
- Describe how you will monitor implementation.
 - Who will collect these data and at what intervals?
 - How will these data be shared and with whom?
 - How often will you compare implementation data with formative data on student responses to your planned change? How and how often will that be shared?

District Supports SAMI Anchors for all Buildings

Leadership

[4] *Ensure the* Leadership Team members have consensus [belief] and leadership skills to collaboratively lead implementation of MTSS.

Universal Instruction

[8] *Ensure the* staff are provided data on MTSS implementation fidelity and student outcomes.

Infrastructure

[2] *Assure the* Iowa Professional Development Model focused on MTSS is implemented to support the learning needs of leadership and staff.

[6] *Assure* schedules provide adequate time for staff to engage in collaborative, data-based decision making.

Tips

- The collaborative team may spend the designated time planning, practicing, debriefing lessons; organizing, analyzing, and summarizing data to plan instruction; solving problems related to the school and/or district instructional initiative; reading, reflecting, and sharing articles or research that supports the instructional initiative. The learning should provide teachers and/or teams an opportunity to develop short-term and long-term plans.
- The collective learning is facilitated and planned to include various roles (such as leader, task keeper, time keeper, recorder), agendas, minutes, and follow-up actions and provides adequate time (30 to 45 minutes) for in-depth learning.

EVALUATION

Collaborative Inquiry Question(s):

- Universal & Intervention Systems:
 - Have Universal Tier actions been effective? [D5]
 - Have Targeted and Intensive Tier supports been effective? [D10]
- Infrastructure
 - Is there an effective evaluation of the implementation of practices within MTSS and impact on achievement in place? [F]

DPDP Evaluation Steps

- Organize and display data and findings to support future planning.
- Identify the approved professional development provider(s).
- Determine the formative evaluation process for the selected professional development in the DPDP.
 - What measures will be used? How often and with whom?
 - How will results be shared with faculty?
- Determine the summative evaluation process for the selected professional development in the DPDP.
 - Have we accomplished our goals for student learning?
 - Should we continue this initiative as is or with changes?
 - Is this initiative complete?

District Supports SAMI Anchors for all Buildings

Infrastructure

[11] *Ensure* structures to support MTSS are in place:

- a. for sustainability; and
- b. to increase
 - i. efficiencies,
 - ii. alignment,
 - iii. usability *and*
 - iv. member engagement and understanding.

[12] *Assure* data* sources are used to evaluate the implementation and impact of MTSS.

Tips

- Multiple sources of data (teacher implementation data and student achievement data) should be analyzed to make the most informed decisions about the success of a professional development initiative.

District Level Information *(use this space to capture district plan information)*

Describe how the district professional development program includes an evaluation component that documents the improvement in instructional practice and the effect on student learning:

Please indicate the district's professional development provider(s):

83.6(3) Professional development provider requirements.

- a. A provider may be a school district; an area education agency; a higher education institution; a public or private entity including a professional organization that provides long-term, ongoing support for the district or area education agency's professional development plan; or a consortium of any of the foregoing. An educational organization or program with specific professional development accreditation or approval from the department is an approved provider.
- b. Providers that are not currently accredited or approved through state accreditation procedures must follow approval procedures identified in the district's or area education agency's professional development plan. The potential provider must submit to the school district or area education agency a written application that provides the following documentation:
 - (1) How the provider will deliver technical assistance that meets the Iowa professional development standards provided in paragraph 83.6(1)"a."
 - (2) How the provider intends to assist the local district or area education agency in designing, implementing, and evaluating professional development that meets the requirements established in paragraph 83.6(1)"b."
 - (3) A description of the qualifications of the provider.
 - (4) Evidence of the provider's expertise in professional development.
 - (5) A budget.
 - (6) Procedures for evaluating the effectiveness of the technical assistance delivered by the provider.

2019-20 District Professional Development Plan

284.6(3) Teacher and Administrator Professional Development

District:

Name and contact information of individual submitting this plan:

1. Describe how the district professional development program includes evidence based instructional strategies aligned with the district's student achievement needs and long-range improvement goals:
2. Describe how the district professional development program meets the needs of individual teachers and is aligned to the Iowa Teaching Standards:
3. Describe how the district professional development program includes instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching:
4. Describe how the district professional development program provides access to all teachers in the district to professional development offerings:
5. Describe how the district professional development program includes an evaluation component that documents the improvement in instructional practice and the effect on student learning:
6. Please indicate the district's professional development provider(s):

