

## **A FRAMEWORK FOR PROFESSIONAL DEVELOPMENT**

A highly qualified teacher is at the center of the education reform movement. Setting high standards for what our student population needs to know and be able to do when they complete their education, adopting measures to ascertain that students are reaching those standards, and engagement of the public in the interest and support of all students' progress through public accountability, have provided the terrain of education reform. The improvement of teaching and learning is the road that will bring all students to their rightful position in the image of a well-educated society. High level teaching and learning depends on a knowledgeable and effective teacher in every classroom.

This document has been developed to help focus attention and support for the quality of teaching in the classroom, by explaining the characteristics of knowledgeable and effective teachers and providing a measurement tool for assessing the system for professional development programs to accomplish the improvement of classroom teaching. Through the connection of these two important mechanisms, a common structure for developing high quality teachers can be used across many program areas.

This framework can:

- Guide the work conducted by all staff in their programs to affect the quality of teaching.
- Present a filter through which staff development providers in networks and school districts can design their workshops and programs with the goal of preparing a knowledgeable and effective teacher, evaluate the success of those efforts, and insure alignment with the definition of professional development in No Child Left Behind legislation.
- Foster use of this material for pre-service and in-service of teachers as a means to implement our belief that ongoing education of teachers in all areas of their profession - attitudes, knowledge, and skills - must occur from the beginning of their teacher preparation through to the end of their professional life.

The framework for professional development encompasses two pieces. The first is a diagram showing the characteristics of knowledgeable and effective teachers and the relationship of these characteristics to one another. As the diagram shows, when all of these attributes converge in teachers working towards the same goal - higher student achievement - a learning community forms.

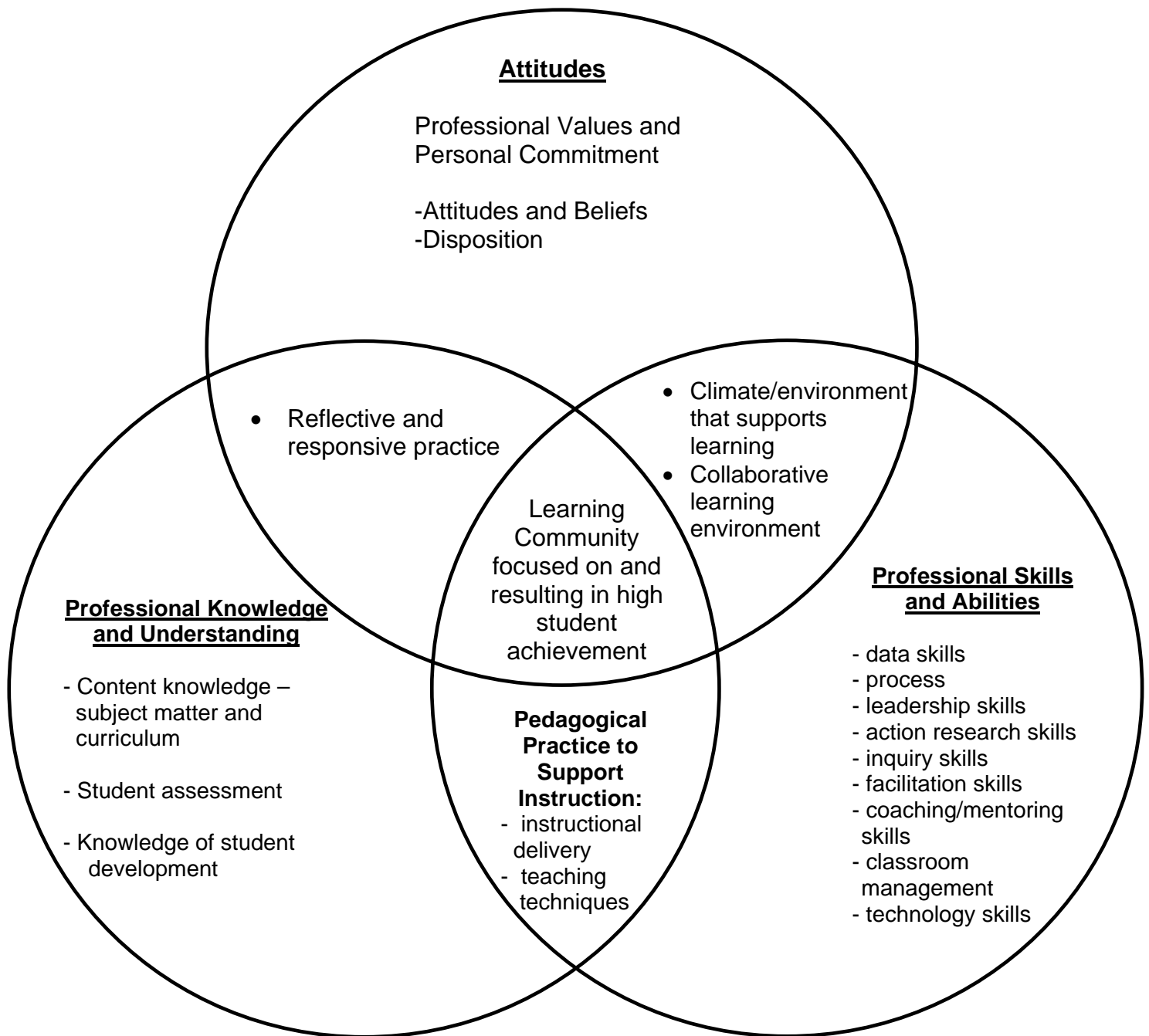
Within the broad attributes are the abilities that can be developed to a higher level through teacher education. They become the topics for professional development programs, either in combination with other topics, or as unique presentations - depending on the needs for teacher improvement that surface through a planning process.

The second piece of the framework is a professional development rubric, which provides a measurement tool, and more importantly, a guide for development of teacher and administrator ongoing education. This chart displays the steps in the process for improving teaching and learning. Each step, from the vision/commitment to the evaluation of the results, shows the indicators of success of factors that accomplish the step. Educational research has established that reaching the high success indicators will impact teaching and learning in a positive manner.

Potential use of this “Framework for Professional Development” include use at the local school district level, the provider networks, and institutions of higher education:

- Local Educational Agencies:
  - Use by school districts in Comprehensive District Educational Plans (CDEP) school reform planning.
  - Use by school districts to develop, revise and improve local Professional Development Plans (PDP) and Annual Professional Performance Review plans (APPR).
  - Use by school districts professional development programs as defined in No Child Left Behind legislation Section 9501(34).
- Professional Development Provider Networks:
  - Use by all provider networks for a common “Framework for Professional Development.”
  - Use by provider networks in discussions and training of school districts and staff.
- Institutions of Higher Education:
  - Use by institutions of higher education to inform their teacher and school leadership preparation programs.
  - Use by institutions of higher education as a guide for providing professional development to school districts and staff.
  - Use by institutions of higher education for creating and sustaining partnerships with schools.

**PROFESSIONAL DEVELOPMENT:**  
**Ensuring Knowledgeable and Effective Teachers**



## PROFESSIONAL DEVELOPMENT RUBRIC

VISION/COMMITMENT TO IMPROVE TEACHING AND LEARNING		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Administrative Support</b>		
<ul style="list-style-type: none"> <li>Professional development is valued as a powerful change agent for total school reform/improvement.</li> <li>Administrators serve as instructional leaders and participate in professional development activities.</li> <li>Administrators work collaboratively with the staff and community with evidence of mutual respect.</li> <li>Administrators allocate and direct resources to support professional development activities to ensure meeting the needs of all students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>The extent of professional development is determined by resources available.</li> <li>Administrators make professional development decisions in isolation.</li> <li>Administrators insure professional development opportunities for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent Days is the major form of professional development.</li> <li>Professional development decisions are left to others without administrative involvement.</li> <li>Administrators allow staff to participate in professional development.</li> </ul>
<b>Communication to the Whole School Community</b>		
<ul style="list-style-type: none"> <li>Evidence of professional development permeates the school environment.</li> <li>There is regular and on-going dissemination of information through a wide variety of formal and informal communication techniques, i.e., newsletters, meetings, daily discussions and conversations among staff.</li> <li>Feedback mechanisms are in place and encouraged, so that adjustments can be made on a continuous basis to professional development initiatives.</li> <li>At least annually, a formal presentation is made to the community on the overall status of professional development</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of professional development in various schools and program areas.</li> <li>Only a few methods are used to disseminate professional development opportunities.</li> <li>Feedback mechanisms are used for evaluation only.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development opportunities are posted in public areas.</li> <li>Feedback mechanisms are limited in use.</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

VISION/COMMITMENT TO IMPROVE TEACHING AND LEARNING -- continued		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Buy-in/Ownership by the Whole Community</b>		
<ul style="list-style-type: none"> <li>Parents and community members are provided opportunities to plan and participate in professional development initiatives and to serve on a wide variety of school committees.</li> <li>Participation in planning professional development includes the broadest spectrum of the school and community.</li> <li>Community members on school committees seek and provide input from the wider community.</li> <li>There is evidence of cooperative relationships between the school and community organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Parents may participate in the professional development programs.</li> <li>The participation in planning professional development by school and community members is limited.</li> <li>Community members on school committees report back to their constituents.</li> <li>There is reporting to community organizations by the school of professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>The professional development program is designed for teachers only.</li> <li>Professional development is planned by school staff only.</li> <li>Community members on school committees provide input from a personal perspective.</li> <li>School facilities are available for use by community organizations.</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

PLAN FOR PROFESSIONAL DEVELOPMENT PROGRAMS		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Research Driven</b>		
<ul style="list-style-type: none"> <li>Review of literature on professional development is evident in the planning process</li> </ul>	<ul style="list-style-type: none"> <li>A limited review of professional development research is evident.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of a review of professional development research in the planning process.</li> </ul>
<b>Data Driven</b>		
<ul style="list-style-type: none"> <li>Quantitative and qualitative data is reviewed, including state test data, standardized test data, student portfolios, student achievement data, teacher observations, referral reports, community priorities, etc.</li> <li>Analysis of data is used to determine root cause.</li> <li>A continuous process of collecting and analyzing data is evident.</li> <li>Plans, strategies and decisions about professional development are based on the analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative and qualitative data is reviewed, including state test data, standardized test data, student portfolios, student achievement data, teacher observations, referral reports, community priorities, etc.</li> <li>The root cause is not determined by the analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>Only a limited amount of data is used in the planning process.</li> </ul>
<b>Standards Based</b>		
<ul style="list-style-type: none"> <li>All members of the school community have knowledge of the learning standards.</li> <li>The professional development activities address the knowledge and skills related to the 28 learning standards.</li> <li>There is evidence of integration of several standards/areas into the professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and administrators have knowledge of the learning standards.</li> <li>Professional development activities are loosely tied to the learning standards.</li> <li>The learning standards are addressed separately in the professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are familiar with the learning standards in the areas they teach.</li> <li>A variety of professional development activities are offered, but they are not driven by district needs and the learning standards.</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

PLAN FOR PROFESSIONAL DEVELOPMENT PROGRAMS -- continued		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Collaboratively Developed</b>		
<ul style="list-style-type: none"> <li>There is full participation by all members of the school community in professional development planning.</li> <li>There is evidence that input from all members of the professional development planning committee was respected and honored.</li> <li>A democratic process and consensus model was used for the development of the plan.</li> <li>Professional development initiatives address the needs of all members of the school community, including administrators, teachers, non-instructional staff, parents, and students.</li> <li>The evaluation plan uses a wide variety of strategies and tools to gather information from all participants.</li> </ul>	<ul style="list-style-type: none"> <li>There is limited participation by all members of the school community in the professional development planning process.</li> <li>Decisions on the development of the plan are made by majority rule.</li> <li>The needs of administrators and teachers are addressed in the professional development program.</li> <li>The evaluation input is obtained from the teachers and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Administrators and teachers dominate the professional development planning process.</li> <li>An autocratic process is evident in the development of the plan.</li> <li>The professional development plan addresses only the needs of teachers.</li> <li>Evaluation input is limited to feedback data (applause meter) from teachers and/or anecdotal information from professional development providers/presenters.</li> </ul>
<b>Incorporate Additions/Adaptations from Practitioners</b>		
<ul style="list-style-type: none"> <li>There is evidence that the needs assessment sought input from all parties and intended participants.</li> <li>The professional development program reflects modifications made due to participants' reflections, upon implementation</li> </ul>	<ul style="list-style-type: none"> <li>There is a limited use of evaluation data for program improvement</li> </ul>	<ul style="list-style-type: none"> <li>The program is not modified from use of evaluation data.</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

DELIVERY OF PROFESSIONAL DEVELOPMENT PROGRAMS		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Sustained, Intensive, Ongoing</b>		
<ul style="list-style-type: none"> <li>• Delivery is directly responsive to professional development needs identified in district and building professional development plans</li> <li>• Delivery builds on prior learnings in a spiraling way</li> <li>• Delivery spans over a full year and multiple years, including full-day to multi-week retreats and ongoing support during classroom implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery is informed by professional development needs identified in district and building professional development plans</li> <li>• Delivery builds on prior learnings</li> <li>• Delivery spans over at least 6 months and includes immersion opportunities and significant follow-up support for classroom implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery has some links to professional development needs identified in district and building professional development plans</li> <li>• Delivery includes immersion opportunities and some follow-up support for classroom implementation</li> </ul>
<b>Standards-and research-based, including content-specific pedagogy</b>		
<ul style="list-style-type: none"> <li>• Delivery articulates direct alignment with, and attention to, specific student learning standards</li> <li>• Delivery focuses on teaching strategies to meet the learning needs of all students</li> <li>• Delivery builds on knowledge of effective teaching and learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery includes some articulation with specific student learning standards</li> <li>• Delivery addresses the use of teaching strategies to meet the needs of diverse learners</li> <li>• Delivery includes the use of effective teaching and learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery refers to student learning standards</li> <li>• Delivery demonstrates applicability to classroom delivery</li> </ul>
<b>Inquiry-based</b>		
<ul style="list-style-type: none"> <li>• Delivery models inquiry, fully engaging teachers as active learners, questioners, and problem-solvers</li> <li>• Delivery incorporates action research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery incorporates some opportunities to practice inquiry, engaging teachers as active learners, questioners, and problem-solvers</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery considers the use of inquiry in classroom settings</li> </ul>
<b>Focused on student work</b>		
<ul style="list-style-type: none"> <li>• Delivery is based on analysis of district, building, and classroom data about student learning needs</li> <li>• Delivery incorporates components of collaborative discussion around student work and assessments</li> <li>• Delivery directly addresses helping students meet learning standards</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery incorporates district or building-level data about student learning needs</li> <li>• Delivery incorporates components of student work and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery responds to some aspect of data about student learning needs</li> <li>• Delivery uses some student work as examples</li> </ul>



## PROFESSIONAL DEVELOPMENT RUBRIC

<b>DELIVERY OF PROFESSIONAL DEVELOPMENT PROGRAMS -- continued</b>		
<b>HIGH SUCCESS INDICATORS</b>	<b>PROGRESSING INDICATORS</b>	<b>DEVELOPING INDICATORS</b>
<b>Job embedded</b>		
<ul style="list-style-type: none"> <li>• Delivery provides ongoing opportunities for teachers to practice new learnings</li> <li>• Ongoing learning is considered the norm; professional development is part of every school day</li> <li>• System supports are in place that provide teachers daily opportunities to collaborate with peers, including co-observations of teaching, team teaching, modeling and feedback, and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery provides regularly-scheduled opportunities for teachers to practice new learnings</li> <li>• System supports provide teachers regular opportunities to collaborate with peers, including co-observations of teaching, team teaching, modeling and feedback, and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery provides some opportunities for teachers to practice new learnings</li> <li>• System supports provide teachers with some opportunities to collaborate with peers, including co-observations of teaching, team teaching, modeling and feedback, and mentoring</li> </ul>
<b>Facilitated, collegial, incorporates peer sharing/coaching</b>		
<ul style="list-style-type: none"> <li>• Delivery is predominantly facilitative and interactive</li> <li>• Delivery is more often than not facilitated by teacher leaders</li> <li>• System supports are in place that provide teachers regular opportunities to collaborate with peers, including co-observations; peer review; looking at and discussing student work and assessments; shared planning time; joint lesson planning; and mentoring and coaching</li> <li>• "Expert" presenters are respectful of, and responsive to, adult learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery is predominantly facilitative and interactive</li> <li>• Delivery is sometimes provided by teacher leaders</li> <li>• System supports provide teachers regularly-scheduled opportunities to collaborate with peers, including co-observations, shared planning time, joint lesson planning, and coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery includes facilitative and interactive components</li> <li>• System supports provide teachers with some opportunities to collaborate with peers, including shared planning time, joint lesson planning, and coaching and mentoring</li> </ul>
<b>Incorporates practitioners' comments about delivery and results</b>		
<ul style="list-style-type: none"> <li>• Delivery responds to prior feedback from teachers and adapts to meet identified teacher learning needs</li> <li>• Delivery always includes an evaluation/ feedback component that includes participant impact measures</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery responds to prior feedback from teachers</li> <li>• Delivery always includes an evaluation/ feedback component that sometimes includes participant impact measures</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery usually includes an evaluation/ feedback component</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

TEACHER PRACTICE OF KNOWLEDGE/SKILLS LEARNED		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Incorporate new information in lessons</b>		
<ul style="list-style-type: none"> <li>Lesson plans demonstrate direct alignment with student learning standards</li> <li>Lesson plans incorporate predominately active learning opportunities</li> <li>Lesson plans emphasize substantive opportunities for student inquiry, problem-solving, and use of higher-order thinking skills</li> <li>Lesson plans model active learning: delivery is planned to be facilitative (teacher as guide)</li> <li>Lesson plans incorporate student peer presentation, sharing, and/or cooperative groups</li> <li>Teachers regularly engage in action research</li> <li>Lesson plans are regularly revised to incorporate student learning needs identified through action research</li> <li>Teachers regularly engage in analysis of data, including looking at student work</li> <li>Lesson plans are regularly revised to incorporate current student learning needs identified through data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans demonstrate efforts to align teaching with student learning standards</li> <li>Lesson plans incorporates some active learning opportunities such as student inquiry, problem-solving and use of higher-order thinking skills</li> <li>Lesson plans include some facilitative components (teacher as guide, peer presentation and sharing)</li> <li>Teachers begin to engage in action research</li> <li>Teachers begin to engage in data analysis, including looking at student work</li> <li>Some lesson plans are revised to incorporate student learning needs identified through data analysis, including looking at student work</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to practice incorporating new information into standards-based lesson plans are integrated into professional development delivery</li> <li>Some new information is incorporated in lesson plans</li> <li>Lesson plans include some active student learning opportunities</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

TEACHER PRACTICE OF KNOWLEDGE/SKILLS LEARNED - continued		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Adequate time (duration) for practice</b>		
<ul style="list-style-type: none"> <li>System supports include ongoing planning time for both horizontal and vertical grade level/content area groups, incorporated in the school day</li> <li>System supports allow sufficient time for teachers to collaboratively reflect, discuss, look at student work, and share strategies and difficulties in implementing new information</li> <li>Atmosphere of support for practice is non-threatening, allowing for experimentation and risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>System supports include regularly scheduled planning time for grade level or content area teams incorporated in the school day</li> <li>System supports allow enough time for teachers to share strategies and difficulties in implementing new information</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for practice are provided as part of professional development delivery</li> <li>System supports allow teachers occasional opportunities to share strategies and difficulties in implementing new information</li> </ul>
<b>Practice as teamed learners</b>		
<ul style="list-style-type: none"> <li>Systems are in place (time, administrative support) to support teacher team practice through joint planning and co-teaching opportunities</li> <li>Prospective and novice teachers pair with experienced teachers for co-observations of teaching, team teaching, modeling and feedback, and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Prospective and novice teachers have access to experienced teachers during the school day through mentoring, modeling and feedback opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for team modeling, mentoring, observation and feedback are provided as part of professional development delivery</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

IMPLEMENTATION / REFLECTION ON KNOWLEDGE/SKILLS LEARNED		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Practice using new information/strategies over brief time period</b>		
<ul style="list-style-type: none"> <li>Atmosphere of support and challenge that is non-threatening, allowing for experimentation but with accountability</li> <li>Structure that encourages opportunities for practicing and evaluating new learning</li> <li>Opportunities for relearning are embedded in the school day</li> <li>There is on-going support and opportunity for further refinement</li> </ul>	<ul style="list-style-type: none"> <li>Atmosphere of support and challenge but with accountability</li> <li>Structure that allows for practicing and evaluating new learning</li> <li>Opportunities for relearning are available</li> <li>There is on-going opportunity for further refinement</li> </ul>	<ul style="list-style-type: none"> <li>Atmosphere of skepticism</li> <li>Structure that allows for practicing new learning</li> <li>"One shot" delivery of professional development</li> </ul>
<b>Individual Reflects on behavior changes of teacher and students</b>		
<ul style="list-style-type: none"> <li>Teachers are engaged in regular reflective writing/journaling on their practice</li> <li>Teachers are engaged in action research</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers engaged in reflective writing on their practice</li> </ul>	<ul style="list-style-type: none"> <li>Limited reflective writing by teachers on their practice</li> </ul>
<b>Peers Reflect on behavior changes of teacher and students</b>		
<ul style="list-style-type: none"> <li>Atmosphere of reflective practice e.g. evidence of peer reflection</li> <li>Teachers participate in study groups, collegial circles regularly throughout the school year.</li> <li>Ongoing supportive response from peers and others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Some teachers engaged in reflective practice e.g. evidence of peer reflection</li> <li>Some teachers participate in study groups, collegial circles</li> <li>Supportive response from peers</li> </ul>	<ul style="list-style-type: none"> <li>Limited reflective practice among a few teachers e.g. evidence of peer reflection</li> <li>Some interest in study groups, collegial circles</li> </ul>
<b>Reflect on student work</b>		
<ul style="list-style-type: none"> <li>Teachers use student data for lesson design</li> <li>Teachers use a wide variety of techniques to assess student results</li> <li>Environment of problem solving around student needs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use student data for lesson design</li> <li>Teachers begin to expand their use of a variety of techniques to assess student results</li> <li>Problem solving around student needs on crisis basis.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use student data for lesson design</li> <li>Teachers rely on limited techniques to assess student results</li> <li>Minimal evidence of problem solving around student needs</li> </ul>

## PROFESSIONAL DEVELOPMENT RUBRIC

EVALUATION OF RESULTS/USING KNOWLEDGE/SKILLS LEARNED		
HIGH SUCCESS INDICATORS	PROGRESSING INDICATORS	DEVELOPING INDICATORS
<b>Change in classroom practice</b>		
<ul style="list-style-type: none"> <li>• Use of new learning is demonstrated in lesson/instructional planning</li> <li>• Evidence of revisions of instructional practice based on assessment of results</li> <li>• Classroom application of new learning is documented</li> <li>• Adjustments in teaching based on use of student data</li> <li>• Teachers exhibit sharpened skills in use of student data for lesson design</li> </ul>	<ul style="list-style-type: none"> <li>• Use of new learning is demonstrated in lesson/instructional planning</li> <li>• Evidence of revisions of instructional practice</li> <li>• Classroom application of new learning is documented</li> <li>• Adjustments in teaching based on new learning from professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Use of new learning is demonstrated in lesson/instructional planning</li> <li>• Classroom application of new learning is documented</li> <li>• Adjustments in teaching based on new learning from professional development</li> </ul>
<b>Feedback to delivery section</b>		
<ul style="list-style-type: none"> <li>• A mechanism exists for practitioner comment relative to the particular professional development experience.</li> <li>• Continuous communication loop between teacher and deliverer of professional development</li> </ul>	<ul style="list-style-type: none"> <li>• A mechanism exists for practitioner comment relative to the particular professional development experience.</li> <li>• Some communication between teacher and deliverer of professional development</li> </ul>	<ul style="list-style-type: none"> <li>• A mechanism exists for practitioner comment relative to the particular professional development experience.</li> </ul>
<b>Feedback to plan section</b>		
<ul style="list-style-type: none"> <li>• Professional development is evaluated in terms of impact on classroom and feedback is given to refine/revise the professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is evaluated in terms of impact on classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is selected based on identified school needs</li> </ul>
<b>Begin new planning</b>		
<ul style="list-style-type: none"> <li>• Adjustments/additional professional development are developed in response to teacher comment, evaluation data and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments/additional professional development are developed based on some data.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments/additional professional development are developed randomly.</li> </ul>