

CORE POLICIES AND ASSOCIATED PRACTICES

1. A Focus on “College and Career Ready”

1.1 Understanding the Standards Framework - (School and District Level)

1.2 Use of Course Requirements - (School Level)

1.3 Alignment, Connections, and Relationships - (School and District Level)

2. The Priority Shifts in Professional Development

2.1 School-based Focus - (School and District Level)

2.2 Emphasis on Development - (School and District Level)

2.3 Standards-based Focus - (School and District Level)

2.4 Professional Learning Cultures - (School Level)

2.5 Master-Inservice Plan Priorities - (District Level)

3. The Purposes of the Professional Development System

3.1 Professional Responsibility: Understanding Purposes of Professional Development - (School and District Level)

3.2 Learning Organizations - (School and District Level)

3.3 Allocating Responsibilities - (School and District Level)

3.4 Actual Improvement Related to Purposes - (School and District Level)

4. The Capacities Employed in the Professional Development System

4.1 Capacity Management - (School and District Level)

4.2 Focusing Capacities on Priority Targets - (School and District Level)

4.3 Restructuring and Reorganizing for Capacity Development - (District Level)

5. The Deliverables of the Professional Development System

5.1 Improvement Planning - (School Level)

5.2 Building a Professional Learning Culture - (School Level)

5.3 Aligning Deliverables with Policies and Purposes - (School and District Level)

5.4 Key Personnel in Professional Development: Distributive Leadership - (School and District Level)

5.5 Research-based Professional Development Models - (School and District Level)

5.6 Priority Areas for Professional Learning Deliverables - (School and District Level)

5.7 Leadership Development - (School and District Level)

5.8 Educator Preparation Programs - (School and District Level)

5.9 Data Deliverables - (School and District Level)

5.10 Online and Digital Professional Learning Resources - (School and District Level)

5.11 Compliance with Statutes and Rules - (School and District Level)

5.12 Deliverables Aligned with Needs Assessments - (District Level)

5.13 Coordinated Arrays of Professional Development Supports - (District Level)

5.14 Deliverables Aligning Personnel Evaluation and Professional Development - (District Level)

5.15 “Coaching for Improvement” Support System - (District Level)

5.16 Training and Development of Non-instructional Personnel - (District Level)

6. The Evaluation Practices of the Professional Development System
6.1 Professional Development Monitoring Team - (District Level)
6.2 Evaluation of the Impact of Professional Development on Performance Improvements – (District Level)
6.3 Distribution of Responsibility for Monitoring and Evaluation of Professional Development - (District Level)
6.4 Individual Responsibilities on Alignment and Impact - (School Level)
6.5 Collaborative Feedback: Collegial processes that engage the entire workforce - (School Level)
6.6 Professional Learning Culture in the Schools - (School Level)
6.7 Reflection and Collegial Sharing - (School Level)
6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality - (School Level)
6.9 Design Focus on Evaluating Impact- (District PD Leadership Level)
6.10 Evaluability Assessments - (District PD Leadership Level)
6.11 A Framework for Evaluation of Professional Development - (District PD Leadership Level)
6.12 Evaluation of Fidelity of Implementation - (District PD Leadership Level)
7. Role of the Master Inservice Plan (MIP)
7.1 Resource Allocation Priorities - (District Level)
7.2 Aligned Arrays of Components - (District PD Leadership Level)
7.3 Amendments to the MIP - (District PD Leadership Level)
7.4 Streamlining the MIP - (District PD Leadership Level)
7.5 DOE Information Data Base Requirements - (District Level)
7.6 Charter Schools - (District Level)