



Colorado Professional Development Plan Guide with Note Catcher

April 2022, Version 1.0

How to use this Guide:

The COMTSS Implementation Team (CIT) should collaboratively complete the first page and review the 10 features listed in this guide when planning for Professional Development (PD). They should use the PD Action Planning Document at the end of this document to develop action items for any future steps needed to complete the development of the PD planning.

COMTSS Implementation Team: Las Animas DIT	Creation Date: 2/05/2025
Professional Development (PD) Topic: Marzano - Concept Maps - Standard Based Grading	Lead contact: Antonia Vida w Marzano RiT: Josh Japhet
Why was this topic selected? We have a Guaranteed and Viable Curriculum that has been drafted by LASD teachers and Coaches since 2013. This PD and Resource would shift our instruction and assessments to a more refined scope and sequence and aligned k-12 curriculum. Math Critical Concepts and Proficiency Scales would broaden our differentiation awareness and precision to power standards increasing effectiveness of math instruction and student data, supporting our COMTSS problem of practice goal to raise math scores across the district.	
Long Term Desired Outcome: A more refined Guaranteed & Viable K-12 Curriculum for LASD for current and future staff to instruct from. To include aligned & high quality explicit and direct lesson plans, scaled DoLs (Demonstrations of Learning) measuring lesson effectiveness and students' levels of competencies, unit assessments that measure standard mastery per unit, as well as performance-based assessments that measure transfer and real-life application. Finally, a grading system that best communicates to families the progress of each student that includes a reporting system for students to share growth based on success criteria. Marzano's Critical Concepts Proficiency Scales are visible and consistently addressed & present each building, in every classroom, every content area.	
SMART Goal(s): Specific: High Quality Guaranteed and Viable Curriculum Measurable: Look for tool/Observations and Scope and Sequence Refinement Achievable: scheduled- and monitored Relevant: Developing aligned curriculum and Standards Based Grading System Time Bound: by Fall of 2027	

Cohorts To Receive Professional Development	Specific cohort (s) related to this plan: (e.g., elementary teachers, administration, 9-12 science teachers)
To list a cohort here, they should have been selected for needing differentiated PD. Because the PD may be different, each cohort may have its own PD Plan. Administrators should be considered for needing their own cohort.	1. Elementary Teachers
	2. JH Teachers
	3. HS Teachers
	4. Instructional Coaches

Professional Development Infrastructure

Feature 1	Specifications, Guiding Questions, Possible Data Sources
Resources are allocated for effective and sustainable delivery of High-Quality Professional Development (HQPD).	Resources are allocated for effective and sustainable PD, including coaching, team structures, and data systems. Possible Data Sources: budget allocation, funding identification, PD action plan
Criteria:	
The CIT will ensure that the PD has: ☐ 1.a - Sufficient resources are allocated for the delivery of PD. ☐ 1.b - Adequate resources are provided for the sustainability of PD delivery. ☐ 1.c - Sufficient resources are provided for ongoing coaching of the PD. ☐ 1.d - Sufficient resources are allocated to the COMTSS Implementation Team (CIT) to support implementation. ☐ 1.e - Adequate resources are provided for data systems to evaluate PD.	
Notes/Comments: LASD purchased the rights to Marzano's Critical Concepts and the 2 days of training. Professional development times set aside to focus on the precise problem statement	

Feature 2	Specifications, Guiding Questions, Possible Data Sources
A system has been established to ensure the delivery of HQPD.	A description of specific training responsibilities is created along with a strategy for responding to implementation and outcome data to improve PD. Possible Data Sources: CIT agendas with data reviews, job description or contract, trainer evaluations, PD action plan
Criteria:	
The CIT discussed and determined a training system considering: ☐ 2.a - Who will provide training? ☐ 2.b - Written job descriptions for trainers. ☐ 2.c - Training of trainers if necessary ☐ 2.d - Evaluation of trainers ☐ 2.e - Collection and analyzing of training data.	
Notes/Comments: The Marzano Company provided a regional trainer for day 1 and day 2 of the implementation of Critical Concepts. Survey was used after the training to collect data on the effectiveness of the day.	

Feature 3	Specifications, Guiding Questions, Possible Data Sources
A coaching system has been established to ensure follow-up of PD.	A description of specific coaching responsibilities is created along with a strategy for responding to coaching effectiveness. Possible Data Sources: job descriptions, coaching evaluations, CIT agenda with data reviews, PD action plan
Criteria:	
The CIT discussed and determined a coaching system considering: □ 3.a - Who will provide ongoing coaching? □ 3.b - A written description of responsibilities for coaches. □ 3.c - Training for coaches if necessary (possible cohort). □ 3.d - Evaluation of coaches. □ 3.e - Collection and analyzing of coaches' data to improve effectiveness.	
Notes/Comments: Through time built into Professional Development days, Instructional Coaches will provide on-going coaching for the understanding and implementation of Critical Concepts and development of High Quality Guaranteed and Viable Curriculum. Weekly coaching cycles, observation data, new teacher on-boarding and teacher in-service will provide opportunities to align curriculum.	

Feature 4	Specifications, Guiding Questions, Possible Data Sources
Problem-solving strategies, implementation strategies, and recognition systems are established.	Implementation data is used to inform modifications to PD infrastructure and delivery. Positive recognition processes are in place for high degrees of implementation. Possible Data Sources: PD plan around problem-solving, written problem-solving protocols, documentation of celebrations, recognition, and communication of successes, PD action plan
Criteria:	
The CIT ensures that implementation data is reviewed using problem-solving strategies by: □ 4.a - Trained in and uses effective problem-solving strategies. □ 4.b - Uses problem-solving strategies when reviewing PD implementation. □ 4.c - Identifies modifications needed and action plans to implement the changes. □ 4.d - Plans to celebrate and recognize progress toward goals on a regular basis.	
Notes/Comments: Principals and Instructional Coaches will meet annually to establish Professional Development plan for the upcoming year. Monthly meetings with cohort will be established to discuss the effectiveness of the plan, and make adjustments to the schedule.	

Professional Development Delivery and Data Analysis

Feature 5 <i>Was the PD high-quality?</i>	Specifications, Guiding Questions, Possible Data Sources
PD activities are evaluated for representation of HQPD.	Is there a process to assess the preparation, introduction, demonstration, engagement, evaluation, and mastery of the HQPD? Possible Data Source: observation checklist for High-Quality Professional Development, PD action plan
Criteria:	
The CIT discussed and evaluated HQPD delivery considering: □ 5.a - When selecting trainers, the CIT expects trainers to incorporate High-Quality Professional Development in training. It will be discussed with the trainer before training. □ 5.b - The CIT will evaluate the use of High-Quality Professional Development principles by the trainers either when previewing the presentation or when doing post evaluation. □ 5.c - An observer used the observation checklist for High-Quality Professional Development Training and presented that to the COMTSS Implementation Team for evaluation.	
Notes/Comments: The depth of understanding Colorado Academic Standards was a concern so research around Power Standards was conducted. Marzano emerged as a front runner, and the Critical Concepts were exciting for our staff. Meetings with Marzano Resources led to the development of a new PD schedule for LASD	

Feature 6 <i>What can we do to make the training better?</i>	Specifications, Guiding Questions, Possible Data Sources
PD activities are evaluated for participant reaction , and data is used to improve PD content and delivery.	• Was the trainer knowledgeable? • Were effective opportunities for application provided? • Did the session materials contribute to learning? • Were facilities and equipment conducive to learning? • Were the stated session objectives met? Possible Data Sources: exit tickets, Google participant surveys, open discussion (recorded), PD action plan
Criteria:	
The CIT will use data to impact future PD to improve by: □ 6.a - CIT has developed or has a plan to establish a way to collect participant reaction data. This data should reflect some of the following information. ○ Was the trainer knowledgeable? ○ Were adequate opportunities for application provided? ○ Did the session materials contribute to learning? ○ Were facilities and equipment conducive to learning? ○ Were the stated session objectives met? □ 6.b - CIT has reviewed (or has scheduled a review of) the participant reaction data. □ 6.c - CIT has developed (or is planning to create) an action plan to improve PD based on the participant reaction data.	
Notes/Comments: Surveys for all professional development opportunities will be reviewed and adjustments will be made based on the feedback from participants.	

Feature 7 <i>Did they learn what we wanted them to know?</i>	Specifications, Guiding Questions, Possible Data Sources
PD activities are evaluated for participant learning .	• Did the participants acquire the intended knowledge & skills? • Did participants' attitudes, beliefs, or dispositions change? Possible Data Sources: content quiz, staff pre/post survey, PD action plan
Criteria:	
The CIT will use data to impact future PD to improve by: □ 7.a - CIT has developed or has a plan to establish a way to collect data about participant learning. This data should reflect some of the following information. ○ Did the participants acquire the intended knowledge & skills? ○ Did participants' attitudes, beliefs, or dispositions change? □ 7.b - CIT has reviewed (or has scheduled a review of) the participant learning data. □ 7.c - CIT has developed (or is planning to create) an action plan to improve PD based on the participant learning data.	
Notes/Comments: Surveys and observation data will be collected and reviewed to make adjustments to the Professional Development plan.	

Feature 8 <i>Are the learners applying the PD as intended (fidelity)?</i>	Specifications, Guiding Questions, Possible Data Sources
PD activities are evaluated for participant use of new knowledge and skills .	• Do participants consistently apply the new knowledge and skills? • Did participant practices change? • Are the skills taught during the PD being implemented as intended? Possible Data Sources: administrator walk-throughs, peer observation, PD action plan
Criteria:	
The CIT will use data to impact future PD to improve by: □ 8.a - CIT has developed or has a plan to establish a way to collect data about participant use of new knowledge and skills. This data should reflect some of the following information. ○ Do participants consistently apply the new knowledge and skills? ○ Did participant practices change? ○ Are the skills taught during the PD being implemented as intended? □ 8.b - CIT has reviewed (or has scheduled a review of) the participant use of new knowledge and skill data. □ 8.c - CIT has developed (or is planning to create) an action plan to improve PD based on the participant use of new knowledge and skill data.	
Notes/Comments: Scope and sequence review, surveys, and observations are used to collect data, and coaching cycles will focus on the implementation of the new skills into the classrooms.	

Feature 9 <i>Is the PD producing positive outcomes for students?</i>	Specifications, Guiding Questions, Possible Data Sources
PD activities are evaluated for participants for student learning outcomes .	• What was the impact on students? • How did it affect student performance or achievement? • How did it influence students' physical or emotional well-being or student behavior? Possible Data Sources: CMAS, SAT, office discipline reports (ODRs), student surveys, PD action plan
Criteria:	
The CIT will use data to impact future PD to improve by: □ 9.a - CIT has developed or has a plan to develop a way to collect around the positive student outcomes resulting from the PD. This data should reflect some of the following information: ▪ What was the impact of the PD on students? ▪ How did the PD affect student performance or achievement? ▪ How did the PD influence students' physical or emotional well-being or student behavior? □ 9.b - CIT has reviewed (or has scheduled a review) the student outcome data? □ 9.c - CIT has developed (or is planning to create) an action plan to improve PD based on the student outcome data.	
Notes/Comments: Data dialogues used to discuss student outcomes and trends with the alignment of Critical Concepts (Power Standards) in the classrooms. Data from summative assessments used to drive next steps in the PD process.	

Feature 10 <i>Staff implementing the training feel it is supported by the school/district, and is it making a difference?</i>	Specifications, Guiding Questions, Possible Data Sources
PD activities are evaluated for organizational support and change .	• Was implementation advocated and supported? • Were sufficient implementation resources allocated? • Was the organization positively impacted? Possible Data Source: stakeholder survey, interviews, PD action plan
Criteria:	
The CIT will use data to impact future PD to improve by: □ 10.a - CIT has developed or has a plan to establish a way to collect around the positive student outcomes resulting from PD. This data should reflect some of the following information: ▪ Was implementation advocated and supported? ▪ Were sufficient implementation resources allocated? ▪ Was the organization positively impacted? □ 10.b - CIT has reviewed (or has scheduled a review) the student outcome data. □ 10.c - CIT has developed (or is planning to create) an action plan to improve PD based on the student outcome data. □ 10.d - CIT discussed how to share the data with all stakeholders and create a plan to share that data.	
Notes/Comments: NWEA, CMAS, and PSAT/SAT data used to analyze effectiveness of instruction and alignment to the standards. Classroom observations and student interviews to discuss the implementation of Proficiency Scales into the classroom.	

PD Action Plan

On the following page complete the PD Action Planning to address any features that will need development to provide High-Quality Professional Development. Below is an example of what might be filled in for action steps.

Example:

Feature Number	By When (Date/Timeline)	Action Steps	Resources Needed	By whom?	Complete Yes/No
6.a	October 16, 2021	The COMTSS School Implementation Team (C-SIT) will develop a Google Survey to give out to all participants of all district PD. The survey will collect participant reactions after each training.	Access to Google Surveys and time during the June C-SIT meeting to create the Google Survey.	John Smith will lead the creation of the survey by the C-SIT.	No

Your action plan:

Feature Number	By When (Date/Timeline)	Action Steps	Resources Needed	By whom?	Complete ? Yes/No
1.a 2.a	October 4th, 2024	Purchased Marzano Critical Concepts after discussions and research to add depth of understanding CAS. Marzano will roll out High Quality and Viable Curriculum, Critical Concepts and Proficiency Scales to LASD instructional staff. Math, Science, Social Studies, and English Language Arts.	Printable documents from Marzano, LAES Cafeteria for training. Budget - Trainings and purchase Critical Concepts	Dr. Bev Clemons	Yes
2.b 5.a 5.b 6a	November 6, 2024	Instructional coaches meet with Marzano to discuss next steps and the implementation process for LASD Review survey data with Dr. Bev Clemons from Day 1 Marzano Training Preview Day 2 materials with Marzano	Zoom meeting to discuss possible dates, and gather information on next steps in the process	Antonia Vida Cody Hines Dr. Bev Clemons	Yes
2.a	November 15, 2024	Marzano Day 2 needed to help create proficiency scales and help with the implementation stage of the process	Printable documents from Marzano, LAES Cafeteria for training	Dr. Bev Clemons	Yes
3.a	January 24th, 2025 February 7th, 2025	Vertical alignment with common content areas. Teams will work together to identify power standards and critical concepts to develop proficiency scales.	Professional development time (3 Hours) each PD Day to meet with content areas to develop proficiency scales	Cody Hines Antonia Vida	Yes

	Winter 2025	Math:Introduction of Proficiency Scales to classrooms			
3.b	May 16th, 2025 Summer 2025	Content Teams will edit/revise/build proficiency scales for Units 1 and 2, and add them to the scope and sequence Math: Identification of Power standards Reorder standards units 1-4, K-6 alignment Changes/updates Added to Alma Unit 1 Math: Lesson planning- Assessment building	Curriculum days and professional development days (3 hours) Stipends for summer work days	Cody Hines Antonia Vida Elem. Cohort JH Cohort HS Cohort	No
3.b 8.a 10.a 10.b 10.c	Fall PD 2025 Teacher in-service 2025 Curriculum Days 2025 Fall 2025 PD Fridays	Content teams will edit/revise/build Proficiency Scales (success criteria) for units 2 and 3, and add them to the scope and sequence. Survey for teachers to complete after the training to collect data for effectiveness of the trainers. Data reviewed to adjust the schedule of the PD. Unit 1/2 Proficiency scales introduced to students in the classroom. This provides success criteria to the students. Math: Unit 2-4 Lesson planning Assessment building ELA: Weekly grade level plan times coaching focus	Curriculum days and professional development days (3 hours) Surveys at the end of each PD Observation data collect and interviews with students to check the effectiveness of PS. Curriculum Day approval and stipends	Cody Hines Antonia Vida Lana Garnder Addie Wallace Elem. Cohort JH Cohort HS Cohort	No
3.b 10.a 10.b 10.c	Winter PD 2026 Curriculum Days 2026 Winter 2026	Content teams will edit/revise/build Proficiency Scales (success criteria) for units 3 and 4, and add them to the scope and sequence. Unit 2 and 3 Proficiency scales introduced to students in the classroom. This provides success criteria to the students ELA:Introduction of- Proficiency Scales to classrooms PD Fridays Identification of Power standards Reorder standards units 1-4 K-6 alignment	Curriculum days and professional development days (3 hours). Observation data collected and interviews with students to discuss effectiveness of the PS. Curriculum Day approval and stipends	Cody Hines Antonia Vida Lana Gardner Addie Wallace Elem. Cohort JH Cohort HS Cohort	No

3.b 10.a 10.b 10.c	Spring PD 2026 Curriculum Days 2026 Summer 2026	Content teams will edit/revise/build Proficiency Scales (success criteria) for units 4 and 5 and add them to the scope and sequence. Unit 3 and 4 Proficiency scales introduced to the students in the classrooms. This provides success criteria to the students. ELA: Identification of Power standards Reorder standards units 1-4 K-6 alignment Alma updated Unit 1 ELA: Lesson planning, Assessment building	Curriculum days and professional development days (3 hours). Survey data, observations, and student interviews to collect data on the effectiveness and alignment. Stipends for summer work days Curriculum day approval and stipends	Cody Hines Antonia Vida Lana Gardner Addie Wallace Elem. Cohort JH Cohort HS Cohort	No
3.b 10.a 10.b 10.c	Fall 2026 Fall 2026 PD Fridays	Units 5 and 6 Proficiency Scales introduced to the students in the classrooms. This provided success criteria to the students. ELA: Unit 2-4 Lesson planning, Assessment building	Curriculum days and professional development days (3 hours). Survey data, observations, and student interviews to collect data on the effectiveness and alignment. Curriculum day approval and stipends	Cody Hines Antonia Vida Lana Gardner Addie Wallace Elem. Cohort JH Cohort HS Cohort	
	Fall 2027	Concept units Grading and Reporting Progress Reports, Alma completed School-Family Partnerships Committee Work	ALMA Standards based grading system and reporting. Progress Conferences	Teacher Cohorts Instructional Coaches DITs Elem. Cohort JH Cohort HS Cohort	