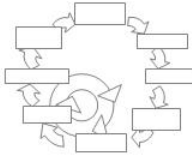


Part 1

Introduction to Training About the Maine Professional Development Model





III. Getting Started

The following steps are offered as a suggested guide to help local districts collect and analyze student data for planning professional development. Although the steps are numbered here for discussion convenience, the professional development planning process will not always follow a linear sequence. Therefore, the sequence below is not critical. The Tools and Resources suggested for each step are available in Part IV of this Manual.

A. Steps to Consider

- ❑ **Begin by establishing awareness of the Maine PD Model and the local professional development plan:**
 - Initiate a dialogue with the school board and school improvement committee on the importance of establishing a professional development (PD) focus on instruction. Key Issues include the benefits of quality PD, the need for resources and time for PD; and the importance of school board support in establishing policies to provide necessary resources for quality PD.

- ❑ **Assign someone skilled in the Maine Professional Development Model (MPDM) to present an in-depth overview of the MPDM for leadership team members.**
 - Over time, each faculty member should be introduced to each component of the model, as the staff work their way through the components of the model.

- ❑ **Set Focus**
 - Leaders should declare publicly in meetings and in publications the intent to support a district-wide and building-wide professional development system.
Key Points:
 - Theme - all students can learn;
 - Purpose - increase student achievement;
 - PD is collective learning by all teachers and administrators.

- ❑ **Form a District Level Team and clarify roles/responsibilities**

Next Few Pages:
A. Steps to Consider
B. Summary

Tools & Resources

1(intro).1. Ways to Help Your Community Understand Staff Development, with an example of Board Policy.

1(intro).2. Example of a Public Declaration

Part 1, p 15. Forming a District Leadership Team

Forming a District Level Team

One of the guiding principles of the professional development model is participative decision making. Sustaining an effective collective professional development system necessitates a structure for involving faculty members in decision making and facilitating communication about professional development needs. Forming a leadership team is one (optional) way to establish a structure for building in participative decision making and facilitating communication. [We discuss here the functioning of a district level leadership team that makes decisions about the focus and operation of district level professional development. While district level leadership teams are generally representative groups with teachers, administrators and central office staff, it is still advisable for individual schools to have a leadership team that focuses specifically on student data and professional development needs at each site. Although school PD efforts must align with district PD agendas, many schools will need to tailor PD activities to the unique needs of their own students.]

The first stages of the Maine PD Model involve collecting and analyzing data and setting goals. This part of the process uses data and goals. In some districts these steps are done by a committee that is responsible for developing the goals and actions. The same team may become a leadership team that takes the preliminary work of interpreting the data and setting goals and continues to set a professional development target and develop the local professional development plans. A district may choose to form an additional team specifically for professional development leadership. The name of the team, the membership, and how it is organized are up to the local district. Larger districts may have a district level team and building level teams.

Suggested Purposes of a Leadership Team:

- To help organize and support various professional development functions.
- To engage in participative decision making -- the democratic decision making processes for keeping teachers involved and informed.
- To help principals sustain a focus on instruction and keep professional development functions going
- To distribute leadership up and down the organization

Suggested Composition:

- Teachers representing various grade levels and role groups, i.e., elementary, middle school, high school, special education, Title I, gifted and talented, general education, etc. (Include individuals who have specific expertise in content, collecting and analyzing data, assessment, professional development, etc.)
- Principal(s)
- Central office, i.e. curriculum directors, staff development consultant

Suggested Facilitation:

- Clarify roles, e.g. assisting with the collection and analysis of data; facilitating building meetings between training sessions; helping to collect and organize implementation data; demonstrating strategies; supporting the establishment of collaborative teams.
- Establish a protocol for meeting routines and a framework for agendas
- Determine how meetings will be monitored and what data will be collected (Collect meeting artifacts, i.e., meeting agendas and minutes)

Strong leadership and a well functioning leadership team can help to strengthen positive norms for collaboration. Examples of positive norms that can be enhanced through collaborative staff development include:

- All students can learn
- It is the responsibility of all individuals responsible for instruction to study data, examine and improve their own practice to ensure that all students learn
- Data about student learning shapes decisions
- Teaching is a public activity and improving instruction is accomplished through collective learning.

Steps to Consider (continues)

- ❑ **Ensure that the professional development design work is fully integrated with the school improvement process.**
 - Acquire multiple stakeholder group input. Involve community members and parents as appropriate in needs assessment, analyzing data, identifying resources, and opportunities to partner with the district in establishing meaningful learning opportunities for students.
 - Use the Constant Conversation Questions and Sub-questions to develop the local professional development plan

- ❑ **Identify Provider**
 - Select a provider to support ongoing design, implementation and evaluation of professional development.

- ❑ **Review competing initiatives and decide on priorities.**
 - List all initiatives that are currently taking faculty and administrators' time.
 - Review student achievement results and other sources of data for those initiatives to identify ones that can be eliminated or decreased.

Tools & Resources (cont.)

3(stan).1. Drafting the local professional development plan, with Constant Conversation Q's

Your own locally developed tools

1(intro).3. School Improvement Staff Development: Evaluating Current Plans



Notes