Logan-Rogersville R-VIII

Professional Development Handbook
Professional Development Plan

Prepared by the
Logan-Rogersville R-VIII Professional Development Committee

Approved by the Board of Education
June 2016

2016-2017

Professional Development Committee
2016-2017

PDC Chair: **Vicki Schmitt** – *Central Office*

Co-Chair: **Sara Tipton** – *Primary*

Secretary: **Greg Katzin**– *High School*

Treasurer: **Jessica Brown** – *Elementary*

Members: **Melanie Riley**– *Primary*
Cindy Hamilton - *Elementary*
Beth Muncy – *Upper*
Kerri Cox – *Upper*
Linda Keeth – *Middle School*
Alicea Shipman – *Middle School*
Jenny Shriver – *High School*

Professional Development Plan
Purpose and Procedures

Statement of Purpose

The Logan-Rogersville R-8 Board of Education values professional development for its faculty and is committed to provide systematic professional development for beginning and practicing teachers.

The committee feels that education is the result of a cooperative effort involving teachers, administrators, and board members with the support of the local community.

The Professional Development Committee supports beginning teachers along through a two-year teacher induction program, providing them with a mentor-teacher and ongoing training for successful implementation of their professional development plans. In-service opportunities are also provided for all practicing teachers through professional development days and early release days scheduled throughout the school year (see school calendar for 2016-2017).

Adequate time for the implementation of the Professional Development Plan will be included in the school calendar and the necessary financial resources will be provided in the annual budget by the Board of Education.

All Professional development activities reflect the CSIP – Comprehensive School Improvement Plan; the BIP – Building Improvement Plans; and the Missouri School Improvement Program Fifth Cycle (MSIP 5).

Goals

The goals of the professional development committee are

1. To stimulate and encourage the professional growth of both new and experienced staff.

2. To assist in planning and implementing a mentor program.

3. To provide in-service opportunities in areas of instructional need as it relates to student growth as determined by an assessment committee.

4. To provide financial assistance for faculty to attend workshops in specialized interest areas.

5. To provide a continuous evaluation of the Professional Development Policy and Procedures.

Structure

The Professional Development Committee will consist of eleven members. Ten faculty members will be elected to represent each building site (two from each building). They will serve for a term of at least two years. One representative from administration will also serve on the committee. Members have the option of serving additional terms beyond the two years.

Officers will be elected yearly. They shall consist of: secretary, treasurer, and co-chairperson. The chair of the PDC is a central office district administrator.

New members will begin their service at the May PDC meeting. The selection of officers will be made in May of each school year, and their service will begin with the start of the following school year.

Members must have three years experience in the district.

Member Training

New Professional Development Committee members will be provided with a minimum of one hour training. This training can be provided by the professional Development Committee or other outside organizations.

The training program will address the following topics:

1. The role and responsibility of committee members in assisting both beginning and practicing teachers,

2. The need for confidentiality and the ethical responsibilities of members,

3. Effective methods for assessing the in-service needs of practicing teachers and to use that information in setting in-service priorities,

4. Resources that can provide information and services related to Professional Development,

5. How to evaluate the district's Professional Development activities and use the results to improve programming,

6. The criteria used in the Performance Based Teacher Evaluation System, and

7. Availability for members to attend the Missouri Staff Development Conference in the spring.

Responsibilities

According to the Missouri Professional Development Guidelines for Student Success and the Missouri Mandates and Regulations (Excellence in Education Act of 1995, the Outstanding Schools Act of 1993, SB 287 passed in 2005, and the Missouri School Improvement Program, 5th Cycle), the Professional Development Committee shall

1. Work with beginning teachers and experienced teachers in identifying concerns and remedies,

2. Assist beginning teachers with implementation of their professional development plan, and

3. Serve as a confidential consultant upon a teacher's request. Matters discussed by a teacher and the Professional Development Committee will be held in confidence, but would not be considered "privileged information" in a court of law.

New Teacher Assistance

Professional Development Plan

The Professional Development Plan is designed specifically for beginning teachers who have no prior teaching experience. By offering collegial support and practical assistance, our programs will help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the teaching profession.

The plan will address the teacher's first two years in the classroom. The goals will relate to the evaluation criteria suggested in Guidelines for Performance Based Teacher Evaluation in Missouri and the District's New Teacher Institute and LR Teacher Induction Academy.

The plan may also reflect the findings of other educational research on effective teaching. The purpose of the professional development plan is to assist the beginning teacher, not to evaluate his/her performance in the classroom.

The first year teachers and teachers new to the district will participate in a training prior to the start of their contract and will receive payment that is consistent with TLC hours.

Mentor Assistance

Beginning teacher support systems include a mentor program. A mentor teacher has been described as a "coach, trainer, and a positive role model." The role of the mentor teacher is to "help," not to evaluate. Provision shall be made for the mentor and the mentee to observe each other for 2-4 days during the first and second quarters of the initial school year.

A mentor must have five years of experience and be willing to be trained as a mentor. The Professional Development Committee will pay for all mentors and mentees to attend a training session on the expectations of mentor/mentee pairs according to the State of Missouri.

Mentors are assigned by the building principals. They will consist of first and second year mentors for new teachers. Buddies will be assigned to teachers who have more than two years experience, but are new to the district.

Mentors shall receive a total stipend of $450.00 for their duties during a two-year period. During the first year $150.00 will be paid at the end of the summer meeting with the first-year teacher, and $150.00 will be paid at the end of the school year. The second year $150.00 will be paid in a lump sum at the end of the school year.

The mentor should initiate preparation of the beginning teacher's professional development plan, and along with others, help the teacher elaborate upon that original plan as soon as appropriate. Forms may be downloaded from the Mentoring Handbook located on the Logan-Rogersville Web Site.

The mentor should help the beginning teacher accomplish the goals identified in the Professional Development Plan and acquire needed professional skills during the first two years. The mentor and mentee will meet with their supervisor quarterly to insure that all aspects of professional development are progressing appropriately.

In some cases, it may be advisable to reassign mentor teachers. A new teacher may want to strengthen his or her skills in a second area of certification, or personality differences may develop. In those instances the mentor or mentee should first contact his/her building PDC representative. The building principal and the Professional Development Committee will determine if a new mentor is necessary or if remediation can be done. Supervisors shall receive a stipend of .015 FTE for their initial contact with the mentors and mentees assigned to them.

Practicing Teacher Assistance

Identifying & Meeting Needs

The Professional Development Committee will assess the in-service needs of practicing teachers. The assessment instrument will be based on the district's instructional goals and criteria in the district's Performance Based Teacher Evaluation system as well as the standards set forth by the National Staff Development Council. The Professional Development Committee will work closely with the Assessment Committee established by the district.

The Needs Assessment will be conducted annually or more often if needed. In addition to the needs cited by faculty, the assessment must also address the district's annual report of attendance, dropout rates, socio-economic averages, etc.

Once identified, faculty concerns and needs will be categorized by building, grade level, subject area, etc. The Professional Development Committee will set priorities and address the identified needs to improve classroom instruction in the district.

The Professional Development Committee will regularly evaluate the success of the district's in-service programs. Participants will be asked to rate each activity and suggest ways to improve future efforts.

Professional Development Activities Planned
2016-2017

PDC Sponsored Staff Development
During the spring of 2016 the Professional Development Committee began planning for onsite staff development for the 2016-2017 school year through a PDC Teacher Evaluation Survey and input from building leadership teams. Topics of interest and areas of need were solicited from teachers in each of the five buildings.   This feedback will be used to plan for onsite professional development for the coming school year.   The following are the topics rated as #1 areas of need by teachers:
- Technology (Google Apps / Canvas)
- Literacy (Reading/Writing Workshop)
- Classroom Management / Student Discipline
- Student Engagement / Motivation
- Differentiate Instruction / Layering of Support
- Common Assessments
- Standards-based Grading

Early Release Activities
The 2016-2017 early-release days will continue to focus on growing as a Professional Learning Community. Teachers will implement individualized professional development plans linked to their evaluation data collected through the Network for Educator Effectiveness. In addition, teachers will continue with the development and utilization of Student Learner Objectives (SLO's) as a method of documenting student growth across time. These SLO's require the development and use of formative assessment utilizing a "Data Teams" process and the integration of technology.

Conferences and Workshops
The district continues to assist as many teachers as possible with outside workshop and conference expenses. The district also supports the work of teachers who opt to present workshops in-district as well as attend district sponsored workshops outside of contract time. Individual consideration will be given by the PDC when allocating these funds based on the following criteria:
1. How will this workshop/conference affect student achievement? How is it aligned to the district's school improvement plan?
2. Has your administrator approved for you to share the information learned from this workshop/conference with your peers during appropriate collaboration times?
3. Is there money anywhere else to pay or partially pay for the workshop/conference?
4. Will this workshop/conference bring more resources to our school that previously were not available?

The Professional Development Committee strives to serve the best interests of the teachers and the students of Logan-Rogersville and is working to align activities to the state's criteria for High-Quality Professional Development, the Learning Forward (formerly the National Staff Development Council) Standards, and the district Comprehensive School Improvement Plan.

Professional Development Funds

Money is available to cover expenses for in-service or conferences in the individual staff member's special or general educational areas based on High-Quality Professional Development and the PD Plans developed. Requests must be submitted prior to the event. The Committee meets on the **first Tuesday** of each month.

Procedure for requesting PDC funds

1. Fill out the ONLINE "Request for Professional Development Funds." The link to the request form is located on the Professional Development website which can be found on the LR homepage. If you have questions, please contact one of your building committee representatives.

2. Discuss request with your building principal. He/she must approve the request electronically prior to the PDC meeting. ALL REQUESTS AND ADMINISTRATOR APPROVALS MUST BE COMPLETED PRIOR TO THE PDC MEETING THAT PRECEEDS THE EVENT FOR WHICH YOU ARE REQUESTING FUNDS. Be sure to submit your request well in advance of the conference/workshop you wish to attend. Requests made AFTER THE FACT will NOT be approved.

3. Submit your request to the Professional Development Committee building representative including brochures with information concerning schedule, activities, and cost. MAKE SURE YOUR BUILDING REPRESENTATIVE HAS ALL NECESSARY INFORMATION TO BE YOUR ADVOCATE.

4. After the committee meets, you will be advised of the result of your request. If it is denied, the reason will be provided. A request that is approved will be returned with an approval number. ***This is your PDC Approval number, NOT a PO number. You will need to obtain a PO number from the PDC Chair or utilize the Building Credit Card when making arrangements.***

5. After the conference has been attended, ***you must save all receipts.*** Attach COPIES of them to a "Request for Payment," making sure to include the PDC approval number on the request. (Note: The Central Office no longer accepts original receipts. You must make a copy for submission.)

6. Fill out the "Professional Development Evaluation" ONLINE. Then complete the "Request for payment" using the district Mileage form. Be sure to include a photocopy of all receipts. If you are requesting reimbursement for mileage to/from conference be sure to include that information as well. A principal does not have to sign the request for payment when it has the Professional Development Committee's **approval number on it**. Give your completed forms to your PDC building representative. He/she will send it to the PDC Chair who will approve payment.

7. The PDC chair needs to receive all receipts and "Request for Payment" forms within ***30 days of the conference or workshop*** so that they may be forwarded to the Central Office for payment. **Note: If receipts and "Request for Payment" and "Mileage" form are not received within this period, the request will be voided.**

Approval for professional development funds may be obtained for the following expenses if it meets the criteria in the 2016-2017 plan

1. Registration (professional memberships may not be paid)
2. Lodging
3. Mileage @ .375 cents per mile (round trip, generally not to exceed 750 miles)
    a. Mileage for Title I funded professional development
4. Meals – limited to $30.00 per day and must be accompanied by receipts.
5. Meals – limited to $20.00 per day for the Springfield area.
    a. Meals for Title I funded professional development
6. Non-contract hours at the rate of $20.00 per hour at district sponsored in-services. This shall be limited to no more than 10 hours per person during a single school year.

Procedure for Obtaining a Purchase Order

Purchase orders may be used to pay for registration and lodging. A purchase order (PO) is a promise that the school district will pay the hotel or conference host when a bill is received. A teacher who desires to pay for a conference with a purchase order needs to contact the PDC Chair or their building administrator to get a PO number. This is not the same as the PDC approval number. The teacher writes the purchase order number on his or her registration form. The teacher must mail the completed registration form. Conference officials will send the bill to our district administration office, and our bookkeeper will send a check in payment.

Procedure for Using the Building Credit Card

The credit card from your building may be used to pay for registration and lodging if approved by your building administrator. A teacher who desires to pay for a conference with the credit card needs to obtain approval from the building administrator prior to use. ORIGINAL RECEIPTS MUST BE PROVIDED TO THE BUILDING ADMINISTRATOR for documentation to be included with the end of the month credit card log. **Copies of receipts should be provided to the PDC Chair for accounting purposes.**

Procedures for Providing In-Service Opportunities

Providing in-service training in the district may be approved by filling out and submitting the "Call for Proposals" form that is located on the PDC website. Teachers from inside this district will be paid a $100.00 stipend for a 45-minute presentation or $200 stipend for a 1.5 hour presentation. If teachers choose to co-present, the stipend amount will be divided equally between the presenters. The PDC will provide technology and printing support. If you are interested in applying for this opportunity, please complete the "Call for Proposals" form and submit to the PD committee.

Requesting Funds from the
Professional Development Committee

(**Note:** It is the responsibility of the individual requesting funds to make such requests in a timely manner. PDC meetings are monthly. Please be sure to check with your building representative for specific dates.)
ALL REQUESTS can be made electronically through the PDC website:
http://www.logrog.net/Staff_Professional_Development/Staff_Professional_Development_index.htm

Complete the Request for Funds **BEFORE the next PD meeting** (Use online form)

→

Provide any "details" about your request to your building PD representative

↓

If Approved: PD rep provides you with your "approval code" and you make ALL arragements for travel and registration

←

If Tabled: PD rep will request additional information for the committee to consider

↓

If Denied: PD rep will contact you regarding the committee's decision and rationale
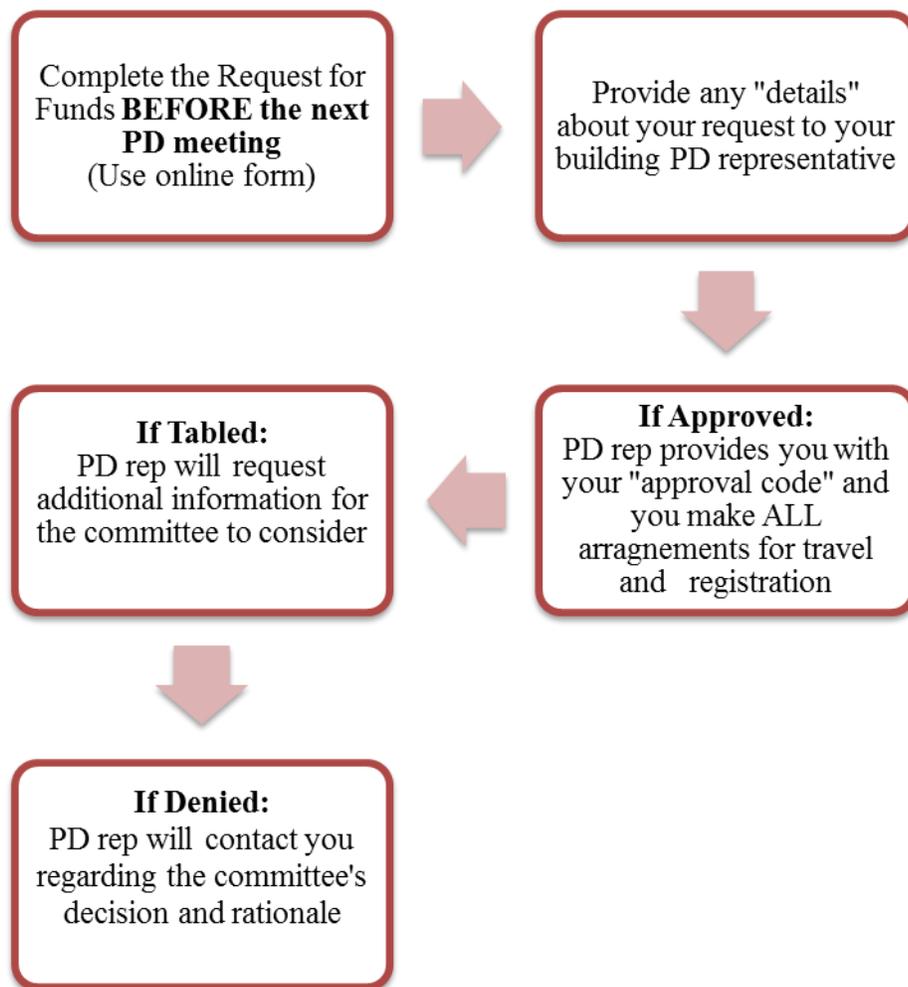
Submitting Paperwork for Reimbursement

ALL paperwork can be accessed electronically through the PDC website:
http://www.logrog.net/Staff_Professional_Development/Staff_Professional_Development_index.htm

YOU MUST PROVIDE COPIES OF RECEIPTS – NOT ORIGINALS

(**Note:** It is the responsibility of the individual requesting reimbursement to make that request within 30 days of attending the professional development event)

REQUEST FOR PROFESSIONAL DEVELOPMENT FUNDS
<mark>**(Note: This form is now electronic and can be located on the PDC website)**</mark>

Name_____

Teaching Assignment(s) _____

Activity (Workshop/Conference) _____

Place _____   Date _____

Criteria to be considered:

1.	Will this workshop affect student achievement?	YES	NO
2.	Has your administrator approved for you to share the information learned from this workshop/conference with your peers?	YES	NO
3.	Are there other monies available for this workshop/conference?	YES	NO
4.	Will this workshop/conference bring more resources to our school that were previously not available?	YES	NO

Cost Account – PD Travel   *Code 2214 6343*_____

Registration/Fees   _____

Lodging   _____

Travel ($.375 per Mile)   _____

Meals ($30.00/day limit)   _____

Meals ($20.00/Springfield Area) _____

***Total Cost* _____**

_____   _____

Signature of Applicant   ***Signature of Principal***

Approved_____ Date_____

PDC Approval #_____(This # must be on all pay requests.)

REQUEST FOR REIMBURSEMENT
PROFESSIONAL DEVELOPMENT FUNDS
This form is ONLY for those expenses incurred by the Applicant
and must be accompanied by an activity evaluation.

Date _____

PLEASE PAY _____
                          (Applicant's Name)

GRAND TOTAL DUE $_____
                          (From Line 5 below)

Conference/Activity Attended_____

Date(s) of Conference/Activity_____

ITEMIZATION: *Charge to account #2214 6343*

1. Registration/Fees $_____
   (Complete above line ONLY if you personally paid this fee)

Mileage Chart-One Way	
City	Miles
Springfield	0
Columbia	170
Kansas City	175
St. Louis	220
Jefferson City	140
Osage Beach	95

2. Lodging $_____

3. Travel ($.375 per Mile) $_____
   (Attach the Mileage Form with this Request)

4. Meals ($30.00/Day Limit) $_____
   Springfield ($20.00/Day Limit)

5. TOTAL   **$_____**

_____   _____

Signature of Applicant   *PDC Approval #*

_____
Signature of Building Representative

Please remember to attach all receipts for food, lodging, and fees/registration with the request form within 30 days of your return from the Workshop/Conference. If requesting reimbursement for Mileage, you must also complete a mileage form and attach to this request. Your cooperation will help us act more efficiently.
Thank you!

LOGAN-ROGERSVILLE R-VIII SCHOOL DISTRICT
TRAVEL - REQUEST FOR PAY

ITEMS FOR PAYMENT ON THIS FORM MUST BE SUBMITTED FOR BOARD APPROVAL.
BOARD MEETINGS ARE HELD THE 3RD THURSDAY OF EACH MONTH.
Submit to the District Administrative Office by the Second Thursday of the Month.

Name _____   Month _____

DATE	PLACE	PURPOSE	MILEAGE	FOOD	LODGING	MISC.	TOTAL
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
							$0.00
		TOTALS	0	$0.00	$0.00	$0.00	$0.00

TOTAL MILEAGE @ .375 CENTS PER MILE	$0.00
TOTAL FOOD, LODGING, & MISC. EXPENSES	$0.00
TOTAL PAYMENT	$0.00

District Buildings - 1-way trip =

Bldg	CO	PS	EL	UE	MS	HS
CO	--	2	6	0.5	4	4
PS	2	--	5	2	3	3
EL	6	5	--	6	2	2
UE	0.5	2	6	--	4	4
MS	4	3	2	4	--	--
HS	4	3	2	4	--	--

ACCT. CODE(s):

EMPLOYEE'S SIGNATURE: _____

PRIN'S SIGNATURE: _____   **SUPT'S SIGNATURE:** _____

Please attach all original food, lodging and miscellaneous receipts. Receipts must be itemized and approved.
SIGNATURE IMPLIES ALL EXPENSES LISTED ARE ACCURATE

(Revised 5/2011)

PROFESSIONAL DEVELOPMENT ACTIVITY EVALUATION
(Note: This form is now electronic and can be located on the PDC website)

To get a better understanding of the many and varied kinds of workshops, we ask each attendee to fill out an evaluation of each workshop for which PDC reimburses teachers.

Name _____

Teaching Assignment(s) /Building _____

Activity (Workshop/Conference) _____

Place _____   Date _____

<u>Rate the Conference in the following areas:</u>

Was the presenter(s) knowledgeable?   Yes   No

Did you learn anything new?   Yes   No

Briefly describe what you learned:

Do you plan to use the information from the
workshop/seminar in your classroom?   Yes   No
If "Yes," how and when?

Will it require extra supplies and or/equipment?   Yes   No

How will the results of this workshop benefit student learning and/or test scores?

How and when do you plan to share your experiences from this workshop/conference with your colleagues (grade level, departmental, building level, or district level)?

In order for all of our faculty members to benefit from the experiences of the faculty who are able to attend workshops and conferences, we ask that you be diligent in sharing your new learning with others. Your assistance is greatly appreciated by all of us! Thank you!

Logan-Rogersville R-VIII
S C H O O L   D I S T R I C T
Opportunity ~ Success ~ Excellence

Call for Proposals
District Professional Development
(Note: This form is now electronic and can be located on the PDC website)

The Logan-Rogersville R-VIII Professional Development Committee invites LR faculty to consider submitting a proposal to present during the 2016-17 school year. Teachers whose proposals are accepted by the committee agree to prepare either a 45 minute or 1.5 hour presentation for faculty and staff. Compensation for time spent outside of the contract in preparation for the presentation will be provided in the form of a stipend. Teachers electing to present a 45 minute will receive a stipend of $100 ($20 per hour for five hours of preparation time) and those presenting for 1.5 hours will receive a stipend of $200 ($20 per hour for 10 hours of preparation time). If teachers choose to co-present, the stipend amount will be divided equally between the two presenters.   The PDC will provide technology and printing support. If you are interested in applying for this opportunity, please complete this form and submit to the PD committee by _____.

Name of Presenter(s): _____

Presentation Title: _____

Date of Presentation (check one):

☐ _____

Estimated length of time needed for presentation (please select one):

☐ 45 minutes   ($100 stipend or $50 if co-presenting)

☐ 1.5 hours   ($200 stipend or $100 if co-presenting)

Will you need help with printing of materials/handouts?
☐ YES
☐ NO

What type of facility will you need for your presentation?

☐ Classroom
☐ Computer Lab
☐ Library
☐ Other (please explain):_____

Please indicate the equipment needed for your presentation:

☐ Computer/Laptop

☐ Projector & Screen

☐ Other (please explain):_____

Target Audience (check all that apply):

☐ High School

☐ Middle School

☐ Upper Elementary

☐ Elementary

☐ Primary

Topic(s) Addressed (select all that apply):

☐ Curriculum
☐ Instructional Strategies
☐ Assessment
☐ Classroom Management
☐ Interventions
☐ Data
☐ Technology
☐ Other (please explain) _____

Presentation Description: (300 words or less – include the intended outcome/objective)

HIGH-QUALITY PROFESSIONAL DEVELOPMENT
All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in high-quality professional development.

TO BE CONSIDERED HIGH-QUALITY PROFESSIONAL DEVELOPMENT, AN ACTIVITY MUST MEET ALL SEVEN OF THE FIRST CRITERIA AND AT LEAST ONE IN EACH OF THE OTHER TWO SETS OF CRITERIA. One day workshops and short-term conferences or workshops are not considered high-quality professional development, unless they are part of an ongoing program or plan and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other funds available, but they are not considered high-quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning .

The following criteria will be used to identify high-quality professional development.
- ❑ It actively engages teachers, over time
- ❑ It is directly linked to improved student learning so that all children may meet the Missouri Learning Standards at the proficient level
- ❑ It is directly linked to district and building school improvement plans
- ❑ It is developed with extensive participation of teachers, parents, principals, and other administrators
- ❑ It provides time and other resources for learning, practice, and follow-up
- ❑ It is supported by district and building leadership
- ❑ It provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

Some types of activities which may be considered high-quality professional development are:
- ❑ study groups
- ❑ grade-level collaboration and work
- ❑ content-area collaboration and work
- ❑ specialization-area collaboration and work
- ❑ action research and sharing of findings
- ❑ modeling
- ❑ peer coaching
- ❑ vertical teaming

Topics for high-quality professional development may include:
- ❑ content knowledge related to standards and classroom instruction
- ❑ instructional strategies related to content being taught in the classroom
- ❑ improving classroom management skills
- ❑ a combination of content knowledge and content-specific teaching skills
- ❑ the integration of academic and vocational education
- ❑ research-based instructional strategies
- ❑ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills instruction in methods of teaching children with special needs
- ❑ instruction in the use of data to inform classroom practice
- ❑ instruction in linking secondary and post-secondary education
- ❑ involving families and other stakeholders in improving the learning of all students
- ❑ strategies for integrating technology into instruction
- ❑ research and strategies for the education and care of preschool children

NOTE: References to Standards indicate links to the Learning Forward (formerly National Staff Development Council) Standards for Staff Development, which follow.

Learning Forward
Standards for Professional Learning 2011

Learning Communities
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
(Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.5)

Leadership
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
(Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.5, 6.7.6)

Resources
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
(Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.6)

Data
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
(Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)

Learning Designs
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
(Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2)

Implementation
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
(Related to MSIP Standard 6.7; Indicators 6.7.1, 6.7.2, 6.7.3, 6.7.6)

Outcomes
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
(Related to MSIP Standard 6.7; Indicators 6.7.3, 6.7.4, 6.7.5)