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Quality Indicators for State Systems of Professional Development: A Starting Point for Growth

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Systems of Professional Development

The whole is greater than sum of its parts.

~Aristotle

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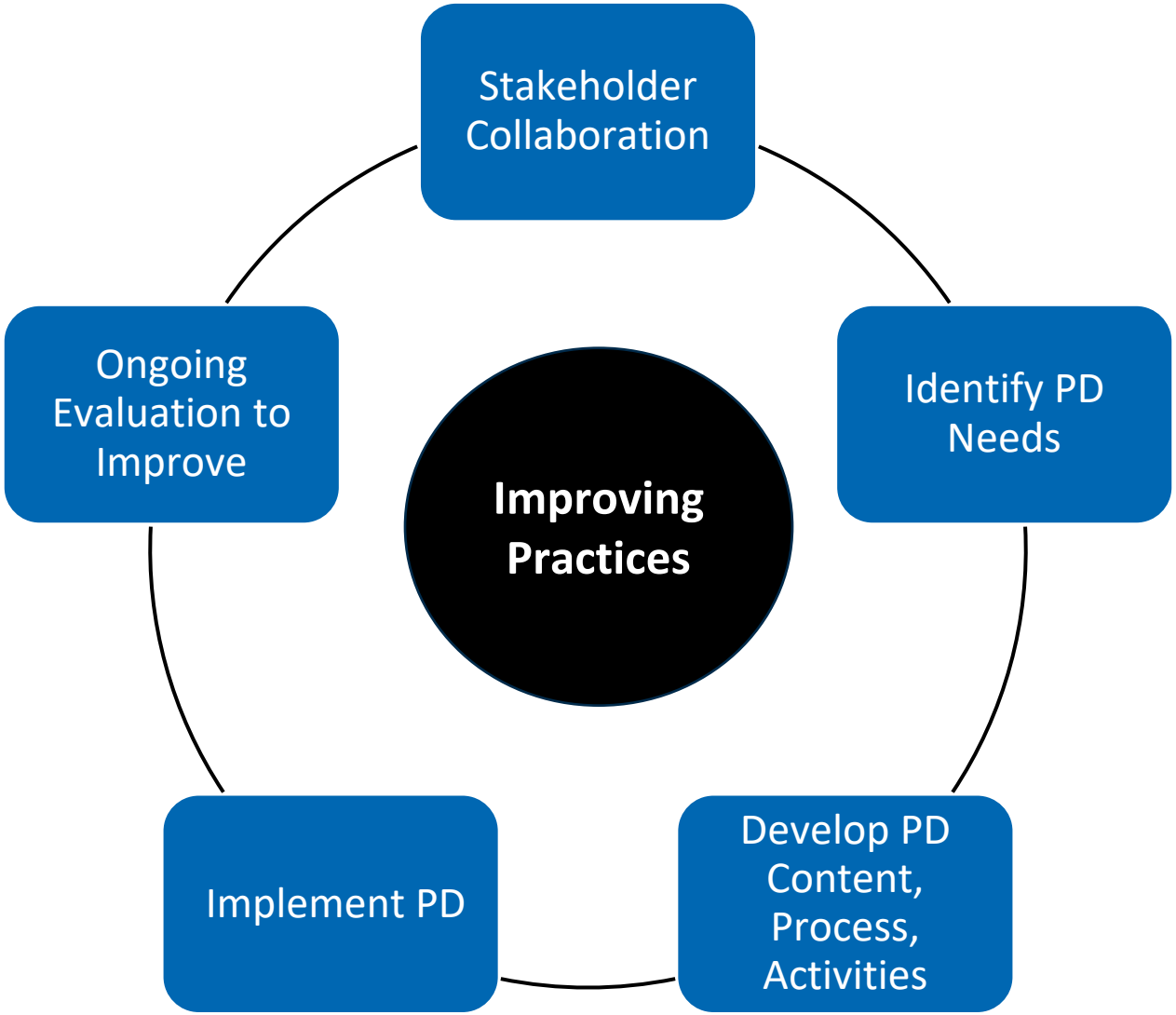
5 Elements of Systems of Professional Development



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Benefits to a State Team

- What's working well?
- What needs to be improved?
- Focus on the unique elements of PD systems
- Prioritize & align with existing statewide initiatives
- Develop collaborative resource to support statewide transition PD

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1 Statewide PD System Stakeholders

Who is involved and is membership broad?

1. Statewide PD team membership
2. Membership includes traditional and non-traditional agencies/organizations
3. Core team to facilitate the process

ELEMENT 1 - Considerations

Look at the Element 1 items on the *QI for State Systems PD*

- How well established is your statewide PD team?
- What aspects of the team do you already have in place?
- How do you collaborate as a team to offer PD across different stakeholders?
- How might you incorporate this in statewide planning?

2 Needs Assessment & Gap Analysis for PD

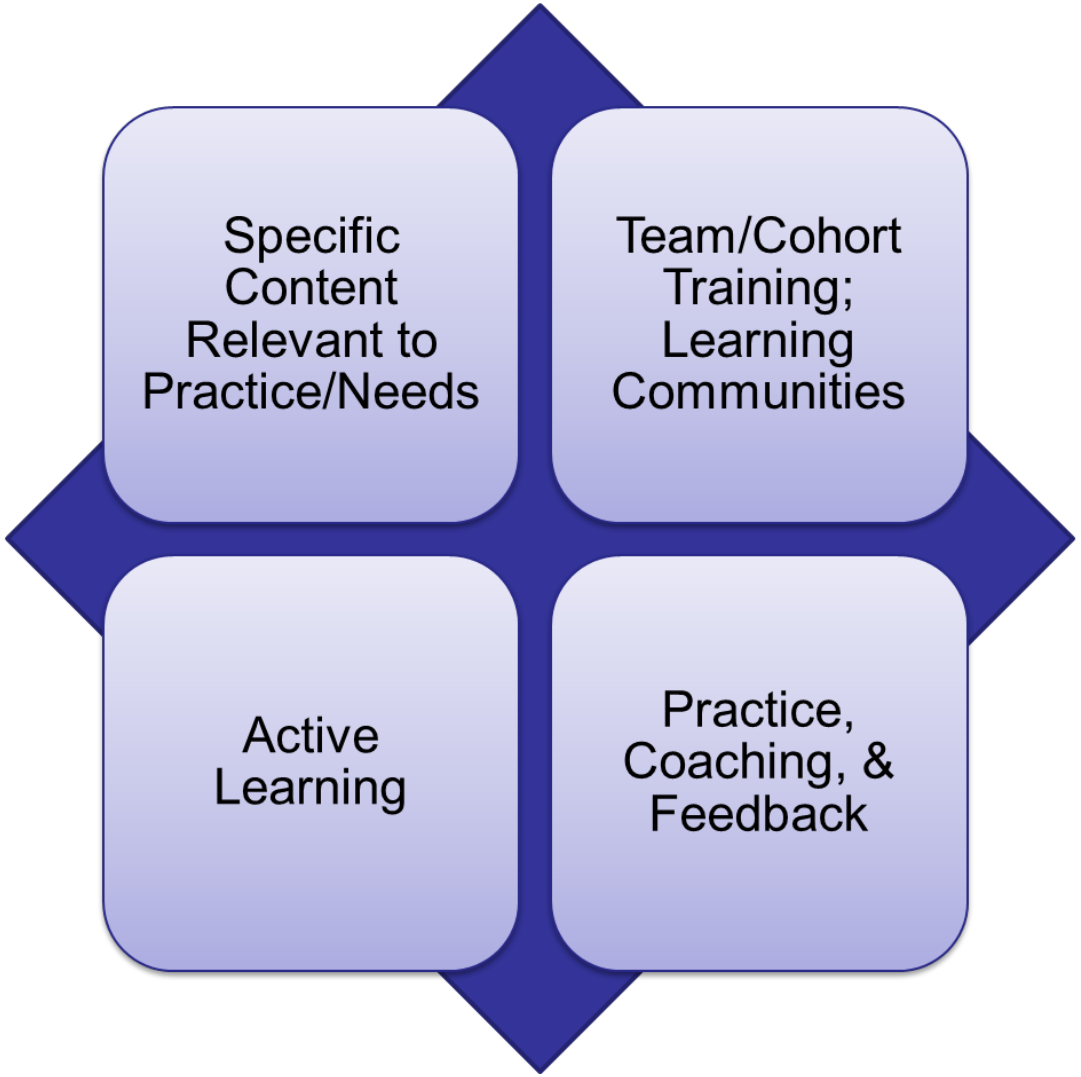
1. Using data to for identifying needs: Multiple data sources - formal & informal
    - Formative (planning) and summative (outcomes)
2. How your team shares data, policies and procedures
3. For gap analysis:
    - Identify strengths and needs
    - Prioritize specific steps to improve
4. Collaborate to improve system of PD
5. Plan for scale-up and sustainability

ELEMENT 2 - Considerations

Look at the Element 2 items on the *QI for State Systems PD*

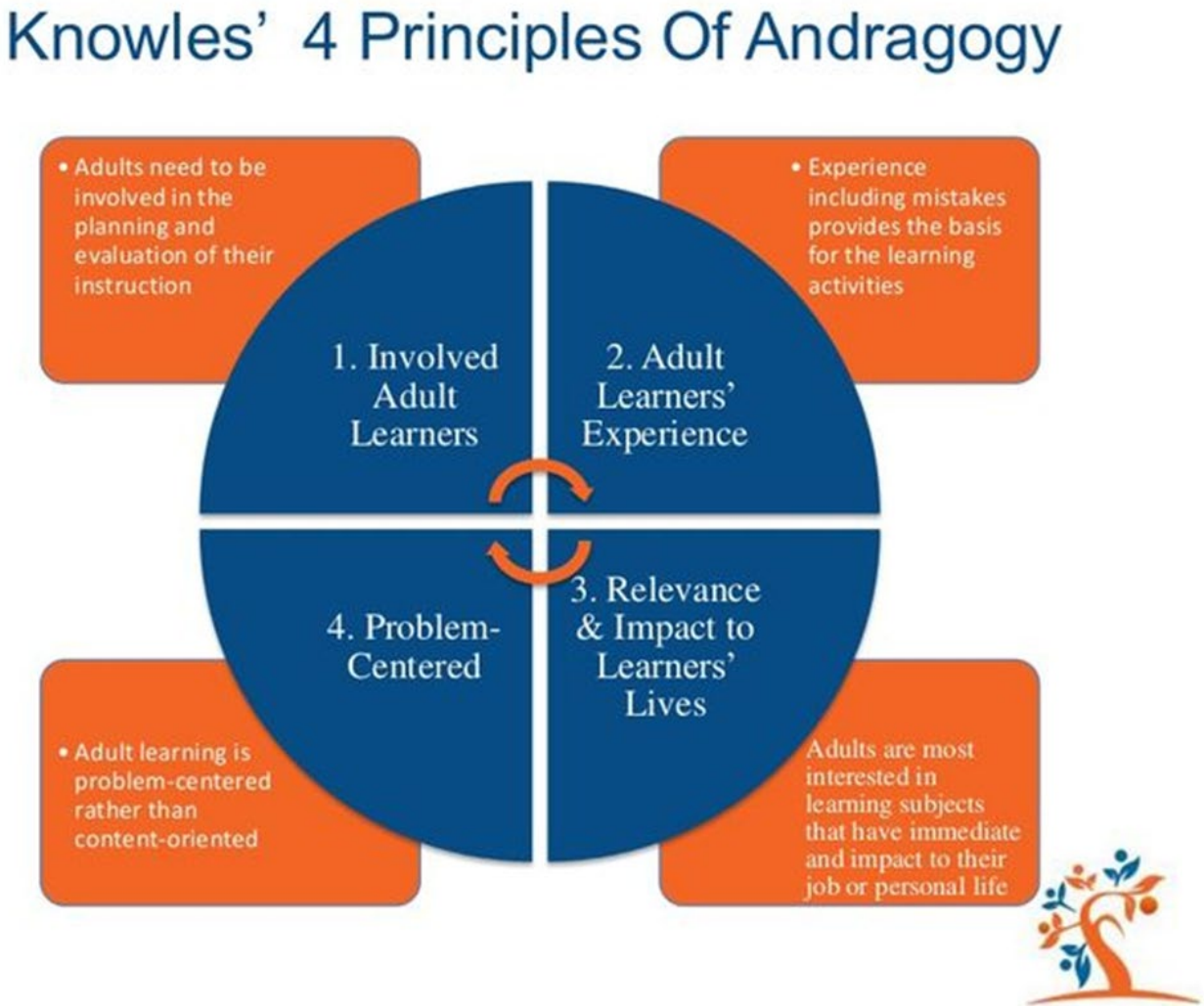
- How do you use data to identify PD needs?
- What aspects of this element do you already have in place?
- How do you collaborate as a team to discuss needs and establish improvement plans?
- How might you incorporate this in statewide planning?

Elements of Effective PD



Morningstar, Clark & Holzberg, 2017;
Darling-Hammond, Hyler & Gardner, 2017)

Adult Learning Principles



Knowles, Holton, Swanson, 2015

3 Professional Development Features

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

Coaching & Feedback

Modeling Examples

Opportunities to Implement

Explicit and Constructive Feedback

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

ELEMENT 3 - Considerations

Look at the Element 3 items on the *QI for State Systems PD*

- How do you collaborate to develop effective PD sessions?
- What aspects of this element do you already have in place?
- How do you collaborate to discuss PD content and modalities?
- How might you incorporate this in statewide planning?

4 Implement Statewide PD

1. There's a clear process (system) and procedures in place
2. Information is shared broadly to different stakeholders
3. Trainees know about and can easily find PD
4. Shared policies/practices, expectations, and communications are in place
5. Core team meets regularly to refine/sustain system across all elements
6. Feedback and continuous improvement identified and acted upon
7. Determine how improvements will be implemented and by whom

ELEMENT 4 - Considerations

Look at the Element 4 items on the *QI for State Systems PD*

- What aspects of this element, a system, is in place?
- How do you collaborate as a team to operationalize your PD system?
- Can others find info/access PD easily?
- Are credentials awarded in a systematic way?
- How might you incorporate this in statewide planning?

5 Evaluating PD Systems : How are you evaluating effectiveness?

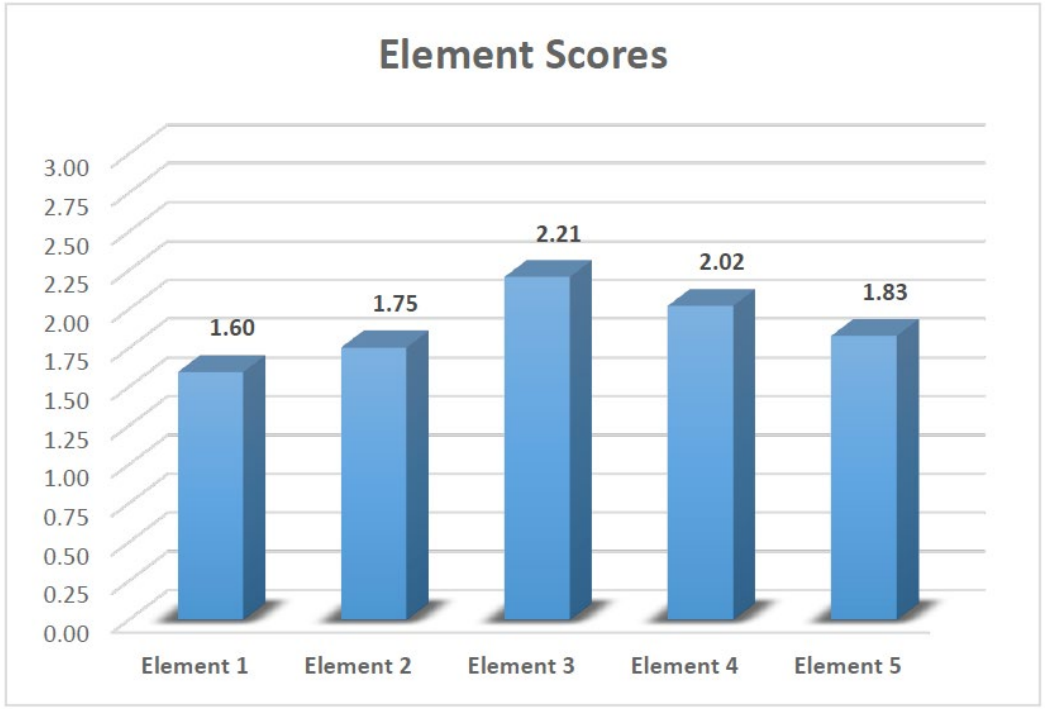
1. Includes formal and informal data
2. Knowledge, skills, practices, self-efficacy and competencies is collected consistently and similarly across PD events
3. Fidelity – are providers operating similarly/consistently/according to the system?
4. Outcome data is collected and shared
5. Data is used to identify PD content needs
6. Data is used to improve the system (can people find information, do coaches do things similarly, is evaluation data submitted and analyzed consistently, etc.)

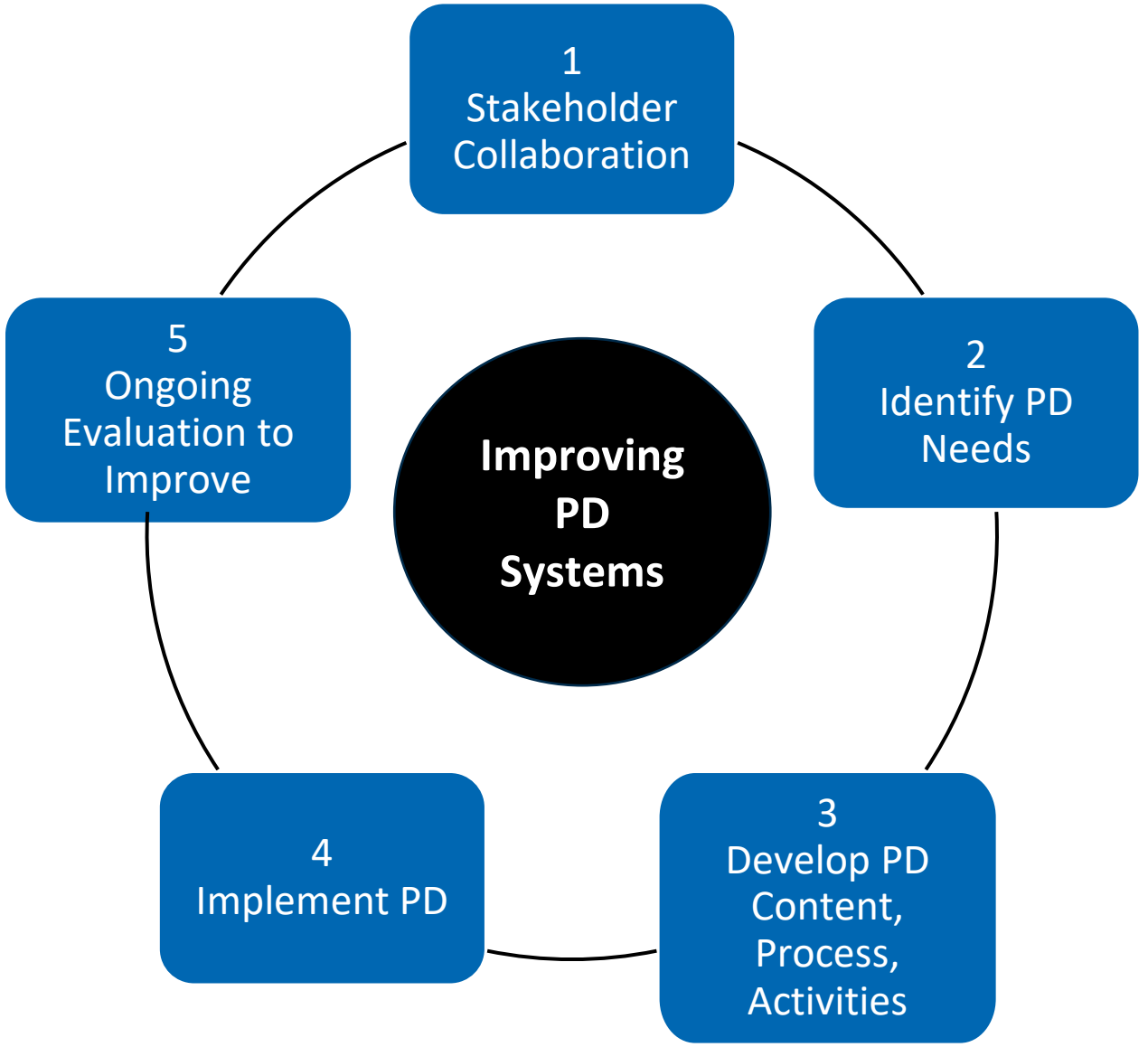
ELEMENT 5 - Considerations

Look at the Element 5 items on the *QI for State Systems PD*

- How do you use data to evaluate the quality of your PD system?
- What aspects of this element do you already have in place?
- How do you collaborate to identify needs?
- How might you incorporate this in statewide planning?

State QI for PD Report





- 0= not at all …. 3= fully in place

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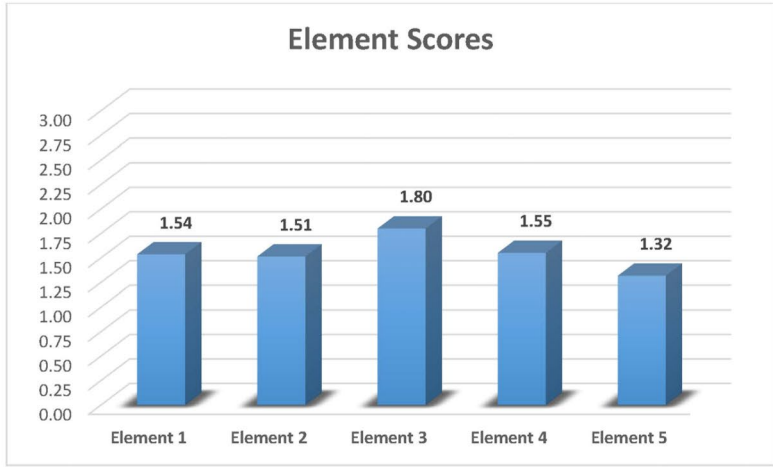
State Systems of Professional Development Quality Indicator Tool

State Team: Maryland

The State Systems of Professional Development Quality Indicator Tool (QI for PD) is a self-assessment made up of five (5) elements. It is designed to be used by your state transition team and other stakeholders who involved in statewide transition professional development. *The score for each element is the average of responses to each item descriptor. The responses are based upon the degree to which the item is in place on a scale from 0=not at all to 3=fully in place.

- The higher the overall element score, the more quality indicators have been reported as achieved.
- The lower element scores are areas to consider for targeted change or improvement.
- The item level averages can help your team to identify specific actions that may be prioritized for improvement.

*The state report is based upon 100% completion of the QI for PD



SEA Transition personnel	3
LEA Transition personnel	1
State/Regional professional development provider	1
PTI personnel	1
State VR Transition personnel	1

Total Number of Responses: 7

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ELEMENT 2: Needs Assessment & Gap Analysis for Statewide PD System	SPRING 2025
Overall Element Score	**1.51**
2.1. Multiple sources of formal and informal data are consistently collected and reviewed across agencies (e.g., I-1&2, I-13, I-14, SSIP/SiMR, VR data, conference/training evals, needs assessments, policies,	1.29
2.2. Both formative (planning) and summative (outcomes) data are collected and reviewed.	1.57
2.3. Formal procedures for reviewing multiple sources of data are documented and followed.	1.57
2.4. Strengths and gaps across PD methods and current content are regularly reviewed and prioritized for	1.57
2.5. PD plans are developed and updated based on needs data to identify priorities.	1.57

Notes shared by stakeholders about the Element It may be helpful for future team discussion/planning:

- Data is collected but not reviewed consistently across agencies. This is an area that could be improved. Annual SPP/APR Data is collected among LEAs and compiled as part of the state reporting. This is reviewed and has a formal process of review.
- MSDE state Secondary Transition team does this.

Questions?

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