

## **PROFESSIONAL DEVELOPMENT IMPLEMENTATION LEVELS**

Based on Thomas Guskey Research

Research of best practices for school instructional personnel indicate that professional development should be related to student-learning outcomes and aligned with state content standards, local district needs and school improvement goals. As the level of professional development becomes more specific, job-embedded, and long term, additional review of data on teacher and student performance must be included.

### Level I: Awareness

Professional development at this level is designed to provide the awareness and basic introduction to the topic/skill for all school personnel. It is intended to identify, explore and develop awareness, and a basic understanding of the topic/skill. Level I Training may be as short as 2-3 hours with individual or team participation.

Intended Audience: All school personnel including certified staff, classified staff, school board members, and administrators in Montana.

Example: Motivational Speaker, Introductory Workshop, Delivery of Essential Understandings, Webinars.

### Level II: Deeper Understanding and Initial Implementation

Professional development at this level provides opportunities to deepen topic/skill knowledge for instructional personnel. Events provide professional development that allows instructional personnel to actively practice the topic/skill that is being taught. In addition, participants will plan how and when they will be implementing the topic/skill into their practice, making this level more intensive and job-embedded than Level I. Level II Training may be ongoing with opportunities for practice and follow-up sessions and individual or team participation.

Intended Audience: classroom teachers, para-educators, administrators, and other school personnel as appropriate.

Example: Practice, Institutes, Professional-learning groups, Multi-session trainings, Webinars, On-line threaded discussions.

### Level III: Systemic Targeted Implementation

Level III Professional Development supports team and/or organizational change. Professional development at this level provides high-quality, job-embedded, sustained training in strategies for developing, implementing and evaluating learning experiences that are:

- based on goals,
- aligned with standards, and
- exemplify best instructional practices.

Instructional personnel will require additional time to implement the topic/skill. Professional development at this level measurably impacts practice in the classroom and other school areas.

Intended Audience: administrators, teachers, and other school or consortium personnel team as appropriate for the school/district size.

Example: Consulting, coaching instructional personnel, continued team planning and problem solving in the implementation of an initiative.

Level IV: Fidelity of Implementation and Culture Change

Professional development at this level could be two-fold: a train-the-trainer event or on-site coaching/training. It continues to build on previous levels and supports culture change to focus on the degree and quality of implementation for increased student outcomes. This professional development creates and sustains a network of experienced educators who assess and support the application of new knowledge and skills.

Level IV Professional Development will train participants to provide ongoing support and guidance, identify areas of need for additional support, and disseminate the ideas and methods that exemplify best practices in instruction.

Intended Audience: trainers/coaches of school personnel and education leaders.

Examples: Side-by-side coaching, direct observations, self-reflection, teacher interviews, observing lessons or training the trainer/coach to do so.