
Indicators of Digital Readiness

Indicator	Ongoing Reflection and Refinement – Professional Development
Theme	Education and Classroom Practice
Priority Level	P3
Organizational Level	School

Description of the Indicator

Professional development is critical to assisting faculty and staff in improving their skills and understanding in the classroom. It is also critical that these sessions are reflected upon and refined in order to make the best use of the valuable commodity of time that schools have to work with their faculty and staff.

Why is this indicator important?

This action is important to creating a Digital School because without professional development opportunities that provide faculty and staff the opportunity to better hone their craft and grow as educators they are wasted opportunities to improve our school community. Therefore, we must constantly reflect on the professional development opportunities presented and adjust them to make sure that they are providing the most benefit possible to the faculty and staff and is addressing their needs to grow and improve.

Indicator Rubric

<p>Insufficient Evidence of Implementation</p> <p>(0 Points)</p>	<ul style="list-style-type: none">● Professional Development Sessions require no evaluation to be administered at the conclusion of the session to attain feedback on the success of meeting the session objectives● There is no review of the evaluations, and no use of feedback for future professional development sessions● Teachers are given no opportunity during the year to provide feedback and given no opportunity to provide input on desired professional development opportunities
<p>Foundational Stage of Implementation</p> <p>(1 Points)</p>	<ul style="list-style-type: none">● Few Professional Development Sessions require an evaluation to be administered at the conclusion of the session attain feedback on the success of meeting the session objectives● A few of the evaluations are reviewed and the feedback provided is used to assist in planning future professional development sessions● Teachers are given limited opportunities during the year to provide feedback and give input on desired professional development opportunities
<p>Achieving Success in Implementation</p> <p>(2 Points)</p>	<ul style="list-style-type: none">● Most Professional Development Sessions require an evaluation to be administered at the conclusion of the session attain feedback on the success of meeting the session objectives● Most of the evaluations are reviewed and the feedback provided is used to assist in planning future professional development sessions● Teachers are given some opportunities during the year to provide feedback and give input on desired professional development opportunities
<p>Exemplary Success in Implementation</p> <p>(3 Points)</p>	<ul style="list-style-type: none">● All Professional Development Sessions require an evaluation to be administered at the conclusion of the session to attain feedback on the success of meeting the session objectives● All of the evaluations are reviewed and the feedback provided is used to assist in planning future professional development sessions● Teachers are given multiple opportunities during the year to provide feedback and give input on desired professional development opportunities

Who in the school/district should lead and be involved with this indicator?

The administrator or district staff member in charge of planning and scheduling professional development sessions should be in charge of the planning and execution of this action.

How to execute the indicator

In order to best provide relevant and useful professional development opportunities, it is important to have an understanding of the relative starting point of the individuals that will be receiving the professional development. It is also important to receive information from the individuals receiving the training as to what areas they feel they need assistance. This can be accomplished through a brief survey of the individuals receiving the professional development and/or consultation with administrators as to what areas they see gaps in their buildings. Relevant data including, but not limited to, student achievement, program usage, and other metrics should also be consulted in deciding upon and adjusting professional development activities.

Professional development attendees should provide feedback in the form of an evaluation that will seek to gather honest and authentic information on how the attendee feels the professional development can be used when they return to the classroom and what learning gaps they still may have. Trainers should also provide feedback on what areas they may not have covered and what gaps in prior knowledge the sessions, in general, appeared to have. These evaluations and feedback can be used to adjust further sessions and make the material more useful for more attendees.

This reflection and refinement should be done on a continual basis throughout the year after all training sessions to make sure the valuable professional development time that we have with faculty and staff is used the best way possible.

Recommended evidence to submit for successful execution of this action

- Professional development survey examples and trainer feedback forms for professional development sessions.
- Provide a brief narrative explaining what other metrics they used (ie. student achievement data, program usage) to reflect and adjust their professional development sessions.
- Professional development needs assessment

Resources schools can use to complete this action successfully

- [Digital Learning Evaluation Form](#)
- [Narrative Form](#)
- [Teacher Self Assessment](#) (Microsoft Form)
- [Staff Needs Assessment](#)
- [Professional Learning Day Participant Survey](#)

Certified Schools Exemplars: See links for school evidence

1. [**Delsea Regional High School, Delsea Regional High School District, 2018 Bronze Certified**](#)

Here at Delsea, we require feedback surveys after all professional development sessions on the effectiveness of the session. These surveys solicit feedback not just on the effectiveness of the session in achieving its stated goals, but also in terms of its effectiveness in meeting teachers' individual goals for their own professional development. These survey results are reviewed by the administration, the Educational Technology Coach, the Evaluation and Research Coordinator, and the Professional Development Committee to evaluate past professional development sessions and plan future sessions. Teachers are surveyed several times throughout the year to provide feedback on professional development and make requests about future offerings. The evidence used to meet this indicator included the feedback from a variety of surveys (teacher self-assessments, professional development, workshop feedback responses, etc) and the results from the professional development committee's tracker.