Arlington Public Schools
Professional Development
2016 Evaluation

Scope of the Evaluation

The Professional Development Office provides support in planning, implementing, and evaluating professional development for **instructional staff**.

Many professional development offerings are not coordinated through the Professional Development Office, but rather through each **department**, **content office**, or **school**.

Professional development may be **centrally offered**, **school-based**, or **self-initiated**.

The scope of this evaluation covers **all professional development** offered in APS, including the role of the Professional Development Office.

Vision of the Professional Development Office

Every APS educator engages in effective professional learning so every student achieves. The Professional Development Office works with teachers, school leaders, and district leaders to help them be as effective as possible, to continually expand their knowledge and skills to implement the most effective educational practices.

Full evaluation with appendices at
www.apsva.us/evaluationreports

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Evaluation Findings

Cohesiveness and Alignment

1. APS **needs a comprehensive source of information** about available professional development opportunities.

2. Participants perceive that professional development in APS **must be cohesive, aligned, and consistent** from year to year.

3. Participants have the intention and desire to implement what they learn in professional development, and there is a **need for more structures in place to support and monitor implementation**.

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Evaluation Findings

Variation in Quality and Resources

4. Professional development opportunities, resources, and quality **vary for staff** depending on many factors, particularly pay scale and location.

5. Findings indicate that **scheduling (duration and timing) is crucial** to the value of professional development, while at the same time being one of the most challenging factors for providers.

6. **Use of data** by providers of professional development varies in terms of extent and effectiveness.

7. There is evidence that professional development **resources must be distributed equitably**.

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Evaluation Findings

Quality of Professional Development

8. Evidence of **high quality professional development** occurring in APS. This is more consistent for instructional staff than for other staff.

9. Positive correlation between hours of professional development and classroom observation scores, indicating a **positive impact on effective teaching practices**.

10. Career Advancement Program (CAP) appears to be meeting its goal of **retaining high quality staff**.

11. Stakeholders report that **differentiation and choice are crucial** to facilitating professional development and motivating participation.

12. T- and P-scale staff feel that the **staff evaluation process is valuable**. There is a **need for more consistency** in the number of times teachers in their summative evaluation year are observed.

Full evaluation with appendices at
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Recommendations

Evaluation includes

- Three recommendations
- Strategies and timeline for next steps
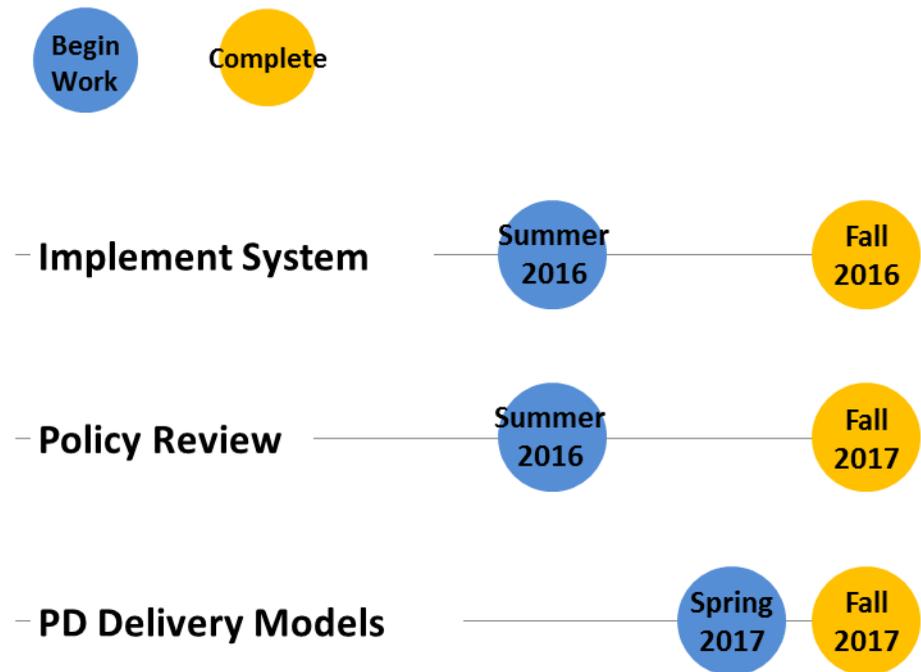
Begin Work   Complete

Implement System — Summer 2016 — Fall 2016

Policy Review — Summer 2016 — Fall 2017

PD Delivery Models — Spring 2017 — Fall 2017

Full evaluation with appendices at
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Recommendation 1

Implement a system that:

- aligns all instructional professional learning efforts across the district with each other to support Strategic Plan goals, School Board priorities, and/or budget initiatives; and
- coordinates school-based and central office professional development offerings through a collaborative solution process.

Strategy	Office/Department Responsible	Completion Date
Continue work with Redesigning Professional Development Work Group in collaboration with HR.	Professional Development, Student Services and Special Education, Information Services, Administrative Services, Human Resources	Meeting #1: May 2016
Collect information from schools and departments.	Same as above	Summer 2016
Develop matrix to align professional development offerings to APS priorities.	Same as above	Fall 2016
The Redesigning Professional Development Work Group will create a process to coordinate school-based and central office professional development foci and offerings, and to resolve issues.	Same as above	Fall 2016
Establish a single system of record for all APS-provided professional learning.	Same as above	Selection: spring 2017 Implementation: fall 2017

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Recommendation 2

Conduct an APS professional learning policy review, to cover:

- structure of professional development in APS;
- requirements, roles, and responsibilities; and
- support for non-instructional staff in professional growth.

Strategy	Office/Department Responsible	Completion Date
Review existing APS policies.	Human Resources Professional Development	June 2016
Conduct an external scan to review other district policies.	Same as above	July 2016
Review compensation for participation in PD.	Same as above	Summer 2016
Develop a system to support non-instructional staff in professional growth that align with policy changes.	Same as above	Spring 2017
Utilize the suggested process in *Professional Learning Policy Review: A Workbook for States and Districts*.	Same as above	Spring 2017
Investigate ways to support non-instructional staff in professional growth that align with policy changes.	Same as above	Fall 2017

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Recommendation 3

Create and pilot professional development delivery models that identify best practices and include tools for evaluation.

Strategy	Office/Department Responsible	Completion Date
Partner with Human Resources to work with Redesigning Professional Development Work Group to find time in the calendar to provide job-embedded professional learning.	Professional Development, Student Services and Special Education, Information Services, Administrative Services, Human Resources	Spring 2017
Support providers in utilizing a variety of delivery models that best meet the needs of learners • develop system of accountability to monitor implementation • Assess provider data needs	Professional Development	Fall 2017

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