Transforming Professional Learning
West Virginia Board of Education’s Master Plan for Statewide Professional Learning
WEST VIRGINIA BOARD OF EDUCATION
2015-2016

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Transforming Professional Learning

West Virginia Board of Education
Master Plan for Statewide Professional Learning
2015 - 2016
August 12, 2015
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Introduction

West Virginia Code 18-21-3 requires the West Virginia Board of Education (WVBE) to establish goals and standards for professional development, and an annual master plan to guide and evaluate its implementation in the public schools of the state. Upon approval of the plan, the WVBE must submit it to the four major provider groups—Center for Professional Development (CPD), the Higher Education Policy Commission (HEPC), the regional educational service agencies (RESAs), and the West Virginia Department of Education (WVDE)—and the Legislative Oversight Committee on Education Accountability (LOCEA).

For many years, the master plan consisted of the goals and standards as required, and lists of hundreds of professional development session titles, each aligned with a board goal, which the providers intended to offer to educators across the state. The implementation of the plan was evaluated for effectiveness, interpreted to mean fidelity and extensive-ness of implementation, and quality of offerings; efficiency, viewed as the amount of collaboration among the providers; and impact as a function of educators’ individual assessments of their growth in knowledge, practice, and attitudes and beliefs resulting from participation in the professional development experienced as part of the master plan.

A New Approach to the Master Plan

In January 2012, the West Virginia Governor’s Office released Education Efficiency Audit of West Virginia’s Primary and Secondary Education System, a report compiled by Public Works, a management consulting company headquartered in West Chester, PA. This report examined six state-level functional areas including ancillary services, under which professional development appeared. Following this report, the West Virginia Legislature passed education reform legislation signed into law by Governor Earl Ray Tomblin in spring 2013. A part of that reform was a focus on transforming how the West Virginia Board of Education (WVBE) viewed professional learning and the involvement of the four major provider groups of professional development services, including CPD, institutions of higher education (IHEs), RESAs, and WVDE.

In response to the new legislation, the WVBE High Quality Educator (HQE) committee secured funding from the Benedum Foundation to support the Transforming Professional Development Initiative. The National Commission on Teaching and America’s Future (NCTAF) was contracted to lead the initiative with consulting input from Learning Forward, the National Governors Association, and others. An advisory committee was appointed comprising representatives from major stakeholder groups, including teachers, administrators, teachers’ unions, higher education, and the major provider groups mentioned earlier.

The overarching principle guiding the work of the advisory group was to redefine educators’ conception of schools as communities of learners, including students, staff, and parents. Further, the system of professional learning would shift from provider-driven offerings to a system driven by a cycle of continuous improvement wherein educators collaboratively determine their learning needs based on authentic classroom data about student learning needs and achievement. In such a system of learning schools, the role of the four major provider groups shifts to that of being a support to school- and district-based profes-
sional learning communities. The goal is to empower teachers to direct their own professional learning based on the interactions and findings surfacing from their collaborative learning teams; professional development then becomes professional learning.

Such a system aligns with and supports State Superintendent Dr. Michael J. Martirano’s entry and vision plan “One Voice, One Focus: All Students Achieving” Pillar III: Improving Organizational Effectiveness. Under this pillar, Priority 7 calls for ongoing professional development that embraces continuous improvement efforts and job-embedded professional learning.

The purpose of the evaluation of the master plan also shifts from one that provides a summative assessment of the performance of the individual providers participating in the implementation of the master plan, to a different set of purposes. The new evaluation will track over time the activities of all stakeholders as they work to achieve outcomes sought, document challenges and successes, and feed that information back to the providers and board in the master plan’s own cycle of continuous improvement. It will also provide information to LOCEA to hold all participants accountable for the successful implementation of the Learning School approach.

**Definition, Standards, and Goals**

In 2012, the West Virginia Board of Education approved a definition of professional development and adopted the Learning Forward (formerly National Staff Development Council) Standards for Professional Learning. In July 2015, the Board approved goals for professional learning for 2015–2016.

**Definition of professional development**

Professional development includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college and career readiness.

**Standards for professional learning**

Professional learning that increases educator effectiveness and results for all students—

- Occurs within **learning communities** committed to continuous improvement, collective responsibility and goal alignment.
- Requires skillful **leadership** to develop capacity, advocate and create support systems for professional learning.
- Requires prioritizing, monitoring and coordinating **resources** for educator learning.
- Uses a variety of sources and types of student, educator and system **data** to plan, assess and evaluate professional learning.
- Integrates theories, research and models of human learning into **learning designs** to achieve its intended outcomes.
- Applies research on change and sustains support for **implementation** of professional learning for long-term change.
Aligns its **outcomes** with educator performance and student curriculum standards.

**Goals for professional learning**

The State Board challenges all providers of professional learning to design, coordinate and deliver high quality professional learning experiences to all West Virginia educators which subsequently result in improved student achievement. To this end, the goals of professional learning will be the following:

1. Increase deep content knowledge and proficiency in designing and delivering standards-driven instruction and assessments for all preK through 12th grade West Virginia educators.
2. Increase the knowledge and skills of all preK through third grade educators to deliver a comprehensive preK through third grade approach to early childhood education that includes a balanced approach to early literacy.
3. Establish and sustain effective collaborative learning teams in schools and districts in alignment with the board standards for professional learning and a cycle of continuous improvement.
4. Improve leadership competencies for principals and assistant principals to support high quality teaching and learning.
5. Utilize the educators’ evaluation system as an important component of continuous educator development.

**Logic Model and Framework**

To create a new system of professional learning that can achieve the Board goals while operating according to the Board standards for professional learning, the Master Plan includes four major areas of work, each with an expected outcome and associated outputs: (a) policy and accountability, (b) standards and improvement, (c) professional learning systems and quality oversight, and (d) stakeholder engagement. The work areas were drawn from the NCTAF report, *A New Framework for West Virginia Professional Development (2014)*, which laid out an approach to transforming professional learning in West Virginia.

The work areas were used as the framework for a logic model (see appendix), which also defined **outcomes** (changes in the statewide system of professional learning) and **outputs** (services and products needed to create these changes) as discussed by the Transforming Profession Learning Advisory Group and reflected in the NCTAF (2014) paper. The overall **impact** of the plan would be the achievement of the Board goals for professional learning.

**Activities of CPD, RESAs, and WVDE**
During this transition year, the Master Plan will draw upon the expertise of three of the four major professional development provider groups, CPD, RESAs, and WVDE. It will be shared with the Higher Education Policy Commission (the fourth provider group) in discussions with them about potential roles they can play in subsequent years. Each of the three participating provider groups has contributed descriptions of major activities they can engage in to contribute to the outcomes and outputs included in the plan. Unless otherwise noted, all activities will be ongoing.

**Work Area 1. Policy and accountability—Outcome: Coherent and transparent policy, advisory, and reporting functions**

Output 1.1. Study leading to recommendations for a revised policy on professional learning, including roles of agencies and advisory councils, requirements for district and school professional learning plans, and expectations for outcomes.

The newly formed Professional Learning Advisory Council, which includes members from across divisions at the WVDE will take the lead in studying these topics and producing a white paper by February 2016.

Output 1.2. Annual accountability report to the Legislative Oversight Committee (LOCEA)

The WVDE Office of Research, Accountability, and Data Governance will conduct an evaluation of the new plan, which will be presented to the Board High Quality Educator Committee in October 2016, to the full State Board in November 2017, and to LOCEA on December 1, 2016.

**Work Area 2. Standards and Improvement—Outcome: A goal-directed and Improvement-oriented professional learning system**

Output 2.1. Definition, standards, and goals for professional learning,

With assistance from the WVDE Office of Early Learning (Professional and Personalized Learning unit), the Board High Quality Educator Committee will review the definition, standards, and goals for professional development in February 2016 and will present the renewed or revised goals to the full State Board in March 2016 for approval.

Output 2.2. Professional learning evaluation tools designed to measure outcomes as well as implementation factors

The WVDE Office of Research, Accountability, and Data Governance will develop or identify existing tools and training to help guide contracts with vendors, and to measure effectiveness and impact of professional learning at the school or district level.

The WVDE Office of Adult Education will implement Policy 5310 for Adult Education instructors for FY2015-2016. This process will standardize evaluation and provide clear expectations for instructors via the Teacher Evaluation Rubric.
Work Area 3. Professional Learning Systems and Quality Oversight—Outcome: Efficient coordination of local, regional, and state expertise and resources to provide high quality professional learning experiences responding to local needs

Output 3.1. Calendars and schedules that allow sufficient time for collaborative learning teams to meet

RESAs 1 and 3 – 8 will promote understanding of calendar flexibility and schedules to districts and schools. They will also collaborate and support districts and schools as they determine the feasibility of implementing calendar flexibility.

RESA 2 will assist schools with analysis of current time use and provide short-term and long-term supports for reimagined time. Additionally, it will help schools with the development of multiple strategies to provide increased time for teacher collaboration while ensuring student instruction is not impacted.

The WVDE Office of Institutional Education Programs will support juvenile schools in developing a uniform school calendar, which will allow similar institutional schools to have PD on the same days.

Output 3.2. Redirection of existing funding for professional learning to schools and districts for use as they see fit to meet local student and educator needs

RESAs 1 and 3 – 8 will collaborate with WVDE and county representatives, exploring options to support local student and educator needs and share ways to redirect funds.

RESA 2 will, likewise, collaborate with counties and WVDE representatives to share ways to redirect funds.

Output 3.3. Efficient coordination of local, regional, and state expertise and resources

CPD will work collaboratively with WVDE on professional learning experiences to improve understanding of the educator evaluation system and support National Board Certification for teachers. CPD will also lead and facilitate multiple stakeholder groups to sustain effective delivery of professional learning that increases leadership competencies and proficiency in coordinating expertise and resources. Additionally, it will develop learning designs in response to school, county and state needs to increase efficiency in coordinating resources. Lastly it will use data, monitor, evaluate and use a continuous improvement process on all professional learning opportunities to maximize impact of resources and educator learning.

RESAs 1 and 3 – 8 will assist and support intra-county, inter-county and/or RESA site specific content surveys and conversations, reflections, and the like. These RESAs will also connect and support schools and districts with appropriate resources and expertise, and will collaborate with regional professional development councils to assist in providing high quality professional learning experiences responding to local needs.

RESA 2 will coordinate county and school-based collective responsibility for professional learning decision making; collaborate with the Regional Professional Learning Consortium to plan methods of support in the move to high-quality Learning
Schools; and implement administrative-based professional learning supports to ensure all county-level administration and school-based administrators gain improved leadership competencies.

The WVDE Office of CTE Innovations, Workforce Development and Support and the Office of Instruction, Policies and Career Technical Student Organizations have divided the state into 13 CTE regions and assigned CTE staff to a region to provide ongoing analysis of individual school and program needs, determine training needs, and assist in acquiring targeted training.

The WVDE Office of Early Learning, Professional and Personalized Learning unit will provide resources and technical assistance to Math Science Partnerships as they provide high quality profession learning experiences for educators to build content knowledge and pedagogy.

The WVDE Office of Educator Effectiveness and Licensure will fully integrate an online professional learning platform into the existing online WV Educator Evaluation System. Professional learning will be aligned to the WV Professional Teaching Standards and the WV School Leader Standards as outlined in WVBE Policy 5310.

The WVDE Office of Technology Integration and Support will develop needs documentation with stakeholder input for a new learning management system (LMS) to be integrated into WVEIS; using the information gathered, the office will develop an RFP, put it out to bid, and award a contract. The Office will then develop a roll-out and implementation plan for all counties that wish to participate.

**Output 3.4. Evaluations and assessments to support continuous improvement of the system and its schools and districts**

The WVDE Office of Adult Education will use a classroom observation tool (iWALK) to gauge and support instructor implementation of professional learning, and will provide a professional learning library (Educational Impact). Instructors will be observed, provided in-class coaching and support, provided real time feedback, and prescribed an individualized professional learning plan based upon need. The data collected will inform professional learning for FY 2016-17.

The WVDE Office of Assessment will (a) guide and monitor accessibility for statewide summative assessments; (b) provide support to districts and schools for interim/diagnostic/formative assessments; (c) conduct data analyses of statewide assessment results; (d) support use of assessment data to target instruction; and (e) provide evidence-based assessments.

The WVDE Office of Research, Accountability, and Data Governance will implement the evaluation plan and provide ongoing feedback to WVDE, CPD, and RESAs about emerging successes and challenges via an online platform such as a blog, presentations, and via email communications with individual providers when information is sensitive.
The WVDE Office of Student and School Support will provide training in the Instructional Practices Inventory component of continuous improvement model for student learning.

**Work Area 4: Stakeholder Engagement—Outcome: All stakeholders committed to transforming schools into places where everyone learns**

**Output 4.1. Systematic roll-out and implementation of the standards for professional learning and Learning School approach**

CPD will provide professional learning to principals through the Principals Leadership Academy on collaborative learning designs as one way to improve leadership competencies. It will develop and support well-trained cadres of teacher and administrator educators to provide high quality professional learning that will increase educator effectiveness and leadership competencies. It will also advocate for support systems for professional learning.

RESAs 1 and 3 – 8 will (a) provide, promote and support professional learning opportunities for schools and districts around the implementation of the Board’s Standards for Professional Learning; (b) promote and support—and may participate in—school leadership and professional learning community (PLC) meetings; and (c) collaborate with the districts and schools to determine strengths and weaknesses concerning student achievement and educator practices based on the Board Standards for Professional Learning and the Learning School approach.

RESA 2 will provide (a) professional learning opportunities for counties and schools focused on the implementation of the Standards for Professional Learning; (b) participate in and provide professional learning support for school leadership and professional learning community (PLC) meetings; (c) sustain and reinforce effective collaborative learning teams in school settings; and (d) advocate for school board policies, guidance documents, and county structures to support the learning school approach.

The WVDE Office of Adult Education will support professional learning communities through its Quality Education Support and Training Team (QUEST) program, which focuses on a cycle continuous improvement for math and science, career pathways, contextualized instruction, technology integration, digitized instruction and accountability. It will also design and deliver professional learning experiences that increase adult instructor effectiveness and performance outcomes by empowering teacher leaders who, in turn, develop capacity, advocate, and create support systems for professional learning.

The WVDE Office of Early Learning, Professional and Personalized Learning unit will provide guidance and technical assistance to county chief instructional leaders as they build capacity in their districts and schools to personalize educator and student learning and implement the Board Standards for Professional Learning. It will also provide guidance and technical assistance to RESAs as they continue to implement the Learning School approach in the 30 Cohort 1 and 2 catalyst schools. Provide support to and initiate a year-long dialogue with Chief Instructional Leaders to inspire
County Chief Instructional Leaders to move schools in their district toward a Learning School Model, where teachers are empowered to develop their own professional learning as determined by relevant data and student need. Lastly, it will implement an across-division Professional Learning Advisory Council to assist WVDE offices and other agencies in providing learning opportunities that align with the WVBE goals and standards for professional learning.

The WVDE Office of Technology Integration and Support will use Yammer to notify teachers about upcoming professional learning opportunities, and county and school-based PLC’s. Yammer will also provide access to solutions for issues that arise from technology, testing, WVDE-hosted platforms, and the like.

Output 4.2. Guidance and resources for implementing Learning Schools approach statewide, including how to align professional learning experiences to the needs of each audience

CPD will implement professional learning opportunities to support principals as lead learners, which will in turn improve their leadership competencies for supporting high quality teaching and learning.

RESAs 1 and 3 – 8 will gather and/or create and disseminate high quality resources to support the journey of implementation of the Learning School approach, and will support districts and schools in assessing professional learning needs based on data analysis processes to develop the whole child. Further, they will promote and support the Learning School approach to counties and schools by demonstrating the alignment with High Quality Standards of Effective Schools, OEPA (Audit Results and School Monitoring Report), Educator Evaluation, and other standards and requirements. They will also promote the Learning School approach when collaborating with approved educational vendors.

RESA 2 will (a) support counties, schools and teachers in the analyses of multiple data sources to determine professional learning needs, using a continuous improvement model; (b) support broad-based input from principals, teacher leaders and teachers to implement multiple designs for team and whole school professional learning that encourage collaborative inquiry and problem solving; and (c) disseminate resources regionally to implement the Learning Schools approach.

The WVDE Office of Adult Education will develop a pilot re-entry program for adjudicated adults in partnership with WorkForce WV, BridgeValley Community College and Preestra Center. This model will provide a basis for the development of professional learning experiences, process maps, instructional resources and classroom supports.

The WVDE Office of Institutional Education Programs will hire three instructional coaches to assist schools in school-based staff development. It will also provide two days of onsite professional development at juvenile schools to address individual school needs, as follow-up to professional learning in co-teaching strategies they received previously from Marzano Research.

The WVDE Office of Special Education districts.
The WVDE Office of Technology Integration and Support will develop and provide training for collaborative learning spaces using Microsoft products such as Staff Notebook Creator, Mix, and Skype for Business, which allow two-way communication between administration and staff to create an on-time, anytime, and paperless work environment. It will also provide training for technology integration specialists and technology system specialists in up-and-coming technologies so they can provide curricular and technical support to teachers and schools.

Output 4.3. Highly effective professional learning experiences to support the Board goals

CPD will plan for leading the National Board Network to involve schools in supporting National Board Certification for teachers and promoting principals as lead learners.

RESAs 1 and 3 – 8 will design and deliver high quality professional learning opportunities that increase educator administrator content knowledge through inquiry-based/problem-based experiences and the like, and that address educator and administrator needs which are standards focused to increase student achievement and address the needs of the whole child. They will also collaborate with institutions of higher education to support pre-service teachers and enhance teacher effectiveness, and provide and support the review and integration of research-based strategies using professional associations and publications relevant to current educational practices.

RESA 2 will (a) increase teacher and administrator proficiency in designing and delivering standards-based instruction and assessments; (b) support county, school, and/or teacher professional learning needs as determined by data and internal analyses; (c) provide impetus to coordinate the implementation of teacher-based expertise and peer mentoring at school sites; (d) collaborate with institutions of higher education to support pre-service teachers and enhance teacher effectiveness; and (e) increase proficiency in knowledge and delivery of literacy acquisition to all PK-3rd grade instructors and principals to ensure all students reading at grade-level by end of 3rd grade.

The WVDE Office of Adult Education will design and deliver professional learning experiences around innovative instructional delivery models including contextualized instruction, career pathways, employability skills, accelerated opportunity (Fast Track), and integrated education and training (iBEST) in FY 15-16.

The WVDE Office of Institutional Education Programs will provide technology integration professional development from the Office of Instructional Technology to all juvenile schools.

The WVDE Office of CTE Innovations, Workforce Development and Support and the Office of Instruction, Policies and Career Technical Student Organizations will provide four workshops and ongoing support for CTE teacher coaches in all schools with three or more Simulated Workplace programs. The Southern Regional Education Board (SREB) and Regional Educational Laboratory (REL) will assist in the content development, facilitation and analysis. The offices will also provide four workshops and
ongoing mentor support for new CTE administrators, and will analyze individual needs to provide targeted mentoring. Another major focus will be on developing CTE instructional leadership. Three conferences are scheduled with SREB facilitating the professional development.

The WVDE Office of Early Learning will provide support and training for districts and schools in (a) implementation of the state-approved content standards and objectives across content areas; (b) Guidance for Policy 2510 Assuring Quality of Education: Regulations for Education Programs (i.e. early learning education programs and requirements); (c) utilization of a comprehensive approach to early learning for grades Pre-K through five; (d) implementation of Policy 2525 (West Virginia Universal Pre-K Policy), specifically regarding the continuous quality improvement process and leadership system of support; and (e) use of multiple forms of data to indicate the extent to which efforts are working to close the third grade literacy achievement gap in West Virginia.

The WVDE Office of Early Learning, Professional and Personalized Learning unit will provide e-learning courses for educators’ individual growth in the following areas: content and pedagogy as required for certification and other job-specific standards, and school improvement initiatives and program implementation focused on improving student learning.

The WVDE Office of Middle/Secondary Learning will provide support and training for districts and schools in (a) implementation of the state approved content standards and objectives across content areas; (b) Guidance for Policy 2510 Assuring Quality of Education: Regulations for Education Programs (i.e. middle and secondary education programs and requirements); (c) utilization of instructional technology (i.e. Virtual Schools, digital resources); (d) implementation of Policy 2315 Comprehensive School Counseling Programs (e.g. personalized education plans and student success standards); and (e) use of assessment data to target instruction and identify potential (e.g. increase AP® participation, Re-teach, and increase graduation rate).

The WVDE Office of Special Education will provide professional learning experiences for beginning teachers of students with autism in implementing evidence-based practices and for practicing teachers in implementing the mathematics content standards and standards-based individualized education programs (SB-IEPs). It will also assist districts and schools in implementing the co-teaching model, positive behavioral interventions support (PBIS), and support for personalized learning (SPL); and in providing effective dispute resolution in using the facilitated individualized education program (FIEP) framework. Additionally it will aid institutions of higher education in aligning coursework with evidence-based practices to increase the proficiency of preservice teachers in designing and delivering standards-driven instruction.

The WVDE Office of Student and School Support will develop and deliver professional learning experiences for priority School leadership teams focused on implementation of the High Quality Standards for West Virginia Schools.
Output 4.4. Statewide marketing campaign to engage all stakeholders in the Learning School approach, using government, professional, and commercial channels, to target county superintendents and instructional leaders, IHEs, state professional associations, vendors, and the public

RESAs 1 and 3 – 8 will use and participate in social media outlets, websites, and newsletters; and will collaborate with district and other public relations personnel to promote addressing the needs of the whole child. They will also promote, support, and participate with professional organizations (WVASA, WVSBA, ASCD, WVAEA, WVPTA, etc.) in assisting with a marketing campaign.

RESA 2 will support two-way communications via social media outlets, websites, newsletters, district public relations personnel, parent organizations, and local boards to create a model of continuous feedback so audiences can respond to information regarding Learning School implementation.

WVDE Office of Early Learning (Professional and Personalized Learning unit) will collaborate with the WVDE Office of Communications to create branding, informational literature, and other promotional materials for use by providers as they help implement the Learning School Initiative statewide.

**Evaluation of the 2015-2016 Master Plan**

The WVDE Office of Research, Accountability, and Data Governance will conduct an evaluation with two purposes—to provide timely feedback to providers and others involved in implementing the Master Plan and to report on its effectiveness, efficiency, and impact to the Legislative Oversight Committee on Education Accountability (LOCEA). Evaluation questions, indicators, and data sources are outlined in the table below.
## 2015-2016 Master Plan for Statewide Professional Learning: Evaluation Questions, Indicators, and Data Sources

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<th>Evaluation Question</th>
<th>Indicators</th>
<th>Data Sources</th>
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<tbody>
<tr>
<td><strong>Effectiveness</strong> (production of the desired outputs—fidelity of implementation)</td>
<td>To what extent were planned products and services developed and delivered with regard to <strong>Policy and Accountability</strong>?</td>
<td>Revised policy on professional learning, including new roles of committees and councils, and expectations for outcomes.</td>
<td>WVBE policy and state code changes calling for consolidation of advisory functions and elimination of many committees and councils.</td>
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<td>Annual accountability report to LOCEA</td>
<td>Evaluation report, reviewed and approved by state board and delivered to LOCEA by December 1</td>
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<tr>
<td><strong>Effectiveness</strong> (production of the desired outputs—fidelity of implementation)</td>
<td>To what extent were planned products and services developed and delivered with regard to <strong>Standards and Improvement</strong>?</td>
<td>Establishment of: o Definition of professional learning o Standards for professional learning o Board goals for professional learning</td>
<td>Master Plan for Statewide Professional Development</td>
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<td>Highly effective professional learning experiences delivered to support the Board goals</td>
<td>Providers’ reporting on their planned activities</td>
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<td>PL evaluation tools designed to measure outcomes as well as implementation factors</td>
<td>Use of Learning Forward SAI2 Assessment and rubrics to measure progress toward Learning School approach at the school or district level.</td>
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<tr>
<td><strong>Effectiveness</strong> (production of the desired outputs—fidelity of implementation)</td>
<td>To what extent were planned products and services developed and delivered with regard to <strong>Professional Learning Systems Coordination and Quality Oversight</strong>?</td>
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<td>Standards for professional development providers, including local, regional, and state-level providers Contract templates that embed standards, available for use by LEAs when contracting with agencies and vendors Mechanisms for evaluating how well agencies and vendors lived up to standards in contracts</td>
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<td>Evaluation findings and reporting to support continuous improvement</td>
<td>Focus groups and SAI2 survey results in Learning Schools (aka Catalyst Schools)</td>
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<td>Flexibility for schools in scheduling time for professional learning</td>
<td>Records of waivers allowed for school schedules; LEA calendar changes allowing early release/other provisions for professional learning time in schools/districts adopting the Learning School framework</td>
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<td>Redirection of existing funds for PL to schools and districts for use as they see fit to meet local student and educator needs</td>
<td>Guidance documents about funding streams and before- and-after comparisons of school and district budgets;</td>
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<td><strong>Effectiveness</strong> (production of the desired outputs—fidelity of implementation)</td>
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<td>Documented, detailed plan for rolling out Learning School approach statewide Evidence of achieving implementation milestones</td>
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<td>Guidance and resources for implementing Learning Schools approach statewide</td>
<td>Guidance documents, webinars, other resources for all stakeholder groups</td>
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<td>Legislative Mandate</td>
<td>Evaluation Question</td>
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<tr>
<td>legislative mandate</td>
<td>To what extent did major providers coordinate their planning and delivery of services to schools and districts?</td>
<td>Efficient coordination of local, regional, and state expertise and resources to provide high quality professional learning experiences responding to local needs</td>
<td>Evidence of cooperation of regional and state providers in formulation of PD Master Plan</td>
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<td>Efficiency (lack of redundancy and waste)</td>
<td>Coherent and transparent policy, advisory, and reporting functions</td>
<td>Documentation of alignment of policy, advisory functions, and evaluation reporting with Learning School/Board Standards framework</td>
<td>Statewide survey of teachers, principals, and district leaders to measure understanding of and attitudes about Learning School/Board standards</td>
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<td>Impact (identifiable improvements in how the system works)</td>
<td>To what extent did providers produce the outcomes outlined in the PD Master Plan?</td>
<td>A goal-directed and Improvement-oriented professional learning system</td>
<td>All stakeholders committed to transforming schools into places where everyone learns</td>
</tr>
</tbody>
</table>
Appendix A. Logic Model

2015-2016 Master Plan for Statewide Professional Learning Logic Model

Situation: After many years of slow progress toward improving student achievement, the Governor commissioned a study by Public Works in 2012. One area of concern was the expense and lack of coherence in the delivery of professional learning experiences for educators. The Board called for a new framework for professional learning, with the National Commission on Teaching and America’s Future (NCTAF) providing consulting and leadership services. This logic model, which is the framework for the 2015-2016 PD Master Plan, is based primarily on the work of the Transforming Professional Learning Initiative’s Advisory Group led by NCTAF.

<table>
<thead>
<tr>
<th>Work Areas</th>
<th>Activities and Participants</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the major components of this effort?</td>
<td>Who will be responsible?</td>
<td>What services, products will be created?</td>
<td>What will be the results?</td>
<td></td>
</tr>
<tr>
<td>1. Policy and Accountability</td>
<td>State Board of Education WVDE Professional Learning Advisory Council</td>
<td>1.1. Study leading to recommendations for a revised policy on professional learning, including roles of agencies and advisory councils, requirements for district and school professional learning plans, and expectations for outcomes.</td>
<td>Coherent and transparent policy, advisory, and reporting functions</td>
<td></td>
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<tr>
<td></td>
<td>WVDE Division of Technology (Office of Research, Accountability, and Data Governance)</td>
<td>1.2. Annual accountability report to LOCEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Standards and Improvement</td>
<td>State Board of Education WVDE Division of Teaching and Learning (Office of Early Learning, Professional and Personalized Learning unit) WVDE Division of Technology (Office of Research, Accountability, and Data Governance) WVDE Division of Career and Technical Education (Office of Adult Education)</td>
<td>2.1. Definition, standards, and goals for professional learning</td>
<td>A goal-directed and Improvement-oriented professional learning system</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2. Professional learning evaluation tools designed to measure outcomes as well as implementation factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Professional Learning Systems Coordination and Quality Oversight</td>
<td>RESAs WVDE Division of Career and Technical Education (Office of Institutional Education Programs)</td>
<td>3.1. Calendars and schedules that allow sufficient time for collaborative learning teams to meet</td>
<td>Efficient coordination of local, regional, and state expertise and resources to provide high quality professional learning experiences responding to local needs</td>
<td></td>
</tr>
</tbody>
</table>

Educators prepared to equip students with college- and career-ready skills, enabling them to be competitive in the complex 21st century global workplace.
<table>
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<tr>
<td><strong>Work Areas</strong>&lt;br&gt;What are the major components of this effort?</td>
<td><strong>Activities and Participants</strong>&lt;br&gt;What will we do?&lt;br&gt;See Master Plan narrative for provider activities</td>
<td><strong>Outputs</strong>&lt;br&gt;Who will be responsible?</td>
<td><strong>Outcomes</strong>&lt;br&gt;What services, products will be created?</td>
<td><strong>Impacts</strong>&lt;br&gt;What will be the ultimate impact?</td>
</tr>
<tr>
<td></td>
<td>RESAs</td>
<td>3.2 Redirect of existing funding for professional learning to schools and districts for use as they see fit to meet local student and educator needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPD RESAs WVDE Division of Career and Technical Education (Office of CTE Innovations, Workforce Development and Support; Office of Instruction, Policies, and Career Technical Student Organizations) WVDE Division of Accountability and School Effectiveness (Office of Educator Effectiveness and Licensure) WVDE Division of Teaching and Learning (Office of Early Learning, Professional and Personalized Learning unit) WVDE Division of Technology (Office of Technology Integration and Support)</td>
<td>3.3 Efficient coordination of local, regional, and state expertise and resources</td>
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<tr>
<td></td>
<td>WVDE Division of Accountability and School Effectiveness (Office of Student and School Support) WVDE Division of Career and Technical Education (Office of Adult Education) WVDE Division of Teaching and Learning (Office of Assessment) WVDE Division of Technology (Office of Research, Accountability, and Data Governance)</td>
<td>3.4 Evaluations and assessments to support continuous improvement of the system and its schools and districts</td>
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<tr>
<td>4. Stakeholder Engagement</td>
<td>CPD RESAs</td>
<td>4.1 Systematic roll-out and implementation of the stand-</td>
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</table>

All stakeholders committed to transforming schools into places
### Appendix A. Logic Model

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<tr>
<td>What are the major components of this effort?</td>
<td>WVDE Division of Career and Technical Education (Office of Adult Education) WVDE Division of Teaching and Learning (Office of Early Learning, Professional and Personalized Learning unit) WVDE Division of Technology (Office of Technology Integration and Support) CPD RESAs WVDE Division of Career and Technical Education (Office of Adult Education; Office of Institutional Education Programs) WVDE Division of Teaching and Learning (Office of Special Education) WVDE Division of Technology (Office of Technology Integration and Support)</td>
<td>What services, products will be created?</td>
<td>What will be the results?</td>
<td>What will be the ultimate impact?</td>
</tr>
<tr>
<td>What will we do? See Master Plan narrative for provider activities</td>
<td>Who will be responsible?</td>
<td>ards for professional learning and Learning School approach</td>
<td>where everyone learns</td>
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<tr>
<td>What are the major components of this effort?</td>
<td>CPD, RESAs, WVDE Division of Accountability and School Effectiveness (Office of Student and School Support), WVDE Division of Career and Technical Education (Office of Adult Education; Office of CTE Innovations, Workforce Development and Support; Office of Institutional Education Programs; Office of Instruction, Policies, and Career Technical Student Organizations), WVDE Division of Teaching and Learning (Office of Early Learning; OEL Professional and Personalized Learning unit; Office of Middle/Secondary Learning; Office of Special Education)</td>
<td>4.3. Highly effective professional learning experiences to support the Board goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will we do? See Master Plan narrative for provider activities</td>
<td>Who will be responsible?</td>
<td>What services, products will be created?</td>
<td>What will be the results?</td>
<td>What will be the ultimate impact?</td>
</tr>
<tr>
<td></td>
<td>RESAs, WVDE Office of Communications, WVDE Division of Teaching and Learning (Office of Early Learning; OEL Professional and Personalized Learning unit)</td>
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</table>

4.4. Statewide marketing campaign to engage all stakeholders in the Learning School approach, using government, professional, and commercial channels, to target county superintendents and instructional leaders, IHEs, state professional associations, vendors, and the public.