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Statewide Professional Development: Essential Elements for Cross-agency Approaches
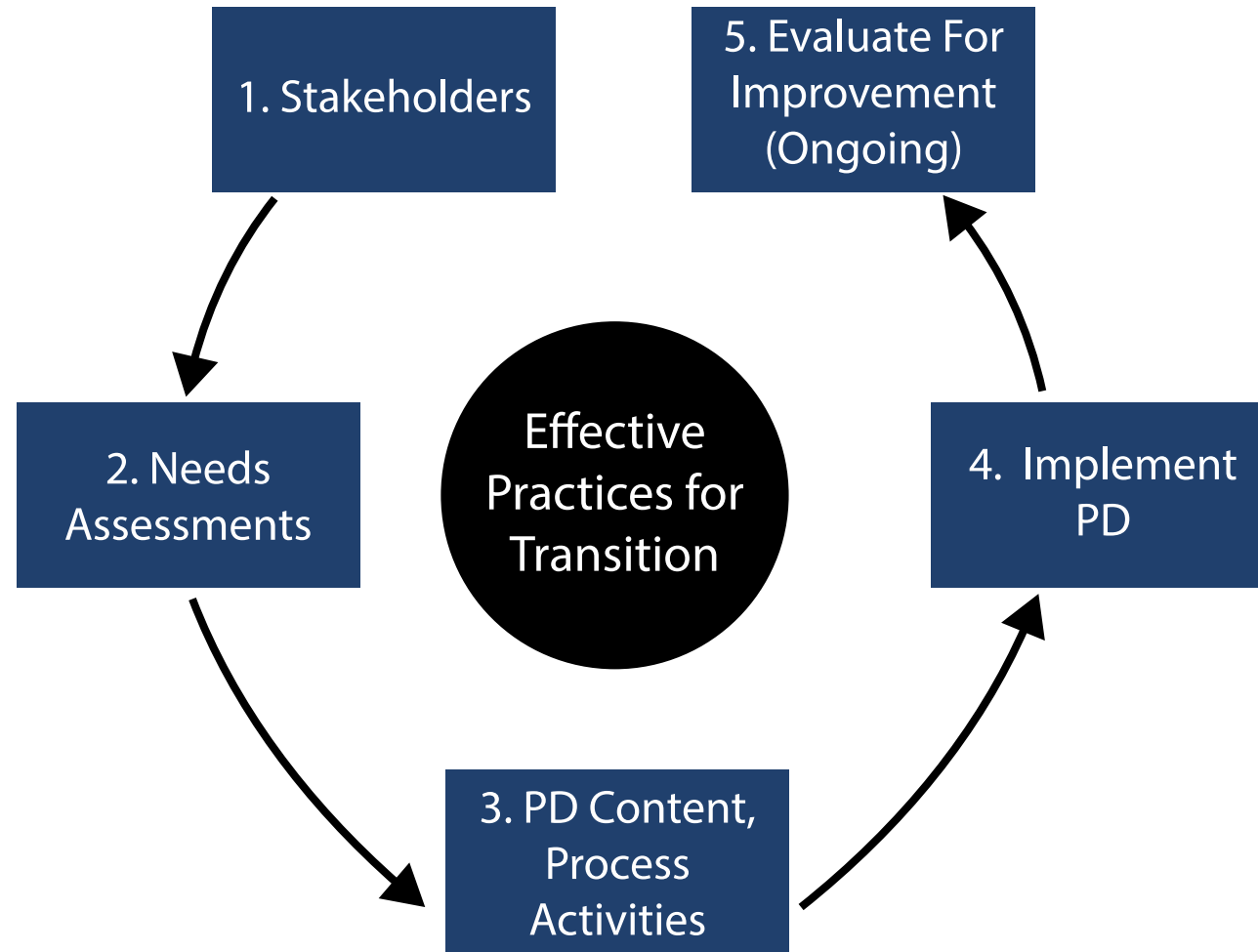
CBI 2023

What We Intend for this Session

→ Provide & support statewide cross-agency PD

- What is working well?
- Where do you still need assistance?

→ Share unique components of PD Systems

- (onboarding, skill development, policy and procedures)

→ Statewide resources currently supporting PD

- Funding, people power, online systems, other…

→ NTACTC continued support of PD systems

Professional Development: Learning from the Best
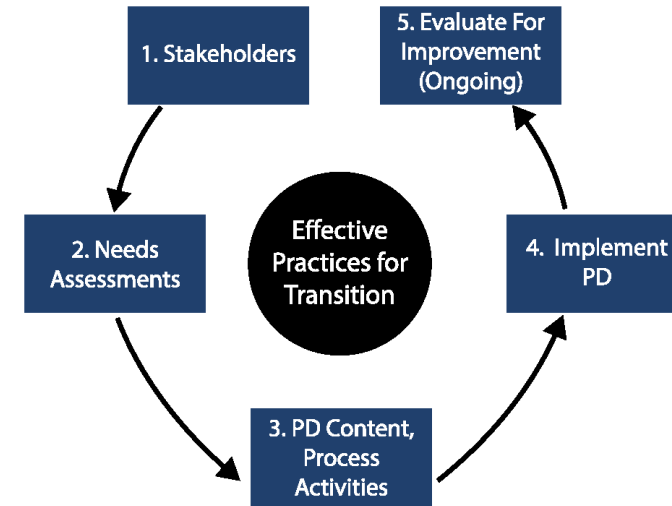## Applying it to Transition

Professional Development Cycle

1. Stakeholders

5. Evaluate For Improvement (Ongoing)

2. Needs Assessments

Effective Practices for Transition

4. Implement PD

3. PD Content, Process Activities

Notes

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Professional Development Cycle

STAKEHOLDERS:

NEEDS ASSESSMENTS:

PD CONTENT, PROCESS, ACTIVITIES:

IMPLEMENT PD:

ONGOING EVALUATION:

1 ID Key Statewide Stakeholders

State and Regional Professionals invested in PD

→ NTACT:C State Team (Ed., VR, IDD, PTI, Youth, etc.)

→ State-level transition team

→ Network of training/TA providers

→ Conference planning group

→ Other ways….

1. Who is a part of your Statewide PD Team?

2. How are you *collaborating* across agencies/organizations?

3. How are you collaborating with *non-traditional organizations/agencies* (e.g., DEI organizations, student-focused communities, informal community networks, faith-based, community libraries)?

4. Who has *similar initiatives* with whom you can collaborate?

5. Who else needs to be on your cross-agency team?

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Examples

→ Members from state agencies, professional associations, & advocacy groups to help identify and prioritize stakeholders

→ Set up regional networks to link stakeholders from regional school districts, colleges, state departments of education, and professional organizations.

→ Professional organizations to help create professional development tools and programs

→ Workshops and conferences to present fresh scholarship and advancements

→ Seek out informal community networks & cultural organizations and groups to ensure collaboration with non-traditional groups

→ Define roles each will play to ensure full participation.

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Needs Assessment & Gap Analysis for PD

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→ **Identify multiple sources of data (formal & informal)**
  - I-1&2, I-13, I-14, SSIP/SiMR, VR data, conference/training evals, needs assessments, policies, qualitative data, stakeholder experiences

→ **Identify strengths and gaps across content areas**

→ **Prioritize for specific content & audience**

→ **Develop a plan for addressing gaps & sustaining PD**

→ What data are you using for identifying PD needs across agencies?

→ How are you collaborating across agencies to prioritize specific content?

→ What does your long-term PD plan include? (e.g., scale-up, sustainability)

→ What policies and procedures do you have to ensure cross agency needs assessment?

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Examples (2)

→ **One size does not fit all!**

Identify training needs and customize training for specific needs, e.g., address training based on key indicator performance.

→ **Conduct local focus groups**

To identity how data is being utilize/underutilized. Identify what's working and those areas of improvement. (Actionable items)

→ **Inter-agency work group**

To develop greater alignment of data across agencies.

→ **Plan for team sustainability.**

Let's ensure the good work continues!

→ **Develop opportunities for cross training**

e.g. administrators and practitioners, inter-agency.

Professional Development Features (The WHAT)

3

Content

Relevant

On-the-Job

Aligned with Needs

Consistent & Clear

Active Learning

Sufficient Length

Modeling

Problem-solving

Discussion

Application Activities

Team-Based

Collaborative

Examining Local Data

Problem-solving

Solution-based

Practice & Feedback

Modeling Examples

Opportunities to Implement

Explicit and Constructive Feedback

Holzberg, Clark & Morningstar (2018). Transition-focused Professional Development: An Annotated Bibliography of Essential Elements and Features of Professional Development. CDTEI, 4(1) 50-55

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3 Content and Methods of PD

- What is your content source(s)?

- Who is providing initial PD and providing ongoing support?

- How are peers or non-traditional "trainers" used to help?

- What are opportunities for co-training? (e.g., SPED, VR, Families, etc.)

- How is specific transition and/or Pre-ETS content provided for increased understanding and do-ability?

- How are states using their stakeholder communities to develop content/methods (practitioners, student, families)?

- To what extent are elements of high quality PD included?

Examples (3)

→ Workshops/seminars

→ Curriculum/instructional/study materials

→ Vignettes

→ Instructional videos

→ Products/portfolios

→ Online opportunities

→ Communities of Practice and/or study groups, etc.

→ Regional TA providers, IHEs, State Dept. staff

→ In-person, distances, blended

4 **Statewide PD Implementation (The HOW)**

→ **How do you <u>Organize</u> State systems and structures?**

- Website, interagency team, statewide institute, online modules, coursework/certificates, other?
- Statewide, Regional PD providers, Collaborating partners, Mentors, Coaches?
- Coordinating among systems (SEA, VR, CTE, PTI)? (communication, policies, etc.)?

→ **How do you <u>Sustain</u> PD? Regional systems and structures being used?**

- Policies and Procedures needed to support collaboration?
- Regional PD & TA systems, mentors, practitioner groups, etc.
- Coordination among regions

→ **SEA/VR support for LOCAL systems PD?**

- Local transition teams; LEA building mentors, study groups, etc.
- What coaching tools do you use for supporting districts?
  - o How do you incorporate and revise PD/Coaching to address emerging cultural needs of students/families?

→ **Coordinating Local PD with other statewide & cross-agency initiatives?**

- Feedback and continuous improvement

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Examples (4)

→ Developing Trusting Relationships

→ Regional Approaches + Statewide Conference + Check-Ins

→ Sustaining Coaching Models

- Facilitated Communities of Practice

→ Tying PD to Regulations & Existing Initiatives

- Building internal capacity and leadership for **sustainability**
- Administrative support and leveraging resources once impact is

→ New Structures

- Hybrid models
- Flexibility is Essential

5 Evaluating PD Systems : How are you evaluating effectiveness?

✓ What evaluation structures do you have in place?
- ✓ Formal & informal?
- ✓ Built in mechanisms?

✓ Do you know how your target audience benefits?

✓ Are reaching your target audience?

✓ Are you collaborating across systems to share evaluation measures (e.g., same data across trainings)?

✓ Do you make decisions about improving, scaling up, changing PD systems? Content?

✓ How do you identify new needs?

✓ Are outcomes improving? (student, youth, practices, services)

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Examples (5)

→ Meet with evaluation team to discuss PD evaluation needs and how to use data

→ Identify evaluation objectives

→ Map to levels of PD (i.e., knowledge, behavior, implementation, outcomes)

→ Formal evaluation structures: Surveys, focus groups, case studies

→ Informal evaluation structures: Feedback sessions, engagement surveys, administrative (e.g., performance data)

→ Include stakeholders in briefing session to interpret evaluation results to help identify new PD needs or gaps

What's NEXT?

→ While this is all still fresh, what **additional information, examples, resources, etc**. do you **need** from **NTACT:C** in order to improve the capacity for your state to provide PD for transition youth?

→ What is the best way to **share innovation** and keep **learning**?

→ How can/should these be addressed during your **Team Planning time** as it relates to your near or longer-term team goals?

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"Effective professional learning must be consistent, targeted, and job embedded. Otherwise, it is a hope, not a practice."

– Allison Rodman

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