

Part 2

Maine Professional Development Model A Tour of the Components

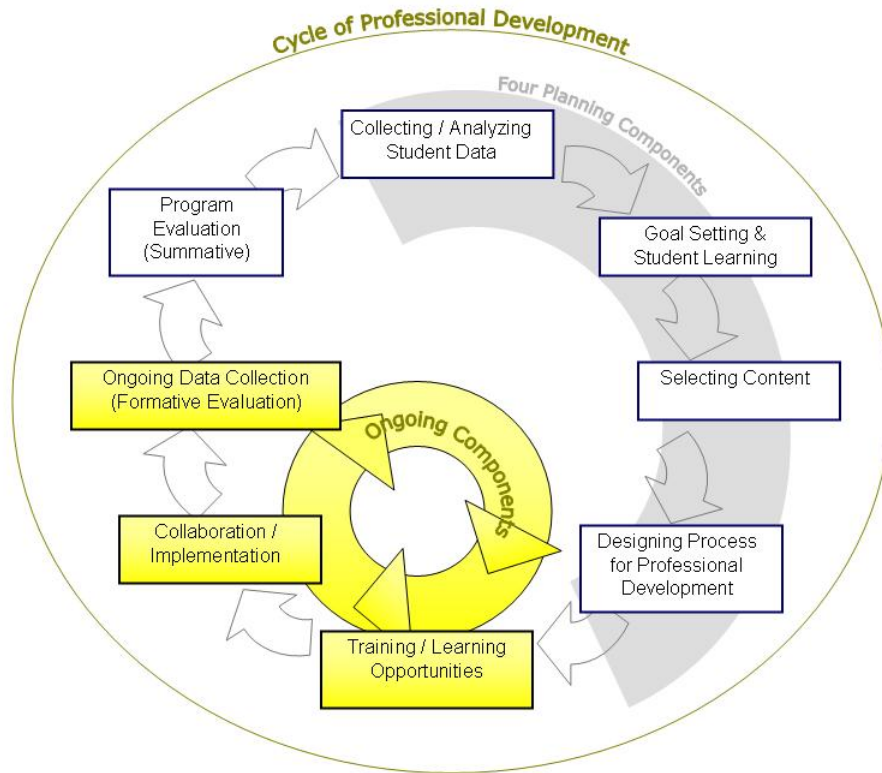


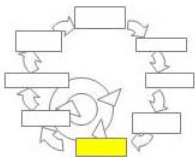
Maine Professional Development Model

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





V. Ongoing Cycle

Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines necessary to support these actions must be planned for, supported and monitored.

What staff developers learn from the study of implementation informs decisions about future training, the need for support, and adjustments in the learning opportunities. If new content is to be learned and implemented in classrooms so that students benefit, then teachers need 1) ongoing training, 2) the collegiality of peers as they plan and develop lessons, 3) planned opportunities to collect and analyze implementation (“effort”), and 4) student impact (“effect”) data for next steps.

The cycle of planning and delivering training, organizing an implementation plan, studying data from implementation, and making decisions about how to refine the training and adjust collaborative structures is repeated many times as the professional development design is implemented. The information gathered in studying implementation and as part of the formative evaluation informs the design of future learning opportunities as well as the on-going collaborative work of teachers. For example, formative evaluation data may suggest that students are growing in some areas and not in others. Data such as these enable small collaborative teams as well as the entire faculty to adjust their implementation of newly learned strategies. On the other hand, implementation data may reveal that certain strategies are seldom or never used, indicating a need for additional training in specific areas.

Next Few Pages:

- A. Training / Learning Opportunities
- B. Collaboration & Implementation
- C. Ongoing Data Collection (Formative Evaluation)
- D. Steps to Consider (go to section VII)

A. Training/Learning Opportunities

Training settings (learning opportunities) are the times set aside for the participants to come together and learn the professional development content they have selected to address student achievement needs. Research on training has demonstrated conclusively for almost two decades that new learning requires substantially more time than the typical one-shot workshop if the new learning is to be implemented in classrooms (Showers et al., 1987). Often, learning opportunities need to be interspersed with classroom practice so that questions that arise from early implementation efforts can be resolved.

The duration and depth of learning opportunities is dependent on the range of knowledge and skills already present in a given group, as well as the functioning of collaborative teams. Needless to say, when content is new to the participants or is complex and multi-dimensional, greater time will need to be allocated to training sessions. The relative amounts of theory, demonstrations and opportunities for practice will vary from group to group, but the expectation that professional development content will be implemented is a given.

Applying the Model's Operating Principles – Training & Learning Opportunities

The actions listed below are examples of how three of the four Operating Principles may be applied to support training and learning opportunities. *After studying this component, you will want to develop your own operating principles:*

Operating Principles

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

Focus on Curriculum, Instruction and Assessment

- ❑ The training and learning opportunities provide teachers with detailed information about the theory of the instructional content being focused on. The theory provided in staff development needs to give teachers a thorough understanding of the rationale and the research base that supports the content. This theoretical base develops the deep understandings that enable teachers to make appropriate modifications to new content without destroying the new content.
- ❑ Teachers are provided with the training and information they need to be able to collect assessment data to show student progress in the area of instructional focus. If the assessment instruments being used are unfamiliar to the staff, training is provided to help teachers learn how to administer the assessment instrument and interpret the data.

Participative Decision-making

- ❑ All teachers responsible for instruction are consistently engaged in the staff development training and learning opportunities.
- ❑ The Professional Development Leadership Team works with the faculty and administration to address scheduling arrangements to make sure all teachers have time to engage in the training sessions.

Leadership

- ❑ Principals routinely attend training, observe in classrooms when the strategies are being implemented, and engage in dialogue with teachers about the professional development initiative. How the leader spends his or her time sends a clear message about what is valued.

Common Pitfalls

- ❑ Principal consistently does not attend common training sessions. Staff may form the perception that the administrator does not consider the professional development initiative to be a high priority.

B. Collaboration and Implementation

Teachers working to implement changes in their classroom practice need the collegiality of peers to solve the problems inherent in learning new behaviors and teaching them to their students. An implementation plan will need to provide a structure for teacher collaboration.

Research on the implementation of new learning reveals two consistent findings: much of the content of training is never implemented in classrooms, and successful implementations use the power of collaborative work as teachers negotiate changes in curriculum and instruction (Joyce & Showers, 1983).

The implementation patterns also need to be monitored so that teachers and administrators can interpret student data (Are students responding as we predicted? Should we increase/decrease our use of certain strategies?) and provide feedback on their needs to trainers (see Guskey, 2000.)

The plan for collaboration includes time for teachers to meet on a regular basis and a structure for the tasks to be addressed during that time. A small (K-12) district in Maine with three schools has stipulated that time for teacher collaboration will be provided as part of its staff development plan. The district has increased its staff development days for the year so that all teachers have time to learn new content. In addition, the district expectation is that all teachers will participate in small teams that meet weekly to plan and develop lessons and materials, problem solve difficulties encountered in their attempts to use their new strategies, and examine student data. To facilitate collaborative activity, the district has also instituted a series of early release days. At the elementary school, teachers will meet weekly as grade level teams of three. At the middle school, collaborative teams will meet weekly in interdisciplinary teams. At the high school, collaborative teams will meet biweekly (on early release days) to allow for both interdepartmental and content area meetings.

The Professional Development Leadership Team (comprised of teachers, administrators, AEA school improvement consultants, and staff development support personnel) has collected research on the content of their staff development and has some notion of what optimal patterns of use might be. They have also collected from K-12 teachers their estimates of optimal use of the new strategies, e.g., what is appropriate use at various grade levels and in various subjects. The leadership team has used this information to develop a set of implementation guidelines to guide the collaborative teams in their planning. Collaborative teams thus plan their use of the new strategies and document their use weekly using a structured form that they turn back to the leadership team following each meeting. The leadership team provides feedback to the entire staff on the frequency of implementation and what needs additional effort or attention.

A final note on teacher collaboration – it is important that the opportunities for teachers to collaborate while learning new content and while solving the problems necessary to get new content functioning in classrooms not be narrowly defined as “peer coaching.” Peer coaching in the minds of many is an evaluative or supervisory set of behaviors involving observations and feedback. In fact, the collaborative work of teachers, when the objective is implementing new content for the purpose of increasing student learning, is much more about thinking, planning, designing lessons, generating instructional materials and studying student responses to these efforts. Teacher collaboration primarily requires *time* and clarity of purpose; rarely does it require complex and/or lengthy training to enable teachers to work together professionally and productively. (See Showers & Joyce, 1996.) The focused conversation process administrators are

learning in the Evaluator Approval program will provide powerful modeling of a more reflective approach to continuous improvement.

Applying the Model's Operating Principles – Training & Implementation

The actions listed below are examples of how the four Operating Principles may be applied to support collaboration and implementation strategies. *After studying this component, you will want to develop your own operating principles:*

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

Focus on Curriculum, Instruction and Assessment

- ❑ Regularly scheduled sessions for the collaborative planning and development of lessons keep the focus on curriculum, instruction and assessment and greatly increase the probability of implementation.
- ❑ Collaborative sessions provide an opportunity to discuss implementation plans and modify them based on implementation fidelity (frequency and accuracy of use) and student impact as determined by the group.
- ❑ The collaborative team format enables teachers to collect and collate implementation data in a simple format for the entire team.

Participative Decision-making

- ❑ Staff routinely discusses the implementation data. Meeting time is provided for facilitated dialogue about the data and its implications.
- ❑ Collaborative structures are in place for teachers to learn together, practice strategies, rehearse lessons, try out new materials and solve problems.
- ❑ Staff is involved with planning and addressing logistical issues such as setting up teacher planning times, arranging for peer coaching partners, and determining times for classroom observations.
- ❑ If, in the light of formative evaluation data, the implementation plan needs to be modified, the collaborative teams make those decisions.

Simultaneity

- ❑ Productive collaborative teams deal primarily with planning and developing lessons, the study of student data and implementation data, and problem solving. They distinguish routine business (departmental/ grade level business) and relevant issues (observation schedules, fidelity discussions) and handle only the relevant issues during collaborative team time.
- ❑ Effective collaborative teams can spend 75% of their time of planning and developing lessons, etc. and still focus periodically on student data and the need, if any, for modifications in their implementation plan.

Leadership

- ❑ Building administrators are present during collaborative work times with teachers and join groups frequently for focused conversations related to implementation. The principal is visible to the faculty and staff sees that district leaders are engaged in collective learning.

- ❑ Principals play an active role in analyzing and discussing implementation data. They are aware of which teachers are following the implementation plan in good faith and which teachers are not. When attention to the lack of implementation is needed, principals facilitate discussion with faculty members about how to adjust training and supports to increase implementation.
- ❑ The principal collects all implementation data in his/her building in order to determine needs for his/her own site as well as to discuss with district administrators the status of the implementation.

Common Pitfalls

- ❑ Implementation logs are collected but the staff never hears anything about the results. Teachers do not get the sense that district leaders and professional developers have used the data to support their future learning.
- ❑ Staff has not learned how to or practiced facilitating meetings and working productively with colleagues. As a result, they lose focus on the object of their implementation when they engage in facilitation training.
- ❑ Teachers are encouraged to work collaboratively together but nobody follows up to see that all teachers are engaged in planning together, rehearsing lessons, studying student data, etc. If some teachers are allowed to avoid collaborative study and remain isolated in their classrooms, the capacity of professional development to improve learning for all students is diminished.
- ❑ Collaborative teams suffer from lack of structure and purpose. They become general chat sessions rather than goal-directed effort, and eventually the time required for meetings is resented as a waste of valuable time.

C. Ongoing Data Collection

As schools implement new curriculums and instructional strategies targeted at improving student learning in specific areas, teachers and administrators need tools for collecting information about student responses to the changes in the instructional program. The frequency with which these data are collected depends on the nature of the planned change.

For example, changes in fluency are likely to occur more rapidly than the ability to address higher-order comprehension questions, and data collection points should be set accordingly.

The ongoing data collection process in the Maine Professional Development Model serves to maintain focus on both the purpose of the professional development initiative (student learning) and the means for accomplishing that purpose (implementation of research-based curriculums and instructional strategies).

Appropriate measures are essential for this activity. When a faculty is learning new strategies for teaching mathematical problem solving, they need a measure that examines students' problem-solving skill. If a faculty has targeted for improvement their students' writing abilities, they'll need a plan for periodically collecting and scoring writing samples. Likewise, a faculty concentrating on reading fluency will need a set of fluency probes and teachers implementing cooperative learning strategies to increase student engagement with tasks will need an appropriate observation measure. Principles to remember when selecting measures for ongoing data collection are:

1. Align the measure with the intended outcome;
2. Administer the measure at appropriate time intervals;
3. Consider random sampling of students to be tested so that all students are not tested at every measurement point; and
4. Ensure that results are quickly made available to faculty so they can use the information for planning and for adjustments in their implementation plan.

In addition to measures of the student skills and behaviors targeted for improvement, ongoing data collection includes a measure of implementation. How often are students experiencing new curricular materials and instructional strategies? Each faculty, with the help of their Leadership Team, needs to devise a method for monitoring their implementation of newly learned content. It is the combination of student learning data and implementation data that enable staffs to make informed decisions about next steps (e.g., are some strategies being over utilized? Have some strategies disappeared entirely? Do student data indicate where greater emphasis is needed?).

Applying the Model's Operating Principles – Ongoing Data Collection

The actions listed below are examples of how the four Operating Principles may be applied to support ongoing formative data collection. *After studying this component, you will want to develop your own operating principles:*

Operating Principles

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

Participative Decision-making

- A Professional Development Leadership Team helps to design a plan for collecting and organizing formative data. Teacher leaders on the team give input regarding what data to collect, how often, and what procedures to use for gathering the data.

Focus on Curriculum, Instruction And Assessment

- Formative data are collected periodically to assess student progress toward district and school goals for student achievement.
- Formative data provide information on how students are responding to the intervention and enable faculty to make any needed changes in their implementation patterns while there is still time to influence final test scores.
- The provider helps the leadership team to identify the moves the teacher will make in the classroom while implementing the professional development strategies. Implementation data will measure frequency (how often the teacher is using the strategy and the students are experiencing the strategy) and fidelity (how accurately are the teachers using the strategy.)

Leadership

- Leaders help with the collection and analysis of formative data, as needed.
- Principals ask questions about the data and its implications in focused conversations with collaborative teams, demonstrating to the faculty that he or she values formative data and establishing the importance of using those data to adjust implementation patterns.
- If the data indicate teachers are having difficulty in using a strategy, the next training session would include demonstrations of the full strategy. The leaders should inform the staff that their

data were used and provided helpful information for designing the training.

Simultaneity

- ❑ In large group meetings, share results of formative data collecting, implications for changes in implementation patterns, and reaffirm where the majority of time and energy are to be allocated.

Common Pitfalls Concerning the Model's Operating Principles

- ❑ Data are collected but never used to refine training and adjust implementation patterns. Teachers feel like the extra work to gather and submit the data was a waste of their time.
- ❑ Data are used to make decisions but the faculty isn't aware that their data influenced the decisions. This may also result in teacher perception that data collection is a waste of time.
- ❑ Data collection tools are too complicated. Keep it simple.



C. Steps to Consider Throughout the Ongoing Cycle

The following steps are offered as a suggested guide to help local districts focus on the ongoing components of 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.

- ❑ **Review “The Design of Training and Peer Coaching”** in Designing Process for PD section.
- ❑ **Provide theory and demonstrations during learning opportunities:**
 - Theory – lecture, reading, group dialogue, video, etc.
 - Demonstrations – presenter/trainer modeling during training; videos; teacher demonstrations during in-building training sessions; content expert demonstrating in classrooms; etc.
- ❑ **Review *Examples of Others’ Implementation Plans and Logs* for ideas about how to design and monitor an implementation plan**
- ❑ **Develop your implementation plan;** e.g.,
 - Create the pattern of use expected for the new skills/ strategies/ curriculums, etc., you are learning in your professional development program.

- ❑ **Review examples of *How Others’ Have Monitored Their Implementation* for ideas about how to design and monitor an implementation plan**

- ❑ **Design implementation logs based on the Implementation Protocol.**
 - Establish a schedule for collection of implementation and student performance data as described in the Implementation Protocol.

In Part 4, Tools and Resources

2(proc).1. The Design of Training and Peer Coaching

For more research on Implementation visit the National Implementation Research Network at <http://nirn.fpg.unc.edu/~nirn/>

2(cycle).1. Implementation Plan Worksheet

2(cycle).2. Examples of Others’ Implementation Plans and Logs

2(cycle).3. Examples of How Others’ Have Monitored Their Implementation

2(cycle).4. How Will You Monitor Your Implementation - Worksheet (Implementation Protocol)

Steps continued on next page

- ❑ **Prepare the PD Leadership Team for designing collaborative structures by reading the passages listed below and facilitating discussion using the questions provided. (Share with full faculty, as appropriate)**
 - A Guide for Collaborative Structures
 - How Three Schools Designed Collaborative Teams
 - Pine Valley: How One District Studied Their Implementation
- ❑ **Determine structures for collaboration among teachers.**
 - Provide teachers time to: plan together, rehearse lessons; try new materials, observe each other, analyze student work, etc.
- ❑ **Design routines and structures for effective collaborative team meetings. See examples of team meetings and logs.**
- ❑ **Consider various options for finding time for training and collaboration based on the design developed above.**
 - Review list of suggested “Ideas of Finding Time” and discuss alternatives.
 - Brainstorm a list of ideas for reallocating time in the district for these priorities.
 - See example of a local district’s calendar for professional development.
 - Schedule and announce training schedule for all staff.
- ❑ **Modify the training and collaboration design only if all time opportunities have been considered and not enough time is available.**
 - Make strategic decisions about which design components to modify.

- ❑ **Review examples of Formative Plans**
- ❑ **Create your ongoing data collection plan (Formative Data Evaluation). Complete the Formative Data Plan Worksheet**
- ❑ **After collecting and organizing formative data, combine your own implementation and formative data**
 - See examples of how to create an implementation score (Coastal Unified Example)
 - Review examples of questions to ask of your combined implementation and formative data
- ❑ **PD leaders discuss findings and determine whether changes are needed in professional development or in curriculum and instruction. Expand discussion to the full faculty and make adjustments as needed.**

- ❑ **Review the Operating Principles for the Ongoing Cycle (Training and Learning Opportunities, Collaboration/ Implementation, and Ongoing Data Collection).**
- ❑ **Complete the Operating Principles Worksheet.**

2(cycle).5. A Guide for Collaborative Structures

2(cycle).6. How Three Schools Designed Collaborative Teams

2(cycle).7. Examples: Collaborative Team Minutes and Logs

2(cycle).8. Pine Valley: How One District Studied Its Implementation

2(cycle).9. Finding Time for Training and Collaboration

2(cycle).10. Examples of School PD Calendars

2(cycle).11. Examples of One Project’s Plan for Collecting Formative Data

2(cycle).12. Formative Data Plan Worksheet

2(cycle).13. Combining Your Own Implementation and Formative Data

2(cycle).14. Operating Principles for the Ongoing Cycle

Notes