Transforming Professional Learning

West Virginia Board of Education
Master Plan for Statewide Professional Learning
2016-2017
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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 extensiveness 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 professional 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 September 2016, the Board approved goals for professional learning for 2016-2017.

**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 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 are drawn from the NCTAF report, A New Framework for West Virginia Professional Development (2014), which lays out an approach to transforming professional learning in West Virginia.

The work areas are used as the framework for a logic model (see appendix), which also defines 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 will be the achievement of the Board goals for professional learning.
Activities of CPD, RESAs, and WVDE

This 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 engage in to support 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 Educator Effectiveness and Personalized Learning Advisory Council (EEPLAC), which includes members from across divisions at the WVDE will take the lead in studying these topics and producing a white paper by July 2017.
- The EEPLAC will continually review and revise WVBE Policy 5500, Professional Learning for West Virginia Educators, to ensure the efficacy of the professional learning policy and expectations for provider groups.

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 2017, to the full State Board in November 2017, and to LOCEA on December 1, 2017.

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 Student and School Support, the Board’s High Quality Educator Committee will review the definition, standards, and goals for professional development in February 2017 and will present the renewed or revised goals to the full State Board in March 2017 for approval.

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

- The EEPLAC 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 continue implementation of Policy 5310 for Adult Education instructors for FY2016-2017. This process standardizes evaluation and provides 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**

- All RESAs 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.
- All RESAs 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.
- The WVDE Office of Student and School Support will continue to support implementation of Policy 5500 for FY2016-2017. This process will be accomplished through support of the RESA collaborative and attendance at various trainings supported by RESA staff.

**Output 3.2. Redirection of existing funding for professional learning to schools and districts to meet local student and educator needs**

- All RESAs will collaborate with WVDE and county representatives, exploring options to support local student and educator needs and share ways to redirect funds.
- The WVDE Office of Federal Programs will collaborate with county representatives, exploring options to support local student and educator needs and 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.
Activities of CPD, RESAs, and WVDE

- All RESAs 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.

- The WVDE Division of Career and Technical Education will assign CTE staff to a region to provide ongoing analysis of individual school and program needs and assist in acquiring targeted training.

- The WVDE Office of Early Learning, 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 Student and School Support 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 present findings to the Barod High Quality Educator committee, the full State board, LOCEA, and the public via the WVDE website.

- The WVDE Office of Student and School Support will provide training in the Instructional Practices Inventory component of continuous improvement model for student learning.
• The CPD will provide evidence of the use of data to monitor, evaluate, and employ a continuous improvement process on all professional learning opportunities to maximize impact of resources and educator 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.

• All RESAs 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.

• All RESAs 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 Student and School Support 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. 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.

• All RESAs 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.

• All RESAs 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 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 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.

- CPD will provide an Advanced Placement Summer Institute and Fall Institute to increase deep content knowledge and proficiency in designing and delivering standards-driven instruction and assessments.

- All RESAs will design and deliver high quality professional learning opportunities which are standards-focused, evidence-based as supported through professional associations and publications relevant to current educational practices, and responsible to current needs in order to increase educator and administrator content knowledge necessary to positively impact whole child development.

- All RESAs 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
Activities of CPD, RESAs, and WVDE

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, 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 and professional learning (i.e. Virtual Schools, digital resources, e-Learning, Policy 2520.4 Learning Skills and Technology Tools); and (d) use of assessment data to target instruction and identify potential (e.g. increase AP® participation, Re-teach, credit recovery 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. In additional, work will begin with newly identified schools based on ESSA rules to assist district, school and RESA leadership as they move towards providing supports in continuous improvement.

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

- All RESAs 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.

- All RESAs 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.
- The WVDE Office of Student and School Support 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 2016-2017 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.
### 2016-2017 Master Plan for Statewide Professional Learning: Evaluation Questions, Indicators, and Data Sources

<table>
<thead>
<tr>
<th>Legislative Mandate</th>
<th>Evaluation Question</th>
<th>Indicators</th>
<th>Data Sources</th>
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<tbody>
<tr>
<td>Effectiveness</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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<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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<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>
<td>• A framework for coordinating and evaluating quality.</td>
<td>Standards for professional development providers, including local, regional, and state-level providers</td>
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<td>• Evaluation findings and reporting to support continuous improvement</td>
<td>Contract templates that embed standards, available for use by LEAs when contracting with agencies and vendors</td>
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<td>• Flexibility for schools in scheduling time for professional learning</td>
<td>Mechanisms for evaluating how well agencies and vendors lived up to standards in contracts</td>
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<td>• Redirection of existing funds for PL to schools and districts for use as they see</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>• Guidance documents about funding streams and before-and-after comparisons of school and district budgets;</td>
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<td>Legislative Mandate</td>
<td>Evaluation Question</td>
<td>Indicators</td>
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<td>To what extent were planned products and services developed and delivered with regard to <strong>Stakeholder Engagement?</strong></td>
<td>fit to meet local student and educator needs</td>
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<td>Development and implementation of overall plan for rolling out and implementing the Learning School approach</td>
<td>• Documented, detailed plan for rolling out Learning School approach statewide</td>
<td>• 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>Statewide marketing campaign to support Learning School approach, including government, professional, and commercial channels</td>
<td>• Professional and parent association presentations and articles, press releases, government communication channels, etc.</td>
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<td>Ongoing technical assistance and training in how to establish and sustain Learning Schools</td>
<td>• RESA, WVDE, CPD documentation of PD and TA focused specifically on Learning School approach and Board standards</td>
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<td><strong>Efficiency</strong> (lack of redundancy and waste)</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>
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<td>• Coherent and transparent policy, advisory, and reporting functions</td>
<td>• Evidence of cooperation of regional and state providers in formulation of PD Master Plan</td>
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<td>• A goal-directed and Improvement-oriented professional learning system</td>
<td>• Evidence of clearly defined lines of responsibilities among the various statewide providers</td>
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<td>All stakeholders committed to transforming schools into places where</td>
<td>• Evidence of oversight as to the professional development that is best determined statewide and the professional development that should be delivered locally.</td>
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<td>• Evidence of district-level understanding of new role in working with schools in providing PL experiences</td>
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<tr>
<td><strong>Impact</strong> (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>Documentation of alignment of policy, advisory functions, and evaluation reporting with Learning School/Board Standards framework</td>
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<td></td>
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<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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<tr>
<td>Legislative Mandate</td>
<td>Evaluation Question</td>
<td>Indicators</td>
<td>Data Sources</td>
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<tr>
<td></td>
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<td>everyone learns</td>
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</table>
## Appendix A. Logic Model

### 2016-2017 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.

<table>
<thead>
<tr>
<th>Work Areas</th>
<th>Activities and Participants</th>
<th>Outputs</th>
<th>Outcomes</th>
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</thead>
</table>
| 1. Policy and Accountability | • State Board of Education  
• WVDE Professional Learning Advisory Council          | 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. | Coherent and transparent policy, advisory, and reporting functions       | Educators prepared to equip students with college- and career-ready skills, enabling them to be competitive in the complex 21st century global workplace |
|                              |                                                                                             |                                                                         |                                                                          |                                                                        |
|                              | • WVDE Division of Technology (Office of Research, Accountability, and Data Governance)      | 1.2. Annual accountability report to LOCEA                              |                                                                         |                                                                        |
| 2. Standards and Improvement | • State Board of Education  
• WVDE Division of Teaching and Learning  
• Office of School Improvement                      | 2.1. Definition, standards, and goals for professional learning       | A goal-directed and Improvement-oriented professional learning system     |                                                                        |

See Master Plan narrative for provider activities
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<td>Who will be responsible?</td>
<td>What services, products will be created?</td>
<td>What will be the results?</td>
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<tr>
<td>• WVDE Division of Technology (Office of Research, Accountability, and Data Governance)</td>
<td>2.2. Professional learning evaluation tools designed to measure outcomes as well as implementation factors</td>
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<td></td>
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<tr>
<td>• WVDE Division of Career and Technical Education (Office of Adult Education)</td>
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</tr>
<tr>
<td>3. Professional Learning Systems Coordination and Quality Oversight</td>
<td>• RESAs</td>
<td>3.1 Calendar 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>
<tr>
<td></td>
<td>• WVDE Division of Career and Technical Education (Office of Institutional Education Programs)</td>
<td>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</td>
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<td>RESAs</td>
<td>WVDE Division of Career and Technical Education (Office of CTE Innovations, Workforce Development and Support; Office of Instruction, Policies, and Career Technical Student Organizations)</td>
<td>WVDE Division of Accountability and School Effectiveness (Office of Educator Effectiveness and Licensure)</td>
<td>WVDE Division of Teaching and Learning</td>
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## Work Areas

**What are the major components of this effort?**

**See Master Plan narrative for provider activities**

**Who will be responsible?**

### Activities and Participants

- 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)

### Outputs

**What services, products will be created?**

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

### Outcomes

**What will be the results?**

### Impacts

**What will be the ultimate impact?**

---

### 4. Stakeholder Engagement

- CPD
- RESAs
- WVDE Division of Career and Technical Education (Office of Adult Education)
- WVDE Division of Teaching and Learning
- WVDE Division of Technology (Office of Technology Integration and Support)

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

**All stakeholders committed to transforming schools into places where everyone learns**
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- 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; Office of Middle/Secondary Learning; Office of Special Education)
- WVDE Office of School Improvement

4.3. Highly effective professional learning experiences to support the Board goals
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<td>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</td>
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