

## Examining the Role of the Staff Development Teacher in Supporting Professional and Operational Excellence

### Recommendation 1: Maintain the 1.0 SDT allocation to all schools

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>We whole-heartedly agree with this recommendation. The Staff development teacher program evaluation confirms the staff development teacher (SDT) role continues to play an integral role in our school system. This requires a knowledge and skilled team to provide quality learning, coaching, and support that is needed to ensure SDTs are prepared for this instructional leadership role and are having an impact on changing the trajectory for students in our schools, with an emphasis on disrupting disparities by race, socioeconomic status, and language.</p> <ol style="list-style-type: none"> <li>1. Use the results of the program evaluation to advocate for maintaining the 1.0 SDT position in the operating budget for Fiscal Year (FY) 2025.</li> <li>2. Clarify in the February staffing memo that principals should have one staff member identified as the 1.0 SDT in each building as opposed to a split allocation.</li> <li>3. Maintain or increase professional learning opportunities for SDTs, including quarterly ALL SDT learning, monthly learning for NEW SDTs, regular meetings for 2nd year SDTs, and the system-wide learning SDTs attend.</li> <li>4. Continue strong support to SDTs via the Learning and Achievement Specialists, including an average ratio of coaching support to SDTs by 1:13.</li> <li>5. Pilot ratio-based allocation based on staff size (for example, 2.0 SDT allocation for larger schools).</li> </ol>	Partially Implemented	8/30/2024

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**Recommendation 2: Structure school-level Professional Learning Opportunities (PLOs) to include differentiated subject specific professional learning**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
Concur	<p>"When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups <i>are</i> more effective" (ASCD). SDTs are critical in developing collective efficacy among all school leaders in the building, and our content experts are integral in working with SDTs to provide staff with content-specific learning.</p> <ol style="list-style-type: none"> <li>1. Learning and Achievement Specialists (LAS) emphasize supporting and coaching SDTs with Professional Learning Plans (PLP) that allow school leaders to develop comprehensive learning plans based on SIP goals and specific knowledge and skills staff need to better support all students, especially our most underserved.</li> <li>2. The LAS team will provide further targeted learning on building collective efficacy where the SDT supports other content leaders to design and deliver content-specific professional learning to support implementation.</li> <li>3. The principal supervisors and LAS team will coach principals and SDTs on how they will meet regularly with the content specialists to design and deliver content-specific professional learning within content-specific PLCs or departments.</li> </ol>	Partially Implemented	6/30/2024

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	<ol style="list-style-type: none"><li>4. At all levels, especially elementary, LAS can connect SDTs to central office context experts to support specific learning needs (elementary math office, Department of English Learners and Multilingual Education (DELME), special education, etc.).</li><li>5. LAS will connect SDTs within a cluster or across a cluster around content-specific needs to collaborate.</li><li>6. LAS support SDTs to organize content-specific peer observations in order to provide opportunities to practice and deepen knowledge of content and instructional practices.</li></ol>		
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### **Recommendation 3: Conduct a feasibility study to assess the viability of implementing a STC in all schools**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
Concur	<p>Research shows that adult learning is an essential prerequisite for changes in teacher practice or student achievement and SDTs have an important and unique role in supporting it. The SDT program has faced considerable challenges in building the capacity of SDTs who often spend too much of the day on non-instructional tasks. SDTs at the elementary level are particularly impacted, as our elementary schools are not staffed like our secondary schools, without additional content leaders and leadership days that are essential. We would welcome the opportunity to partner with other offices to conduct a feasibility study.</p> <ol style="list-style-type: none"> <li>1. Collaborate with the Office of Finance and the District of Operations and the Office of Human Resources and Development (OHRD) to explore to what extent it would be possible to have a testing coordinator in every school. Examine the impact of not having a school test coordinator (STC) at each level (Elementary, Middle, and High School ).</li> <li>2. The Office of School Support and Well-Being (OSSWB) will collaborate with OHRD and the Office of Strategic Initiatives (OSI) to explore how the Blueprint’s teacher leader advancements might provide a teacher leadership opportunity as the testing coordinator.</li> </ol>	Not Yet Implemented	8/30/2024

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### Recommendation 4: Review, streamline, and clarify the role of SDTs

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Since the Staff Development Teacher program’s inception in 2000, the role has had a reputation for producing effective, equity-centered leaders who take the knowledge and skills acquired to become assistant principals, principals, and central office administrators, among many other critical leadership roles within the county. There may be an opportunity to renew our commitment to the program by re-examining best practices with experts in the field to further strengthen the position. This was done at the program’s inception but has not been done since.</p> <ol style="list-style-type: none"> <li>1. Publish guidance for principals to supervise and support their SDT—with a focus on the SDT as a non-evaluative instructional leader.</li> <li>2. Collaborate with directors to support principals who need more support in coaching and supervising the SDT.</li> <li>3. Coach principals on the role of the SDT in advancing instructional outcomes for students in the October supervisory visits.</li> <li>4. Pending grant funds, develop a work group with a national leader(s) in professional learning to review the latest research on non-evaluative peer leaders like the SDT to make enhancements to the SDT role.</li> <li>5. Benchmark with neighboring districts that have similar positions to explore possible enhancements to the SDT role.</li> </ol>	Partially Implemented	6/30/2025

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	6. Review the SDT job description to determine if the job description should be updated. Involve key stakeholders, including association partners, OHRD, SDT, principles, etc.		
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**Recommendation 5: Provide consistent and timely guidelines and support from central office leadership charged with oversight over SDTs**

<b>Opinion</b>	<b>Responsive Action Plan (Provide Narrative Response)</b>	<b>Status of Responsive Action</b>	<b>Estimated Date of Full Implementation of Responsive Action</b>
Concur	<p>We agree there are many initiatives in the system, and often the initiatives fall on the SDT to implement. We agree with a "less is more" approach in limiting the number of initiatives that are rolled out during any given year to school leaders, and especially limiting the ones that fall under the SDT' scope of work.</p> <ol style="list-style-type: none"> <li>1. The Chief of OSSWB will work with chiefs across the system to ensure requests or requirements for SDT support and/or attendance at training is aligned to the role of the SDT. Consult with the supervisor of the Learning and Achievement Specialist team to provide feedback on the alignment of the role of the SDT.</li> <li>2. Streamline communication from central office to SDT via weekly SDT newsletter that includes highlighting best practices, one channel for central office updates, relevant memos, etc..</li> <li>3. OSSWB will audit the various system initiatives that require or recommend SDT involvement to determine what non-instructional items are needlessly placed on the SDT.</li> </ol>	Partially Implemented	6/30/2024