### Indicator 1.D: Aligned, Consistent Professional Development



Most staff participate in regular professional development and growth opportunities designed to enhance school and classroom practices, and most opportunities align with the school’s instructional vision and improvement goals. School leadership develops professional development plans based on areas of need as identified by schoolwide data and provide most staff whole-group learning opportunities based on priority areas identified. There is a system for conducting observations (including peer observations) and providing teachers with targeted coaching, but all staff do not receive coaching or are not able to access peer observation opportunities.

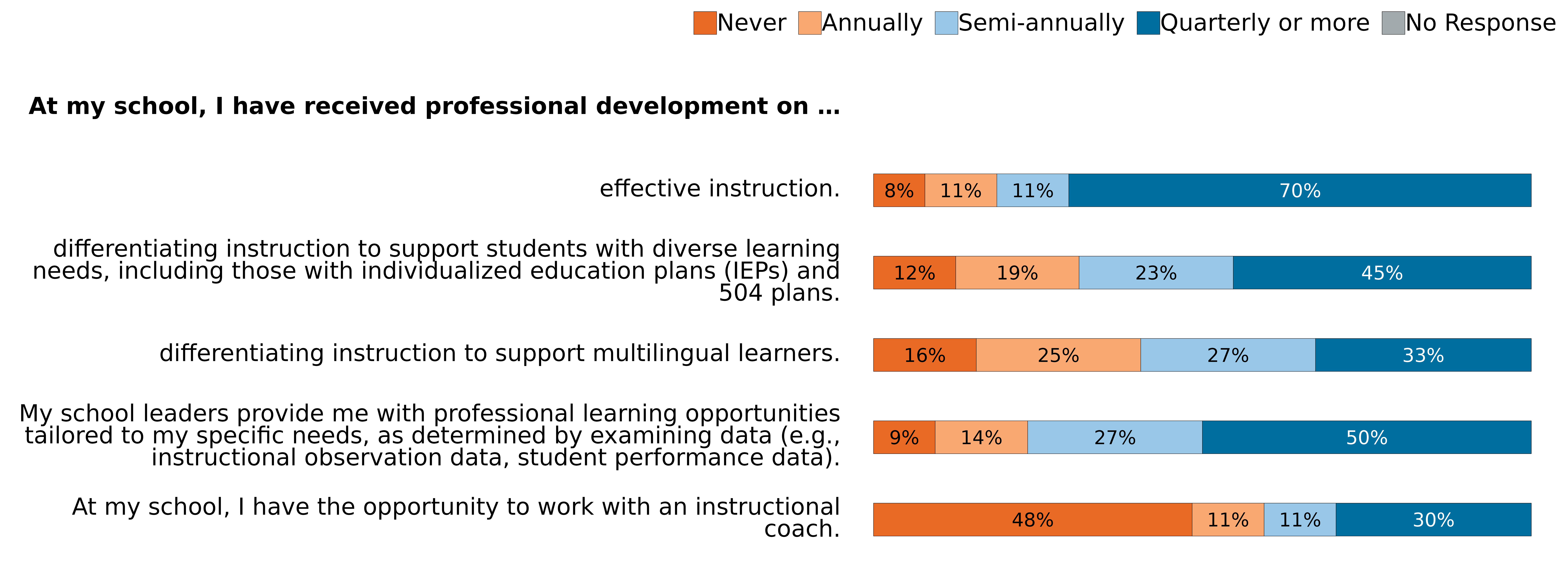
#### OVERALL RATING SUMMARY:

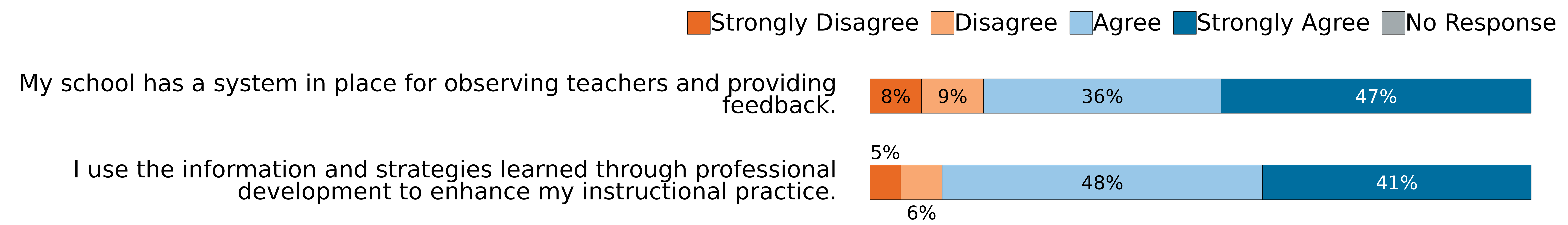
Consistent with an established rating for this indicator, most staff have regular opportunities for professional development (PD). At least some PD opportunities are ongoing, and there is sufficient time for staff to engage in PD to improve classroom practice. School leadership uses some data to inform professional development efforts. However, coaching is not widely available.

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Indicator 1.d: aligned, consistent professional development (CONT.)

#### STAFF SURVEY RESPONSE:





#### STAFF PERSPECTIVES:

* Evidence of Student Learning (EJC): Nearly three-quarter of staff survey respondents (70%) indicated they receive professional development (PD) on effective instruction at least quarterly. However, PD related to differentiating instruction to support multilingual learners and students with IEPs may be less consistent, as staff survey respondents reported a wide range of frequencies with which they have had opportunities to participate in PD focused on differentiating instruction for these groups. Staff focus group participants agreed that PD occurs monthly, but they noted that it is primarily directed by the district, and staff have limited input. Some participants shared that district-directed PD is often not effective or relevant to staff's instructional needs or content areas.
* Most staff survey participants (81%) agreed or strongly agreed that the school has a system in place for observing teachers and providing feedback. School leaders reported that teachers receive informal walk-throughs/observations that result in feedback or questions 3-5 times a week, but due to union regulations, teachers are not required to respond to the inquires.
* Approximately half (48%) of staff survey respondents reported they never have the opportunity to work with an instructional coach. Staff focus group participants corroborated this report, noting that the school no longer has an instructional coach.