

John R. Kasich, Governor
Stan W. Heffner, Interim Superintendent of Public Instruction

**RACE TO THE TOP
LOCAL EDUCATION AGENCY (LEA) PROFESSIONAL DEVELOPMENT PLAN
2011 - 2012**

Please complete all of the information below.

Date: October 5, 2011

Name of LEA: Cleveland
Municipal School District

IRN: 043786

Address: 1380
East Sixth
Street

City: Cleveland

Zip: 44114

RttT Region: Urban

Name of person completing the plan: Eric Gordon / Mark Baumgartner

Title of person completing plan: CEO, CMSD / Director of Professional
Issues, Cleveland Teachers Union

Phone number of person completing the plan: 216/574-8215

Email address of person completing the plan: Eric.Gordon@CMSDnet.net

**Number of licensed and certified educators who will participate
in professional development in Year 2 (2011-2012):** 3138

**Submit completed professional development plans by Friday, October 28, 2011
to: RttTPD@ode.state.oh.us.**

Directions:

1. In the table below, please identify the **LEA's Race to the Top (RttT) goals** from the LEA's Scope of Work. (LEAs may add RttT goals if they have more than five.)

Year 2 RttT Goals	LEA Name: Cleveland Metropolitan School District	IRN: 043786
Goal 1	Use quality professional development to engage staff teaching grades 3-5 in the new Common Core Standards and to support staff teaching grades K-2 in the implementation of the new Common Core.	
Goal 2	To use quality professional development is supporting the 23 schools in the phase-in of the new Teacher Development and Evaluation System.	
Goal 3	Continue to use quality professional development in the use of SchoolNet by the teaching staff district wide to make data driven decisions and understand all data available to them.	
Goal 4	Continue to use and expand the support to the 16 SIG schools within the district.	
Goal 5		

2. In the table below, please identify the **LEA's Year 2 professional development goals**. (LEAs may add professional development goals if they have more than five.) ***When establishing professional development goals, LEAs should consider how their Year 2 professional development goals align with their RttT goals and provide a foundation for future professional development.***

Year 2 RttT Professional Development Goals	
Goal 1	To deepen educators understanding and knowledge of the Common Core Standards to make informed choices with resource materials and formative assessments within the classroom.
Goal 2	Use professional development to deepen the understanding of the four domains of the Danielson Model of teacher evaluation.
Goal 3	Continue the professional development we have in place in the proper use of Student Information System so staff can access data quickly to make decisions about the students they teach.
Goal 4	Continue and expand the use of professional development in support of the SIG schools in the district regarding in best practices and the proper use of extended time for student learning.
Goal 5	

LEA: Cleveland Municipal School District Date: 10/05/11 Evaluator # _____

Standard 1: High Quality Professional Development (HQPDP) is a purposeful, structured and continuous process that occurs over time.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will the professional development goals be aligned to the LEA's RttT goals and communicated to participants? The RttT goals and professional development goals fit nicely into all the things that we do academically in our district. We are introducing the Common Core Standards in a yearly grade band strategy begun with teachers in grades K-2 last school year, are piloting our Teacher Development and Evaluation System using monthly, cohort based training for 24 phase I schools, are ensuring all teachers have working computer stations so they can access the Instructional Information System they are taught to use during their quarterly cohort based training, quarterly Academic Achievement Planning training, and monthly early release training, are supporting the staff of the SIG schools through professional development codesigned with State Support Team 3 to meet the needs identified in their individual diagnostic reports, and are providing cultural responsive teaching training for closing the achievement gap schools. We provide substitute teachers and preparatory information packages to each teacher participating in mandatory training, publish a voluntary monthly professional development calendar to all staff via email and the union will start to send out notices of RttT related PD to all its members.
- How will professional development activities be connected to each other and integrated with one another? All the activities of RttT fit into a philosophy and practice of what occurs academically within our district and are outlined in our district level academic achievement plan. The coleads of each Application Area meet twice monthly to ensure alignment across application areas. Common core curriculum training serves as the basis for "what students should know and be able to do". Teacher Development and Evaluation System training provides focus on improving teacher quality and effectively assessing ability to help students learn this content. Instructional information system data training, coupled with cohort based training of Marzano's high yield instructional practices within the context of literacy and numeracy further develop teacher skills and capacities. Culturally relevant pedagogy seminars supports responsiveness to minority students and families and co-developed training in team leadership, coteaching for inclusion of special education students, and formative assessments focus specifically on implementation skills at SIG schools.
- How will the professional development plan demonstrate a continuous process that occurs over time? The RttT goals align with district academic goals and professional development begun 4 years ago. This is why there has been a seamless transition to RttT goals. Annual revision of the district's scope and sequence curriculum ensures deepening understanding of the Common

Core and alignment to existing state standards. The Academic Achievement Plan process provides technical assistance to each school in updating their own action plans based upon additional formative and interim data (benchmark data, NWEA data, STAR literacy data, etc.) collected throughout the year, guiding building level professional development activities. Each cohort session ends with a teacher action plan which causes teacher reflection, allows literacy, numeracy, and data coaches to better support instruction in practice, and creates an action orientation for the use of newly learned skills. Survey monkey results are used to refine each cohort experience after each session.

STANDARD # 1

DO NOT COMPLETE RUBRIC--FOR REVIEWER PURPOSES ONLY.

Exemplary <i>2 points each</i>	Adequate <i>1 point each</i>	Needs Revision <i>0 points each</i>	Score for Standard 1
<ul style="list-style-type: none"> ○ PD goals and vision align with LEA's RttT goals and are clearly communicated to participants 	<ul style="list-style-type: none"> ○ PD goals and vision align to LEA's RttT goals but there is no plan for communication of goals 	<ul style="list-style-type: none"> ○ PD goals and vision are not aligned to LEA's RttT goals 	
<ul style="list-style-type: none"> ○ Activities are systematically planned and designed to form an integrated whole 	<ul style="list-style-type: none"> ○ Includes several connected activities 	<ul style="list-style-type: none"> ○ Includes one or two isolated activities 	
<ul style="list-style-type: none"> ○ PD content is revised, based on evaluation and student impact data 	<ul style="list-style-type: none"> ○ Includes a continuous process of planning, implementation, reflection, and evaluation 	<ul style="list-style-type: none"> ○ Process includes only some of the following elements: planning, implementation, reflection or evaluation 	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

Standard 2: High Quality Professional Development (HQPDP) is informed by multiple sources of data.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

What types of student data will be collected and analyzed to inform professional development content and processes?

- KRA-L; DIBELS; Stanford; NWEA MAP; school level value-added data; Ohio OAA and OGT data; district Benchmark Test data; STAR literacy assessment data; PSAT, ACT; SAT; student formative data (student work samples and artifacts).

What types of educator data will be collected and analyzed to inform professional development content and processes? Teacher Development and Evaluation System (TDES) formal observations and informal walk-through observations conducted by peers and administrators; instructional planning and implementation (lesson plans; data shared in teacher teams; Resident Educator and Peer Assistance and Review mentors observations; Individual Professional Development Plan (IPDP) goals.

How will research be identified and used to inform professional development content and processes?

- The Academic Professional Development Team (comprised of the CEO, Chief Academic Officer, CTU Director of Professional Issues, and CTU 3rd Vice President of K-8 Schools) will work with the academic department to guide Academic Achievement Planning teams (the district's version of BLTs) to analyze both student and educator data to determine educators' learning needs. This team is charged with the responsibility of ensuring that all professional development selected is evaluated against current research and best instructional practice. Research that currently informs professional learning includes value-added research (Batelle for Kids), Charlotte Danielson, Robert Marzano, Heidi Hayes Jacobs, Council of the Great City Schools/American Federation of Teachers collaborative for the Common Core, and others.

How will data from prior professional development experiences be used to inform future professional development content and processes?

- Every professional development event is evaluated using Survey Monkey to consider participant satisfaction, identify information learned, identify additional learning needed, and to provide open ended feedback. Using substitute teachers to support classrooms, teacher teams work together throughout the year in learning cohorts to provide additional support and continuous engagement in content. These cohorts are facilitated by district literacy, numeracy, and data coaches. In addition, all educators are expected to share implementation data of their new practices with their grade level teams and content area teams. School leadership participate in district professional development clinics to learn core concepts of professional development topics and to practice "look-fors" for classroom observations.

STANDARD # 2

DO NOT COMPLETE RUBRIC-- FOR REVIEWER PURPOSES ONLY.

Exemplary <i>2 points each</i>	Adequate <i>1 point each</i>	Needs Revision <i>0 points each</i>	Score for Standard 2
<ul style="list-style-type: none"> ○ Analyzes multiple sources of student data, including student growth data, to inform PD content and processes 	<ul style="list-style-type: none"> ○ Examines only one source of student achievement data to inform PD content and processes 	<ul style="list-style-type: none"> ○ Rarely collects or uses student achievement data to inform PD content and processes 	
<ul style="list-style-type: none"> ○ Analyzes multiple sources of educator data, including instructional practice data, to inform PD content and processes 	<ul style="list-style-type: none"> ○ Examines only one source of educator data to inform PD content and processes 	<ul style="list-style-type: none"> ○ Rarely collects or uses educator data to inform PD content and processes 	
<ul style="list-style-type: none"> ○ Uses current, multiple sources of 	<ul style="list-style-type: none"> ○ Uses only one source of research to 	<ul style="list-style-type: none"> ○ Rarely references research to inform 	

research to inform PD content and processes	inform PD content and processes	PD content and processes	
<ul style="list-style-type: none"> Analyzes data from prior PD experiences to inform future PD content and processes 	<ul style="list-style-type: none"> Collects data from previous PD experiences 	<ul style="list-style-type: none"> Dismisses data from prior PD experiences 	
			Total = _____ of 8 7-8 Exemplary 4-6 Adequate 0-3 Needs revision

Standard 3: High Quality Professional Development (HQPDP) is collaborative.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will professional development be structured to provide collaborative opportunities for educators? Structures are in place both at a building level and at the district level to allow collaborative learning to occur. The district has committed to 5 early release days throughout the school year where students go home 2 hours early and targeted building-level professional development takes place. The district also brings all ELA and math teachers in grades K-10 together 4 times a year for support and training on best classroom practices. All K-8 teachers meet weekly in grade level cores for support in instruction and data.
- How will professional development encourage the use of educator teams? All K-10 grade ELA and math teachers are in cohorts of 20 for job-embedded professional development four times a year led by our peer math and literacy coaches. Grade level core teams meet weekly with administration so they can keep abreast of academics in the building. Each teacher in this experience completes a survey monkey evaluation at the conclusion of the experience which guides the planning of the next cohort experience. Further, each cohort experience begins with a review of current teacher data to guide the delivery of content in a way that best matches the teacher's needs. Academic Achievement Plan teams meet quarterly to refine building level strategies, including professional development, based upon updated formative and interim assessment data (as noted above in Standard 1).
- How will communication strategies broaden educator collaboration in professional development? The quarterly revision of the building's Academic Achievement Plan by a school level team ensures that building faculty continue to collaborate to refine professional development needs of the individual school building. The Instructional Information System is used both to deliver content materials, added resources, model units and lessons, and model assessments, but also to provide opportunities for teachers to submit these contents for evaluation by colleagues and inclusion in the resource bank as well. We will use principal and chapter chair feedback regarding the two-hour early release days and understand how the building is using this valuable time for student growth.

STANDARD # 3

DO NOT COMPLETE RUBRIC--FOR REVIEWER PURPOSES ONLY.

Exemplary <i>2 points each</i>	Adequate <i>1 point each</i>	Needs Revision <i>0 points each</i>	Score for Standard 3
<ul style="list-style-type: none"> ○ Provides guidance and protected time that allows educators to effectively collaborate for instructional improvement 	<ul style="list-style-type: none"> ○ Provides protected time that allows educators to collaborate 	<ul style="list-style-type: none"> ○ Rarely provides opportunities for collaboration 	
<ul style="list-style-type: none"> ○ Uses educator teams to facilitate planning, delivery and evaluation of PD 	<ul style="list-style-type: none"> ○ Allows educator teams to have input in planning, delivering or evaluating PD 	<ul style="list-style-type: none"> ○ Uses others to plan, deliver or evaluate PD 	
<ul style="list-style-type: none"> ○ Includes ongoing use of a variety of communication strategies (including 	<ul style="list-style-type: none"> ○ Includes occasional use of communication strategies to 	<ul style="list-style-type: none"> ○ Fails to use communication strategies to broaden educator 	

technology) to broaden educator collaboration	broaden educator collaboration	collaboration	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs revision

Standard 4: High Quality Professional Development (HQP) includes varied learning experiences that accommodate individual educators' knowledge and skills.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will professional development be designed to meet the needs of adult learners? Professional development experiences are crafted to engage teachers in the work, informed by research. Teachers always begin by examining their own student data in the Instructional Information System, and then are asked to craft action plans throughout the training experiences that reflect how the various skills and strategies modeled can be directly applied in practice. We offer individualized adult learning through the cohort training being led by the same facilitator throughout the school year, allowing the cohort to go in the direction the 20 teachers in collaboration need to go.
- How will learning experiences meet the needs of individual educators? The needs of individual teachers will be met through grade-level teams, school-wide teams, and cohort teams that remain constant throughout the school year. Because every teacher participates in these three varied learning teams, teachers are able to participate in multiple ways and with multiple peers to ensure their own learning needs are met. Survey monkey results inform refinement of cohort teams after each session as well.
- How will technology be used to deliver professional development? CMSD uses an Instructional Information System (SchoolNet) to deliver professional development content materials, additional resources, model lesson and unit plans, model assessment, and material alignment information electronically to all professional staff. The IIS allows these materials to be tied directly to appropriate student learning standards and benchmarks, and to be directly informed by student data which can be aggregated to the classroom, grade level, building, or district level. The use of technological tools to provide access to primary resource materials (such as ABC-CLIO and INFOHIO), and research-based tools that provide deep fluency and comprehension practice of skills (such as First In Math and Accelerated Reader) are embedded into content training. Because of limited technology resources commonly available to faculty and staff, system-wide training on the use of modern technological tools (smartboards, etc.) is not provided. Instead, specific training is provided to those with the resources to use them.

STANDARD # 4

DO NOT COMPLETE RUBRIC--FOR REVIEWER PURPOSES ONLY.

Exemplary <i>2 points each</i>	Adequate <i>1 point each</i>	Needs Revision <i>0 points each</i>	Score for Standard 4
<ul style="list-style-type: none"> ○ Provides variety in the design, delivery, intensity, and duration of learning experiences according to needs of adult learners 	<ul style="list-style-type: none"> ○ Attempts to vary learning experiences 	<ul style="list-style-type: none"> ○ Fails to vary learning experiences 	
<ul style="list-style-type: none"> ○ Reflects a structured set of learning experiences, logically sequenced, and matched with individual educator's goals and needs 	<ul style="list-style-type: none"> ○ Attempts to organize or match learning experiences with individual educator's goals and needs 	<ul style="list-style-type: none"> ○ Fails to organize or match learning experiences with individual educator's goals and needs 	

○ Technology is used to deliver PD, when appropriate	○ Technology is not used to its full capacity to deliver PD	○ Technology is never used to deliver PD	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs revision

Standard 5: High Quality Professional Development (HQPDP) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- What types of student data will be used to assess the effectiveness of professional development? The use of standardized tests (OAA, OGT) will be used to assess teacher-level and building-level student success, as well as formative assessments and district administered benchmark tests. Through their AAPs, buildings will develop and use various assessments to deepen knowledge of their students for professional development purposes for grade-level meetings and two-hour early release professional development.
- How will evidence of impact of professional development on educators' new knowledge and skills be measured? The impact of professional development will be seen in walk-throughs done by building level administrators. The impact will also be observed in the grade level core team meetings held weekly with all K-8 teachers. All district K-10 teachers will also, through their cohorts, show evidence of the professional development training.
- How will evidence of impact of professional development on school culture and organizational change be measured? Evidence will be collected through our Conditions for Learning Survey that is administered every year. The survey was developed by the American Institutes for Research (AIR) and is a research-based tool to specifically address culture and climate within our schools. Also, an increase in standardized test results will result when the culture and climate in which students learn improves.

STANDARD # 5

DO NOT COMPLETE RUBRIC--FOR REVIEWER PURPOSES ONLY.

Exemplary <i>2 points each</i>	Adequate <i>1 point each</i>	Needs Revision <i>0 points each</i>	Score for Standard 5
<ul style="list-style-type: none"> ○ Uses formative and summative data on student achievement and student growth to assess effectiveness of PD 	<ul style="list-style-type: none"> ○ Uses only summative data on student achievement and student growth to assess effectiveness of PD 	<ul style="list-style-type: none"> ○ Uses no data on student achievement to assess effectiveness of PD 	
<ul style="list-style-type: none"> ○ Analyzes impact of educators' new knowledge and skills on changes in professional practice 	<ul style="list-style-type: none"> ○ Documents changes in educators' professional practice 	<ul style="list-style-type: none"> ○ Fails to document changes in educators' professional practice 	
<ul style="list-style-type: none"> ○ Analyzes impact of PD on school culture and organizational change 	<ul style="list-style-type: none"> ○ Documents evidence of impact of PD on school culture and organizational change 	<ul style="list-style-type: none"> ○ Fails to include evidence of impact of PD on school culture and organizational change 	
			Total = _____ of 6 5-6 Exemplary 3-4 Adequate 0-2 Needs Revision

Standard 6: High Quality Professional Development (HQPDP) results in the acquisition, enhancement or refinement of skills and knowledge.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will the professional development be aligned to and support local, state, and national standards? The Professional Development Committee is a collaborative between the district and the union and is made up of members of the RttT Transformation Team. All professional development is approved through this committee and will take guidance for a strict adherence to RttT goals. The anchor for all CMSD professional development is the annual revision of the district's Scope and Sequence which now includes grades K-2 of the Common Core, enhanced core science and social studies, all encore subjects, and building-wide content (i.e., media, technology, social and emotional learning).
- How will best research and best practices be studied, evaluated, and integrated into professional development? Research has informed the development of the district's overall academic achievement plan. Curriculum is annually developed based upon the work of Heidi Hayes Jacobs. Instructional practices are based upon the work of Robert Marzano. Literacy and numeracy instruction is based upon balanced literacy frameworks and uses deep practice strategies identified from the What Works Clearinghouse. Assessment strategies include formative, interim and summative assessments based upon Assessment for Learning. Social emotional learning is developed around the Promoting Alternative Thinking Strategies research. Professional development is job-embedded, ongoing, product oriented, and uses adult learning structures. A district-wide "what works clearinghouse" has been developed to ensure that only sound research-based practices are used at the school level.
- How will professional development be structured to provide opportunities for educators to strengthen, refine, or replace previous knowledge and skills? Grade-level teams, building-level staff, and district-level cohorts will be used to strengthen and enhance their professional practice around the four main areas of the year 2 professional development plan. The Common Core Standards, a new teacher evaluation system, the student information system, the School Improvement Grant schools, and culturally relevant pedagogy for CTAG will be the focus for this year academically in our district. All professional development has been scaffolded through multiple teacher sessions spread over time.
- How will professional development advance educators' understanding and use of educational theories to adapt instructional strategies for diverse learners? Diversity of the delivery of professional development occurs at the grade level, the building level, and the district level. Individual grade-level teams meet weekly within each of the 74 K-8 buildings and each core team uses this time for grade specific PD. Within the building there are monthly faculty meetings which, through principal professional

development, are opportunities for PD along with the five two-hour early release days throughout the school year. At the district level cohorts of K-10 teachers and facilitators meet four times a year and remain a cohort for the entire year.

- How will professional development advance educators' ability to analyze results of various types of assessment used to determine levels of student learning? Each professional development session begins with teacher learners accessing the Instructional Information System to gather and analyze their classroom level student data collected from various formative and interim assessments. This data is used to inform the specific professional development experience for the remainder of the training. District literacy, numeracy, and data coaches have been trained to assist teacher learners in analyzing the data and applying the instructional practices being modeled and taught in the professional development as is appropriate to that student data.
- How will professional development provide opportunities for educators to learn how to engage families and communities in the learning process? Four quarterly professional development sessions for each building's Academic Achievement Planning Team (the district's version of BLTs) focuses on the Conditions for Learning in each school. District academic staff and family/community engagement staff assist each AAP team in reviewing current data (from the Conditions for Learning survey, Parent Survey, outcome/output data from previous family engagement efforts, etc.) to refine their family engagement plan quarterly. Building AAP teams provide training to school faculty as part of monthly two-hour early release professional development opportunities.

STANDARD # 6

DO NOT COMPLETE RUBRIC--FOR REVIEWER PURPOSES ONLY.

Exemplary <i>2 points each</i>	Adequate <i>1 point each</i>	Needs Revision <i>0 points each</i>	Score for Standard 6
<ul style="list-style-type: none"> ○ PD aligns to, supports the understanding and use of local, state, and national standards 	<ul style="list-style-type: none"> ○ PD aligns to local, state and national standards 	<ul style="list-style-type: none"> ○ PD is not aligned to local, state and national standards 	Pro
<ul style="list-style-type: none"> ○ Supports the study, evaluation, and integration of relevant and current best practices and research into practice 	<ul style="list-style-type: none"> ○ Includes evidence of content-specific, relevant and current best practices and research to advance educator learning 	<ul style="list-style-type: none"> ○ Provides no evidence of relevant or current best practices 	
<ul style="list-style-type: none"> ○ PD opportunities provide educators protected time to strengthen, refine, or replace previous knowledge and skills. 	<ul style="list-style-type: none"> ○ PD opportunities provide educators time to implement new knowledge and skills 	<ul style="list-style-type: none"> ○ PD opportunities do not provide educators time to implement new knowledge and skills 	
<ul style="list-style-type: none"> ○ Advances educators' understanding and use of educational theories to adapt instructional strategies to meet the varied needs of diverse learners 	<ul style="list-style-type: none"> ○ Advances educators' ability to use relevant instructional practices to meet the varied needs of diverse learners 	<ul style="list-style-type: none"> ○ Fails to address the varied needs of diverse learners 	
<ul style="list-style-type: none"> ○ Ensures that educators learn to analyze various types of assessment results to determine levels of student learning 	<ul style="list-style-type: none"> ○ Ensures that educators understand and use various types of assessments that measure student learning 	<ul style="list-style-type: none"> ○ Fails to use assessments that measure student learning 	
<ul style="list-style-type: none"> ○ Advances educators' ability to learn how to engage students, families and communities in the learning process 	<ul style="list-style-type: none"> ○ Advances educators' ability to learn and use methods to communicate effectively with families and communities 	<ul style="list-style-type: none"> ○ Fails to address communication with students, families or communities 	
			Total = _____ of 12 8-12 Exemplary 6-7 Adequate 0-5 Needs revision