

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(content).1. Slavin's *A Reader's Guide to Scientifically Based Research*; with Discussion Guide

A Reader's Guide to Scientifically Based Research

(Slavin, Robert E. *Educational Leadership*, February 2003, pp 12-16)

As a district considers the selection of content for professional development, Robert Slavin offers suggestions to help educators understand the purpose for selecting content that has a scientific research base.

Read the article "A Reader's Guide to Scientifically Based Research" by Robert Slavin, and complete the discussion guide below. Use the discussion points to center the district's focus around the selection of content.

1. Robert Slavin argues there is a need for scientifically based research in education. What is his rationale?
2. In educational research, why are the use of control groups and random assignments of subjects to treatment conditions thought to increase the validity of results?
3. Discuss the pros and cons of using schools as opposed to teachers or students as the unit of measurement in educational research.
4. Choose one of the areas of "research to avoid" (p. 15) and try to generate an example among the members of your group.
5. Slavin believes that evidence-based reform can transform our schools. Do you agree or disagree? Explain your position.

The Slavin article is available online at
http://www.ascd.org/publications/educational_leadership/feb03/vol60/num05/A_Reader's_Guide_to_Scientifically_Based_Research.aspx
(Educational Leadership, February 2003 | Volume 60 | Number 5)

Notes

Tool 2(content).2. Scientifically Based Research Activity, (p 1 of 6)
with Sample of a Completed Documentation Form and a Discussion Guide

Scientifically Based Research Activity

Activity Process – Documenting Scientifically Based Research

1. Read the Documentation Form for “Effects of a Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Non-handicapped Students” by Robert J. Stevens and Robert E. Slavin.
2. After reading the documentation form, complete the Discussion Guide.

The following pages:

- Sample of a completed Documentation Form
- Discussion Guide
- Blank Documentation Form

Tool 2(content).2. Scientifically Based Research Activity, (p 2 of 6)

Sample Completed Form

Documentation of Structured Analysis for Selecting Scientifically Based Research:
Instructional Strategies and Programs

Reviewer(s) Deb Hansen and Bev Showers **Date Reviewed** May 15, 2003

Title of Study/Meta-analysis: Effects of a Cooperative Learning Approach in Reading and Writing on Academically Handicapped and Non-handicapped Students

Author(s): Stevens, Robert J. and Slavin, Robert E

Source, Publication Date & Pages: Elementary School Journal , Vol.95, #3, 1995

Is this source (journal or book) refereed? Yes No

1. What is the name or title of the instructional strategy/model, program, material, or intervention? What was the research question? What was the intended outcome of goal?

Name/Title: Cooperative Integrated Reading Awareness and Composition Program (CIRC)

Research Question:

- To investigate the effects of CIRC on student metacognitive control
- To study long term flexible use of comprehension strategies,
- To extend the study beyond 3rd and 4th grade,
- To investigate academic and social outcomes as an approach to supporting students with disabilities in an inclusive environment

Description of subjects: (Include # of participants, age, SES, etc.)

- 2nd through 6th grade, 1,299 students in Maryland, working class population
- 0 to 10% minority
- 6–13 % low SES
- 11% LD in experimental group (control group 10% LD)
- 12% of school total school population is LD

2. Describe the strategy/model, program, material, or intervention.

A comprehensive reading program including

- Cooperative learning in elementary reading and language arts (in heterogeneous groups and including cognitive apprenticeship)
- Explicit instruction on comprehension strategies, using writing process to teach reading and language arts including: story related activities, direct instruction in comprehension, and integrated writing and language arts.

3. Describe the design of the study (sample selection, assignment to treatment, controls, length of intervention, etc.)

- 31 classrooms experimental, 32 classrooms nonexperimental
- Matched for SES, ethnicity, achievement
- Nonequivalent control group – Design #10
- All teachers were volunteers. Experimental classrooms integrated academically handicapped students and used CIRC as the instructional treatment. Control classrooms used district's basal series with two to three reading groups and academically handicapped students were pulled out for instruction by special education teachers.

4. What instruments were used to collect data and what metric(s) (effect size, tests of significance, etc.) were used to report results? (Include all measures of dependent variable as well as implementation, attitudes, etc.)

- California Achievement Test (CAT) Form C/E
- Informal Metacognition Index of Reading Awareness
- Attitude inventory on attitudes toward reading and writing

Tool 2(content).2. Scientifically Based Research Activity, (p 3 of 6)

5. Briefly describe and summarize the results of the study.

Positive results for experimental classes.

Year 1:

- *Post test (total population) = effect size +.22 for vocabulary, +.24 for reading comprehension*
- *Post test for special education = effect size .+4 for reading, + .31 for reading comprehension*

Year 2:

- *Post test (total population) = effect size +.20 for vocabulary, +.26 for reading comprehension, +.26 for language expression*
- *Post test for special education = effect size +.37 for reading, + .32 for reading comprehension.*
- *Significant effect for experimental group on metacognition test ($p < .01$)*
- *No significant difference between treatment and control groups on attitudes toward reading and writing.*

6. Did the study include an evaluation of how the intervention was implemented? Did implementation data address both the frequency of use as well as the integrity of the implementation?

No: _____ Yes: If yes, briefly describe.

Teachers were observed periodically (frequently in first six weeks, less frequently during remainder of year.)

7. Were gains in student achievement reported?

No: _____ Yes: If yes, briefly describe.

See results above

If student achievement gains were reported, were they sustained over time?

Yes--gains were reported over a 2-year period.

8. Replication: Did the study cite previous tests of this treatment? Is this study a replication of an earlier study?

No: _____ Yes: If yes, briefly describe.

- *2 previous studies*
- *CIRC increased student achievement in reading and language arts in 3rd and 4th grade over 12-24 weeks*

Summary: Rating _____ 4 _____ Design (scale: 1-5)

This is a 2-year study to determine long-term effects of cooperative learning approach to elementary reading and language arts instruction. The Cooperative Integrated Reading and Composition (CIRC) program was provided to 2nd – 6th grade students. Students with disabilities were included in the regular classroom and in the cooperative learning team activities. Heterogeneous learning teams worked on reading and writing activities related to stories they were reading, including explicit instruction on comprehension strategies, a writing approach to teach reading and language arts. First-year results indicated CIRC students had significantly higher achievement in reading vocabulary and reading comprehension. Second-year results indicated that CIRC students had significantly higher achievement in vocabulary, comprehension, and language expression. Results suggested that CIRC students had greater metacognitive awareness than their peers. Students with disabilities in CIRC classes demonstrated significantly higher achievement in reading vocabulary, reading comprehension, and language expression than did comparable special education students receiving instruction in traditional settings.

Tool 2(content).2. Scientifically Based Research Activity, (p 4 of 6)

**Discussion Guide for
Reviewing a Completed Documentation Form**

After studying the documentation form that provides a review of a scientifically based research article, address the questions below. Share your responses with a partner.

1. What did you notice about the research strategy you reviewed?
2. What did you notice about how the review of this study was organized?
3. What type of information did you find in this review that would be critical in helping you to consider an instructional strategy for professional development?
4. Did reading the documentation form about this study raise additional questions? If yes, what might you do to get answers to your questions.
5. Finding a review of a highly rated study of a strategy that aligns with your professional development target will not give you enough information to select content. Why not? What else will you need to know?

Tool 2(content).2. Scientifically Based Research Activity, (p 5 of 6)

**Blank Form for
Documentation of Scientifically Based Research**

<p>Reviewer(s) _____ Date Reviewed _____</p> <p>Title of Study/Meta-analysis _____</p> <p>Author(s): _____</p> <p>Source, Publication Date & Pages: _____</p> <p>Is this source (journal or book) refereed? Yes _____ No _____</p> <p>1. What is the name or title of the instructional strategy/model, program, material, or intervention? What was the research question? What was the intended outcome of goal?</p> <p>Name/Title:</p> <p>Research Question:</p> <p>Description of subjects: (Include # of participants, age, SES, etc.)</p> <p>2. Describe the strategy/model, program, material, or intervention.</p> <p>3. Describe the design of the study (sample selection, assignment to treatment, controls, length of intervention, etc.)</p> <p>4. What instruments were used to collect data and what metric(s) (effect size, tests of significance, etc.) were used to report results? (Include all measures of dependent variable as well as implementation, attitudes, etc.)</p>
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Tool 2(content).2. Scientifically Based Research Activity, (p 6 of 6)

5. Briefly describe and summarize the results of the study.

6. Did the study include an evaluation of how the intervention was implemented? Did implementation data address both the frequency of use as well as the integrity of the implementation?

No: _____ Yes: _____ If yes, briefly describe.

Were gains in student achievement reported?

No: _____ Yes: _____ If yes, briefly describe.

If student achievement gains were reported, were they sustained over time?

8. Replication: Did the study cite previous tests of this treatment? Is this study a replication of an earlier study?

No: _____ Yes: _____ If yes, briefly describe.

Summary: Rating _____ Design (scale: 1-5)

If the article or report doesn't provide the information needed to answer the questions above you should call or email the author. It is not uncommon for publishers to drastically cut essential information out of articles before publishing them.

If you do contact the author or other research staff of this study, include the following information:

Name of contact: _____

Phone number: _____

Agency: _____

Summary of conversation: _____

Tool 2(content).3. Examples of Processes for Selecting Content (p 1 of 5)

Example 1: Winfield-Mount Union & AEA 16

Example 2: Mid-Continent School District

Examples of Processes for Selecting Content

The following narrative is a record of one person’s approach to selecting staff development content for an identified need. Although other processes may legitimately be taken when selecting staff development content, certain principles apply to all such searches:

Selection is a Critical Decision

- The selection of appropriate content for a district or school staff development program is one of the most critical decisions to be made. If the content does not have a solid research base, the district/school risks considerable expenditure of time, resources, and effort on learning, implementing and evaluating something that does not yield the desired effects.

Match Student Achievement Goals to Content

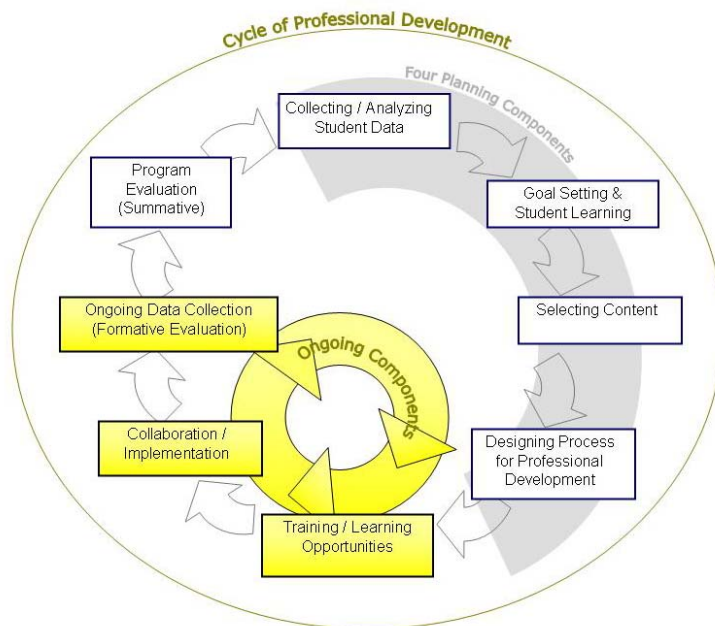
- Finding a good match between district/school goals for student achievement and content likely to achieve those goals is not a simple process. The profit motive often drives the claims made by commercial interests for their products, and personal ideologies can affect both the research undertaken and the results obtained by researchers as they pursue evidence for their beliefs. Unfortunately, there is not a simple index one can consult that states, “If your ninth-grade students are struggling with Algebra I, the three most powerful remedies are ‘x’, ‘y’, and ‘z.’”

Invest Time in Searching for Appropriate Content

- Investing time in the search for appropriate staff development content is time well spent. Spending the time and resources to investigate the research-based options that address your students’ needs for improvement greatly increases the likelihood that a district/school staff development process will be successful.

As you read on the following pages about two school districts – Mid-Continent School District and Winfield-Mount Union – make notes about specific details that demonstrate “best practice” in these Maine PD Model components:

Collecting and Analyzing Data
Goal Setting and Student Learning
Identifying Research Based Content
Training and Implementation



Tool 2(content).3. Examples of Processes for Selecting Content (p 2 of 5)

Examples of Processes for Selecting Content, presented by Dr. Beverly Showers: Iowa Professional Development Technical Assistance Seminar Series Training Materials, October 2003

Example 1: Mid-Continent School District**What is the District/School Goal for Improvement Student Learning?**

After analyzing its student achievement data, the Mid-Continent School District discovered a distressing pattern in its reading scores: total reading scores were declining through the grades. Thus, while 81% of elementary students were deemed proficient (using the state's criterion for proficiency), 65% of middle school students and 61% of high school students were scoring at the proficient rate. Closer examination of the data revealed that many of their students were struggling with higher-order comprehension tasks, or what NAEP defines as "the ability to interrelate ideas and make generalizations" (Campbell, Hombo, & Mazzeo, 2000). When special education, low socioeconomic status and English language learner subgroups were examined, the trend of declining scores was even more pronounced.

The Mid-Continent School District's Annual Yearly Progress goals for reading, using the state's trajectories (as negotiated with the federal government under No Child Left Behind guidelines). Its middle and high schools, however, set goals to rapidly increase the numbers of students able to engage successfully in higher-order comprehension tasks.

Is There Scientifically-Based Research on Teaching Higher-Order Comprehension Skills to Secondary Students?

What is available to address this need? Entering the research base in any specific area can be a bit overwhelming at first. Mid-Continent needed a plan that would enable it to identify choices in curriculum and instruction that addressed its need and had strong evidence supporting its efficacy in the area they wanted to improve.

Look at the Work of Others Who Share Your Agenda

One way to enter the research base without being swamped by the sheer volume of published material is to begin with the work of others who have already begun the work of reviewing research in a given area. Mid-Continent started with three sources:

- ❑ The Iowa Content Networks (with its links to other reviews of research);
- ❑ *Reading Research Quarterly* (the primary research publication of the International Reading Association); and
- ❑ *Review of Educational Research* (a journal published by the American Educational Research Association that is devoted entirely to reviews of research on specific topics).

Mid-Continent stopped here to summarize general findings and trends. At this point it appeared that several instructional strategies had strong research support for teaching advanced comprehension skills to adolescents (e.g., inductive strategies, activating prior schema, reciprocal teaching, independent reading with student choice of books, vocabulary teaching strategies, think alouds, and collaborative discourse.) It appeared that, given the multiplicity of student learning preferences in any classroom and the prior learning histories of struggling adolescent readers, a successful intervention needed to incorporate a variety of powerful instructional strategies.

Although this example was generated by a single individual working alone, it is strongly suggested that a committee (three to six members) work together to study the research base and generate options for consideration by the staff. Thus, one or two people can search data bases, one can locate and copy relevant articles, and one or two can read and summarize the articles. Dividing the labor makes this a much easier task.

A general note in terms of process: Try to get a general feel for a body of work, rather than going immediately for the "one right answer." Assume such a search is going to take a couple of days, and consider it time well spent if an entire staff will then invest a year of their time and energy studying, learning, implementing, and evaluating the product of the search. When reading reviews, also mark promising references that you may want to read in full.

Tool 2(content).3. Examples of Processes for Selecting Content (p 3 of 5)**Sources of Additional Information Mid-Continent Considered Before Decision- Making**

Educational Laboratories and Centers. The federal government funds educational laboratories and centers around the country, many attached to universities. It is the mission of these labs and centers to conduct research in education. The web site www.ed.gov/prog_info/Labs/ links to all the federally funded educational laboratories. The site provides links to several labs currently conducting research in reading and provides some very useful reading.

Johns Hopkins Center for Social Organization of Schools had a very useful review of research on both reading and math for high school freshmen struggling with those subjects. The full text of the article provided a very useful summary of the needs of such students as well as the remedies available.

Publishers' Websites. Some publishers hire researchers to evaluate the impact of their programs on students. Although some dismiss any research conducted by a publisher or commissioned by a publisher, judge such research on a case-by-case basis (e.g., examine the quality of an actual piece of research before drawing conclusions about the strength of its findings).

An example of such research is on the web site at www.scholastic.com on its secondary reading program READ 180. After reading the information on their web site, the publisher was asked for the technical report of the initial study conducted on this program and was willing to send the report.

ERIC and EBSCO. ERIC and EBSCO are data bases that list references (and sometimes, full text) for articles published in educational journals, conference presentations, reports published by foundations, labs and centers, etc. Both data bases provide abstracts of reports and articles listed. When full text is not available on EBSCO, the reference can be found in ERIC, and the document needed can be ordered or located in a college library.

Summary of Sources. The sizes of these data bases are simultaneously their strength and weakness: if one is imprecise when requesting information, a search can yield thousands of articles, many of which are neither research nor on your topic. Nevertheless, these are invaluable resources for identifying research in a given topic.

Fewer programs exist at the secondary level than at the elementary level. There are, however, many studies of effective instructional strategies in this area. That left Mid-Continent School District with the choice of choosing from a few already developed secondary reading programs or developing one by learning a combination of powerful instructional strategies.

The benefits of choosing an already developed program were obvious. Someone else has already gone through the trial and error of combining various strategies and programs and testing the entire program to determine its effectiveness. A second benefit is the relative ease of getting training in one place for a developed program. However, as mentioned earlier, there are not as many choices at the secondary level.

Identify Options

The next step for Mid-Continent School District was to summarize the findings of their search and to collect the relevant articles/studies before presenting options to a decision making body. The presentation to the group might begin like this: "We have identified three programs and six strategies (plus some promising practices) that are strongly supported by research. Secondary students have repeatedly improved their reading comprehension skills when taught with these programs and strategies. We have divided you into six teams – three teams will each get the best report of a program, and each of the other three teams will get the best study for each of two strategies. Before our next meeting, analyze your reports/articles and come prepared to summarize the findings and make recommendations for the faculty (or committee or board)."

Get Information on Costs (For Training And Materials) and Availability of Trainers

Once the decision-making body had ranked its choice, the top three choices were selected, and information was collected on costs for materials and training. This information assisted the decision-making group in making a final decision.

Insert your choice into the "Select Content" section of the Maine Professional Development Model and begin!

Note: When reviewing articles that have not gone through a review process, be aware that there may be mistakes or omissions. When authors are cited in text but missing in references, go to ERIC or EBSCO to find the reference.

Tool 2_(content).3. Examples of Processes for Selecting Content (p 4 of 5)

Example 2: Winfield-Mt. Union and AEA 1

This example describes a process used by Winfield-Mt. Union Community School District and Area Education Agency 16. By following the Iowa Professional Development Model, this process enabled the district to be deliberate in its selection of staff development content for the school year.

After recognizing they needed key district components in place, Winfield-Mt. Union enlisted the assistance of consultants from AEA 16 to guide them in the professional development cycle. The AEA Assessment Consultant led District leaders through an educational process that helped them align their Annual Progress Reports and Comprehensive School Improvement Plan with the No Child Left Behind requirements. The District also reevaluated and tightened its Standards and benchmarks to reflect further alignment.

In the meantime, the District established a Professional Development Leadership Team, which consists of lower elementary, upper elementary, secondary core, secondary elective, special education teachers, an administrator, and the Districts' school improvement coordinators. The District team is partnered with an AEA 16 team to pilot the Iowa Professional Development Model and to attend training institutes. Additionally, AEA 16 has a Partnering for Improvement initiative for all AEA 16 districts, guiding teams from those districts through each component of the Iowa Professional Development Model. The Winfield-Mt. Union Leadership Team participated in this initiative, which helped them in developing professional development efforts when they returned to their district.

The first step in the District Leadership Team's process was to study Iowa Tests of Basic Skills, Iowa Tests of Educational Development, District Developed Assessments, and ICAM data. The AEA Assessment Consultant facilitated this process.

As a result of this analysis, District data indicated many areas in which professional development could be focused. However, the team wanted to select an area in which all teachers, regardless of grade level or content area, could relate to and apply to their respective classrooms. Because vocabulary was identified as needing improvement throughout K-12, the leadership team selected it as an appropriate content area for their staff development focus.

The district committed to setting aside ten full professional development days for the school year. Keeping the guidelines for the "simultaneity" operating principle of in mind, the leadership team planned that the major portion of the staff development time would be devoted to the training and collaboration needed to implement with fidelity the vocabulary strategies chosen.

With the time set aside for training, the leadership team's next step was to collaborate with AEA 16 to determine how external content area support could be provided to the district. It was decided that two reading consultants from the AEA would provide the content for the district's yearlong staff development sessions.

At the request of the district leadership team, the AEA was asked to obtain six of the most effective vocabulary strategies that had a scientific research base and that had already been reviewed. An overview of these strategies would be shared with the district leadership team before deciding which of the strategy overviews to share with the entire staff. Because of the short turn-around time between content selection and the onset of training and implementation, the decision was made to only look at strategies that had already been studied. Research was selected by the AEA consultants who resourced the Iowa Professional Development Reading Content Network's findings, as well as independently seeking scientifically based studies. Only studies that received a 4 or 5 rating were considered.

After the AEA reading consultants selected studies to share with the leadership team, the team decided it needed to see additional studies before making their decision. With a final broad sampling of strategies with a scientific research base to choose from, the leadership felt it was ready for the strategy overviews to be shared with the whole staff that would be involved in the staff development trainings.

At the staff development session attended by all K-12 teachers and administrators, the AEA consultants gave a one-hour overview of each of the strategies that included how each could be applied in multiple subject areas and across multiple grades. Following the presentations, the staff met in focus groups to collaborate and share reactions to the strategies presented. All teachers had an opportunity to voice their opinions in the focus group before key points were shared when the large group met to make a decision. This participative decision-making resulted in the strategy that was selected for this year's professional development focus.

The training sessions have begun and include opportunities for theory, demonstration, practice, and feedback in each day's workshop experience. Tools for collecting implementation data are being used, and a method for monitoring implementation is taking place. Plans to study the data at the end of the 10-week experiment frame are present to determine the design for the remaining staff development sessions. A key component to the effectiveness of Winfield-Mt. Union's implementation of this strategy is the commitment of the district to provide opportunities for collaboration. Collaborative teams of four include teachers from cross grade and subject levels. For example, a high school chemistry teacher, a middle school language arts teacher, and a kindergarten teacher might be represented on one team.

The district is looking ahead to how the successful implementation of this strategy can be sustained while considering the next area on which to focus its attention. It knows, however, that it will begin the process again by looking at its data and selecting content with a strong scientific research base that best matches its need—for both students and teachers.

Notes

Tool 2(content).4. Operating Principles for Selecting Content

Attention to Quality Standards For Selecting Content for Professional Development

List actions taken to select content for professional development that provides teachers adequate time to learn new knowledge and skills. 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