

# *Maryland Council of Staff Developers*

## **Recognition of Excellence in Staff Development**



**2007-2008**

The Maryland Council of Staff Developers (MCS D) invites you to celebrate exemplary staff development programs and projects in your system by nominating one of your noteworthy professional development programs for the *MCS D Recognition of Excellence in Staff Development Award*.

### *What is the mission of The Maryland Council of Staff Developers?*

The Maryland Council of Staff Developers provides vision, leadership, and support for facilitating school improvement by encouraging, creating, and recognizing exemplary staff development in our diverse educational environment.

### *What is the MCS D Excellence in Staff Development Recognition Program?*

The program, which started over 21 years ago, is an outgrowth of the mission of the Maryland Council of Staff Developers. It is in the spirit of encouraging and recognizing exemplary practices that we sponsor this recognition program. The award recognizes staff development practices that develop individuals and organizations in a manner consistent with the National Staff Development Council (NSDC) and the Maryland Teacher Professional Development Standards.

MCS D considers nominations of programs and projects in many different categories. Eligible programs may be school-based or systemwide; designed for developing leadership skills or instructional skills; and delivered in a variety of ways. We are especially interested in recognizing staff development that results in student achievement; an application for the award should describe how the nominated project/program directly or indirectly affects improvement in student learning.

### *What is the process for nominating a program for the award? How is the recipient chosen?*

- A school system, university, college, or school selects an exemplary staff development program to nominate, fills out an application form, and submits to the designated address. (See attached documents and instructions.)
- An MCS D review committee meets to evaluate the applications shortly after the deadline for submitting nominations. The review committee uses a rubric based on the National Staff Development Council and Maryland Teacher Professional Development Standards to assess all the applications and choose a recipient. (See attached rubric.)
- All of the nominated programs are honored at the October 10, 2007 MCS D conference, and the top award goes to the program that meets the greatest number of standards to the highest degree.

*Application Form*

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School and School System: \_\_\_\_\_

Work phone: \_\_\_\_\_ Email: \_\_\_\_\_

Title of program: \_\_\_\_\_

First, write a 50 to 100-word abstract that generally describes your exemplary staff development program.

Then, briefly (in fewer than 100 words per section) provide information as directed in the statements below.

**Standards for High-Quality Professional Development**

- Explain how this noteworthy staff development program organizes adults into learning communities whose goals are aligned with those of the school and district.
- Describe how system leaders support the program and how the program develops leadership skills to guide continuous instructional improvement.
- Provide examples of how the program uses resources to support adult learning and collaboration.
- Describe how the program uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Cite data from your program to show improvement and change in practice.
- Provide information on how you evaluate your program. Include evidence that evaluation results guide improvement. Cite any evaluation results that indicate the quality and impact of your program.
- Explain how the program prepares educators to apply research to decision making.
- Outline the design of your program. Include a description of how the learning strategies were designed to support the intended goal.
- Explain how knowledge about learning and change are applied in the program.
- Explain how the program equips educators with the knowledge and skills to collaborate.
- Give examples of how your staff development program addresses equity issues: e.g., how does it help educators to understand, appreciate, and support all students in their academic achievement?
- Describe how the program deepens educators' content knowledge and how that knowledge helps students meet rigorous academic standards.

- Highlight any connections the program establishes with families and other stakeholders.

Applications may be accompanied by any supporting documents, data, and materials you want to submit to show the results of the program: data tables; booklets and other resources advertising the program; videos of events; agendas; and other tangible products associated with the program.

### *Important Dates to Remember*

January 15, 2008

**Deadline to submit recognition applications**

February 28, 2008

**MCS D review and selection process completed; applicants notified of status.**

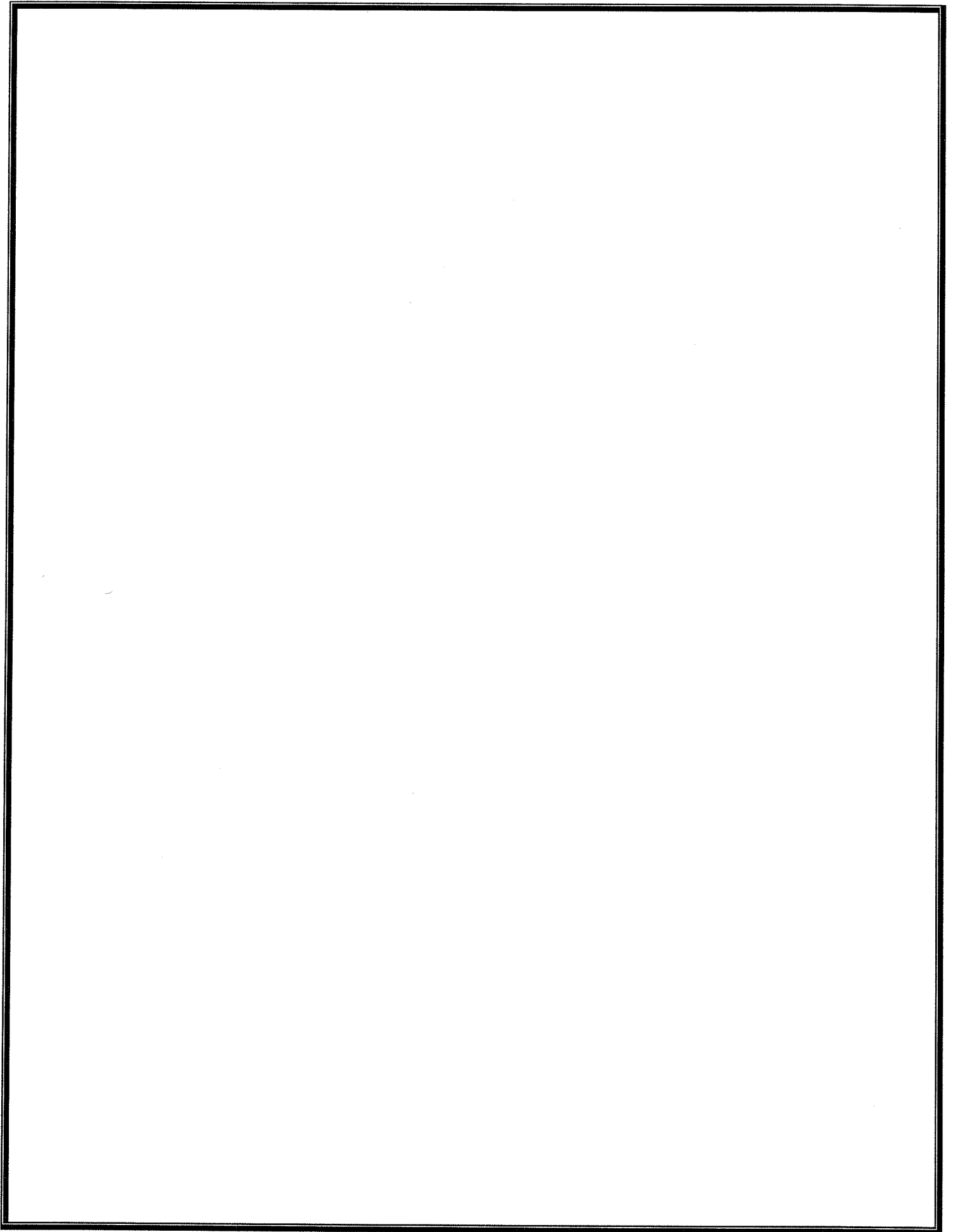
April 23, 2008

**MCS D Spring Conference; award presented.**

**Please send all materials to:**

**Dr. June Wilson**  
**Chair of MCS D Awards Program**  
**Office of Professional and Organizational Development**  
**Howard County Public School System**  
**10910 Route 108**  
**Ellicott City, MD 21042**  
**June\_Wilson@hcpss.org**  
**410-313-5642**

 UCSD



Maryland Council of Staff Developers Recognition of Excellence in Staff Development Award Rubric (DRAFT)

<i>Standard</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Reviewer's Notes</i>
<p><b>Learning Communities</b></p> <p>Staff Development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and the district.</p>	<ul style="list-style-type: none"> <li>All educators are part of learning teams that meet often to plan, learn, and/or solve problems.</li> <li>These teams are a primary mechanism of the staff development plan.</li> <li>Team efforts align with school improvement goals, and members work actively to increase student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Several educators have formed collaborative teams for the purpose of planning, learning together, and solving problems.</li> <li>Educators in these teams regard team collaboration as a productive professional development activity, and some teams specifically focus on improving student learning.</li> <li>Team planning time occurs with some regularity, and school or district goals are considered.</li> </ul>	<ul style="list-style-type: none"> <li>Educators are beginning to participate in collaborative activities.</li> <li>Collaboration occurs infrequently and is not a regularly scheduled expectation of professional practice; the group pays minimal attention to outcomes.</li> <li>The work of the group is independent of district or school staff development goals.</li> </ul>	<ul style="list-style-type: none"> <li>Educators seek new information, plan, and solve problems independently or with little collaboration with other educators.</li> <li>Learning and staff development are focused on individual interests and needs.</li> <li>Individuals make few attempts to align staff development with district or school goals for student learning.</li> </ul>	
<p><b>Leadership and Resources</b></p> <p>Staff Development that improves the learning of all students requires skillful school and district leaders who guide continuous improvement.</p>	<ul style="list-style-type: none"> <li>Leaders within the system recognize the value of the staff development program and provide the resources necessary for its success.</li> <li>Leaders in the system encourage and facilitate involvement of program participants and show support by attending sessions and/or communicating to others about the program.</li> <li>The program helps to develop leadership skills to guide continuous instructional improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Some system leaders are aware of the program, support it, and provide resources.</li> <li>Some leaders encourage and facilitate the involvement of participants.</li> <li>Some leadership skills are developed through the program.</li> </ul>	<ul style="list-style-type: none"> <li>The system leaders are only beginning to recognize the value of the staff development program and to support it with resources.</li> <li>Development of leadership skills may be a by-product of the staff development but is not the focus of the program.</li> </ul>	<ul style="list-style-type: none"> <li>The staff development program operates independently from the system's other initiatives and receives few resources and little support.</li> <li>Development of leadership skills is not evident in the program.</li> </ul>	

This rubric is in draft format and is being used for the first year with the MCSD Award. It will be revised for assessing future applications. It is based on the Maryland Teacher Professional Development Standards and the staff development standards developed by the National Staff Development Council. The idea for the format and some of the content came from a similar rubric designed and used by the Kansas Staff Development Council.

<p><b>Data Driven</b></p> <p>Staff Development that improves the learning for all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p>	<ul style="list-style-type: none"> <li>Decisions regarding staff development are based on evidence gathered systematically in classrooms and on district and state tests.</li> <li>All educators routinely gather evidence of improved student learning to determine the effects of their own professional development.</li> <li>All staff development initiatives are based on disaggregated student data to determine adult learning priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development is focused on teacher needs and based on student learning, which is monitored on a fairly regular basis.</li> <li>Some educators are collecting classroom-based data in order to evaluate the impact of their own learning on measures of student progress.</li> <li>Several staff development initiatives are created in response to this data identifying student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development focuses on teacher wants and interests. Surveys are focused on individual teacher needs and perceptions.</li> <li>Few educators collect data to determine the effects of their own learning and student progress.</li> <li>A few educators are reviewing student achievement data and are asking for staff development that prepares them to meet student needs more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development is planned based on individual interests of educators with little regard for student learning needs.</li> <li>Few attempts are made to gather school or systemwide information about teacher interests.</li> <li>No data about student learning serve as a basis for the staff development program's content.</li> </ul>	
<p><b>Evaluation</b></p> <p>Staff Development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.</p>	<ul style="list-style-type: none"> <li>There is clear evidence that desired outcomes and criteria for success are identified at the beginning of the program/project and that the program is designed to achieve the desired results.</li> <li>There are multiple measures of formative and summative assessments for all the desired outcomes.</li> <li>Evaluation results are regularly analyzed and are used to plan follow-up support and to design the next phase of staff development.</li> </ul>	<ul style="list-style-type: none"> <li>Some outcomes are identified and some criteria for success are known.</li> <li>There is evidence that some evaluation instruments and methods are identified and used.</li> <li>Evaluation results provide some information used for further support and follow-up.</li> </ul>	<ul style="list-style-type: none"> <li>The program is just beginning to formulate criteria for success and to identify desired outcomes.</li> <li>Evaluation methods are mainly limited to the assessing the "satisfaction" level of the staff development.</li> <li>Evaluation results are generally not used to plan additional activities.</li> </ul>	<ul style="list-style-type: none"> <li>There is little evidence that desired outcomes and criteria are clearly identified.</li> <li>Evaluation occurs infrequently.</li> <li>Evaluation results are rarely or never used to plan additional activities.</li> </ul>	

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<p>Researched-based</p> <p>Staff Development that improves the learning for all students prepares educators to apply research to decision making.</p>	<ul style="list-style-type: none"> <li>Teams of educators routinely study research prior to adopting improvement strategies.</li> <li>Staff are skillful users of educational research and use action research to determine the impact of selected improvement strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Some educators are selecting research-based strategies for improvement.</li> <li>Staff use pilot studies and action research to determine if programs should be adapted/continued.</li> </ul>	<ul style="list-style-type: none"> <li>Educators are aware of the importance of selecting research-based strategies for improvement.</li> <li>Some staff are becoming aware of action research.</li> </ul>	<ul style="list-style-type: none"> <li>Educators choose strategies based on participants' preference, not on research or best practice.</li> <li>Staff is not knowledgeable about the action research process.</li> </ul>	
<p>Design</p> <p>Staff Development that improves the learning for all students uses learning strategies that are appropriate to the intended goal.</p>	<ul style="list-style-type: none"> <li>Educators regularly participate in a variety of staff development designs that facilitate staff learning, practice, and implementation.</li> <li>Well-planned, follow-up activities are incorporated in all major change initiatives.</li> <li>Technology is frequently integrated to support and monitor staff learning.</li> </ul>	<ul style="list-style-type: none"> <li>Several optional staff development designs are offered to support staff learning. A few designs provide opportunities for practice, feedback and implementation support.</li> <li>Some follow-up is available for selected innovations.</li> <li>Planning for technology support occasionally is a part of staff development design.</li> </ul>	<ul style="list-style-type: none"> <li>Some optional staff development designs are offered in addition to workshop formats.</li> <li>Follow-up activities occur infrequently.</li> <li>Technology seldom is used as a part of staff development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development opportunities are limited primarily to workshop formats.</li> <li>Follow-up support seldom occurs and is not a part of planning.</li> <li>Technology use has little if any connection to staff development designs.</li> </ul>	

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<p>Learning</p> <p>Staff development that improves the learning for all students applies knowledge about human learning and change.</p>	<ul style="list-style-type: none"> <li>Staff development options are specifically designed to accommodate and differentiate for adult learning styles, experiences, and skill levels.</li> <li>Staff regularly experience opportunities for practice and feedback.</li> <li>Consideration of the adult learner's responses to the change process is systematically incorporated into staff development planning.</li> </ul>	<ul style="list-style-type: none"> <li>Learning styles, experience, and skill levels are considered in the planning and delivery of staff development.</li> <li>Educators have some differentiated options that occasionally include practice and feedback.</li> <li>Some consideration of the stages in the change process is a part of planning.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally, staff development activities include opportunities for choice.</li> <li>Practice and feedback occur, but are not systematically incorporated.</li> <li>The change process receives little attention.</li> </ul>	<ul style="list-style-type: none"> <li>Most staff development activities are presented without regard for differences in adult learning needs.</li> <li>Practice and feedback are not part of training.</li> <li>The change process is not considered.</li> </ul>	
<p>Collaboration</p> <p>Staff Development that improves the learning for all students provides educators with the knowledge and skills to collaborate.</p>	<ul style="list-style-type: none"> <li>Educators have the skills, knowledge, and training to be skillful members of a variety of groups.</li> <li>Educators have and use skills to surface and manage conflict and reach consensus decisions productively.</li> <li>Educators know how to use technology for different forms of collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development is provided to prepare staff to work collaboratively</li> <li>Conflict is talked about and is often resolved.</li> <li>Technology is used in some situations as a resource for collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Educators work in groups but minimal training is provided to provide staff skills in group processes.</li> <li>Conflict is allowed to fester or is avoided and is not resolved.</li> <li>Technology is not seen as a tool for collaboration purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Educators work in isolation and are not encouraged to collaborate.</li> <li>Educators who work in teams avoid controversial issues and conflict.</li> <li>Technology is not used as a resource by the staff.</li> </ul>	

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<p>Equity</p> <p>Staff development that improves the learning of all students prepares educators to understand and appreciate all students; hold high expectation for their academic achievement; create safe, orderly and supportive learning environments.</p>	<ul style="list-style-type: none"> <li>• A variety of strategies and techniques are employed to ensure effective communication and learning for all participants.</li> <li>• Participants in the activities represent the various audiences that are present in the community and organization.</li> <li>• Planners of activities are pro-active and ensure that equity concerns are addressed.</li> <li>• Building relationships, conflict management, cultural proficiency, and/or other similar topics are integral to the planning and conducting of the staff development activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Some strategies and techniques are employed to ensure effective communication and learning.</li> <li>• There is some representation of various audiences in the community.</li> <li>• Planners of activities are aware of equity concerns.</li> <li>• Building relationships, conflict management, cultural proficiency, and/or other similar topics are considered in the planning and conducting of the staff development activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Various communication and learning strategies are used but there is no attempt to vary them for equity goals.</li> <li>• There may be a variety of audiences but there is no deliberate attempt to ensure their participation.</li> <li>• Little thought is given to activities to promote positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no attempt to vary communication or strategies to achieve equity goals.</li> <li>• There is not a representation of all groups in the program.</li> <li>• Building relationships and other equity concerns are not addressed.</li> </ul>	
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<p>Quality Teaching</p> <p>Staff Development that improves the learning for all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.</p>	<ul style="list-style-type: none"> <li>Participants have many opportunities to develop deep knowledge of their content.</li> <li>Staff development expands instructional methods appropriate to specific content areas.</li> <li>Educators learn assessment skills that allow them to monitor gains in student learning regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Participants have opportunities to develop knowledge of their content area.</li> <li>Several opportunities are available to learn and practice instructional skills but most are independent of content areas.</li> <li>Some staff development is available regarding assessments methods, and some educators are beginning to use assessment strategies regularly to monitor gains in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are offered for educators to increase content knowledge but most are associated with implementation of new curriculum.</li> <li>Occasional staff development for instructional skills occurs but is independent of improvement plans and content area.</li> <li>Staff development efforts occasionally provide educators with knowledge of some assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development opportunities occur sporadically without regard to needs for developing deeper content knowledge.</li> <li>Instruction is focused on covering the curriculum.</li> <li>Assessment is used for reporting on progress only.</li> </ul>	
<p>Connections with Other Stakeholders</p> <p>Staff Development that improves the learning of all students provides educators with knowledge and skills to involve families, and other stakeholders appropriately.</p>	<ul style="list-style-type: none"> <li>There is a deliberate attempt to make connections with all constituents and stakeholders.</li> <li>Parents, students, administrators, community members, and various leaders are somehow involved in the planning, delivery, and outcome of the staff development.</li> </ul>	<ul style="list-style-type: none"> <li>There is some attempt to make connections with constituents and stakeholders.</li> <li>Some parents, students, administrators, community members, and various leaders are somehow involved in the planning, delivery, and outcome of the staff development.</li> </ul>	<ul style="list-style-type: none"> <li>Designers and participants in the program are just beginning to increase or improve connections to stakeholders.</li> <li>Few stakeholders are involved in the staff development.</li> </ul>	<ul style="list-style-type: none"> <li>There is no attempt to connect to stakeholders.</li> </ul>	

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**OUTSTANDING  
STAFF DEVELOPMENT PRACTICES  
AWARD**



**Invitation to nominate or apply:  
2007 FASD Award**

**for**

***Outstanding Staff Development Practices***

Many of our school and district professional development initiatives are worthy of recognition for their contributions to high quality staff development (as evidenced by Florida standards, outlined at <http://www.firn.edu/doe/profdev/pdstandards.htm> ) and to increasing student achievement in the state of Florida. Since 1981, the Florida Association for Staff Development (FASD) has honored individuals, schools, and districts with this award. Recipients will be recognized at the FASD Fall Leadership Conference, September 25, 2007 at the Tradewinds Resort in St. Petersburg Beach.

***Applications/Nominations must be received***

***by***

***June 15<sup>th</sup>, 2007***

**Please submit via Email to:**

**[Debra.elliott@heartlanded.org](mailto:Debra.elliott@heartlanded.org)**

## OUTSTANDING STAFF DEVELOPMENT PRACTICES AWARD

<b>Name and position of Applicant or Nominee*:</b>	<b>Title of Staff Development initiative/program:</b>
<b>District/School/Organization:</b>	<b>Applicant/Nominee's Telephone:</b> <b>Email:</b>
<b>The staff development initiative was conducted at which level? (Please highlight in bold font.)</b>  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>School</span> <span>District</span> <span>Other:</span> </div>	<b>* Contact information if you are <u>submitting a nomination</u>:</b> <b>Name:</b> <span style="float: right;"><b>Telephone:</b></span> <b>Email:</b>
<b>III. Specifically describe how the professional development program demonstrated excellence or a promising practice in <u>one or more</u> of elements of the Florida Professional Development Protocol Standards. For more information on the standards, visit <a href="http://www.firn.edu/doe/profdev/pdstandards.htm">http://www.firn.edu/doe/profdev/pdstandards.htm</a>.</b>	
<b>1.0 PLANNING</b>	
<b>2.0 DELIVERY</b>	
<b>3.0 FOLLOW-UP</b>	
<b>4.0 EVALUATION</b>	
<b>Please summarize the relationship between this professional development effort and changes in teacher practice and increased student performance. (200 words or less; data or evidence may be displayed on one additional page.)</b>	