

Part 4

Tools & Resources



I. Tools List

Part 1, Introduction to Training		IV. Designing Process for PD	
1(intro).1.	Ways to Help Your Community Understand Staff Development	2(proc).1.	Joyce B & Showers B. (1995) <i>Student Achievement Through Staff Development</i> . White Plains, NY: Longman, pp. 110-113. Includes Discussion Guide
1(intro).2.	Example of a Public Declaration	2(proc).2.	Design of Professional Development
1(intro).3.	School Improvement Staff Development: Evaluating Current Plans	2(proc).3.	Alpha District Case Study
Part 2, Tour of the Model Components		2(proc).4.	Operating Principles for Designing PD Process
I. Collecting & Analyzing Data		V. Components of the Ongoing Cycle	
2(data).1.	Generate Questions to Study Student Needs: a. Sample Q's to Ask of Data b. QIC Decide Tool c. What We Need to Know about Our Student	2(cycle).1.	Implementation Plan Worksheets
2(data).2.	Where to Find Answers to our Questions	2(cycle).2.	Examples of Others' Implementation Plans & Logs
2(data).3.	How to Find Answers for the Sample Questions	2(cycle).3.	Examples of How Others Have Monitored Their Implementation
2(data).4.	Maine Public Schools: Comprehensive Student Assessment System	2(cycle).4.	How Will You Monitor Your Implementation - Worksheet (Implementation Protocol)
2(data).5.	Organize and Analyze Data	2(cycle).5.	A Guide for Collaborative Structures
2(data).6.	MEA Item Analysis Summary	2(cycle).6.	How Three Schools Designed Collaborative Teams
2(data).7.	Additional Measures	2(cycle).7.	Examples: Collaborative Team Minutes and Logs
2(data).8.	Analyze & Report Data – Response Sheet	2(cycle).8.	Pine Valley : How One District Studied Its Implementation
2(data).9.	Operating Principles for Collecting/ Analyzing Data	2(cycle).9.	Finding Time for Training and Collaboration
II. Goal Setting		2(cycle).10.	Examples of School PD Calendars
2(goal).1.	Trajectories - State of Maine & District	2(cycle).11.	Examples of One Project's Plan for Collecting Formative Data
2(goal).2.	District-Level Professional Development Targets, with Worksheets	2(cycle).12.	Formative Data Plan Worksheet
2(goal).3.	Operating Principles for Collecting/ Analyzing Data	2(cycle).13.	Combining Your Own Implementation and Formative Data
III. Selecting Content		2(cycle).14.	Operating Principles for the Ongoing Cycle
2(content).1.	Slavin's <i>A Reader's Guide to Scientifically Based Research</i> ; Discussion Guide	VI. Program Evaluation (Summative)	
2(content).2.	Scientifically Based Research Activity, with Sample of a Completed Documentation Form and a Discussion Guide	2(eval).1.	Goal Oriented Summative Program - Evaluation Questions
2(content).3.	Examples of Processes to Follow to Select Content b. Examples of Processes -Selecting Content Example 1: Winfield-Mount Union & AEA16 Example 2: Mid-Continent School District	2(eval).2.	Program Evaluation Standards
2(content).4.	Operating Principles for Selecting Content	2(eval).3.	Guskey's 5 Levels of Evaluation
		2(eval).4.	Program Evaluation - Reporting Our Data
		2(eval).5.	Operating Principles for Program Evaluation
		Part 3, Maine Standards for PD & Teaching	
		3(stan).1.	Drafting the District Professional Development Plan, with Constant Conversation Q's
		3(stan).2.	Four Samples of Individual Professional Development Planning Tools
		General	
		gen-1.	Common Assessment Terminology
		gen-2.	Acronyms and Abbreviations
		gen-3.	Four Operating Principles

Tool 2(goal).1. Trajectories - State of Maine & District (page 1of 5)

Trajectories - State of Maine & District

The Maine Trajectory Worksheets that follow show the annual measurable objectives approved by the United States Department of Education for Maine schools.

In response to the No Child Left Behind (NCLB) legislation, Maine was required to set Annual Measurable Objectives (AMO) using trajectories that would require all students to be proficient in both reading and mathematics by the end of the 2013-2014 academic year.

The federally prescribed formula was used to determine the starting point for each of the trajectories. The state trajectories for grades 3-8 and 11 vary slightly depending upon the starting point of the group.

Following each trajectory is a table with space to add scores from your school.

Adequate Yearly Progress (AYP) is the NCLB provision that established a timeline under which schools must raise all students to the proficient level in reading and mathematics within 12 years. This proficiency is established through scores obtained on a common assessment determined by each state. In Maine this proficiency is determined through student achievement data from MEA and MHSA and the alternate assessment.

Using 2005-2006 achievement data, the State updated reading and mathematics starting points for each grade level required to be tested for the MEA as a result of changes in assessments. The starting points for MHSA were updated in 2006-2007.

The state also established a formula to reach 100% proficiency by 2014. Using data, each school and district must meet an Annual Measurable Objective (AMO). If this objective is not met for each subject area and each subgroup of students that must be disaggregated, then a confidence band is applied to determine statistical significance to the percentage of students proficient. If the percentage still falls outside of the confidence band, the safe harbor provision is applied. A school that does not meet AYP for two consecutive years will be identified as a Continuous Improvement Priority School (CIPS).

The following pages include these trajectories and worksheets:

3rd-8th grade reading

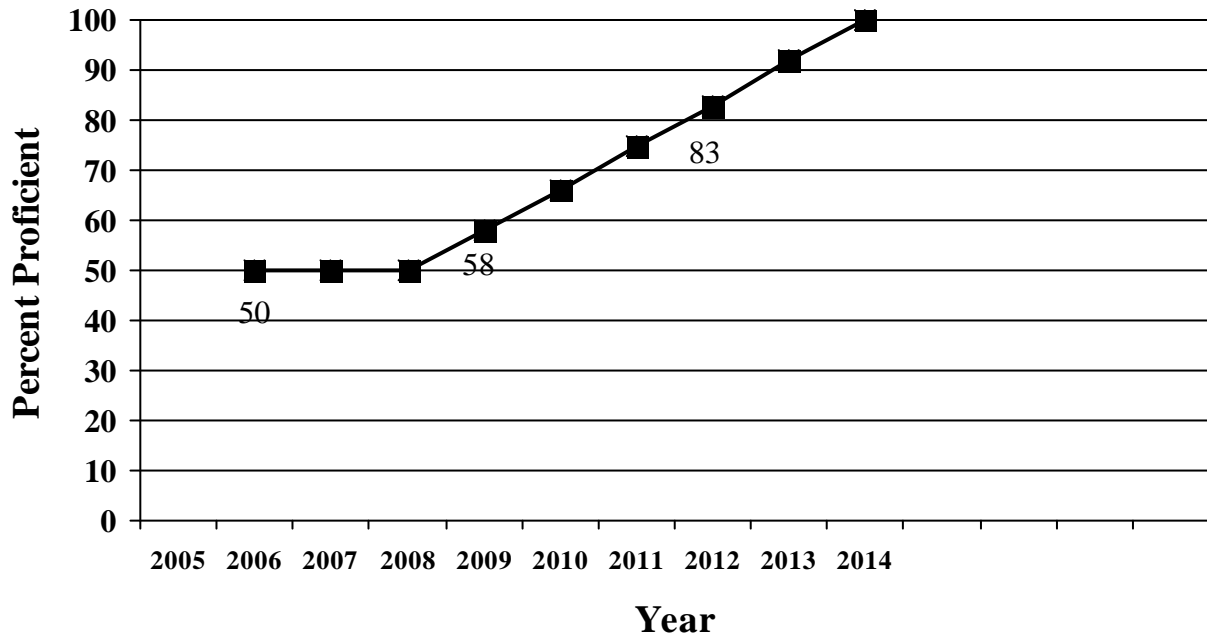
3rd-8th grade mathematics

11th grade reading

11th grade mathematics

Tool 2(goal).1. Trajectories - State of Maine & District (page 2 of 5)

Maine Reading Grades 3-8 State Trajectory



District _____ School _____

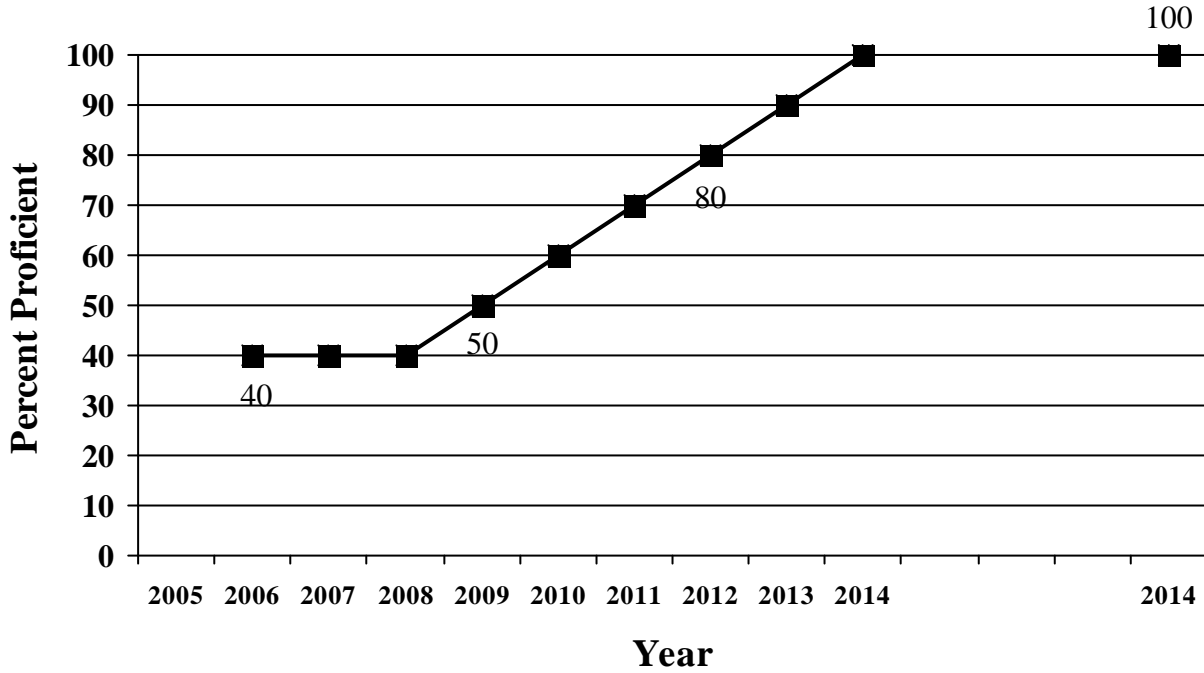
Add scores from your school:

Grade 3-8 Percent Proficient in Reading Comprehension in by Subgroup*

	2009-2010	2010-2011	Change
All Students			
Economically Disadvantaged			
Special Education			
Limited English Proficient			
Racial/Ethnic Subgroups:			
White			
African American			
Asian			
Hispanic			
Native American			

Tool 2(goal).1. Trajectories - State of Maine & District (page 3 of 5)

Maine Mathematics Grades 3-8 State Trajectory



District _____ School _____

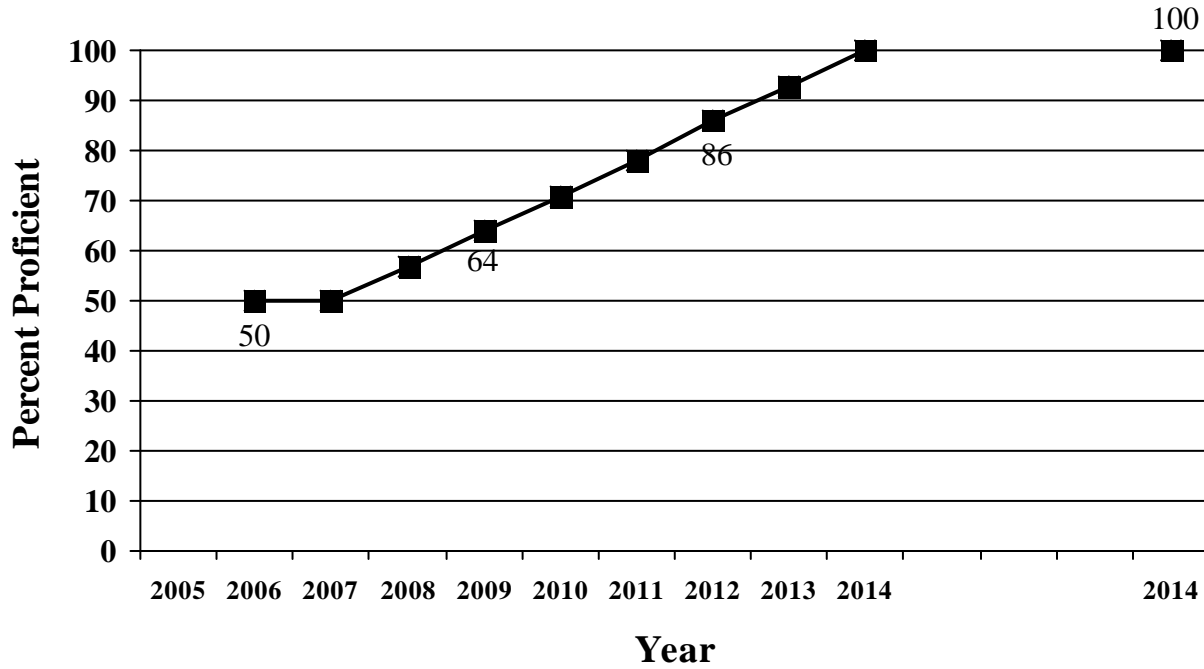
Add scores from your school:

Grades 3-8 Percent Proficient in Math by Subgroup

	2009-2010	2010-2011	Change
All Students			
Economically Disadvantaged			
Special Education			
Limited English Proficient			
Racial/Ethnic Subgroups			
White			
African American			
Asian			
Hispanic			
Native American			

Tool 2(goal).1. Trajectories - State of Maine & District (page 4 of 5)

Maine Reading Grade 11 State Trajectory



District _____ School _____

Add scores from your school:

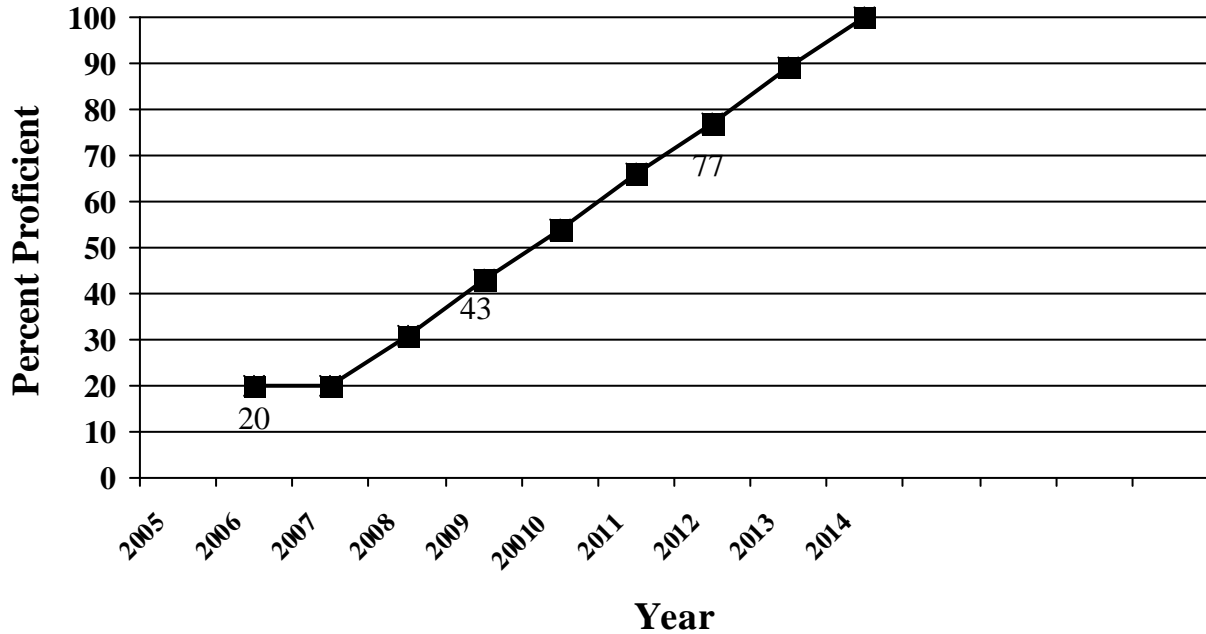
Grade 11 Percent Proficient in Reading by Subgroup

	2009-2010	2010-2011	Change
All Students			
Economically Disadvantaged			
Special Education			
Limited English Proficient			
Racial/Ethnic Subgroups			
White			
African American			
Asian			
Hispanic			
Native American			

Tool 2(goal).1. Trajectories - State of Maine & District (page 5 of 5)

District _____ School _____

Maine Mathematics Grade 11 State Trajectory



Add scores from your school:

Grade 11 Percent Proficient in Mathematics by Subgroup

	2009-2010	2010-2011	Change
All Students			
Economically Disadvantaged			
Special Education			
Limited English Proficient			
Racial/Ethnic Subgroups			
White			
African American			
Asian			
Hispanic			
Native American			

Tool 2(goal).2. District-Level Professional Development Targets, with Worksheets (p. 1 of 4)

Sample Goal Statements and Worksheets

The following paragraphs show some goal statements written for rural and urban districts and schools. Note that each entity chose to construct its goals in response to the growth needed to meet the Annual Measurable Objectives (AMO).

Rural District

Rural District has a very high proportion of students proficient in reading at the 4th grade level. Seventy-eight percent of fourth graders were proficient in reading in 2002-2003. Fourth grade reading proficiency has risen 3 percent in the last two years. However, an analysis of all reading data for Rural District shows sharp declines at the middle school and ninth grade levels in the percent of students proficient in reading. The district will need to write goal statements at multiple levels of their system.

Annual Improvement Goal: The percentage of students (including the measurable subgroup, Economically Disadvantaged) reading at the proficient level in grades three through eleven as measured by the MEA and MHSA will meet the proficiency levels on the district trajectory in 2009-2010

Targeted subgoal: Improve reading comprehension in grades 6-10 to increase reading proficiency.

Rural School

Rural School's task appears deceptively simple, with 89 percent of fourth-grade students proficient in reading in 2007-2008. The percentage of students proficient in fourth grade reading has increased two percent over the past two years. Because the school is relatively small and has fewer than 30 Special Education students enrolled, those students, as well as several ELL students, were not broken out by category. Further analysis of the Low SES data also revealed the majority of Economically Disadvantaged students were receiving reduced rather than free lunch, which indicates they are not desperately poor. While Rural School has been extraordinarily successful in teaching most of their fourth graders to read, they will need to study carefully the strengths and weaknesses of all their students in reading in order to meet their goals.

Annual Improvement Goal: The percentage of students reading at the proficient level in grades three through five as measured by the MEA and MHSA will meet the proficiency levels on the district trajectory in 2009-2010. While this goal statement meets legal requirements, the school will almost certainly want to make major inroads with the populations currently not being well served.

Targeted subgoal: Identify specific reading problems of under-performing subgroups and search for alternative instructional options that might address the needs of these groups while adding to the reading skills of all students.

Urban District

Thirty four percent of the fourth graders in Urban District were proficient in reading in 2007-2008. The district must meet the state Annual Measurable Objective (AMO) or risk being labeled in need of improvement. To meet the AMO the percent of students proficient in reading must rise to 58 percent by 2008-2009 (a large improvement) and meet the trajectory for every year following. A sample goal statement for the district might be:

Annual Improvement Goal: The percentage of students reading at the proficient level in grades three through eleven as measured by the MEA and MHSA will meet the proficiency levels on the state trajectory including each NCLB subgroup (economically disadvantaged, special education students, limited English proficient students, and race/ethnic subgroups) in 2009-2010.

Targeted subgoal: Significant increases in the reading vocabulary and comprehension growth of all grade 3-5 students

Tool 2(goal).2. District-Level Professional Development Targets Worksheet (p 2 of 4)

Urban School

In 2007-2008, Urban School had only 50% of its fourth graders at or above the proficient level in reading. The school has a large Hispanic population and a significant number of students with Individual Education Plans (IEPs). In addition, half the school population is poor (economically disadvantaged). The school set its goals similar to the way the district did.

Annual Improvement Goal: The percentage of students reading at the proficient level in grades three through five as measured by the MEA will meet the proficiency levels on the state trajectory including each NCLB subgroup (economically disadvantaged, special education students, limited English proficient students, and race/ethnic subgroups) in 2009-2010.

Targeted subgoal: Move an additional 20% of students into the “proficient” range in reading in the coming academic year.

Tool 2(goal).2. District-Level Professional Development Targets Worksheet (p 3 of 4)

District-Level Professional Development Targets – Worksheet

Professional Development Target 1:

Professional Development Target 2:

Tool 2(goal).2. District-Level Professional Development Targets Worksheet (p 4 of 4)

Building-Level Professional Development Targets – Worksheet

Once the district goals are set, each building considers the building-level data to set a more specific target for determining the professional development actions at the building level.

Professional Development Target 1:

Professional Development Target 2:

Tool 2(goal).3. Operating Principles for Collecting/Analyzing Data (1 page)

Quality Standards for Goal Setting and Student Learning

List actions taken to support goal setting. Identify actions needed to ensure that this component of the Maine Professional Development Model is fully supported. Consider possible pitfalls and strategies to avoid them.

Focus on Research to Drive Curriculum, Instruction and Assessment:

Actions Taken:

Actions Needed:

Participative Decision-making:

Actions Taken:

Actions Needed:

Organizational Alignment:

Actions Taken:

Actions Needed:

Focus on Results:

Actions Taken:

Actions Needed:

Notes