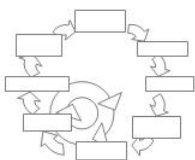


Part 1

Introduction to Training About the Maine Professional Development Model



Notes



I. Welcome to the Training Manual

The Maine Professional Development Model Training Manual and web site have been developed by the Maine Department of Education to support local education agencies and area education agencies in the implementation of quality professional development. The Maine Professional Development Model is a technical assistance document that describes an approach for designing, implementing and evaluating professional development that results in increased student achievement. It is structured to enable local districts to effectively develop and support the Local professional development plan.

The Training Manual incorporates Maine's Training and Development Quality Standards from "Achieving Results" <http://maine.gov/education/achievingresults/qsall.htm> as well as Maine's Strategic Professional Learning Framework.

The Maine Department of Education wishes to thank the Iowa Department of Education for granting permission to adapt their Training Manual for our State.

A. How the Training Materials are Organized

The Maine Professional Development (PM) Model, shown on the next page, will be called simply "the Model" for convenience. A model illustration helps us visualize the big picture regarding a process or system. Underlying that big picture, however, are details. Those details are the substance of this Training Manual.

Next Few Pages:

- A. How the Training Materials are Organized
- B. Two Major Elements of Model
- C. Applying Constant Conversation Questions to the Model

The Training Manual is in three parts:

Part 1 – "Introduction"

The purpose of Part 1 is to set forth the big picture by providing the Story of a School as well as the list of assumptions and Quality Standards that guided the Training Manual developers during their writing.

Part 2 – "Details About the Model's Components"

The purpose of Part 2 is to assist district and school teams in applying the Maine PM Model to planning, implementing, and evaluating their professional development programs.

Part 3 – "Maine Professional Development Standards and Requirements"

The purpose of Part 3 is to review the legislative framework and requirements for the Maine Professional Development Model and to place the Model within the context of the Comprehensive School Improvement Plan.

Part 4 – "Tools and Resources"

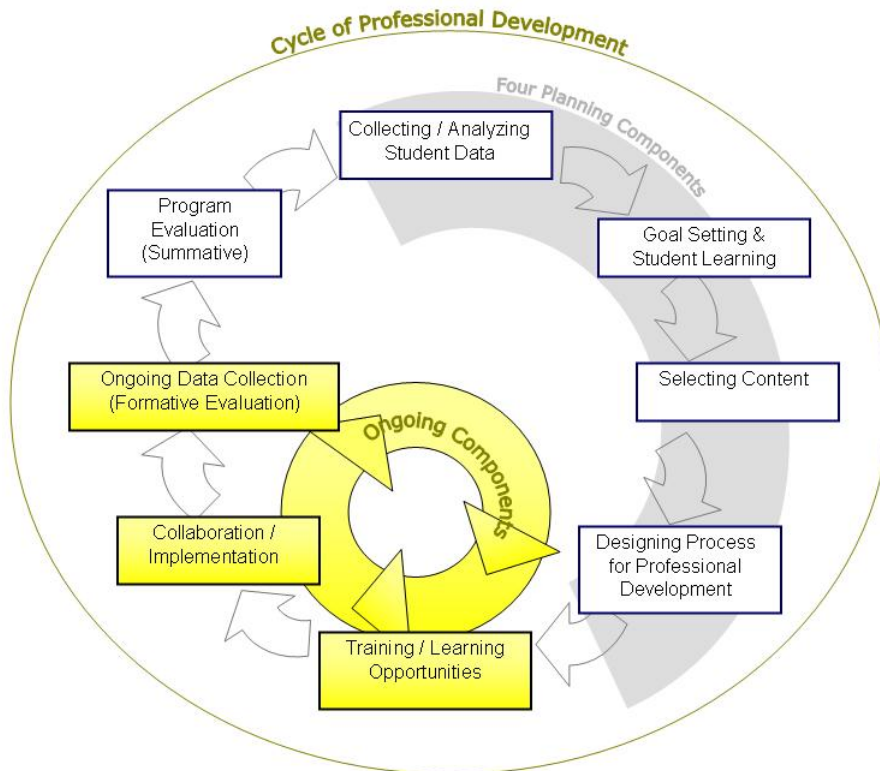
The purpose of Part 4 is to aid district and school teams in being organized and complete in their approaches to professional development planning, implementation, and evaluation.

Maine Professional Development Model

Student Learning – the Center of School Improvement and Staff Development

Quality Standards

- √ Focus on Results
- √ Organizational Alignment
- √ Focus on the Use of Research Data
- √ Participative Decision Making (School & District)



How the Training Materials are Organized (continues)

B. Two Major Elements of Model

The Maine Professional Development Model (facing page) has two major elements:

- **Quality Standards**, which describe actions and priorities essential for the ongoing sustained implementation of professional development at the district, building, and classroom levels. Attention to these Quality Standards occurs as needed throughout the cycle of professional development. These Quality Standards are further outlined in “Achieving Results”
- **The Cycle of Professional Development**, which describes an action research process to study data, set goals, make decisions about the content and the design of professional development, support ongoing learning opportunities, collaboration, and implementation, and evaluate the results. Note that the “cycle within the cycle” components are ongoing, following the planning stage and preceding the summative evaluation stage.

As you examine the Cycle of Professional Development on the graphic to the left, locate these components:

Planning Components On the graphic, the Planning Components are in white boxes on a gray curve. These occur early in the long-term professional development plan and set the stage for the Ongoing Components.

The Model indicates that the process of developing a Local professional development plan involves:

- Collecting/Analyzing Student Data
- Goal Setting
- Selecting Content
- Designing the Process

Ongoing Components On the graphic, the Ongoing Components are in yellow boxes. These processes reoccur frequently until the goal is met. It is within the Ongoing Components where the work of learning and improving instructional practices occurs. The cycle includes:

- Training/Learning Opportunities
- Collaboration and Implementation
- Ongoing Data Collection (formative)

The Program Evaluation Component On the graphic, the Program Evaluation Component is again in a white box. Although data is collected throughout the process, the evaluation of the professional development plan’s impact on student learning and teacher practices occurs at the end of the long-term cycle.

C. Applying Constant Conversation Questions to the Model

Local districts are encouraged to use the Constant Conversation Questions and a set of suggested sub-questions to guide their planning of the local professional development plan. You will see these questions referenced in each part of this training manual, including as *Tool 3(stan).1* in Part 4



Constant Conversation Questions for Student Benefit

Framework to Guide Thinking

The sub-questions represent only one way to think through the processes that will lead to a clear and usable plan focused on student benefit.

1. What do data tell us about our student learning needs?

- A. What data do we collect?
- B. How do we collect and analyze data to determine prioritized student learning needs?
- C. What did we learn through this data analysis?
- D. From the data analysis, what are our prioritized student needs?
- E. How will we develop goals and actions based upon the prioritized needs?

2. What do/will we do to meet student learning needs?

- A. What long-range goals have been established to support prioritized student needs?
- B. What process will be used to determine what we will do to meet the long-range goals?
- C. What is our current practice to support these long-range goals?
- D. How is our current practice aligned with or supported by the research base?
- E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?
- F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- G. How will we support implementation of the identified actions?

3. How do/will we know that student learning has changed (student data)?

- A. How will we know student learning has changed over time in relation to our long-range goals?

4. How will we evaluate our programs and services to ensure improved student learning (implementation data)?

- A. What strategies/process will we use to evaluate how well the activities included were implemented?
- B. What implementation data will we collect, analyze, and use to determine how well each program/service selected has been implemented to support our goals?

Ongoing Components (continues)

The four Constant Conversation questions are:

- ?
1. What do/will we do to meet student learning needs?
 2. What do data tell us about our student learning needs?
 3. How do/will we know that student learning has changed?
 4. How will we evaluate our programs and services to ensure improved student learning?

Potential Uses for this Manual

These materials may be used by area education agency consultants, local district personnel and other providers as a structure for organizing the planning, implementation, and evaluation of the local professional development plan. The manual contents are organized to be used as a basic knowledge and skill development resource to help school district personnel prepare for developing their local professional development plan. The overview materials, tools, and resources are provided to help districts in each step of implementing the Maine Professional Development Model.

This Training Manual includes activities in Part 4 that could be used in workshops.



Notes