**Professional Development Questionnaire**

The Virginia Department of Education (VDOE) and the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia are seeking to better understand and support the professional development (PD) that divisions provide to full-time preschool teachers and instructional aides. Please answer the questions below regarding your PD plans for the 2019-2020 school year.

Instructions:

* + - * Think about and report on all of the PD that full-time teachers and instructional aides will engage in this year, including PD that may have already occurred and PD that may only be provided to some teachers.
* Gather documents that pertain to your division’s PD. These may include a scope and sequence of PD for the year, sample materials (e.g., agendas, objectives, activities, coaching protocols), and data reports. You are encouraged to submit these materials to supplement your responses, but this is not required. VDOE and CASTL may request materials to get more detailed information or better understand a response.
* Use your division’s PD documents to answer the following questions. You may reference the PD Rubric which will be used to evaluate responses. Please answer the questions honestly. This is a tool for continuous improvement; it is not meant to be punitive.
* Email your completed questionnaire and supplemental materials (if provided) to your division’s CASTL PD consultant by your division’s specified deadline.

What to expect for next steps:

* Once your PD Questionnaire has been submitted to CASTL, it will be checked for completion.
* A team at CASTL will review your responses and supplemental materials (if provided) and complete the rubric.
* CASTL will share the scored rubric with your division’s leadership team during PD consultations. Through these consultations, CASTL will support your division to improve one or more areas of PD using the rubric as a framework.

**Division Information:**

Division name:

Name of person completing this questionnaire:

Role:

Email:

Date submitted to VDOE:

Are you submitting supplemental PD materials?

If yes, list all materials below:

1. **Data-driven**

Describe your plans for using data in each of the following ways. Indicate which data sources will be used in each area (data sources can be used for multiple purposes). Data could be from curriculum fidelity checklists, CLASS®, child assessments, and/or teacher practice assessments. If no plans are in place, write “none.”

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| --- | --- | --- |
| **Data are used to:** | **Specific data: sources:** | **Describe plans:** |
| Plan the broad focus area(s) of PD: |  |  |
| Determine appropriate amount of ongoing PD: |  |  |
| Tailor the focus and amount of PD to meet teachers’ needs (individual or small group): |  |  |
| Track intended outcomes for formative (e.g., re-evaluate and adapt PD as needed) and/or summative (determine effectiveness of PD) purposes: |  |  |

Describe any resources that you will have in place to facilitate data collection, analysis, and/or data-driven decision making around PD. Resources could be staffing (e.g. data analysts), staff trainings related to data use, or routines/expectations for using data to continuously drive improvement. If none exist, write “none.”

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| **Data-related resource:** | **Description of how resource will be used:**  |
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1. **Specific, articulated objectives**

List all of the broad areas of focus and the specific PD objectives within those areas of focus that you anticipate covering in PD next year. Broad areas of focus include the content area, and specific objectives provide more detail about what teachers will gain from the PD. If none exist, write “none.”

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| **Broad area of focus:** | **Specific PD objectives:** **(can list multiple objectives under the broad area of focus)** |
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Describe how you derived the areas of focus and specific PD objectives (e.g., framework, rubric, etc.). This question is NOT about using data to plan the focus of PD. It is about whether there is a clear description of quality teaching that guides teachers’ professional growth. If none exist, write “none.”

1. **Practice-focused**

Below is a list of common activities that occur during PD. Provide a breakdown of the average number of hours teachers will spend in each activity and the total number of hours of PD in the 2019-2020 school year. If the activity does occur, write a brief note indicating what the activity is (e.g., Conscious Discipline workshop). If the activity does not occur, write “0 hours.”

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| **Common PD Activities:** | **Number of hours in activity:** | **What is the Activity?** |
| Group workshop/training/seminar in which teachers listen to a presenter and answer/discuss questions to gain new knowledge: |  |  |
| Coursework (in-person or online) in which teachers read relevant articles/texts and answer/discuss questions to gain new knowledge: |  |  |
| Professional learning communities in which teachers analyze data and/or discuss practice generally (e.g., planning upcoming units): |  |  |
| Professional learning communities in which teachers share about a practice they implemented and analyze that practice with the group (i.e., no role play, video review, or observation occurs): |  |  |
| Professional learning communities in which teachers role play and/or review video of themselves or others teaching: |  |  |
| Observation followed by feedback and analysis loops related to one’s own practice (i.e., classroom observation, coaching): |  |  |
| Other (describe): |  |  |
| **Total number of hours of PD:** |  |  |

1. **Feedback and analysis loops**

List how many times on average teachers will be observed and receive feedback on and analyze their practice with a colleague during the 2019-2020 school year. A colleague could include an administrator/principal, instructional coach, or teacher. For each activity, describe who will conduct observations or meet with teachers to analyze practice as well as the expected time duration (e.g., principal will observe all lead teachers once for 30 minutes). If no observations or feedback and analysis loops will occur, write “0.”

Placement on the rubric will be determined by the frequency with which teachers receive feedback on and analyze their practice with a colleague.

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| --- | --- | --- | --- |
| **Activity:** | **Average number of times next school year:** | **Who will be involved?** | **Expected time duration:** |
| **Be observed by a colleague** (e.g., either live observation or video review)**:** |  |  |  |
| **Receive feedback on and analyze their practice with a colleague** (e.g., following an observation, a colleague reflects on a recently-implemented practice, brainstorms solutions to a problem, and/or plans improvements to practice with the teacher)**:** |  |  |  |

1. **Coherence**

In addition to PD, curricula, child assessments, and classroom observation contribute to high-quality teaching and learning. To be most effective, these components should be integrated/aligned with PD so that they work together rather than in isolation. Additionally, content that is un-related to these components should be removed from PD.

Describe the ways in which each component is intentionally integrated/aligned with your PD (i.e., how each component informs and supports your PD).

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|  | **Integration/Alignment with PD:**  |
| **Curricula:** |  |
| **Child Assessments:** |  |
| **Classroom Observation:** |  |

Describe the procedures you have in place for deciding what content is covered during PD. In other words, how will coherence be maintained and reinforced for teachers, so un-related or miscellaneous content, instructional tools, or materials do not compete for teachers’ time and energy during PD? If none exist, write “none.”

1. **Access for all teachers**

To what extent does the PD plan as described in the questions above apply to all full-time preschool teachers (lead and instructional aides) across various preschool programming (Title I, Head Start, SPED)? Check “Yes,” “No,” “Don’t Know,” or “Not Applicable.” If some parts of the PD plan apply, but others do not, you may check “Yes” and “No” and briefly note which aspects do and do not apply for a particular group of teachers.

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| **Does this plan apply to…** | **Yes** | **No** | **Don’t Know** | **Not Applicable** |
| VPI-funded lead teachers: |  |  |  |  |
| VPI-funded instructional aides: |  |  |  |  |
| Head Start and/or Title I-funded lead teachers: |  |  |  |  |
| Head Start and/or Title I-funded instructional aides: |  |  |  |  |
| SPED lead teachers: |  |  |  |  |
| SPED instructional aides: |  |  |  |  |
| Other (describe): |  |  |  |  |

1. **Other**

If you would like to provide any other information about your division’s PD plans for the 2019-2010 school year, please provide it in the space below.