PD Readiness Assessment Facilitation Guide

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Introduction

PD Readiness Assessment Tool

- Designed to assist school districts or Charter Management Organizations (CMOs), or networks to begin an PD system redesign effort with the goal of fostering high quality, multi-modal PD interactions.
- Supports the process to identify the current state of each aspect of a PD system's current state and clarify priorities for the ideal future PD state.
- Best leveraged by including multiple stakeholders from across functions in the district or CMO at the onset of redesign, to promote a comprehensive view of the current state of the PD system.
- Enables teams to put forth strong plans for redesigning that system to meet future goals.
- Provides a report to document this cross-team conversation and can serve as a snapshot of the current state of the organization's PD program and key attributes of the ideal design state.
- Most importantly, aligns the team on key ideas and often leads to new areas of focus including changes in the scope and sequence of the PD plan.

PD Readiness Assessment Facilitation Guide

- Best use of the Readiness Assessment tool includes an objective facilitator, who documents and guides the cross-team conversation.
- Successful facilitators have included both internal resources, and external consultants. Key skills include those that understand whole system redesign, ideally with some content knowledge about the functioning of a school district and teacher professional development. Examples include program leaders, PD advisors and others that can ensure that all voices are heard, without a vested interest in the outcome. Also, the facilitator enables all key PD leaders to participate fully in the process.
- Key to the facilitation is also ensuring that key discussion points are documented, that questions about the language in the rubric are resolved, and that a "consensus" score is reached for each question.
- This guide provides the facilitator with support to engage the team and summarize the discussion/conclusions.
- Key guide sections provide background and use case examples for successful outcomes with other districts and CMOs, and to help a facilitator anticipate questions that may arise while working through the assessment questions.
- Some of the questions are intentionally ambiguous so that the cross-team can decide for itself how to define terms and measures of success. The goal is to focus more on the richness of the dialogue and the content being discussed rather than on the score of each question.
- The scores are subjective, but are meant to align the team towards clear PD innovation and implementation.

Readiness Assessment Overview

The following is an overview of the Readiness Assessment tool, intended to give a high-level picture of the objectives, intended outcomes, and history of the development of the tool.

Objective: *what is it and why should you use this tool?*
The PD Readiness Assessment is a tool intended to be used by school districts and CMOs at the beginning an PD system redesign effort. The goal of the readiness assessment is to support the process of identifying the current state of multiple aspects of the PD system and to begin understanding the changes required to achieve a desired future state for PD. The PD Readiness Assessment consists of 28 questions. Best use of the tool includes:

1. Team engagement in a candid, cross-functional discussion about the current state of PD using a common language
2. Development of a shared team view of the current state of the key elements impacting their PD programs as well as a point of view about the elements that should be strengthened or leveraged to support a PD system redesign effort.

Timeline *when you should use this tool within the PD redesign process?*
This tool is best used at the very beginning of the redesign process, during the current state analysis and strategic planning stage:

Audience and Participants
with whom should you use this tool?

- District/CMO core PD redesign leaders representing each of the key aspects of the PD system (including PD program leadership, IT, finance, HR, school administrators and teachers; extended team could include other stakeholder functions such as assessment and curriculum & instruction)
- 1 Facilitator
- 1 Scribe

Note: The composition of this cross team is very important, as inclusion of more functions, and especially teachers, dramatically impacts the discussion and the consensus scores.

Previous Uses *who has used this tool in the past?*

This tool was originally developed in July 2013 by the Bill and Melinda Gates Foundation. As of February 2014, it is in its third iteration (v3.0). It has been facilitated in nearly a dozen school districts and CMOs engaged in the process of redesigning their teacher professional development programs.

Note: The Readiness Assessment Tool is currently being redesigned as a web-based tool rather than an Excel tool. The web-based version is expected in Spring 2014.

Output *what should you get out of this tool?*

- Readiness Assessment Detailed Summary: This report is automatically generated by the Excel tool. It captures high points of the discussion, with consensus scoring
- Readiness Assessment Feedback & Guidance Report: This report is an optional report to be developed by the facilitator. It gives an objective evaluation of the cross-team conversation and identifies key strengths and next steps for the Implementation Planning phase

Readiness Assessment Use Cases

The PD Readiness Assessment Tool is best used at the beginning of a Professional Development (PD) redesign process. Following is a general description of the way it has been used in the past with multiple schools districts and CMOs. Engagement with The Readiness Assessment Tool is not limited to the following use cases, and is designed to best fit the needs of your district/CMO.

Primary Use Case: Organizing step in creating a shared understanding of the current PD challenges and innovation objectives

> *Background:* A district or CMO has established a core PD cross-functional team to serve as the redesign leadership, and has committed to innovating the PD program. Key elements of the PD innovation have been defined, but specific team activities and implementation steps have not been fully determined.

1. Each team member independently reviews and answers each of the 28 questions based on their experience and understanding within the district or CMO.
2. All participants meet to discuss their perspectives. Moving through each question, the responses are discussed and differing perspectives are shared. With that, the group reevaluates the responses to align on a consensus a score for each question. These outcomes are captured in the tool for reference.
3. After generating the consensus scores and leveraging the scoring rubric, create the summary report to highlight key strengths and gaps observed. The report table of the Excel tool allows the team to "click" a button in order to finalize results. This button generates a printable version of the assessment report.
4. From the summary report of strengths and gaps, members of the core PD team determine how to incorporate the learnings into actionable next steps for the PD program redesign and prioritize areas of focus. Refer to the Next Steps Guide at the end of this document for further suggestions.

Potential variations to the above use case:

- For districts that are distributed in terms of program design, or trying to get a clear perspective of individual stakeholder groups, this tool can be used to understand such perspectives for purposes of defining the PD innovation plans.

  In this use case, the readiness assessment can be used to survey the specific stakeholder group(s). For example, a group of teachers could answer the questions as well as a group of home/central office personnel. Note that this is not a substitute for teacher-centered engagement and design, but instead a method to increase the inputs/data about the current state for those involved in the cross-team conversation. This can then be leveraged as input to the cross team engagement, or as an alignment process within the various stakeholder groups. Key to making this approach successful is ensuring that appropriate resources and time to effectively drive this process.

- Instead of using the tool at the beginning of the redesign process, a school district or CMO could choose to use the assessment periodically throughout an PD redesign implementation phase. This method will allow for clear understanding of the progress being made along the way. One consideration to be managed with this potential usage method is that it requires continued engagement across all key stakeholders and tight focus on the key issues that enable the PD program transformation. These interim check-ins could identify new issues and the group will need to determine whether the new issues are core or incidental to the PD effort overall.

PD Readiness Assessment Rubric/Guide

The ~~"Rose"~~ System Map (pictured below) is a visual representation of a hypothesis about the factors and processes needed to support PD redesign. This model was developed by the Bill and Melinda Gates Foundation's Innovative Professional Development team, based on research and experience in working with districts and CMOs across the country engaged in professional development program transformations.

In an ideal state, at the core of a professional development program are empowered, effective teachers. To create empowered teachers, leaders must:

- identify their individual needs,
- personalize a PD plan,
- access multiple PD models, and
- use continuous feedback for continual refresh of offerings based on performance.

The building blocks and enabling conditions illustrated below are addressed as part of the readiness assessment, as key program elements to be addressed in designing or innovating professional development programs. For each building block and enabling condition, several key questions are posed to get a sense of the current level of capability maturity. There are four capability levels described for each question:

- ***Non-existent*** – fairly low level of capability maturity, in that limited capabilities exist or those that are present do not exist in any pervasive, repeatable manner.
- ***Initial*** – increased level of capability over "non-existent", generally characterized by inconsistent execution and limited repeatable processes.
- ***Defined and Managed*** – moderately high level of capability maturity, with consistent execution and repeatable processes
- ***Optimizing*** – highest level of process maturity, characterized by high level of execution, process standardization, and continuous monitoring and feedback to achieve the desired results, that are formalized and part of the way the district "does business" on a consistent basis – ingrained in their policies and practices, and continue even through leadership changes.

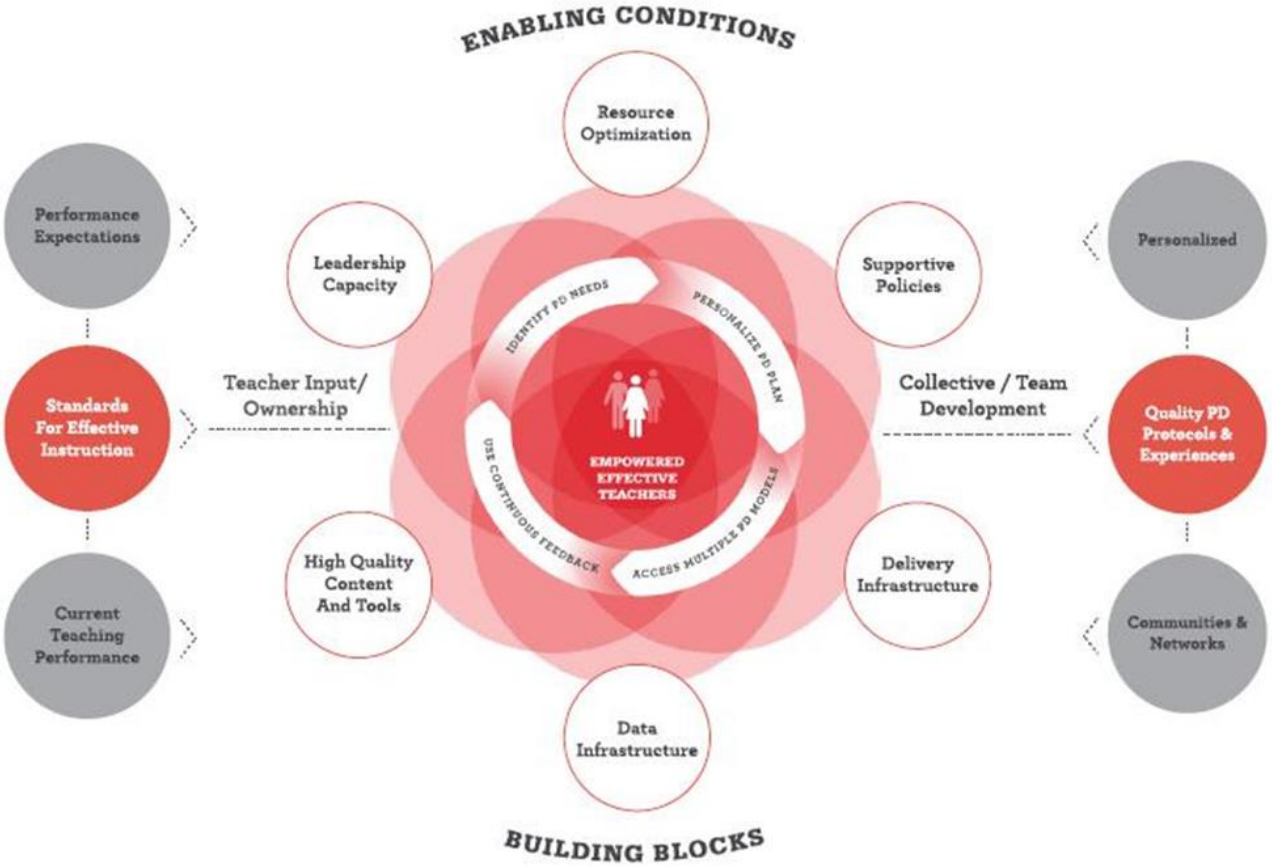
In total, there are 28 questions and for each, suggested considerations and guiding questions have been provided to focus the discussion topics and ensure the capability assessment can be achieved. Some of the questions are intentionally ambiguous to allow the team to align on their own internal definitions and working norms.

Some general considerations for completing the assessment include:

- It is important to drive for clarity by determining at a consensus score for each of the 28 questions.
- Each consensus score should be one of the capability levels identified – mid-point scores should not be used.
- To achieve the consensus, focus the team on the content of each of the capability levels – in light of the PD program objectives. It is more important to focus on the outcomes in place (or desired), than the "score".

Note: The questions and rubric use of the word "district" includes CMOs. CMO personnel engaging with this tool should read "district" as "CMO/Central office".

PD System Map



Teacher Engagement					
	Question	**1**	**2**	**3**	**4**
1	**Teacher Input/Ownership:** To what extent are teachers engaged in the development and design of district/school PD offerings?	Teachers are not (or are seldom) engaged in the design and development of PD offerings at the school/district levels.	Teachers are inconsistently engaged in the design and development of PD offerings at the school/district levels.	Teachers are consistently engaged in the design and development of PD offerings at the school/district levels.	Teachers have *formalized*[1]* roles in the design and development of PD offerings at the school/district levels.
Things to consider/Sample Evidence: ***Key Question: Identify the model for teacher engagement in the PD design and program execution – whether for program offerings/design (front-end) or as feedback source to on-going program updates (execution), or both.*** • Consider both district/network-wide PD as well as individual school site PD. • Who are the key players currently responsible for designing PD? • Think about whether or not teacher feedback is incorporated into the design and development of PD. • Evidence should include specific examples of how teachers do or do not participate in the development of PD offerings • Example 3 – Defined and Managed: "Although there are no formal roles/rules for teacher participation in PD~~F~~, we have teachers in every school who consistently create, update, or deliver PD to other teachers."					
2	**Empowered Teachers:** To what extent are teachers given the option to choose their own PD?	Teachers are never given the option to choose their own PD.	Some teachers are given the option to choose their own PD from a menu of options, while other teachers are not.	All teachers are given the option to choose their own PD from a menu of high-quality options.	All teachers can personalize their own PD from a plethora of high-quality options, and the ability to choose is formalized.
Things to consider/Sample Evidence: ***Key question: Determine level of teacher accountability and choice in PD offerings and personalization.*** • Consider outside of the mandated PD offerings, are teachers given the option to choose from a selection of PD offerings? • Consider both district/network wide PD as well as individual school site PD. • Is there support for teachers to attend PD outside of the district offerings? • Example 1- Non-Existent: PD is determined for teachers primarily by their principals or by the district based on tenure, content area, district/school initiatives and is not at all based on identified individual professional growth needs.					

[1] ****Formalized=Part of the way a school/district does business, ingrained in their policies and practices; continues even if changes in leadership or management occur.***

3	**Collective/Team Development:** To what extent are there formalized structures in place to allow for teacher collaboration, and do teachers find them to be effective (e.g. professional learning communities or common planning time)?	There are no formalized structures in place for teachers to work collaboratively.	There are some formalized structures in place to allow for teacher collaboration and some teachers (25%-50%) find them to be effective.	There are some formalized structures in place to allow for teacher collaboration and a majority of teachers (50% – 75%) find them to be effective.	Formalized structures are in place daily or bi-weekly to allow for teacher collaboration and almost all teachers (greater than 75%) find them to be effective.

Things to consider/Sample Evidence:

- What are the formal structures in place specifically designated for teacher collaboration – professional learning communities, coaching/mentors, etc.?
- What processes do we currently have in place to track how time is utilized during these formalized structures?
- How do teachers perceive the quality of the collaborative structures to be?
- Example 2 – Initial: "All teachers in our district are part of at least one formalized structure (ie. PLC or grade-level meeting), but the quality of work completed is highly variable."

Teacher Engagement Pro Tips:

1. To further incorporate teacher voice into PD planning process, consider administering the End-User survey.
2. Think about your cross-functional team and the potential biases and viewpoints they each hold
3. Consider doing the assessment process with groups that are underrepresented in this team.
4. This section typically takes longer than other sections in the assessment, so do not get discouraged.

PD Process					
#	**Question**	**1**	**2**	**3**	**4**
4	**Identify PD Needs:** Is there an established method in place to identify individual teacher's professional goals, and to what extent is it being used?	No or limited method is in place to identify individual teacher's professional goals.	An established method (e.g. instructional rubric, student surveys, etc.) is under development and is emerging to identify individual teacher's professional goals.	An established method is in place to identify individual teacher's professional goals and it is used inconsistently.	An established method is in place, and there is a formalized, widely-adopted process for using the method to identify individual teacher's professional goals.

Things to consider/Sample Evidence:

Key Question: Identify the level of data-driven capability to create PD offerings and personalize teacher PD selections based on needs.

- Consider both the teacher evaluation tool and any other methods you have in place for identifying teacher's professional goals. For example, annual review/teacher assignment discussions, teacher interest surveys, informal observations, student outcome/achievement analytics, etc.
- Think about whether or not the data generated from the framework is used to identify teacher's professional needs and drive future PD.
- Once the professional goals have been identified, do you follow up formally to ensure the available PD is aligned with his or her professional needs?

5	**Develop Personalized PD:** Is the PD that is currently offered differentiated enough to meet the identified PD needs for teachers?	District/school PD offerings are not differentiated and seldom meet the identified PD needs of teachers.	District/school PD offerings are somewhat differentiated and inconsistently meet the identified PD needs of teachers.	District/school PD offerings are usually differentiated and meet the identified PD needs of teachers.	The process of differentiating district/school PD offerings is formalized and almost always meets the identified PD needs of teachers.

Things to consider/Sample Evidence:

Key Question: Identify the level of differentiation among PD offerings – personalization and relevancy to the teacher needs.

- Consider, are all teachers exposed to the same PD regardless of their identified needs?
- Differentiation is a teacher's or PD tool's response to the learners' needs.
- Is there a difference between individual school site PD and district/network wide PD?
- Example 3 – Defined and Managed: All of our teachers have growth/development goals defined each year. We are in the process of purchasing or developing PD content that addresses the majority of these identified PD needs. Currently, we struggle with offering PD for veteran teachers.

6	**Access Multiple PD Models:** Is PD delivered through multiple delivery models?	PD offerings are available through a limited number of delivery models (e.g., lecture-based.	PD offerings are available through an increasing number of delivery models (e.g. lecture-based, Web-based).	PD offerings are available through a variety of delivery models (e.g. online, etc.)	PD offerings are available through a large number of delivery models.

Things to consider/Sample Evidence:

Key Question: Further identifies the level of personalization and occasions for teachers to take advantage of PD offerings.

- Think about what types of PD are offered in your program (helpful to list out all current forms of PD being offered) Is there more than one method of delivery?
- This question is not asking if you take advantage or access all of the delivery models, just an inventory of what you have available. If it is unclear what is currently available, the product inventory framework (see Data and Technology Diagnostic) might be a good step to complete to provide the needed information – whether as an input to the consensus discussion (if this is a known gap up front) or a follow-up.
- This question is a good opportunity for the group to clarify what they consider to be PD – coaching, common planning time, set-aside PD time only (e.g. "Wednesday PD"), etc.
- Example 2 – Initial: All teachers have access to in-person PD lectures, and all teachers work with instructional coaches throughout the school year. Many of our teachers participate in online learning they find on their own, but the district does not provide any digital content."

7	**Use Continuous Feedback:** Do teachers receive continuous performance feedback and are PD adjustments made accordingly?	Teachers seldom receive performance feedback and PD adjustments based on feedback are not occurring.	Teachers occasionally receive performance feedback but PD adjustments based on feedback are not occurring.	Teachers consistently receive performance feedback and PD adjustments based on feedback are emerging.	Teachers consistently receive performance feedback and PD adjustments based on feedback are responsive and intentional.

Things to consider/Sample Evidence:

Key Question: Identifies whether teachers are taking advantage of PD based on on-going feedback and observations to improve teacher performance – or is feedback separate from the PD planning/delivery process?

- Outside of the formal evaluations each year, how much feedback do your teachers' receive?
- What processes are in place to follow-up with a teacher's engagement in PD and ensure he or she is making the recommended adjustments?
- Is the process consistent for new teachers and more seasoned teachers?
- Example 3 – Defined and Managed: Our teachers receive 3 formal evaluations each year as well as weekly instructional coaching sessions that serve as informal evaluations. Our instructional coaches help identify areas for growth for every teacher and provide support for their development."

PD Process Pro tips:

1. A common question that is often raised during this section is whether a participant should answer based on their site experience or the district as a whole. This conversation is valuable. Recommend to use the site experience as bright spots, but think about answering this question from a network/district perspective
2. As a next step, think about what you want this process to look in your district as a future state? For example, what data would you need? What systems support personalized PD?

Leadership Capacity Rubric					
#	**Question**	**1**	**2**	**3**	**4**
8	**Vision:** Do leaders have an innovative vision for dramatically accelerating teacher and student success?	There is limited innovative vision for accelerating success among district, school, and teacher leaders.	There is an emerging vision for accelerating success among district, school, and teacher leaders but it is unevenly used to drive change.	There is a solid vision for accelerating success among district, school, and teacher leaders and it is actively used to drive change.	There is strong vision for accelerating success along with consensus among district, school, and teacher leaders; the vision is incorporated into formal systems as a key driver for change.

Things to consider/Sample Evidence:

Key Question: Identifies how PD fits within the broader strategy of leadership within the districts – empower teachers through improved practice

- "Vision" can be interpreted in a lot of ways and may be a source of contention with the cross-team in the room. The language is ambiguous intentionally to prompt a conversation about a difficult topic.
- Example 2 – Initial: "We have a lot of different exciting initiatives roll though our district over the past 10 years. Although each one in itself seemed like a good idea, nothing ever seems connected, and now, our staff and teachers are burned out on all the improvement places. There is a district vision, but not all the initiatives underway are aligned."

9	**Instructional Leadership:** What percentage of time do district, school and teacher leaders spend directly on issues around teaching and learning rather than on other issues such as administrative tasks?	Very little leadership time (less than 25%) is spent on issues around teaching and learning.	Some leadership time (25% - 50%) is spent on issues around teaching and learning.	A majority of leadership time (50% - 75%) is spent on issues around teaching and learning.	Almost all leadership time (greater than 75%) is spent on issues around teaching and learning.
Things to consider/Sample Evidence: **Key Question: Determine the role and involvement of teacher and district leaders of supporting improved teacher practice.** • Consider whether improved instruction is prioritized in terms of leaders' time spent (e.g. meeting agendas) and how your school/district culture is set up to support improved instruction? • Is the visibility of leaders in the classroom consistent across school sites?					
10	**Change Management:** Does our organization have the internal capacity to manage major change initiatives?	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.	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.	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.	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*[2].
Things to consider/Sample Evidence: **Key Question: Identify the capability maturity for driving whole system redesign initiatives, based on prior initiatives.** • What standard processes do you have in place for managing and leading change? • Consider the level of turnover of leadership positions in central office as a measure of strategic continuity. • Think about specific descriptions of recently undertaken change initiatives, how they were managed, and whether or not they had sustained success.					

[2] *Formalized=Part of the way a school/district does business, ingrained in their policies and practices; continues even if changes in leadership or management occur*

11	**Communication:** Are major district initiatives clearly communicated and broadly understood?	There are no clear and consistent communication processes ensuring district, school, and teacher leaders understand policies, rules, and initiatives underway.	Communication processes are uneven and at the school and teacher level depend on leadership's ability to translate district messages. There are major gaps in understanding across staff at all levels.	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.	Communication to district, school and teacher leaders about initiatives, policies and rules is very clear, defined, and systematically delivered. Understanding is shared, and there are systems in place for clarifying misunderstandings.

Things to consider/Sample Evidence:

Key Question: Identify the level of capability in building support and executing strategy/leadership through communications.

- Think about whether or not all stakeholders receive the same information? Does it depend on the leader?
- How do you measure the extent to which stakeholders buy into initiatives?
- Example 2 – Initial: "The central office conducts monthly information and training sessions with all principals in the district. Any new initiatives are presented and discussed during those meetings. Some principals are really good about spreading the information throughout their schools, but other principals are not. Some teachers are taken off guard when a new program begins."

Leadership Capacity Pro Tips:

1. As a next step, collect documentation around each one of these questions. For example, email drafts or process flow charts. Look for documents that support your score and identify where there is limited capability and room for improvement.
2. Consider obtaining and using research and/or books to help with change management and leadership.

Resource Optimization Rubric

#	Question	1	2	3	4
12	**District Budget Allocation** Do district budget allocation amounts and rules support schools in making the most of their resources?	District budget allocation amounts and rules do not support schools in making the most of their resources.	District budget allocation amounts and rules unevenly support schools in making the most of their resources.	District budget allocation amounts and rules support schools in making the most of their resources.	District budget allocation amounts and rules are designed as part of a formal systematized district plan. The plan addresses scale and sustainability.

Things to consider/Sample Evidence:

Key Question: Does the budgeting and planning process allow for the types of spending (personnel, local customization, external vs. internal content, etc.) that is required for the current and future design of PD programs?

- Do you know how your budget is allocated specifically for PD and what percentage is that of the total district operating budget?
- Do principals and teachers feel there is enough budget allocated to PD?
- How transparent is the budgeting process, and do teachers and principals understand how their annual PD budgets are determined?

13	**PD Financial Management:** Do the budget and financial management systems generate accurate and timely information for PD planning and decision support needs?	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.	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.	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.	PD budget and financial information provides a comprehensive picture of current and historic resource use. Management of financial PD resources captures elements of multiple PD efforts, and this information is used to routinely inform future PD budgets, plans and ROI.
Things to consider/Sample Evidence: **Key Question: Identify the level of financial support of PD – and key spending categories – to determine whether funding will need to be reevaluated for planned PD changes.** • Can you retrieve information about PD spending from one centralized place? • Evidence should include description of what data system is used for financial management, the process used in collecting information about budget and actual spending on PD, and an assessment of how well integrated PD budgeting and planning is with the district spending as a whole.					
14	**School Master Schedules:** Do schools create efficient, effective master schedules that make the most of time and staff to support teaching and learning?	Very few schools across the district create master schedules that make the most of time and staff to support high quality teaching and learning.	Some schools across the district create master schedules that make the most of staff to support high quality teaching and learning.	A majority of schools across the district create master schedules that make the most of time and staff to support high quality teaching and learning.	Most schools across the district create master schedules that make the most of time and staff to support high quality teaching and learning.
Things to consider/Sample Evidence: **Key Question: Determine whether teachers have appropriate work time to take advantage of PD offerings – whether currently or as part of redesigned program.** • Is there an opportunity to improve teaching and learning by changing master schedules?					
15	**Teacher Time:** Do teachers have sufficient time for PD?	Teachers have very little time to improve practice individually and collectively.	Teachers have some time to improve practice individually and collectively.	Teachers have adequate, consistent, regular time to improve practice individually and collectively.	Teachers have adequate, consistent, regular time as part of formal systematized district plan. The plan addresses scale and sustainability.

Things to consider/Sample Evidence:

Key Question: Identify any potential limitations in teacher schedules to teacher professional development objectives.

- Consider time embedded into the school day as well as designated PD days during the summer/before school is in session.
- Is teacher prep time regularly taken up?

16	**Teacher Supports:** Do teachers have supports (e.g. access to coaches, teacher leaders, technical assistance) available to meet identified PD needs?	Teachers have insufficient supports available to meet identified PD needs for improvement.	Teachers have uneven supports available to meet identified PD needs for improvement.	Teachers have sufficient supports available to meet identified PD needs for improvement.	Teachers have sufficient, high-quality supports available as part of a formal, systematized district plan to meet the identified PD needs. The plan addresses scale and sustainability.

Things to consider/Sample Evidence:

Key Question: Identify the level of professional development leadership support for individual teacher professional development needs.

- Do all school sites have the equal professional support (e.g. coaches, lead teachers)?
- Does the support vary depending on your tenure as a teacher?

Resource Optimization Pro Tips:

1. To get a full picture of each of these elements of resource optimization, consider investing in a full scale audit (e.g. finance audit, time/master schedule audit) potentially using an outside consulting firm that specializes in these types of audits.

Supportive Policies Rubric					
#	**Question**	**1**	**2**	**3**	**4**
17	**Common Core State Standards:** What is the current level of Common Core State Standard adoption and PD alignment in our organization?	Common Core State Standards have not yet been adopted.	CCSS has been adopted, and some CCSS-specific PD has been made available to our staff.	CCSS has been adopted, and basic CCSS-specific PD has been made available to most staff.	CCSS has been adopted, and strong CCSS-specific PD has been made available regularly to all our staff.

Things to consider/Sample Evidence:

Key Question: Identify the level of program integration and support with CCSS initiatives – curriculum and professional development alignment.

- Example 2 – Initial: "We are in the process of selecting a vendor to provide CCSS-aligned PD content. We plan to integrate this new content in our PD training within the next 2 months."

18	**Policy Support:** To what extent do state, district and/or union policies or other rules and regulations support or prohibit PD implementations (e.g. requirements and/or limitations on PD time, budget policy)?	State and district policies or other rules and regulations create significant barriers to PD prohibiting change.	State and district policies or other rules and regulations are mixed sometimes supporting PD while other times prohibiting change.	State and district policies or other rules and regulations provide solid support for implementing PD with few that prohibit change.	State and district policies or other rules and regulations provide solid support for implementing PD rarely prohibiting change.

Things to consider/Sample Evidence:

Key Question: Identify any potential synergies or gaps in support for professional development with external parties or regulations.

- Consider union time restrictions on PD, district/state policies about master schedules, budget, or other policy items that could impact a PD change initiative.
- Also consider internal policies such a procurement permissions, conference allocation permissions, and security policies that could impede innovation in PD redesign.

Delivery Infrastructure Rubric					
#	**Question**	**1**	**2**	**3**	**4**
19	**PD Digital Platform Capability:** How robust is your current technology platform to deliver PD content to staff members?	There is no technology platform for delivering digital PD content.	A stand-alone delivery platform for delivering PD exists and is disconnected from other data systems.	A stand-alone delivery platform is in place for delivering PD content and it's connected to other data systems; PD consumption is tracked	A delivery 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.

Things to consider/Sample Evidence:

Key Question: What is the current level of capability in existing IT infrastructure and are new capabilities required (funding, timeline, etc.) to deliver the desired PD program elements?

- Evidence should include the name of the PD delivery platform and how teachers currently use it
- Is the platform reliable and functional (including speed, content, etc.) in delivering the needed capabilities?
- Example 3 – Defined and Managed: "We have been using True North Logic to manage our teacher evaluation data and process for the past 2 years and have recently implemented their PD module. In the next year, we want our teachers to use the TNL portal as a one-stop-shop for evaluation, PD tracking and PD content delivery."

20	**Ease of Access:** How easily can staff members access PD content including digital and offline offerings?	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.	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.	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.	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.
Things to consider/Sample Evidence: **Key Question: In support of the offering modes, identify the level of access to digital content/information in light of PD program design objectives.** • Do teachers and other staff complain about access to PD? • Is access the same for all users and is there a single sign-on? • Is there adequate training on how to access digital PD content? • If in-person PD choices are offered, do teachers understand how to choose/access the various offerings?					
21	**Network Availability:** Do staff members have sufficient access to computers and network infrastructure to access digital PD from their classroom and from home?	Some staff members have computers with a broadband Internet connection in their classroom or school office.	Most staff members have computers with a broadband Internet connection in their classroom or school office.	All staff members have access to computers with a broadband Internet connection in their classroom or school office, and they are able to access professional development systems at school.	All staff members are provided a laptop (or similar), and they are able to use it to access professional development content and systems remotely from their home and other locations.
Things to consider/Sample Evidence: **Key Question: Is connectivity and network speed appropriate to allow needed access to digital tools, content and information?** • Evidence should include specific data on the number of schools with broadband internet access, laptop/teacher and laptop/student rations, and percent of teachers that access content from home and from work.					
Delivery Infrastructure Pro Tips: 1. To dig more deeply into online PD platforms, consider completing the PD Technology Diagnostic, which collects an inventory of systems including digital PD platforms and current use and satisfaction with those tools.					

Data Infrastructure Rubric					
#	**Question**	**1**	**2**	**3**	**4**
22	**Data Capture:** Is data (including student data, assessment data, teacher HR data, teacher-student link, PD consumption data) digitally captured?	No or limited data are being captured in digital format.	Some data are being captured in digital format.	Most data are being captured in digital format, although across separate systems and often with a lot of manual effort. Data from multiple sources are available digitally and can be aggregated, though typically outside of an actual data system (e.g. export to Excel).	Most data are being captured in digital format, are aggregated in a single warehouse from multiple sources, and are visible on one platform to multiple stakeholder.
Things to consider/Sample Evidence: **Key Question: Determine what level of data-driven content is possible or needed for the PD redesign objectives.** • Example 1 – non-existent: "We collect student data in Powerschool, teacher data in Lawson, and assessment data in Schoolnet. We do not currently track data about PD. We have to log in to each of these systems individually to look at the data." • Example 2- Defined and Managed: "We collect all of our data in Oracle. Right now, only one analyst in our HR department is able to export data/provide reports when we need them, but we are working on training others to access the data." • Is it clear what data is captured? If not, might be useful to inventory the key data captured (in collaboration with IT) to educate the full PD team and to more accurately evaluate this aspect – whether before or after the readiness assessment process.					
23	**Data Access:** To what extent can staff members access meaningful, actionable data analyses (including dashboards and reports) to inform PD?	Not enough data in digital format are available to generate actionable reports for informing PD needs.	Limited standard reports are available from IT, but most data are difficult to access for actionable analyses.	Standard reports are available from IT and custom reporting is possible. Some meaningful data analyses are possible by end users but this requires significant coaching and PD.	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 capacity.
Things to consider/Sample Evidence: **Key Question: Is information that helps identify teacher needs, student performance that drives teacher professional development needs or other PD program needs easily obtainable, or is that an area of need as part of the redesign effort?** • Consider emphasis on whether or not teachers are using data to make informed decisions around PD. • Similar to the data captured, is it clear what data is accessible and to whom? Often there is more capability than is known, due to historical lack of adoption or limited training to sustain knowledge in this space. If it is unclear what the current capability is, this might warrant further analysis.					
Data Infrastructure Pro Tips: 1. To clarify all the data elements and how there are accessed, consider completing the PD Technology Diagnostic, which highlights current data capabilities.					

High Quality Content and Tools Rubric					
#	**Question**	**1- Non-existent**	**2- Initial**	**3. Defined and Managed**	**4- Optimizing**
24	**CCSS Alignment:** To what extent are existing curriculum, instruction and assessment systems aligned to CCSS?	Curriculum, assessments and instruction are not yet aligned to the CCSS.	Curriculum and assessment alignment is emerging in math and literacy.	Curriculum, assessment and instruction for math and literacy is fully aligned and is emerging in other subject areas.	Curriculum, assessment, and instruction for all grade levels and subjects are fully aligned.
Things to consider/Sample Evidence: **Key Question: Determine the level of program cohesion and PD integration with curriculum (for relevant PD offerings).** • Think through whether *all* or only some of the curriculum, assessments and instruction are aligned.					
25	**CCSS Implementation:** To what extent are teachers adopting instructional strategies aligned to CCSS?	Core content teachers have not adopted instructional strategies aligned to the CCSS.	25 – 50% of core content teachers have adopted and are using instructional strategies aligned to the CCSS.	50 – 75% of core content teachers have adopted and are using instructional strategies aligned to the CCSS.	More than 75% of core content teachers have adopted and are using instructional strategies to the aligned CCSS.
Things to consider/Sample Evidence: **Key Question: Determines the current level of adoption of CCSS – how will this impact the proposed whole system redesign effort for professional development? Will the timing of this PD redesign help or potentially "compete" for resources/focus?** • Are some content teachers further along in the adoption process than others?					
26	**Quality PD Content Availability:** Is the quality of available PD content adequate?	The quality of available PD content is poor.	The quality of available PD content is average across options.	The quality of available PD content is good across all options.	The quality of available PD content is excellent.
Things to consider/Sample Evidence: **Key Question: Is information that helps identify teacher needs, student performance that drives teacher professional development needs or other PD program needs easily obtainable, or is that an area of need as part of the redesign effort?** • Determine your organization's definition of high-quality PD. If this has not yet been completed, this might be a good next step. • Is the PD content relevant to teacher's identified needs? See earlier section as to how teacher needs are identified, as well as any confidence in the knowledgebase of the team as to the teacher perspective on this question (along with district, principle, PD leads, etc.). • What formal processes do you have in place to measure quality of PD offerings (assessment, impact to student outcomes, teacher PD satisfaction, etc.)?					

27	**PD Content Participation:** To what extent do teachers use available PD?	Very few teachers (less than 25%) use the available PD content outside of required events.	Some teachers (25% - 50%) use the available PD content outside of required events.	A majority of teachers (50% - 75%) use the content outside of required events.	Almost all (greater than 75%) teachers use the content outside of required events.
Things to consider/Sample Evidence: **Key Question: Are current PD offerings used – and if not, what is the barrier to their use? If used, what is the reason that they are? If unknown, potentially a follow-up to learn more before finalizing PD redesign current state assessment.** • Consider what systems you have in place to track teacher participation of available PD. • Is there support/funding to attend PD sessions outside of the school offerings? • This question is about accessing PD content that provided. The next question is about whether organizations track whether/how teachers implement what they learned from PD they have taken.					
28	**PD Content Implementation:** How does our organization use data and feedback on PD effectiveness to improve future PD activities and investments?	Data about PD use and quality are not captured to drive future PD activities and investments.	Some data about PD use and quality (e.g. staff surveys) is collected, but these data do not drive future PD activities and investments.	There are multiple sources of data about PD use and quality, including usage metrics, staff member survey feedback, and measures of translation to practice, but these data are not integrated well enough to drive future PD activities and investments.	There are multiple sources of data about PD use and quality, including usage metrics, staff member survey feedback, and measure of translation to practice. These data are integrated and inform PD activities and future investments.
Things to consider/Sample Evidence: **Key Question: Determine the level of data-driven processes to understand the level of usage of current offerings and rationale. If immature, might incorporate redesign efforts to improve.** • Do you currently have a system in place to track teacher satisfaction of PD? • Think about how you would determine how PD has influenced teacher's practice. • Example 3 – Defined and Managed: "We collect a lot of data about PD needs and consumption using our Teachscape system. This integrates data from multiple sources and shows how teachers are using (or not using) PD content that we are providing. We need to define a process for linking usage of PD back to teacher performance so that we can subsequently update our PD offerings."					
High quality content and tools Pro Tips: 1. Evaluate the effectiveness of any exit-surveys distributed after PD offerings. If there are currently no systems in place to gauge PD effectiveness, consider using exit-surveys. 2. To get an overall understanding of teacher satisfaction around PD, consider using the End-User Survey.					

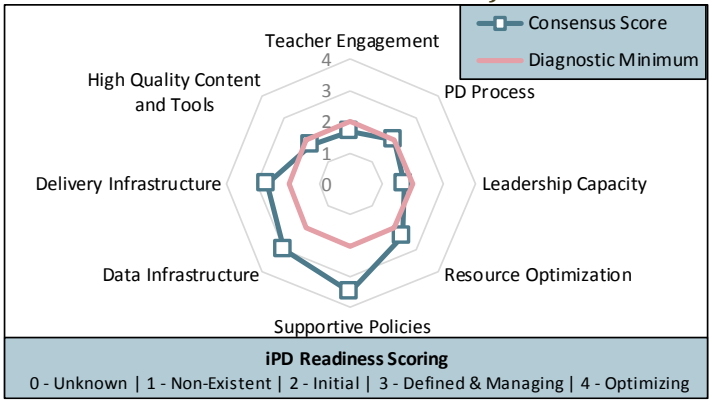
Sample Readiness Assessment Report

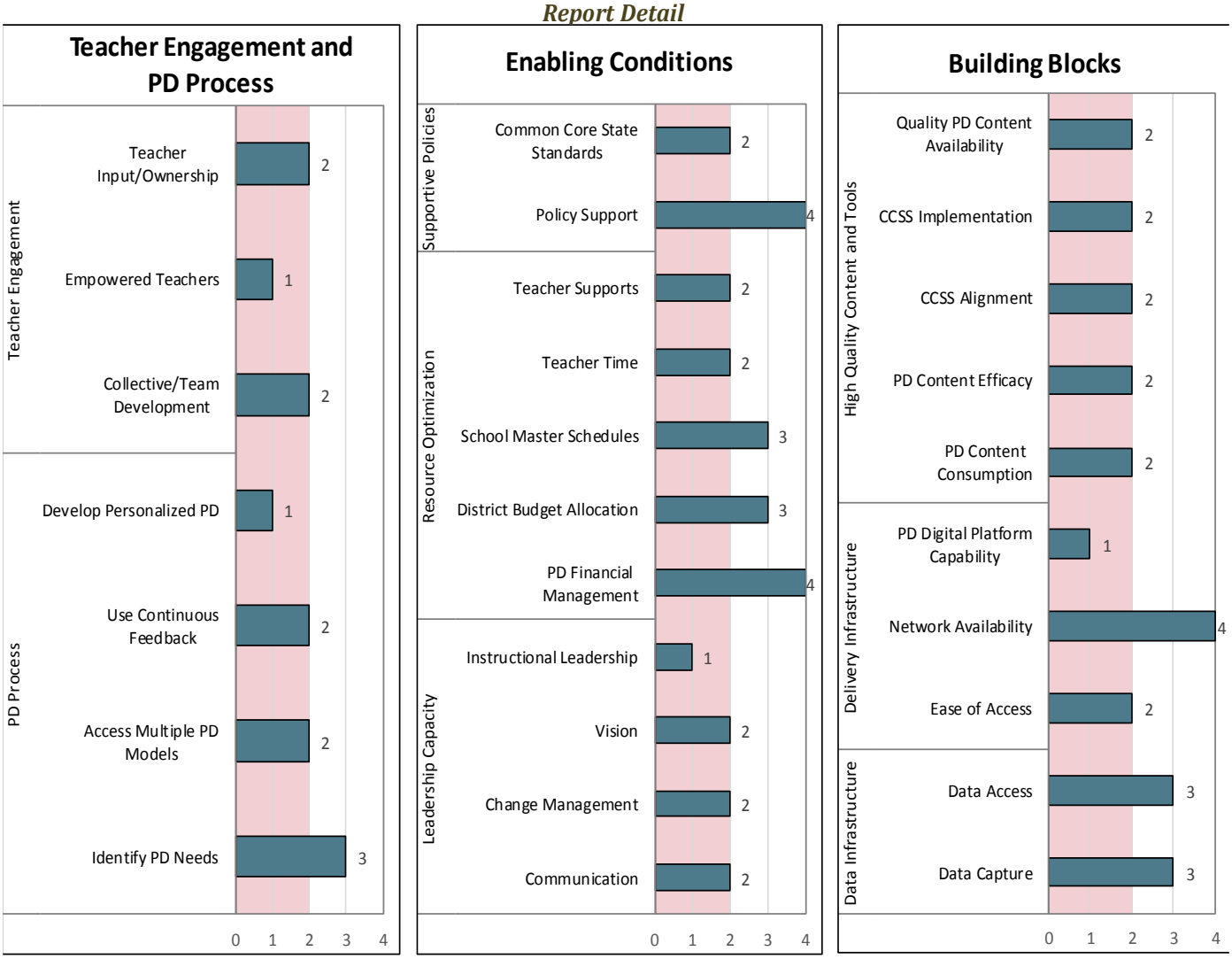
Below is a sample of the report generated upon completion of a Readiness Assessment consensus meeting session. There are several noteworthy components. First, the consensus score in the Report Overview is the average score for the 8 PD Categories. The diagnostic minimum score exists just as a relative score to help contrast the consensus score and highlight strengths and weaknesses. The report detail provides additional insight into the results and presents a summary view of all the questions within each category. The report detail is an ideal set of data to drive high-level takeaways and next steps. The feedback and guidance report highlights the three-four greatest leverage areas for the district/CMO to target as an area of focus.

Report Overview

iPD Category	Consensus Score	Diagnostic Minimum	Diagnostic Suggested
Teacher Engagement	1.67	2.00	Yes
PD Process	2.00	2.00	
Leadership Capacity	1.75	2.00	Yes
Resource Optimization	2.40	2.00	
Supportive Policies	3.50	2.00	
Data Infrastructure	3.00	2.00	
Delivery Infrastructure	2.67	2.00	
High Quality Content and Tools	1.80	2.00	Yes
Grand Total	**2.35**	**2.00**	**2 Suggested**

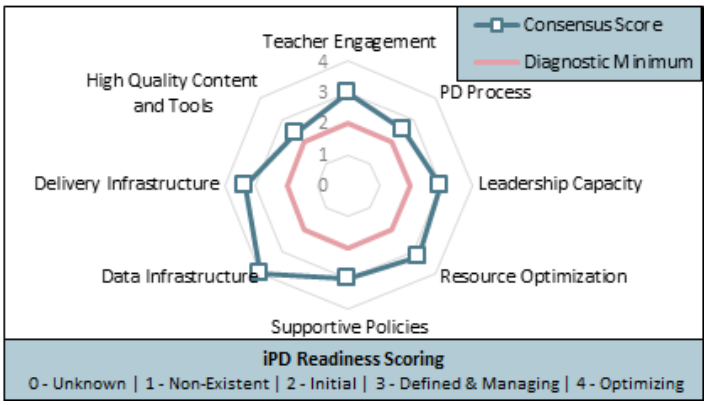
Readiness Assessment Profile




Teacher Engagement and PD Process
Teacher Engagement
Teacher Input/Ownership
2
Empowered Teachers
1
Collective/Team Development
2
PD Process
Develop Personalized PD
1
Use Continuous Feedback
2
Access Multiple PD Models
2
Identify PD Needs
3
0 1 2 3 4
Enabling Conditions
Supportive Policies
Common Core State Standards
2
Policy Support
4
Resource Optimization
Teacher Supports
2
Teacher Time
2
School Master Schedules
3
District Budget Allocation
3
PD Financial Management
4
Leadership Capacity
Instructional Leadership
1
Vision
2
Change Management
2
Communication
2
0 1 2 3 4
Building Blocks
High Quality Content and Tools
Quality PD Content Availability
2
CCSS Implementation
2
CCSS Alignment
2
PD Content Efficacy
2
PD Content Consumption
2
Delivery Infrastructure
PD Digital Platform Capability
1
Network Availability
4
Ease of Access
2
Data Infrastructure
Data Access
3
Data Capture
3
0 1 2 3 4

Sample Feedback and Guidance Report

iPD Category	Consensus Score	Diagnostic Minimum	Diagnostic Suggested
Teacher Engagement	3.00	2.00	
PD Process	2.50	2.00	
Leadership Capacity	3.00	2.00	
Resource Optimization	3.20	2.00	
Supportive Policies	3.00	2.00	
Data Infrastructure	4.00	2.00	
Delivery Infrastructure	3.33	2.00	
High Quality Content and Tools	2.40	2.00	
Grand Total	**3.05**	**2.00**	**0 Suggested**



PD Consumption Data: Despite the high quality PD content being delivered throughout District X, they do not have a robust way to collect data around PD consumption and how it influences teachers' practice. Currently, District X uses exit slips that are entered in Excel sheets made available for principals in Dropbox.

- **FEEDBACK/POINT OF FOCUS**: In collaboration with the Information Technology department, District X needs to develop a systemized process for digitally capturing professional development consumption. Furthermore, District X should consider revamping their exit slip questions to more specifically target the effectiveness of their PD and how it impacts teacher practice in the classroom.

Change Management Capacity and Communication: District X has successfully managed to push a number of initiatives forward, but they are still in the early stages with most of them. Inconsistencies remain as leaders disseminate information differently. District X also works in collaboration with their Union to determine future change initiatives, which comes with advantages and disadvantages.

- **FEEDBACK/POINT OF FOCUS**: As District X begins the planning for PD redesign, the goals, changes and expectations of the initiative need to be defined and then communicated with transparency throughout the design and implementation phases. There should be multiple opportunities for teachers to provide feedback and ask questions, and the PD team should strive to clearly communicate the linkage of the PD program to other District X initiatives. Additionally, since District X has a significant number of new teachers every year, the PD team needs to plan carefully for how to maintain continuity and protect institutional knowledge through these staffing changes.

PD Financial Management: District X successfully plans their fiscal budget well in advance. District X also does an exceptional job with tracking grant-generated funds as they query participants each month per grant and generate reporting for each of the grant providers. However, District X presently lacks a process to track Title funds. Additionally there is not an explicit PD budget, as District X currently has to look in a lot of different places to discover how their PD funds are allocated.

- **FEEDBACK/POINT OF FOCUS:** District X would benefit from creating a centralized process for tracking professional development funds. District X should seamlessly be able to determine how professional development funds are allocated throughout the network. Additionally, District X should ensure they are tracking how PD funds are being spent, including both Grant and Title funds, with fidelity and consistency.

Questions to Consider Moving Forward

- What are three to four critical questions you want to be able to answer about the PD experiences of your teachers and the types of PD that are consumed throughout your longer-term PD implementation plan? What are the regulars sources of data that you'll need at your disposal to answer these questions?
- How will District X engage a cohort of teachers throughout the design of the PD implementation plan? What will be the role of teachers and teacher leaders in your PD theory of action?
- What additional data sources/opportunities can District X leverage in the next few months to get a comprehensive picture of the current state, to inform the design of your future state?

Sample Readiness Assessment Agenda

Below is a sample agenda for a facilitated readiness assessment session. Depending on the number of people present for the session, working through the tool typically takes 5-6 hours. The expectation is that all participants have filled out the tool and provided pieces of evidence for their score prior to the start of the session. Additional participants (e.g. finance representative) have been recommended to attend certain sections of the session because their expertise has proven very valuable for that particular topic. It is highly recommended to include several teachers and teacher leaders on the Core PD team and to include them throughout the entire session.

Objective
The objective of this session is to discuss the questions in the PD Readiness Assessment tool for District X. Upon completion, District X will have a thorough understanding on the current state of their Professional Development (PD) system and a basis for developing high level priorities for their PD initiative.

Location:	**Date:**	**Time:**
List of Participants		

Hour	Time	Agenda Topics	Participants
9:00 AM	15 min	**Introductions**	Core PD Team
9:15 AM	15 min	**Session Overview**	Core PD Team
9:30 AM	60 min	**Readiness Assessment Block 1 (7 questions total)** » Teacher Engagement (3 questions) » PD Process (4 questions)	Core PD Team
10:30 AM	30 min	**Readiness Assessment Block 2 (6 questions total)** » Leadership Capacity (4 questions) » Supportive Policies (2 questions)	Core PD Team HR representative
11:00 AM	30 min	**Readiness Assessment Block 3 (5 questions total)** » Resource Optimization (5 questions)	Core PD Team Finance representative
11:30 AM	60 min	**Readiness Assessment Block 4 (10 questions total)** » Delivery Infrastructure (3 questions) » Data Infrastructure (2 questions) » High Quality Content and Tools (5 questions)	Core PD Team IT representative
12:30 PM	30 min	**Lunch**	
1:00 PM	30 min	**Finalize Assessment** » Address open questions » Finalize any incomplete section and review the output of the report » Gather tool feedback	Core PD Team
1:30 PM	30 min	**Next Steps** » Identify immediate and high level priorities » Identify where more information is needed	Core PD Team
2:00 PM		**Meeting Close**	