

Professional Development Redesign

Current State Assessment

(An electronic version of this readiness assessment tool is available at www.PDRedesign.org. Facilitation of the assessment process is critical to achieving an accurate and useful assessment.)

Teacher Engagement

1. Teacher Input/Ownership To what extent are teachers involved in the development and design of district/school PD offerings?			
1 Non-Existent Teachers are not (or are seldom) engaged in the design and development of PD offerings at the school/district levels.	2 Initial Teachers are inconsistently engaged in the design and development of PD offerings at the school/district levels.	3 Defined & Managed Teachers are consistently engaged in the design and development of PD offerings at the school/district levels.	4 Optimizing Teachers have formalized roles in the design and development of PD offerings at the school/district levels.
2. Empowered Teachers To what extent do teachers choose their own PD?			
1 Non-Existent Very few teachers (less than 25%) choose their own PD.	2 Initial Some teachers (at least 50%) choose their own PD.	3 Defined & Managed A majority of teachers (at least 75%) choose their own PD.	4 Optimizing Almost all teachers (over 90%) choose their PD and their ability to make those choices is formalized
3. Collective/Team Development To what extent do teachers work together as a professional community and share responsibility for the group's high quality performance?			
1 Non-Existent Very few teachers (less than 25%) work together as a professional community or share responsibility for the group's performance.	2 Initial Some teachers (at least 50%) work together as a professional community and share responsibility for the group's high quality performance.	3 Defined & Managed A majority of teachers (at least 75%) work together as a professional community and share responsibility for the group's high quality performance.	4 Optimizing Almost all teachers (over 90%) work together as professional community and share responsibility for the group's high quality performance.

4. Effective Teachers			
What percentage of your teachers are rated effective using multiple teacher effectiveness measures?			
1 Non-Existent Very few (less than 25%) teachers are rated effective according to multiple teacher effectiveness measures.	2 Initial Some teachers (at least 50%) are rated effective according to multiple teacher effectiveness measures.	3 Defined & Managed A majority (at least 75%) of teachers are rated effective according to multiple teacher effectiveness measures.	4 Optimizing Almost all (over 90%) are rated effective according to multiple teacher effectiveness measures.

PD Process

5. Identify PD Needs			
Is there an evidence- based framework in place to identify individual PD needs and is it effective?			
1 Non-Existent No or limited framework is in place to identify individual teacher PD needs and less than 25% of teachers needs are identified using the framework.	2 Initial An evidence-based framework is under development and is emerging to identify individual teacher PD needs, and at least 50% of teachers needs are identified using the framework.	3 Defined & Managed An evidence-based framework is in place to identify individual teacher PD needs, and at least 75% of teachers needs are identified using the framework.	4 Optimizing An evidence-based framework is in place to identify individual teacher PD needs, and at least 90% of PD needs are identified using the framework.

6. Personalized PD			
Do district/school PD offerings give teachers what they need?			
1 Non-Existent District/schools PD offerings seldom meet the individual PD needs of their teachers (less than 25%).	2 Initial District/school PD offerings inconsistently meet the individual PD needs of teachers (at least 50 %).	3 Defined & Managed District/school PD offerings consistently meet the needs of teachers (at least 75%).	4 Optimizing District/school PD offerings almost always meet the needs of teachers and are formalized (at least 90%).

7. Access Multiple PD Models			
Is high quality PD delivered effectively through multiple delivery models?			
<p>1 Non-Existent PD offerings are available through a limited number of delivery models (e.g., lecture-based) but access to these models is limited (less than 25%).</p>	<p>2 Initial PD offerings are available through an increasing number of delivery models (e.g. lecture-based, Web-based) but access to these models modes is inconsistent (less than 50% of teachers have access).</p>	<p>3 Defined & Managed PD offerings are available through a variety of delivery models (e.g., online game-based, etc.) and access to these models is constantly increasing (at least 75% of the teachers have access).</p>	<p>4 Optimizing PD offerings are available through a large number of delivery models and the majority of staff have access to these models (at least 90% of the teachers have access).</p>

8. Use Continuous Feedback			
Do teachers receive continuous performance feedback and does it inform their PD paths?			
<p>1 Non-Existent Teachers seldom receive performance feedback regarding their performance.</p>	<p>2 Initial Teacher occasionally receive performance feedback but PD adjustments are not occurring.</p>	<p>3 Defined & Managed Teachers frequently receive performance feedback and PD adjustments are emerging.</p>	<p>4 Optimizing Teachers consistently receive performance feedback and PD adjustments are intentionally made.</p>

9. Use Student Feedback			
To what extent does feedback from students about their educational experience inform teacher PD?			
<p>1 Non-Existent No feedback is collected from students about their educational experience.</p>	<p>2 Initial Some feedback is collected from students about their educational experience, but PD adjustments based on feedback are not occurring.</p>	<p>3 Defined & Managed Feedback is collected from students about their educational experience, and PD adjustments based on feedback are emerging.</p>	<p>4 Optimizing Feedback is collected from students about their educational experience, and PD adjustments based on feedback are responsive and intentional.</p>

Leadership Capacity

10. Vision			
Do leaders have an innovative vision for dramatically accelerating teacher and student success?			
1 Non-Existent There is no or little vision among district, school, and teacher leaders.	2 Initial There is an emerging vision among district, school, and teacher leaders but it is unevenly used to drive change.	3 Defined & Managed There is a solid vision among district, school, and teacher leaders and it is actively used to drive change.	4 Optimizing There is deep understanding of a solid vision among district, school, and teacher leaders and the vision is incorporated into formal systems as a key driver for change.

11. Instructional Leadership			
To what extent do district, school and teacher leaders focus on instruction?			
1 Non-Existent Very few leaders focus on teaching and learning. Their instructional knowledge base and use of data to make informed decisions is limited.	2 Initial Some leaders focus on teaching and learning. Their instructional knowledge base and use of data to make informed decisions is inconsistent.	3 Defined & Managed Most leaders focus on teaching and learning. Their instructional knowledge base and use of data to make informed decisions is consistent.	4 Optimizing District, school and teacher leaders focus on teaching and learning is systematic and pervasive. Routine reporting and solid instructional knowledgebase are anchored by data-driven decision making for all key instructional decisions.

12. Principal Input/Ownership			
To what extent are principals involved in the development and design of district/school PD offerings?			
1 Non-Existent Principals are not (or are seldom) engaged in the design and development of PD offerings at the school/district levels.	2 Initial Principals are inconsistently engaged in the design and development of PD offerings at the school/district levels.	3 Defined & Managed Principals are consistently engaged in the design and development of PD offerings at the school/district levels.	4 Optimizing Principals have formalized roles in the design and development of PD offerings at the school/district levels.

13. Change Management			
Does our organization have internal capacity to manage major change initiatives?			
<p>1 Non-Existent Our organization has very limited internal capacity to manage even a limited number of major change initiatives. There are no management systems in place to support user adoption, continuous improvement, scale and sustainability.</p>	<p>2 Initial Our organization has some internal capacity to manage major change initiatives. We inconsistently use management systems to support user adoption, continuous improvement, scale and sustainability.</p>	<p>3 Defined & Managed Our organization has solid internal capacity to manage a limited number of major change initiatives. There are management systems in place to support user adoption, continuous improvement, scale and sustainability.</p>	<p>4 Optimizing Our organization has high internal capacity to manage major change initiatives and we have a track record of managing major change initiatives. The change management systems to support user adoption, continuous improvement, scale and sustainability are formalized.</p>

14. Communication			
Are major district initiatives clearly communicated and broadly understood?			
<p>1 Non-Existent There are no clear and consistent communication processes ensuring district, school, and teacher leaders understand policies, rules, and initiatives underway.</p>	<p>2 Initial Communication to district, school and teacher leaders about initiatives, policies and rules is uneven and depends on school leadership. There are major gaps in understanding across staff</p>	<p>3 Defined & Managed Communication to district, school and teacher leaders about initiatives, policies and rules is generally clear and consistently delivered. Understanding is even, with very few major gaps.</p>	<p>4 Optimizing Communication to district, school and teacher leaders about initiatives, policies and rules is very clear, defined, and systematically delivered. Understanding is strong, and there are systems in place for clarifying misunderstandings.</p>

Resource Optimization

15. PD Amount			
Is the budget sufficient for delivering high quality individualized PD?			
<p>1 Non-Existent The budget for delivering high quality personalized PD is insufficient.</p>	<p>2 Initial The budget for delivering high quality personalized PD is partially sufficient.</p>	<p>3 Defined & Managed The budget for delivering high quality personalized PD is sufficient.</p>	<p>4 Optimizing The budget for delivering high quality personalized PD is sufficient and sustainable.</p>

16. PD Financial Management

Do the budget and financial management systems generate accurate and timely information for PD planning/ decision support needs?

1 Non-Existent PD budget and financial information is unavailable or difficult to access. Management of financial PD resources is not integrated, with little decision support available for PD planning.	2 Initial PD budget and financial information is available and can be accessed manually. Management of financial PD resources is integrated and adequate for accounting and reporting purposes, but not useful for planning/decision support.	3 Defined & Managed PD budget and financial information is accurate, timely and provides a complete picture of resource use. Management of financial PD resources is integrated and provides sufficient information for planning/decision support.	4 Optimizing PD budget and financial information provides a comprehensive picture of current and historic resource use. Systems and processes capture financial elements of multiple PD efforts, and this information is used to routinely inform future PD budgets and plans.
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17. Resource Allocation System

Are resource allocation decisions anchored to fiscal, design, and instructional impacts?

1 Non-Existent Allocation systems are uneven or non-existent and are disconnected from school design impacts. Schools are not supported in use of allocations. Resource allocation decisions are disconnected from instructional impacts.	2 Initial Allocation systems are equitable but disconnected from school design impacts. Schools receive uneven support in use of allocations. Resource allocation decisions are unevenly connected to instructional impacts.	3 Defined & Managed Allocation systems are equitable and connected to school design impacts. Schools receive support in use of allocation. Resource allocation decisions are connected to instructional impacts with consistency.	4 Optimizing Allocation systems are equitable and connected to school design impacts. District and schools work together as part of a formalized system to design and adjust resource allocation system based on instructional impacts.
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18. PD Resource Utilization			
Do schools use time, staff, and money efficiently to optimize conditions for teaching and learning?			
1 Non-Existent Very few schools across the district use time, staff and money efficiently and effectively to design conditions that support teaching and learning. Few, if any, schools incorporate embedded PD.	2 Initial Some schools across the district use time, staff and money efficiently and effectively to design conditions that support teaching and learning. Some schools incorporate embedded PD.	3 Defined & Managed A majority of schools across the district use time, staff and money efficiently and effectively to design conditions that support teaching and learning. Schools incorporate embedded PD.	4 Optimizing All schools across the district use time, staff, and money to create innovative instructional designs. Embedded PD is systematized at scale with sustainability.

Supportive Policies

19. Common Core State Standards			
What is the current level of Common Core State Standard adoption and PD linkage in our organization?			
1 Non-Existent There are currently no plans to adopt Common Core State Standards.	2 Initial CCSS has been adopted and some CCSS-specific PD has been made available to our staff.	3 Defined & Managed CCSS has been adopted and basic CCSS-specific PD has been made available to most staff.	4 Optimizing CCSS has been adopted and strong CCSS-specific PD has been made available to all our staff.

20. Policy Support			
To what extent do state, district and/or union policies or other rules and regulations support or prohibit PD implementation?			
1 Non-Existent State and district policies or other rules and regulations create significant barriers to PD, prohibiting change.	2 Initial State and district policies or other rules and regulations are mixed, with some areas that support PD, some that prohibit change.	3 Defined & Managed State and district policies or other rules and regulations provide solid support for implementing PD, with few that prohibit change.	4 Optimizing State and district policies or other rules and regulations provide solid support for implementing PD rarely prohibiting change.

Delivery Infrastructure

21. Ease of Access			
How easily can staff members access digital and non-digital PD content including digital and offline offerings?			
<p>1 Non-Existent Staff members can physically attend PD workshops and other in-person events. There is limited technology provided by the district to engage with digital content.</p>	<p>2 Initial In-person and some limited digital PD options exist. There is some digital PD content but staff members do not typically know where to go to find it. In most cases, there are different portals containing PD content that require unique log-ins to access.</p>	<p>3 Defined & Managed Several digital and in-class PD offerings exist. Staff members are trained to use the digital and offline tools provided to enroll and engage in PD activities. In most cases, there are different portals containing PD content that require unique log-ins to access.</p>	<p>4 Optimizing Several digital, in-class, and collaborative PD offerings exist. Staff members are thoroughly trained to use the digital and offline tools provided to enroll and engage in PD activities. Staff members can access all tools using one set of log-in credentials.</p>

22. PD Digital Platform Capability			
How robust is your current technology platform to deliver PD content to staff members?			
<p>1 Non-Existent There is no technology platform for delivering digital PD content.</p>	<p>2 Initial A platform for delivering PD has been purchased that is stand-alone and unconnected to our other data systems.</p>	<p>3 Defined & Managed A standalone platform is in place for delivering PD content that is connected to other data systems; PD consumption is tracked.</p>	<p>4 Optimizing A platform exists that is fully connected to teacher evaluation, student assessment and other data systems; PD consumption is tracked and can be linked back to other data points in our system.</p>

23. Network Availability

Do staff members have sufficient access to computers and network infrastructure to access digital PD from their classrooms and from home?

1 Non-Existent Most staff members have computers with a broadband Internet connection in their classrooms or school offices.	2 Initial All staff members have computers with a broadband Internet connection in their classroom or school offices.	3 Defined & Managed All staff members have computers with a broadband Internet connection in their classroom or school offices, and are able to access professional development content and systems remotely from their home and other locations.	4 Optimizing All staff members are provided a laptop (or similar) and are able to use it to access professional development content and systems remotely from their home and other locations.
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Data Infrastructure

24. Data Capture

Is data (including student data, assessment data, teacher HR data, teacher-student link, PD consumption data) digitally captured?

1 Non-Existent No or limited data is being captured in digital format.	2 Initial All data is being captured, though not consistently in digital format.	3 Defined & Managed All data is being captured in digital format, although across separate systems and often with manual effort. Data from multiple sources are available digitally and can be aggregated, though typically outside of any data system (e.g. export to Excel).	4 Optimizing All data is being captured in digital format, from multiple sources, and is visible on one platform with a single log-in.
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25. Data Access			
To what extent can staff members access meaningful analysis of data (including dashboards and reports) to inform PD?			
1 Non-Existent Not enough data in digital format is available to generate reports informing PD needs.	2 Initial Limited standard reports are available from IT, but most data is difficult to access for analysis.	3 Defined & Managed Standard reports are available from IT and custom reporting is possible. Some meaningful data analysis is possible by end users but requires significant coaching and PD.	4 Optimizing Customizable reports are available and easily accessible for all staff members. Regular coaching and PD are offered to all staff members to build their data literacy.

High Quality Content and Tools

26. CCSS Alignment			
To what extent are existing curriculum, instruction and assessment systems aligned to CCSS?			
1 Non-Existent Curriculum, instruction and assessments are not yet aligned to the CCSS.	2 Initial There is emerging alignment in math and literacy	3 Defined & Managed There is full alignment in math and literacy and emerging alignment in other subject areas.	4 Optimizing Curriculum, assessment and instructional systems for all grade levels and subjects are fully aligned.

27. CCSS Implementation			
To what extent are teachers implementing instruction aligned to CCSS?			
1 Non-Existent Most instruction in core subjects is not aligned to CCSS.	2 Initial CCSS alignment of instruction in core subjects is uneven.	3 Defined & Managed CCSS alignment of instruction in core subjects is even across most classrooms.	4 Optimizing CCSS alignment of instruction in core subjects is systematized.

28. Quality PD Content Availability Is the quantity, quality, and variety of available PD content adequate?			
1 Non-Existent There is limited PD content available in the district. Quality is poor. Purchasing decisions are made at the district or state level.	2 Initial There are multiple sources of PD content available across a number of PD content categories. Quality is uneven across options. Purchasing decisions include some input from schools and teachers.	3 Defined & Managed There are multiple sources of PD content available with deep content in most PD content categories. Purchasing decisions consistently include input from schools and teachers.	4 Optimizing There are multiple sources of PD content available, with integrated and aligned content across substantially all PD content categories. Purchasing decisions formally include input from schools and teachers.
29. PD Content Consumption To what extent is available PD content utilized?			
1 Non-Existent No data is collected on utilization of PD content resources.	2 Initial Some data is collected on utilization of PD content resources. Most staff members attend required PD events. Use of other PD content resources is unknown due to lack of options or lack of data on usage.	3 Defined & Managed Use of existing PD content for all staff members is moderate. PD content related to training for specific areas, such as ELL or new teachers, is widely utilized.	4 Optimizing Use of existing PD content is high for all staff members.
30. PD Content Efficacy How does our organization use feedback and metrics to create accountability for PD effectiveness and improve PD activities and investments?			
1 Non-Existent Data about PD use and quality are not digitally captured.	2 Initial Some data about PD use and quality (e.g. staff surveys) is collected, but this data does not drive future PD activities and investments.	3 Defined & Managed There are multiple sources of data about PD use and quality, including usage metrics, staff member survey feedback, and measure of translation to practice, but this data is not integrated well enough to drive future PD activities and investments.	4 Optimizing There are multiple sources of data about PD use and quality, including usage metrics, staff member survey feedback, and measure of translation to practice. This data is integrated and drives future PD activities and investments.

