

## Part 2

# Maine Professional Development Model A Tour of the Components

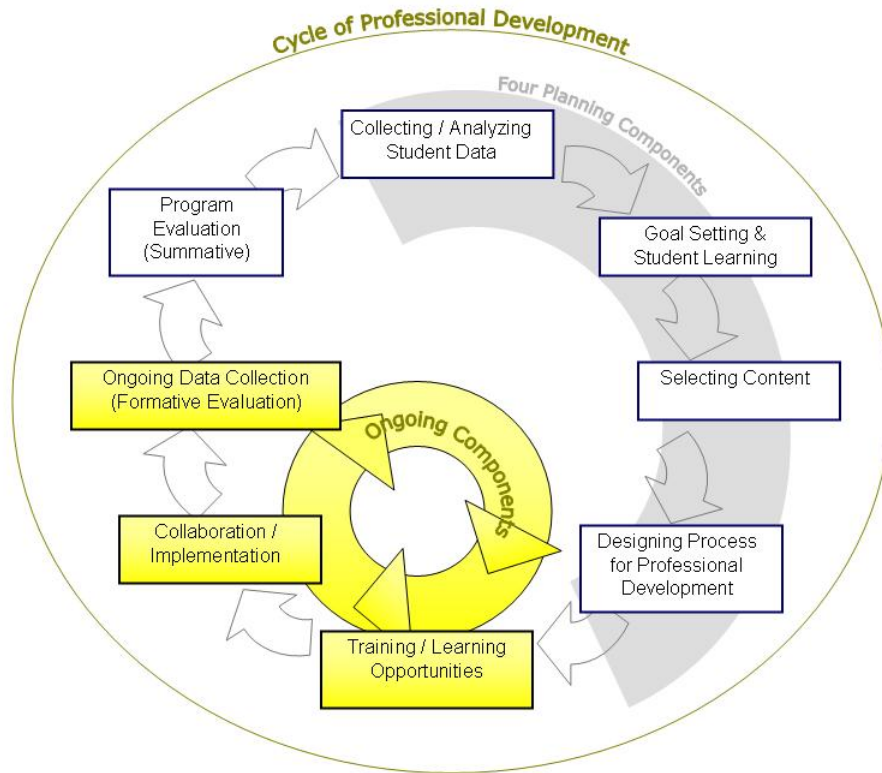


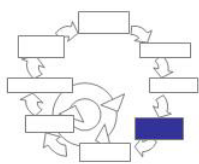
# Maine Professional Development Model

## Student Learning – the Center of School Improvement and Staff Development

### Operating Principles

- √ Focus on Curriculum, Instruction and Assessment
- √ Participative Decision-making (School & District)
  - √ Leadership
  - √ Simultaneity





## IV. Designing Process for Professional Development

Just as research-based strategies are essential for effective student learning in the classroom, so are research-based training and learning opportunities essential for the professional development of educators. In *Designing the Process for Professional Development*, the Professional Development *Leadership Team* must create professional development training, ongoing learning opportunities and activities that have been shown to result in changes in teacher behaviors in the classroom.

### A. Overview of the Component

This component will help you review some of the concepts you have become familiar with earlier in the manual and apply them as you design a plan for implementing professional development that impacts student achievement.

In its broadest sense, the process of designing professional development includes the “how” of the entire process:

- ❑ How data are collected and analyzed for goal setting and evaluation;
- ❑ How learning opportunities are designed;
- ❑ How collaboration is organized and embedded in the structure of a school.

When the objective of learning opportunities is to develop the skilled use of new material, the specific design of professional development must enable participants to practice the new learning in classrooms. When the material to be learned represents significant departures from existing practice, schools will need to allot time for training that includes theory, demonstrations, and early opportunities to practice (Joyce & Showers, 1981, 2002). Training/learning opportunities must be designed in ways that enable participants to develop skill with new curriculums, instructional strategies and assessments if implementation in the classroom is to be possible.

Before designing your training events, carefully study the table, *Outcomes of Training Design Reported in Effect Sizes*, on the facing page. Research on training outcomes has demonstrated that a combination of components is necessary when people are learning new skills and transforming them appropriately for classroom implementation. The outcomes of various training designs are reported in the table as “effect sizes.” For an explanation of the table, Tool 2(proc)1.

Next Few Pages:

- A. Overview of the Component
- B. Applying the Model’s Operating Principles
- C. Steps to Consider

The Maine Professional Development Model meets the requirements of a District Professional Development Plan and makes every attempt to incorporate the Maine Strategic Professional Learning Framework and the National Staff Development Council Standards for Staff Development. (Part 3)

**Outcomes of Training Design Reported in Effect Sizes** (Joyce, B. and Showers, B., 1995)

<i>Training Components</i>	<i>Knowledge</i>	<i>Skill</i>	<i>Transfer of Training (Implementation)</i>
Theory/Information	.63	.35	0
Theory/Information/ Demonstrations	1.65	.26	0
Theory/Information/ Demonstrations/Practice	1.31	1.18	.39
Theory/Information/Demonstrations/ Practice Peer Coaching (Collaboration)	2.71	1.25	1.68

## Definitions of Training Components

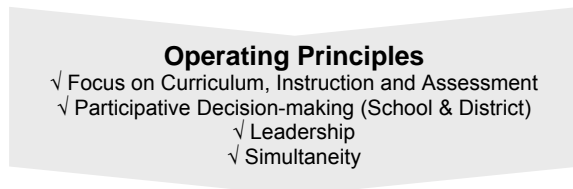
<b>Information/Theory:</b>	Discussions, readings, lectures designed to develop understanding of the rationale and research underlying a skill or strategy and the principles that govern its use.
<b>Demonstrations:</b>	Live or taped models of the skills and strategies being learned.
<b>Practice:</b>	Initial trials with new skills, first in the training setting through peer teaching or lesson development, following by classroom practice.
<b>Feedback:</b>	Refers to self-feedback used to correct and refine practice. The most effective self-feedback occurs when watching others teach or observing videotapes of one's own teaching.
<b>Coaching:</b>	The collaborative work among colleagues to plan, develop lessons, and use the skills and strategies that are the subject of training. Collaborative teams also study student data in order to make decisions about their implementation of new skills and strategies and provide support and encouragement to each other during the process of implementation.
<b>Training Outcomes Knowledge</b>	Awareness of educational and leadership theories and practices, new curriculums or academic content.
<b>Skill:</b>	Ability to perform discrete behaviors such as designing and delivering questions of various cognitive levels or the ability to perform clusters of skills in specific patterns.
<b>Transfer and "Executive Control"</b>	The consistent and appropriate use of new skills and strategies.

*Notes*

## B. Applying the Model's Operating Principles – Designing Process for Professional Development

### Actions Associated with Three Operating Principles

The actions listed below are examples of how three of the four Operating Principles may be applied to support the design process for professional development. After studying this component, you will want to develop your own operating principles:



### Participative Decision-making

A professional development leadership team has been formed to help guide the design work, planning, delivery, and maintenance of professional development. This team includes representatives of various teacher role groups and grade levels, central office staff, and building administrative staff.

- ❑ One of the purposes of this team is to find time within the school calendar and the school day to provide adequate opportunities for teachers to learn the theory, see multiple demonstrations, practice lessons together, plan together, etc.
- ❑ Decision-making may require administrators and faculty members to discontinue some prior practices or activities to make time for the professional development priority. The abandonment of past practices may require involvement of the staff and facilitated conversations about what is important for students and what needs to be discontinued.

### Focus On Curriculum, Instruction And Assessment

- ❑ As the Professional Development Leadership Team works with planning the design of professional development, they focus on curriculum, instruction and assessment needs that have been identified through the analysis of student data and the goal setting process. When suggestions or pressures to redirect the focus to topics or activities that are not about the identified focus, the team brings the focus back to the selected instructional focus.

### Leadership

- ❑ Both administrators and teachers on the Professional Development Leadership Team have leadership responsibilities for maintaining the integrity of the design in their buildings and in the district.
- ❑ Administrative leaders help to create and support the professional development leadership planning team. Building administrators are actively engaged team members in the ongoing design work.
- ❑ Leaders continuously model how to collect, analyze, and use data in planning meetings to design professional development.

- ❑ Leaders consider any barriers that may interfere with the delivery and implementation of the professional development being designed. The leadership team’s role is to interpret and adjust policies and procedures so professional development may be put into place. For example, a district policy on the start and end of the school day may need to be modified to allow for early release time needed to provide time for professional development.
- ❑ Leaders look for ways to reduce disincentives that may inhibit professional development learning and implementation.

**Common Pitfalls When Designing a Professional Development Plan**

- ❑ Policies limit incentives for teachers to engage in professional development. For example, a district that has a policy that does not allow teachers to earn professional development credits for job-embedded learning during the workday may be limiting the potential for using renewal credit as an incentive for engaging in professional development.
- ❑ Sufficient time for staff development does not currently exist in the schedule and schools/districts attempt to squeeze six days of learning into the existing three days of staff development on the calendar.
- ❑ Staff development time is not protected and is used for other activities, or some teachers or groups of teachers are allowed not to participate.
- ❑ Teachers end up with insufficient time to learn new content and implementation suffers.

*Notes*

## C. Steps to Consider – Designing Process for Professional Development

The following steps are offered as a suggested guide to help local districts design the process for professional development. The professional development planning process will not always follow a linear sequence, so the sequence below is not critical. The tools and resources suggested for each step are available in Part 4.

- ❑ **Develop your design for professional development, raising questions such as:**
  - How often will you have training opportunities?
  - How long will they last?
  - How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of your teachers and that practice opportunities are provided during training sessions?
- ❑ **Read and discuss these selections listed at right:**
  - Joyce and Showers article and discussion guide
  - Alpha District Case Study (example of how a district designs a plan)
- ❑ **Complete the Design of Professional Development form**

### In Part 4, Tools and Resources

2(proc).1. Joyce B & Showers B. (1995) *Student achievement through staff development*. White Plains, NY: Longman, pp. 110-113. Includes Discussion Guide

2(proc).2. Design of PD with discussion guide.

2(proc).3. Alpha District Case Study

- ❑ **Develop local Operating Principles for Designing the Process for Professional Development**

2(proc).4. Operating Principles for Designing PD Process

- ❑ **Review the What Works Web site.**
- ❑ **Record the Professional Development design in the District Professional Development Plan (DCDP)**
  - Update your locally developed action plan as appropriate.

What Works Web Clearinghouse site:  
<http://ies.ed.gov/ncee/wwc>

3(stan).1. Worksheet for Drafting the District Professional Development Plan



Notes