



PROFESSIONAL DEVELOPMENT COMMITTEE

Dr. Brian Kaye
Asst. Supt. for Personnel & Planning
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STRATEGIC PLAN | 21-25

Our mission is to:

empower an
inclusive, diverse
community of
learners to innovate
and thrive as global
citizens.



OUR GOALS & STRATEGIES

This presentation falls under the:

1. Student Achievement Goal
2. Family & Community Goal
3. Learning Environment Goal
4. High-Quality Staff Goal
5. Stewardship of Resources Goal





PD DEVELOPMENT COMMITTEE

This presentation will cover:

1. Identify the purpose of our PD Committee.
2. Review our current model (benefits & constraints)
3. Identify best practices for delivering PD
4. Research local districts
5. Analysis of Desired State & Existing State
6. Generate Examples of Solutions & final recommendations.



PURPOSE OF PD COMMITTEE

PURPOSE | PD COMMITTEE



Our PD Committee works to:

- look for ways to continue providing professional development to educators.
- limit the impact on educators being pulled out of the classroom.
- reduce the need for substitutes.
- keep consistency in student learning.
- keep instructional minutes the same for students.
- create opportunities for consistent training for educators.
- build in collaboration opportunities vertically and horizontally.
- shared interest of the ATA & D25 Administration.

ATA BARGAINING



Bargaining with the ATA brought the following:

- Memorandum of Understanding
- Targeted decision by December 2022
- Committee met 28 times (May 2022 - October 2023)
 - 46.5 hours outside of the contractual day
- 4 ATA Members & 4 Administrators

OUR PROCESS | ORDER OF EVENTS

STEP 3

Identified our committee process.

STEP 2

Identified the constraints of the current PD model.

STEP 1

We reviewed our current model of Professional Development



**ARLINGTON HEIGHTS
SCHOOL DISTRICT 25**

STEP 4

Research!
What are our neighbors doing?

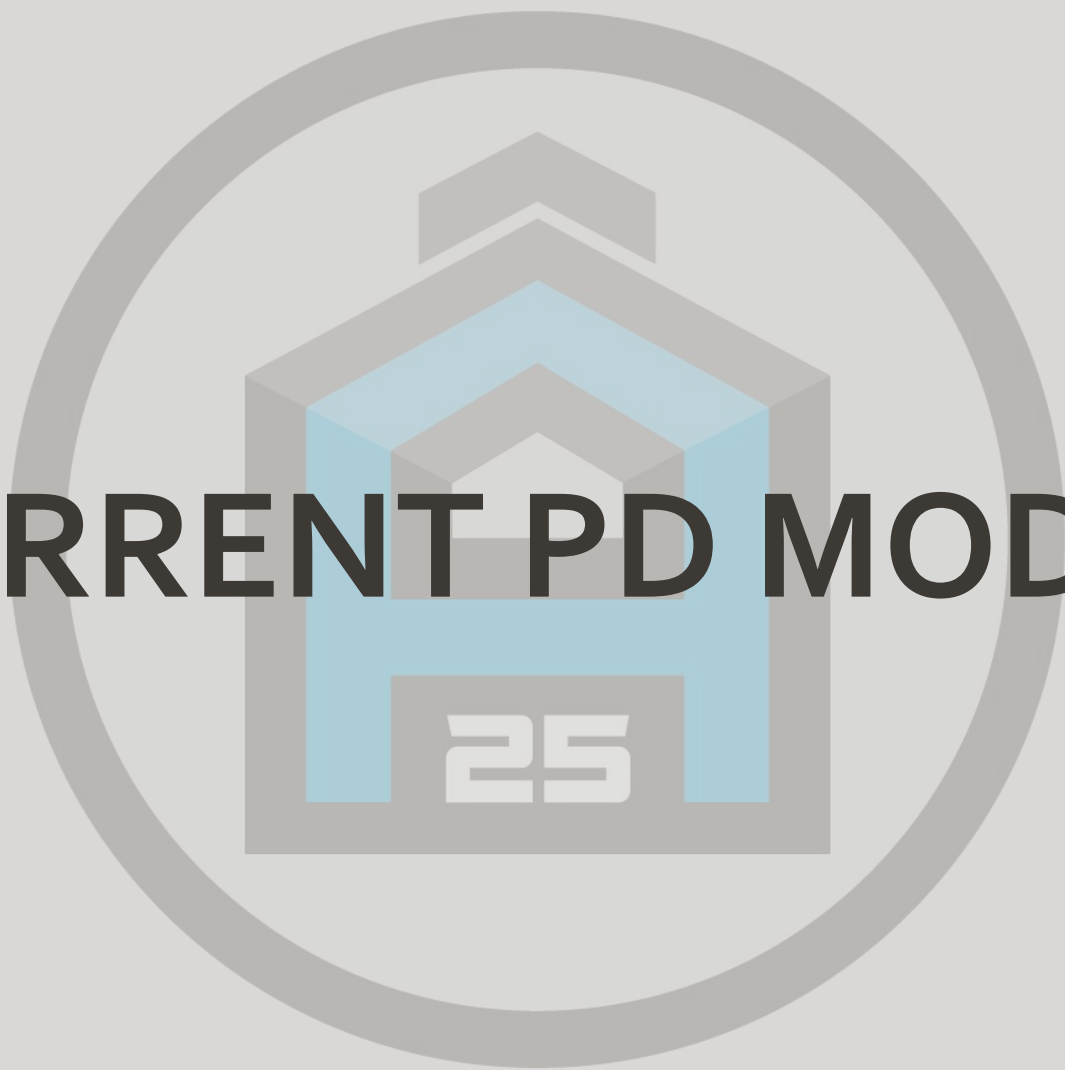
STEP 5

Research!
Best practices for delivering PD.

STEP 6

Explore possible solutions and
finalize recommendation.

CURRENT PD MODEL



CURRENT PD MODEL



3 Institute & 2 School Improvement days per year.



Staff is pulled from their classrooms & provided with a guest teacher.



Staff meetings | Department Meetings |
Team & Grade Level Meetings



Before & after school meetings.

IMPACTS OF CURRENT MODEL

- engaging whole school/department in PD at the same time (SIP, Institute, before school or after school)
- inconsistent PD offerings (2 or 3 per year)

MINIMAL OPPORTUNITIES FOR PD

- Staff can only participate in PD when a **guest teacher is available.**
 - Inconsistent quality of instruction
 - **Increase in stress** level of teachers to write plans for guest teacher
- Guest Teachers create **disruptions in routine** for students
- Guest Teachers **decrease time for teacher to connect** with students
- If no guest teacher: **Administrators scramble** for coverage

GUEST TEACHER HURDLES

- **No guest teacher:**
 - **Specialists are pulled** to cover general education classes
 - Special Education | Multilingual | Interventionists | LMC | Student Learning Coaches
- Service minutes are **canceled & rescheduled**
- Tech Facilitators, Interventionists, Student Learning Coaches, & Teaching Assistants are **reassigned** reducing support for classroom teachers
- Increased safety concerns:
 - Unique student needs known best by staff
 - Creates gaps in coverage for extra duties (recess/lunch/bus supervision)

OTHER IMPACTS



RESEARCH ON EFFECTIVE PD

25

WHAT IS PROFESSIONAL DEVELOPMENT?



Professional learning that increases educator effectiveness and results for all students (National Education Association 2020):

- Learning Communities
 - Committed to continuous improvement, collective responsibility, and goal alignment
- Leadership
 - Develop capacity, advocate, create systems for PD
- Resources
 - Prioritize, monitor, and coordinate resources
- Data
 - Variety of sources, and types of student, educator and system data to plan, assess, and evaluate
- Learning Designs
 - Integrates theories, research and models of human learning
- Implementation
 - Applies research on change and sustains support for implementation of learning for long-term change
- Outcomes
 - Aligns outcomes with educator performance and student curriculum standards

WHAT IS PROFESSIONAL DEVELOPMENT?



What are the **expectations** for staff **attendance**?

- Mandatory regardless of stipend positions (coaching)
- Full-time staff
- Part-time staff
- Job-share staff
- Special Education
- Traveling Teachers
- Teaching Assistants
- Contract Hours

What meetings **are not acceptable** during **Professional Development** time?

- Building meetings
- team/department meetings
- special education meetings
- MTSS meetings
- Building Team Leader meetings
- Building Committees (SEL)
- Vertical articulation meetings

RESEARCH PROCESS

1

SURVEYED DISTRICTS IN AREA

How do our neighboring districts create time for impactful Professional Development for their staff?

2

WHAT IS EFFECTIVE STAFF PD?

Researched PD best practices.

3

FOUND OUR DESIRED PD PLAN.

Compared our existing PD plan with our desired PD plan.

4

CONSIDERED FINANCIAL IMPACT

Childcare for families
Transportation for District
Compensation for ATA

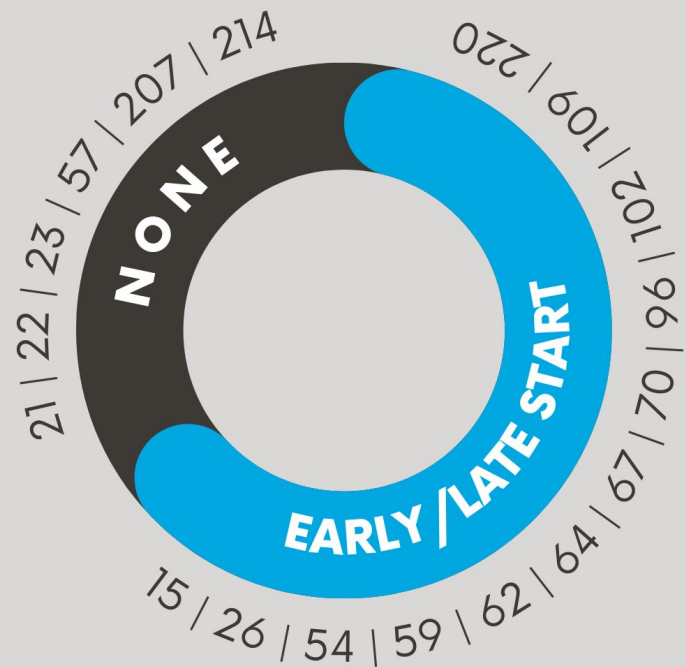
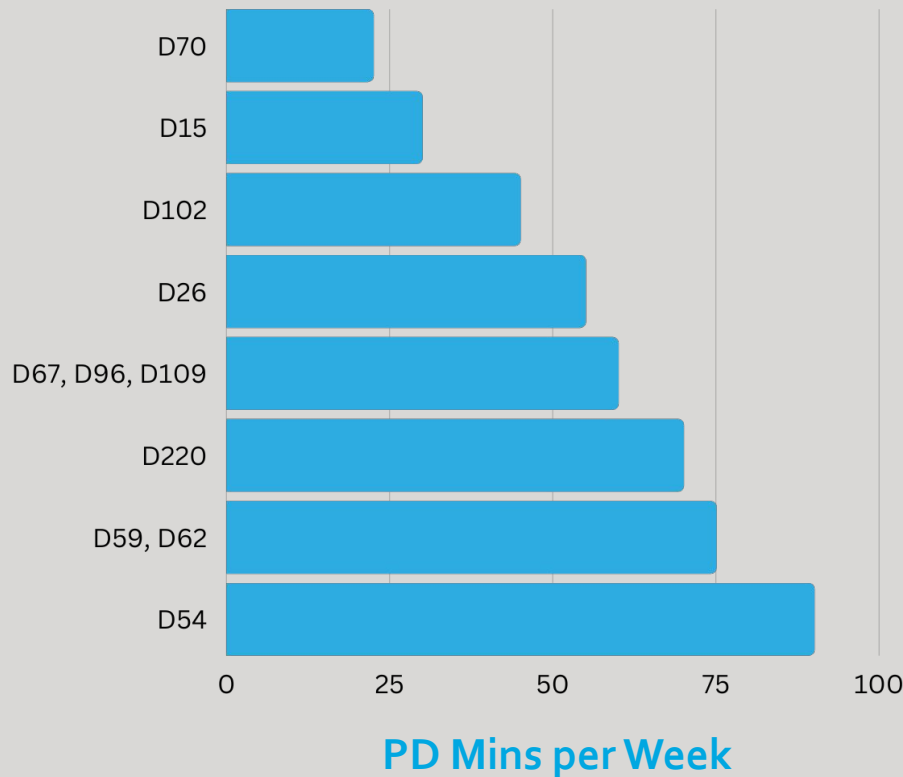
SURVEY OF LOCAL DISTRICTS



DETAILS

- Participating Districts:
15 | 21 | 23 | 26 | 57 | 59 | 62 | 64 | 70 | 96 | 102 | 109 | 207 | 214 | 220 | & NSSEO
- Analyzed PD plan for each district
 - Early release/late start
 - Half day plans
 - Before/after school
 - Amount of time spent in PD
 - Use of SIP and Institute Days
 - Staff Compensation
 - Impact on student instructional minutes
 - Content of PD (team meetings, staff meetings, professional learning, Dept. meetings)
- Compiled benefits and constraints of each plan

SURVEY OF LOCAL DISTRICTS





**EXISTING STATE -
DESIRED STATE**

DESIRED STATE OF PD

- (1) Common Building time for PD that is protected and consistent
- (4) Stakeholders voice, time and content
- (5) Work/life balance
- (6) Fiscally responsible
- (7) Minimize number of days teacher pulled from class
- (9) Block of time to combine different staff groups (grade level and building)
- (10) Consistent student instruction delivered with integrity and fidelity
- (11) Opportunity to revisit opportunity to revisit PD regularly
- (12) PD clock hours
- (13) Maintain current student instructional minutes
- (14) Whole district block of time
- (15) Travel time between buildings
- (16) Allow for 2.5 hours of PD in one block
- (17) Least impactful for parents
- (18) Most consistent for students

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SOLUTIONS & FINAL RECOMMENDATION

SOLUTIONS CONSIDERED

EARLY RELEASE

- 1 time per week
- 1½ day

ALTER CONTRACT HOURS

- PD outside school day
- Compensate staff

LATE START


- 1 time per week
- 1½ day

REDESIGN SIP & INSTITUTE DAYS

- 1½ day model



OPTION 1 | EARLY RELEASE/LATE START

	WEEKLY OPTIONS			
	EARLY RELEASE		LATE START	
Student Day	9:05 am - 3:05 pm	6 hours	10:30 am - 4:30 pm	6 hours
Teacher Day	8:45 am - 5:00 pm*	8 hrs. 15 mins.	8:15 am - 4:30 pm	8 hrs. 15 mins.
PD Time	3:15 pm - 5:00 pm	105 mins	8:15 am - 10:15 am	120 mins
Impact	<ul style="list-style-type: none"> - 1 hour 15 minutes of PD per week - Student instructional minutes reduced 1110 minutes/yr (37 weeks x 30 minutes) - 55 minute lunch 		<ul style="list-style-type: none"> - 2 hours of PD per week - Student instructional minutes reduced 1110 minutes/yr (37 weeks x 30 minutes) - 55 minute lunch 	

*Elementary collaboration time moves to after school.

FEASIBILITY STUDY | OPTION 1



EARLY RELEASE / LATE START

Taking the desired states of PD and categorizing them based on what option 1 brings.

POSITIVES

- (1) Common Building time for PD that is protected and consistent
- (9) Block of time to combine different staff groups (grade level and building)
- (11) Opportunity to revisit opportunity to revisit PD regularly
- (13) Maintain current student instructional minutes
- (14) Whole district block of time
- (15) Travel time between buildings

NEGATIVES

- (5) Work/life balance
- (16) Allow for 2.5 hours of PD in one block
- (17) Least impactful for parents
- (18) Most consistent for students

UNSURE

- (4) Stakeholders voice, time and content
- (6) Fiscally responsible
- (7) Minimize number of days teacher pulled from class
- (10) Consistent student instruction delivered with integrity and fidelity
- (12) PD clock hours

OPTION 2 | SIP / INSTITUTE REDESIGN

LOGISTICS

Instructional day 5 hour minimum
Lunch/Passing/Recess (don't count)

Bank minutes that exceed 5 hour minimum
Every 8 days or 2 weeks we've banked 120 minutes (1½ day)

IMPACT

Middle School	Instructional Min	Overage	Elementary	Instructional Min	Overage
Monday	345 min	45 min	M	315 min	15 min
Tuesday	339 min	39 min	T	315 min	15 min
Wednesday	339 min	39 min	W	315 min	15 min
Thursday	339 min	39 min	TH	315 min	15 min
Friday	339 min	39 min	F	315 min	15 min
TOTAL		201 min			75 min

OPTION 2 | SIP / INSTITUTE REDESIGN

VERSIONS CONSIDERED

Half-Day Model

- Maximize 1/2 day
- Every 8 days of school banks 1/2 day of PD

Full Day SIP/Institute & Half-Day Model

A

Looked at SIP/Institute along with 1/2 day options & added assumptions.

B

1/2 day one time per month
Conferences remain during the day
Lose 4.5 days of student instruction

C

Four days of student attendance
replacing four parent/teacher conference days
No lost instruction time

OPTION 2 | SIP / INSTITUTE REDESIGN

EXAMPLE 1/2 Day Model

How to get to **5** 1/2 SIP / Institute Days a year:

IMPACT

- ASSUMPTION
 - 1/2 DAY is a minimum of 150 minutes
 - Teachers hours remain the same.
 - M/T/TH/F: Student hours remain the same and some 1/2 day
 - W: some 1/2 days
- REDUCED total number of instructional minutes for students by approximately 1 school day
 - CONFERENCE OPTIONS to increase instructional minutes
 - OPTION 1:
 - 1 school day & 2 nights in October &
 - 1 school day & 2 nights in February

FEASIBILITY STUDY | OPTION 2



SIP / INSTITUTE REDESIGN

Taking the desired states of PD and categorizing them based on what option 2 brings.

POSITIVES

- (1) Common Building time for PD that is protected and consistent
- (5) Work/Life balance
- (9) Block of time to combine different staff groups (grade level and building)
- (11) Opportunity to revisit opportunity to revisit PD regularly
- (13) Maintain current student instructional minutes
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NEGATIVES

UNSURE

- (4) Stakeholders voice, time and content
- (6) Fiscally responsible
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OPTION 3 | ALTER CONTRACT HOURS

CREATING DIFFERENT OPTIONS

ASSUMPTIONS

Earliest start time is 7 am

Latest end time is 5 pm

DESIRED STATE

Minimum 3 hour PD time
Consistent Schedule

Yearly student instruction minimum stays the same

OPTIONS

Modify contract hours
Eliminate contract hours
Remove collaboration time
Collaboration takes place on PD days

Staff starts earlier / later
Students start earlier / later

OPTION 3 | ALTER CONTRACT HOURS

ELEMENTARY EXAMPLES

BEFORE SCHOOL

75 MINS OF PD

WEDNESDAYS

- PD time = 7:30 am - 8:45 am
- M/T/TH/F
8:45 am - 3:45 pm
- One day per week
- No change for student schedule.

105 MINS OF PD

WEDNESDAYS

- PD time = 3:45 pm - 5:30 pm
- M/T/TH/F
8:45 am - 3:45 pm
- One day per week
- No change for student schedule.

AFTER SCHOOL

BEFORE SCHOOL

180 MINS OF PD

WEDNESDAYS

- PD time = 7:30 am - 8:45 am
(75 mins of PD)
- PD time = 3:45 pm - 5:30 pm
(105 mins of PD)
- One day per week
- No change for student schedule.

AFTER SCHOOL

IMPACT

- Lost collaboration time (staff meetings, team meetings, dept. meetings, articulation meetings)
- Increase PD time

OPTION 3 | ALTER CONTRACT HOURS

MIDDLE SCHOOL EXAMPLE

100 MINS OF PD

WEDNESDAY

- PD Time = 2:55 pm - 4:35 pm
- M/T/TH/F Staff Schedule
7:45 am - 2:45 pm
- One day per week
- No change for student schedule.

AFTER SCHOOL

IMPACT

- Lost collaboration time (staff meetings, team meetings, dept. meetings, articulation meetings)
- Increase PD time
- No 11th hour (2:45 pm - 3:15 pm once a week)

OPTION 3 | ALTER CONTRACT HOURS

MONTHLY BASIS

CONSTRAINTS

- Do not get the 3 hour as a whole chunk for PD
- Each week is inconsistent
- Only banking minutes during a 5 day school week
- Late day for teachers (10 times)
- Not cohesive

BENEFITS

- No impact on student start/end time

FEASIBILITY STUDY | OPTION 3



ALTER CONTRACT HOURS

Taking the desired states of PD and categorizing them based on what option 3 brings.

POSITIVES

- (1) Common Building time for PD that is protected and consistent
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NEGATIVES

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A large, faint watermark of the University of Illinois '25' logo is centered in the background. It features a stylized blue and white building with the number '25' at the base, all enclosed within a grey circular border.

FEASIBILITY STUDY ANALYSIS

FEASIBILITY STUDY | ANALYSIS



POSITIVES ONLY

Taking the desired states of PD and categorizing them based on what all options bring.

EARLY RELEASE / LATE START option 1

- (1) Common Building time for PD that is protected and consistent
- (9) Block of time to combine different staff groups (grade level and building)
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- (13) Maintain current student instructional minutes
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SIP / INSTITUTE REDESIGN option 2

- (1) Common Building time for PD that is protected and consistent
- (5) Work/Life balance
- (9) Block of time to combine different staff groups (grade level and building)
- (11) Opportunity to revisit opportunity to revisit PD regularly
- (13) Maintain current student instructional minutes
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ALTER CONTRACT HOURS option 3

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STUDY RESULTS & RECOMMENDATION

SIP / INSTITUTE REDESIGN

BENEFITS

- Teachers stay in classrooms
- Create consistent connection with students
- Uninterrupted time that is productive and focused
- Better able to align curriculum while collaborating across the district
- Increased professional growth
- More PD offered more often
- Opportunity to collaborate with larger departments across buildings
- Time to reflect upon and practice what was learned

Individualized Instruction

- Revisit the intervention groups more frequently if given more time

Teachers Reflecting Upon Instruction

- Expertise in content
- Teachers adjusting for unique needs of students

TEACHERS & STAFF

BENEFITS

Consistent Instructional Approaches

- More PD more often for all staff
- Focused instruction support (ie, ML, Advanced, Newcomer, SEL, SPED)
- Opportunity for Wrap Around Support
- Opportunity Vertical articulation

Teachers in Classrooms

- Consistent connection with students
- Expertise in knowing their students (accommodations, emotional and academic needs)
- Uninterrupted instruction that is productive and focused
- Continuity of instruction
- Extracurricular activities uninterrupted

TEACHERS & STAFF

CONSTRAINTS

- Reduced lunch from 60 to 55 min

TEACHERS & STAFF

STUDY RESULTS & RECOMMENDATION

SIP / INSTITUTE REDESIGN

BENEFITS

- Consistency within the classroom setting on a daily basis
- Attract and retain high quality teachers
- When all stakeholders receive consistent training, new initiatives can be implemented with fidelity

STUDENTS

BENEFITS

- Students engage more with classroom teacher
- More knowledgeable staff
- Specialists engage more with students

CONSTRAINTS

- Five ½ days to find childcare

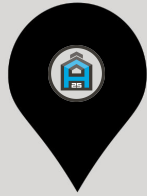
FAMILIES



NEXT STEPS

25

NEXT STEPS



OCT 23

Committee synthesizes research.

STEP 1

NOV 23

Board of Education votes on PD proposal.

STEP 2

NOV 23 - JAN 24

Inform community of plan & collect feedback.

STEP 3

DEC 23

Board votes on calendar committee proposal.

STEP 4

JAN 24 - AUG 24

Develop implementation plan

STEP 5

A stylized graphic of a house with a blue roof and light blue walls, set within a grey circular frame. The number '25' is displayed in white on a grey rectangular base at the bottom of the house.

QUESTIONS?