



## Part 4

# Tools & Resources



## I. Tools List

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

**Tool 2(cycle).1. Implementation Plan Worksheet (one page)**

## **Implementation Plan Worksheet Your Implementation Plan**

A thorough implementation of professional development content must be purposeful – it requires planning. Best practice would indicate that written implementation plans should be developed at the district, building and individual teacher level.

Working from the district student achievement goals and the District Professional Development Plan, implementation will be more successful if teachers have a clear vision or target of what is expected for full implementation in a written plan. Examples of Implementation Plans might include descriptions of what the planned change will look like in the classroom; expectations and timelines for the organization, frequency, agenda and data collection requirements of collaborative team meetings; the role of the building principal, Building Leadership Team, and support staff; the role of central office staff; procedures for collecting student impact data; etc.

### **Implementation Plan Worksheet**

*Your Implementation Plan represents initial agreements regarding use of new curriculums, strategies, programs, etc. It enables you to make judgments about levels and fidelity of use of staff development content. After completing the worksheet, you will be prepared to design the appropriate data collection tools for your own implementation plan.*

- I. Strategy/curriculum/program to be implemented (your planned change).
  
- II. Did developers of, or research on your planned change suggest guidelines for frequency of use within your educational program? If yes, what are the suggested guidelines?
  
- III. Is your planned change an addition to existing practice or does it replace existing practice? Please explain.
  
- IV. Describe the implementation of your planned change. Use charts, tables, text or any combination of these methods to illustrate how your planned change will look in your district/school when it is fully and ideally implemented.



# Maine Department of Education Implementation Plan

**Intervention Name:**

**Department:**

**Focus Area:**

**Prepared By:**

Quarter	Date	Author	Team members

*This tool was developed using the following document:* Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

## **Step 1: Identify the Stage of Implementation**

Stage	Implementation Step	Deliverable Description	Personnel Responsible	Other resources needed	Research Foundation	Piloting Y or N	Im
1	<b>Exploration and Adoption</b>	Match intervention with needs.	DOE Specialists	Researchers	Rogers, 1983 Westphal et.al., 1997 Fitzgerald, 2003		
		Decide to	Administration				

Tools and Resources

		Proceed					
		Prepare organization, staff and resources	Administration				
		Garner support	Administration				
2	<b>Program Installation</b>	Ensure funding	Administration				
		Human Resources	DOE, District and school personnel	PD providers			
		Policy Development	Administration				
		Create referral mechanisms	Intervention authors,				
<b>Stage</b>	<b>Implementation Step</b>	<b>Deliverable Description</b>	<b>Personnel Responsible</b>	<b>Other resources needed</b>	<b>Research Foundation</b>	<b>Piloting Y or N</b>	<b>Im</b>
		Create reporting frameworks	DOE specialists				
		Define outcomes	DOE Administrators and specialists				
3	<b>Initial Implementation</b>	Change skill levels	PD Providers, Trainers		Kitson et.al., 1998 Joyce & Showers,2002		
		Change organizational capacity	District and school administrators				
		Change culture					
4	<b>Full Operation</b>	New Learning integrated into practice			Faggin, 1985		
		New organizational practices, policies, procedures					
5	<b>Innovation</b>	Uniqueness to setting	School Administrators		Winter & Szulanski, 2001		

Stage	Implementation Step	Deliverable Description	Personnel Responsible	Other resources needed	Research Foundation	Piloting Y or N	Im
		Refining	School Administration and practitioners				
		Expanding	School Administration and practitioners				
		Maintaining fidelity by adhering to core intervention components	DOE Administration and specialists, school administrators and practitioners				
6	<b>Sustainability</b>	Ensure funding	Administration				
		Human Resources	DOE, District and school personnel	PD providers			
		Adjust shifting influence factors	Administration				

**Step 2: Identify the Core Intervention Components**

Component	Deliverable Description	Personnel Responsible	Other resources needed	Research Foundation	Piloting Y or N	Perce State Impleme

Tools and Resources

1	<b>Philosophy</b>				Bauman, Stein, & Ireys, 1991 Dale, Baker & Racine, 2002 Winter & Szulanski, 2001		
2	<b>Materials</b>	Purchased programs	Administration				
		Technology	Administration				
		Texts	Administration				
3	<b>Setting</b>	Classroom arrangement					
		Teacher/pupil ratio	Administration				
4	<b>Program Components</b>	Time needed	DOE, District and school personnel	PD providers			
		Referral mechanisms	Administration				
	<b>Component</b>	<b>Deliverable Description</b>	<b>Personnel Responsible</b>	<b>Other resources needed</b>	<b>Research Foundation</b>	<b>Piloting Y or N</b>	<b>Percentage State Implemented</b>
		Procedures	Intervention authors, District and school personnel				
		Reporting frameworks	DOE specialists				
		Define outcomes	DOE Administrators and specialists				
5	<b>Practitioners qualifications</b>		PD Providers, Trainers				
			District and school administrators				
6	<b>Continuous improvement plan</b>						

**Step 3: Identify the Core Implementation Components**

	<b>Implementation Component</b>	<b>Deliverable Description</b>	<b>Personnel Responsible</b>	<b>Other resources needed</b>	<b>Research Foundation</b>	<b>Piloting Y or N</b>	<b>Im</b>
1	<b>Staff Selection</b>	Practitioners	DOE Specialists	Researchers	McDaniel, Whetzel, Schmidt & Maurer, 1994 Wanberg & Banas, 2000		
		Administrators	Administration		Fixsen and Blase, 1993		
		Trainers	Administration		Fixsen and Blase, 1993		
		Coaches	Administration		Fixsen and Blase, 1993		
		Evaluators			Fixsen and Blase, 1993		
		DOE	Administration				
2.	<b>Staff Training</b>	Practitioners	DOE, District and school personnel	PD providers	Bedlington, Booth, Fixsen, & Leavitt, 1996 Joyce & Showers, 2003 Kealey, Peterson, Gaul, & Dinh, 2000		
	<b>Implementation Component</b>	<b>Deliverable Description</b>	<b>Personnel Responsible</b>	<b>Other resources needed</b>	<b>Research Foundation</b>	<b>Piloting Y or N</b>	<b>Im</b>
3	<b>Staff Coaching</b>	Supervision	PD Providers, Trainers		Joyce & Showers, 2002, 1996 McCormick & Brennan, 2001		
		Teaching while engaged in practice	District and school administrators				

		Assessment and feedback					
		Emotional Support					
4	<b>Staff Evaluation and Fidelity</b>	Context prerequisites that must be in place	DOE Specialists	Researchers	Waltz, Addis, Koerner, & Jacobson, 1993		
		Compliance - delivery with core intervention components	Administration				
		Competence	Administration				
5	<b>Organizational Evaluation and Fidelity</b>	Context	Administration		McGrew, Bond, Dietzen, & Salyers, 1994		
		Compliance					
		Competence	Administration				
	<b>Implementation Component</b>	<b>Deliverable Description</b>	<b>Personnel Responsible</b>	<b>Other resources needed</b>	<b>Research Foundation</b>	<b>Piloting Y or N</b>	<b>Im</b>
6	<b>Facilitative Administrative Support</b>	Use of data to inform decision-making	DOE, District and school personnel	PD providers	McGuire, 2001		
		Support overall process	Administration				
		Keep staff focused on desirable outcomes	Intervention authors, District and school personnel				
7	<b>Systems Interventions</b>	Ensure availability of financial resources	PD Providers, Trainers				
		Ensure availability of organizational resources	District and school administrators				
		Ensure availability of human resources					

## Selected References

- Bauman, L. J., Stein, R. E. K., & Ireys, H. T. (1991). Reinventing fidelity: The transfer of social technology among settings. *American Journal of Community Psychology, 19*, 619-639.
- Bedlington, M., Booth, C., Fixsen, D., & Leavitt, S. (1996). *Skills for Family and Community Living: A Guidebook for Practitioners*. Federal Way, WA: Behavioral Sciences Institute.
- Dale, N., Baker, A. J. L., & Racine, D. (2002). *Lessons Learned: What the WAY Program Can Teach Us About Program Replication*. Washington, DC: American Youth Policy Forum.
- Faggin, F. (1985). The challenge of bringing new ideas to market. *High Technology, 14*-16.
- Fixsen, D. L., & Blase, K. A. (1993). Creating new realities: Program development and dissemination. *Journal of Applied Behavior Analysis, 26*, 597-615.
- Fitzgerald, L., Ferlie, E., & Hawkins, C. (2003). Innovation in healthcare: how does credible evidence influence professionals? *Health & Social Care in the Community, 11*(3), 219.
- Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development (3rd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kealey, K. A., Peterson, A. V., Jr., Gaul, M. A., & Dinh, K. T. (2000). Teacher Training as a Behavior Change Process: Principles and Results From a Longitudinal Study. *Health Education & Behavior, 27*(1), 64-81.
- Kitson, A., Harvey, G., & McCormack, B. (1998). Enabling the implementation of evidence based practice: a conceptual framework. *Quality in Health Care, 7*(3), 149-158.
- McCormick, K. M., & Brennan, S. (2001). Mentoring the new professional in interdisciplinary early childhood education: The e Kentucky Teacher Internship Program. *Topics in Early Childhood Special Education, 21*(3), 131-144.
- McDaniel, M. A., Whetzel, D. L., Schmidt, F. L., & Maurer, S. D. (1994). The validity of employment interviews: A comprehensive review and meta-analysis. *Journal of Applied Psychology, 79*(4), 599-616.
- McGrew, J. H., Bond, G. R., Dietzen, L., & Salyers, M. (1994). Measuring the Fidelity of Implementation of a Mental Health Program Model. *Journal of Consulting & Clinical Psychology, 62*(4), 670-678.
- McGuire, J. (2001). What works in correctional intervention? Evidence and practical implications. In G. A. Bernfeld, D. P. Farrington & A. W. Leschied (Eds.), *Offender rehabilitation in practice: Implementing and evaluating effective programs* (pp. 25-43). London: Wiley.
- Racine, D. P. (2000). *Investing in What Works*. Philadelphia, PA: Public/Private Ventures.
- Rogers, E. M. (1983). *Diffusion of Innovations* (4 ed.). New York: The Free Press.
- Waltz, J., Addis, M. E., Koerner, K., & Jacobson, N. S. (1993). Testing the integrity of a psychotherapy protocol: Assessment of adherence and competence. *Journal of Consulting and Clinical Psychology, 61*(4), 620-630.
- Westphal, J. D., Gulati, R., & Shortell, S. M. (1997). Customization or conformity? An institutional and network perspective on the content and consequences of TQM adoption. *Administrative Science Quarterly, 42*(2), 366-394.
- Winter, S. G., & Szulanski, G. (2001). Replication as Strategy. *Organization Science, 12*(6), 730-743.

### Notes

**Tool 2(cycle).2. Examples of Others' Implementation Plans and Logs (p. 1 of 3)**

## Examples of Others' Implementation Plans & Logs

After you have completed the Implementation Plan worksheet, you can begin to design the data collection logs necessary to assist teachers, administrators, and the District Professional Development Team in monitoring your use of professional development content. While your Implementation Plan describes your intended use of new learning, the monitoring process keeps everyone informed about possible gaps between intended and actual use. And, as formative data become available, an accurate picture of implementation enables a faculty to make adjustments in their patterns of use based on student progress.

Review the following samples of implementation logs to see how others have designed tools to monitor implementation of their training. Then refer back to your Implementation Plan Worksheet and begin to design tools that will gather the data you need to monitor your use of PD content.

### Example 1 – “Second Chance Reading”

Example 1 demonstrates an Implementation Plan that is also used as a log to record use of newly learned strategies. Teachers develop plans with their collaborative teams. Each teacher then turns in to the Leadership Team a copy of the weekly lesson plan, “x-ing” out lessons not taught and inserting any additions.

The following schedule represents a typical week in Second Chance Reading for a period length of 55 minutes. If you have a block schedule, alternating block or other variation, your plan would need to vary accordingly.

It is recommended you begin with this general array of strategies. Some weeks your reading selection will be longer or shorter and adjustments will need to be made. While it is understood that each collaborative team will design their implementation plan, *it is important to remember that all the elements of Second Chance Reading are supported by substantial research and that the program as a whole, when implemented as illustrated below, has achieved good results as well.*

Monday*	Tuesday*	Wednesday*	Thursday*	Friday*
Independent reading	Read/Think Aloud	Independent Reading	Independent Reading	Independent Reading
Pair Share with generic questions	Comprehension Lesson (Coop. Comp., Dictated Writing, Inductive Thinking, or Graphic Organizer)	Pair Share with generic questions	Individual vocabulary cards	Vocabulary Pairs
Vocabulary for Read/Think Aloud		Skill Lesson (context clues, fluency practice, etc.)	Vocabulary Pairs	Vocabulary tests [bi-weekly fluency/ comprehension tests]
<p><i>*Teachers' individual work with students (book talks, listening to oral reading, etc., occurs during periods of time when students are engaged in independent or cooperative activities not requiring the teacher's active supervision (for example, independent reading sessions, individual and paired vocabulary work.)</i></p>				

**Tool 2(cycle).2.** Examples of Others' Implementation Plans and Logs (p. 2 of 3)

Example 1 – “Second Chance Reading” (continues)

The collaborative teams of Second Chance teachers fill out a 3-week plan, such as the following:

**Second Chance Reading Planning Form**

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Week of \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
Independent Reading	Read/Think Aloud: “The Chaser”	Independent Reading	Independent Reading	Independent Reading
Pair Share w/ generic question #5	Cooperative Comprehension: “The Chaser”	Pair Share w/ generic question #3	Individual vocabulary words	Vocabulary Pairs
Vocabulary: “The Chaser” (F)		Skill Lesson: Multi-syllabic words	Vocabulary Pairs	Vocabulary Test
				Fluency Practice

Week of \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
Independent Reading	Read/Think Aloud: “The Street”	Independent Reading	Independent Reading	Independent Reading
Pair Share w/ generic question #8	Dictated Writing: “The Street”	Pair Share w/ generic question #9	Individual vocabulary cards	Vocabulary Pairs
Vocabulary: “The Street” (NF)		Skill Lesson: Context Clues (Inductive)	Vocabulary Pairs	Vocabulary Test
				Fluency Test (NF #1, level 3)

Week of \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
Independent Reading	Read/Think Aloud: “Betty Ann”	Independent Reading	Independent Reading	Independent Reading
Pair Share w/ generic question #13	Cooperative Comprehension: “Betty Ann”	Pair Share w/ generic question #15	Individual vocabulary cards	Vocabulary Pairs
Vocabulary: “Betty Ann” (NF)		Skill Lesson: Idioms (Inductive)	Vocabulary Pairs	Vocabulary Test
				Fluency Practice

**Tool 2(cycle).2. Examples of Others' Implementation Plans and Logs (p. 3 of 3)****Example 2 – Grades 4-5 Use a District's "Implementation Protocol"**

This is a sample of a 4-week plan based on a district's "Implementation Protocol." The plan is explained from the point of view of a collaborative team of grade 4 and 5 teachers in a school with a reading goal. The teachers developed the plan after reviewing their curriculum for the upcoming weeks along with their students' needs (as indicated by on-going data collection).

The teachers had learned these strategies to apply in their reading curriculum: Inductive Thinking, Concept Attainment, Numbered Heads Together, Round Table, Cooperative Comprehension, and Mnemonics (link word method).

The name of the school and team members have been changed or deleted.

School Madison Elementary Date January 1998

Rather than using the form provided, we have described one week of the implementation pattern we intend to use for the next four weeks. One of our objectives is to increase the participation of our ELL (English Language Learners) students in comprehension activities, and that is the reason for the greater use of cooperative strategies. We also want to use mnemonics at least once a week to see if we can get students independent with the strategy.

Monday	<p>Select vocabulary words from a read aloud article or story and teach students the meanings of the words using Numbered Heads Together. Read the selection to the students.</p> <p>Construct an Inductive Thinking data set in which the two or three categories in the data set contain examples of the two or three main ideas in the reading selection. After the students have identified the main ideas, have them write one sentence for each of the categories, summarizing the point in each category.</p>
Tuesday	<p>Assign to students the silent reading of a story or article (possibly from their anthology). After students have read the selection, group them in pairs and conduct a Round Table activity to provide practice in lower-order (factual recall) comprehension.</p>
Wednesday	<p>Select vocabulary from a story we will read orally to the students. Place the words, with brief definitions, on a study sheet and number the words. Embed meaning categories in this data set. After students have categorized the words for meaning, read the story to the students.</p> <p>Prepare a set of questions for Cooperative Comprehension. Group the students in pairs or threes and instruct them to complete the questions. When they have finished, debrief the entire class by asking two or three groups to share their answers on each of the questions.</p>
Thursday	<p>Teach a lesson on context clues using a Concept Attainment strategy. Prepare an inductive data set using vocabulary (in context) from a story the students will read silently. Students will group data in the data set by meaning rather than by type of context clue. After students have read the story, go back and review with them how they figured out the meanings of new words.</p>
Friday	<p>Choose a non-fiction reading selection with a definite sequence of events to read to the students. After we have read the piece, we will help students identify five or six key elements in the sequence of events. We will then work with the students to develop mnemonics for each of the events and practice recalling the sequence. We are selecting readings where the events have causal relationships; e.g., one event causes or influences the next, etc.</p>
<p>Note: These activities include only the reading portion of our two-hour language arts block.</p>	

*Read*

**Tool 2(cycle).3. Examples of How Others Have Monitored Their Implementation (p. 1 of 2)**

## Examples of How Others Have Monitored Their Implementation

This log is used by collaborative team members in a K-12 district that has learned inductive thinking strategies.

### How Many Strategy Applications Did Your Group Have This Week?

<p>Group Member: _____                      Briefly describe your Classroom Applications (Concepts? Content?):</p>          <p>Frequency Total _____</p>	<p>Group Member: _____                      Briefly describe your Classroom Applications (Concepts? Content?):</p>          <p>Frequency Total _____</p>
<p>Group Member: _____                      Briefly describe your Classroom Applications (Concepts? Content?):</p>          <p>Frequency Total _____</p>	<p>Group Member: _____                      Briefly describe your Classroom Applications (Concepts? Content?):</p>          <p>Frequency Total _____</p>

Inductive: \_\_\_\_\_

Concept Attainment: \_\_\_\_\_

**Tool 2(cycle).3. Examples of How Others Have Monitored Their Implementation (p. 2 of 2)**

This group log is a summary form used by Second Chance Teachers approximately every six weeks. It provides trainers the feedback they need in order to design learning opportunities with the Leadership Team.

**“Second Chance” Status Check  
Frequency of Strategy Use, Difficulty, Problems**

Please provide feedback on your use of strategies, their difficulty, and any problems you are encountering in implementing the “Second Chance” Reading Program. Please return these by Friday so that we can use your feedback in planning our day-long session on the 16<sup>th</sup>.

<b>Strategy</b>	<b>Frequency of Monthly Use</b>	<b>Difficulty (1 = low; 5 = high)</b>
Numbered Heads Together (vocabulary)	_____	_____
Vocabulary Cards/ Independent Reading	_____	_____
Round Table	_____	_____
Cooperative Comprehension	_____	_____
Inductive Thinking Skills	_____	_____
Main Ideas	_____	_____
Dictated Writing	_____	_____

Check which of the following is a continuing concern in your reading program

- \_\_\_ Getting students to read independently
- \_\_\_ Active student participation in “Read Alouds”
- \_\_\_ Student use of context clues when encountering new vocabulary
- \_\_\_ Higher-order comprehension
- \_\_\_ Other (list)



*Notes*

Tool 2(cycle).5. A Guide for Collaborative Structures (p. 1 of 2)

## A Guide for Collaborative Structures

The District Professional Development Leadership Team will want to provide guidance to collaborative teams based on implementation data being collected. The article below presents a list of sample actions that might occur in collaborative teams. How might you use this resource to assist teachers in articulating the possible activities that could help them? Read and discuss the article.

<p><b>Using the Maine Professional Development Model to Accelerate Student Achievement</b></p> <p><i>Collaboration and Implementation</i></p>	<h3>A Guide for Collaboration</h3> <hr/> <p><i>Collaboration requires time and clarity of purpose. When the objective is implementing new content for the purpose of increasing student learning, this collaborative work includes planning and development of lessons, examining student data, and solving problems encountered during attempts to use the new strategies. Below are a few sample actions that might be taken as educators work together to learn new content.</i></p> <hr/> <h4>I. Planning and Development of Lessons</h4> <p>Examples of this work include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Sharing how students responded the last time the activity, strategy, or model was used</li><li><input type="checkbox"/> Studying student work to decide what to do next (e.g., what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate)</li><li><input type="checkbox"/> Sharing desired student outcomes (putting the lesson in the context of your class and discussing what you want students to take away from the lesson)</li><li><input type="checkbox"/> Planning the lesson and completing the planning guide or implementation log</li><li><input type="checkbox"/> Sharing or showing the materials to be used and why they were selected.</li><li><input type="checkbox"/> Rehearsing the lesson</li><li><input type="checkbox"/> Making suggestions based on what a partner said she/he wants students to experience during the lesson</li></ul> <hr/> <p><i>Note: For weekly collaboration meetings, planning and developing lessons will dominate two to three meetings each month.</i></p> <p style="text-align: right;"><i>Bev Showers, 2003</i></p> <hr/>
---	---

Article continues on next page.

<p><b>Using the Maine Professional Development Model to Accelerate Student Achievement</b></p> <p><i>Collaboration and Implementation</i></p>	<p><b>A Guide for Collaboration (cont.)</b></p> <hr/> <p><b>II. Examining Student Data</b></p> <p>Examples of this work include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Studying student work to decide what to do next (e.g. what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate)</li><li><input type="checkbox"/> Reviewing, organizing, or analyzing general school data (such as student demographic data)</li><li><input type="checkbox"/> Reviewing, organizing, or analyzing student performance data (such as MEA or Basic Reading Inventory)</li><li><input type="checkbox"/> Thinking about and discussing what the data mean for your school, students, curriculum, and instructional plans</li></ul> <hr/> <p><i>Note: Depending on the frequency of student data collection, collaboration teams periodically study student progress and needs in order to adjust implementation plans.</i></p> <p style="text-align: right;"><i>Bev Showers, 2003</i></p> <hr/> <p><b>III. Problem Solving Activities to Use While Learning New Strategies</b></p> <p>Examples of this work include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Studying student work to decide what to do next (e.g., what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate)</li><li><input type="checkbox"/> Observing a partner using the activity, strategy or model with his/her students</li><li><input type="checkbox"/> Studying a document that describes the attributes of the activity, strategy, or model and deciding what to work on next.</li><li><input type="checkbox"/> Working with your students and modeling an activity, strategy, or model</li><li><input type="checkbox"/> Watching a videotape of a partner using the strategy with his or her students</li></ul> <p><b>IV. Other</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Setting time to observe a partner using the activity, strategy or model with his/her students</li><li><input type="checkbox"/> Deciding when to meet next and what to work on</li><li><input type="checkbox"/> Recording implementation data</li><li><input type="checkbox"/> Enjoying working together</li></ul> <p style="text-align: right;"><i>Adapted from EF. Calhoun, Phoenix Alliance</i></p>
---	---

**Tool 2(cycle).6. How Three Schools Designed Collaborative Teams (p. 1 of 2)**

## How Three Schools Designed Collaborative Teams

As we have seen from the research on training, teacher opportunities to collaborate with peers when learning new curriculums, instructional strategies, and assessment systems are crucial to the actual implementation of planned change. Fortunately, there is no one right way to set up structures for collaboration, but it is critical that they be formally organized rather than left to chance. Most schools are not naturally structured to support teacher collaboration around planned change, and thus formal arrangements need to be put in place.

The following three examples illustrate some of the varieties of collaborative arrangements observed in schools. Review them and discuss structures that would work in your setting to engage all teachers in collaborative work during the implementation process.

### Lake Elementary

Lake Elementary School had a faculty of 29, including two special education teachers and three “specials,” (e.g., art, music, P.E. teachers). The “special” teachers were not at the school daily, but on four days of the week, at least two of them were present in the school. Because the school was a Title I school, there were ten instructional assistants working full or part time in the school as well. The principal, working with her staff, designed the following arrangement for collaborative teams.

Each grade level team met for an hour weekly to share and plan lessons, develop and share materials. This pattern was followed three of four weeks every month. On the fourth week of the month, an early release day provided two and one-half hours for the faculty, one hour of which was spent as a “study team of the whole” to examine and report student data, with the remaining time spent by grade level teams to work on their own data (student data and implementation data.) Implementation data were given to the principal at the conclusion of these meetings each month.

The principal of Lake Elementary used the large group meetings to encourage teams, celebrate progress and successes, and sometimes, to share demonstrations of particularly successful lessons. She often taped lessons as she moved about the school during the month, and teachers gained recognition and status in the sharing of these bits of taped lessons.

### Southern Middle School

Southern Middle School had adopted a middle school structure two years before embarking on a school-wide reading across the curriculum initiative. Teachers already had 90 minutes every other day for integrated team meetings. The principal suggested that one of these periods be used for collaborative planning for the school-wide change initiative.

In the beginning, teachers had mixed feelings about this arrangement. While they already knew their team members well, and liked the idea of not disrupting the existing (new) schedule, they felt the need to meet with same-group subject areas for the planning of lessons.

For four months teachers met with their existing integrated teams. Their assessment at the end of that period was that their lessons were of much higher quality because of the need to basically “teach” their lessons to different subject colleagues. On the other hand, they felt working at least some of the time with same-subject peers would lessen their workloads. In the second semester of the school year, teachers met twice a month with their integrated team members and during a two-week period, had one 90 minute work session with same subject peers. Time for this third

**Tool 2(cycle).6. How Three Schools Designed Collaborative Teams (p. 2 of 2)**

meeting was generated by the principal and a roving substitute who spent two days a month in the building, releasing one teacher every period. The combination of a substitute, the principal and a naturally occurring prep period created teams of three for their same subject work.

Half the time in monthly staff meetings was devoted to either the sharing of school-wide student data or live demonstrations by teachers the principal had asked to teach the group.

### **City High School**

City High School had a traditional schedule. Every teacher had a prep period sometime during the day, and department and staff meetings were held monthly. The principal asked a representative group of teachers (department chairs) to devise a plan that would enable all teachers to work with colleagues on a weekly basis to implement the cooperative strategies the entire staff was learning. After conferring with their respective departments, the chairs devised a plan that was flexible in the extreme (and which reflected their principal's willingness to work out flexible arrangements). Teams of three to five teachers met in the following patterns: some met during shared planning periods once a week; some met before or after school one day a week, and chose another day to leave early (so as not to exceed the limits of contracted time); one group met every other Saturday morning for two to three hours (this was volunteer activity and met the needs of group members to have spouses assume baby-sitting roles).

### **Variety**

Over the past 25 years, [researchers] have seen a nearly endless variety of arrangements in schools for teacher collaborative work. The successful work of these groups seems much more dependent on the shared commitment to practice newly learned skills, share the work of planning and development, learn from one another, and cooperate toward shared goals for student growth rather than on any single structure for collaborative work.

One distinguishing characteristic of "successful" collaborative teams is their *productivity*. They use this shared time to accomplish work, the sessions are planned and businesslike rather than social, and their cohesion stems from shared professional growth and accomplishment.

**Tool 2(cycle).7.** Examples: Collaborative Team Minutes and Logs (p. 1 of 2)

**Examples: Collaborative Team Minutes and Logs**

**Sample of Collaborative Team Minutes**

Collaborative Team meetings provide opportunities for teachers to begin to triangulate their data and make adjustments to maximize implementation impact. By looking at frequency and fidelity of implementation data and student work, teachers can plan ways to strengthen their implementation as a group and individually. It also provides a data source for the Professional Development Leadership Team to provide additional support and training in areas of need. Review this as one example of team minutes to begin thinking about your own local format.

**Date** \_\_\_\_\_ **School** \_\_\_\_\_

**Team Members:**

_____	_____
_____	_____
_____	_____

Agenda for this meeting: (Describe your activity for this meeting, e.g., planning, lesson development, etc.)

Discussion: (Describe issues/problems discussed, solutions generated, decisions made, etc.)

Were plans made to observe in each other's classrooms? If yes, please describe.

Time, date and agenda for next meeting: \_\_\_\_\_

Minutes submitted by \_\_\_\_\_

**Tool 2(cycle).7. How Three Schools Designed Collaborative Teams (p. 2 of 2)**

**Sample of Collaborative Team Log**

On the following two pages is a log developed by Dr. Nancy Eckerson for use with an Iowa district learning several models of teaching. The implementation plan for this district varied rather widely by subject and grade level. Thus, while all teachers K-12 learned an inductive thinking model of teaching, primary teachers planned to use the strategy three to five times weekly for skills lessons and once a week for comprehension. Secondary teachers, on the other hand, planned to use the strategy to teach major concepts in their disciplines (once weekly or bi-weekly) as well as to check for understanding at the ends of units. Because implementation plans varied widely by collaborative teams, the logs provide an opportunity for teachers and administrators to compare their intended practice with their actual practice.

**Date:** \_\_\_\_\_ **Leader:** \_\_\_\_\_

**Time:** \_\_\_\_\_ **Recorder:** \_\_\_\_\_

**Group Members:**

	Pres	Abs		Pres	Abs

**Next Scheduled Meeting:**

Date & Time: \_\_\_\_\_ Location: \_\_\_\_\_

Leader: \_\_\_\_\_ Recorder: \_\_\_\_\_

Discussion and activities:

For next meeting, we need to:

Concerns/recommendations:

Next meeting's agenda:

Use the back of the Log to indicate all of your *Classroom Applications* since the last Collaborative Team Meeting.

**Tool 2(cycle).8.** Pine Valley: How One District Studied Its Implementation (p. 1 of 2)

## Pine Valley: How One District Studied Its Implementation

Read the Implementation Study below and discuss implications it has for the following components in your design: collaborative team makeup, administrator role, and on-going data collection.

### Pine Valley Formal Implementation Study

*(A synopsis of “School Improvement through Staff Development: Levels of Implementation and Impact on Student Achievement”. Showers, 1990)*

Case studies of three schools embedded in a larger school improvement effort investigated the implementation of alternative teaching strategies aimed at increasing student achievement and decreasing retentions and office referrals for inappropriate behavior.

#### Sample

A stratified random sample of 18 teachers (drawn from 110 teachers), six from each of three schools, were the subjects of this study. One teacher was dropped from the sample due to an extended illness. All teachers in the sample had extended training over two years in cooperative learning, inductive thinking and mnemonic strategies.

#### Data Collection

The seventeen teachers were observed six times during the second year of the project. Teachers maintained logs detailing use of strategies, submitted sample lessons, and 14 of the teachers were videotaped in their classrooms. Informal interviews were conducted with all teachers during year one and formal interviews were conducted in year two of the project. “States of Growth,” a measure developed to study responses to learning opportunities, was determined through the formal interview process (see McKibbin & Joyce, *Psychological States and Staff Development*, 1980).

The variables under study were: frequency of use of each of the strategies and levels of transfer, a quality measure (see Joyce & Showers, *Student Achievement through Staff Development*, 3<sup>rd</sup> Ed., 2002). The levels of transfer, from low to high, were: imitative (1), mechanical (2), routine (3), integrated (4), executive control (5).

#### Results

Use of the cooperative strategies was so frequent (many teachers used it daily), we decided to drop it from this analysis and treat it separately. These figures represent use of inductive thinking, concept attainment, and mnemonics.

##### Frequency of Use

In year one of the project, sample teachers practiced their new strategies an average of 14.5 times per month, and in year two, 22.7 times per month. School average use varied considerably, however. In year one, School A had average use of 17, School B, 11, and School C, 15. School averages for year two were 15, 24, and 29, respectively.

##### Quality of Use

The mean quality of use for both years was 3.3 (routine use). However, in year one, 11 of the teachers reached routine or integrated levels of use, while in year two, five of the teachers reached levels 4 or 5 on the Transfer of Training Index.

**Tool 2(cycle).8. How One District Studied Its Implementation (p. 2 of 2)**

Frequency of practice with the strategies was correlated with level of transfer at  $r=.62$  in year one and  $r=.75$  in year two (Spearman Rank Correlation Coefficient). It would appear that frequent practice of new instructional strategies is essential to skilled and appropriate use of those strategies.

**Factors Affecting Variation in Use and Transfer**

We examined frequency of use and transfer of training with individual teacher characteristics (States of Growth) and school level factors (principal leadership and functioning of collaborative teams). This study included the six administrators and 110 teachers in all three schools.

States of Growth correlated  $.87$  with transfer of training in year one, and  $.88$  in year two. Years of teaching experience was not a predictor of transfer of training.

Collaborative teams were observed frequently by project staff and school administrators. The functioning of these teams ranged from low (pro forma, or merely going through the motions) to enthusiastic to fully collegial (setting of common goals, planning and development of lessons and units, frequent mutual observation for purposes of personal learning). Collaborative team functioning correlated with individual teacher transfer of training  $.61$ . Thus, poorly functioning teams did little to improve transfer of training for the weaker team members, while fully functioning teams lifted the transfer scores for all members.

The support of principals and assistant principals significantly influenced implementation rates at their respective schools. Although there was considerable pressure and support from project staff for all staffs, administrative behaviors affected implementation. A change of principals at School A in year two illustrates the impact of administrative leadership on implementation. Administrative behaviors associated with increased implementation were: attendance at training sessions, practice of strategies in classrooms, frequent informal observations or classroom visits, attendance at collaborative team meetings, sharing of data and celebrating progress.

**Summary**

The implementation of planned change is crucial to the success of staff development and, thus, school improvement efforts if increased student growth is the intended outcome of such changes. Monitoring of an implementation — including setting a target for implementation, collecting data on an ongoing basis to determine if the goal is being met, and using the data collected to identify obstacles to use of the planned change —empowers staffs and builds confidence in their collective ability to accomplish what they set out to do.

The study of implementation should be an inclusive process — everyone can use it as the basis for an ongoing inquiry into their practices and effects. Rather than having a few persons responsible for the study of implementation, such study should be a normal part of the operation of the school and district.

**Tool 2(cycle).9.** Finding Time for Training and Collaboration (p. 1 of 5)

## Finding Time for Training and Collaboration

### Ideas for Finding Time

#### Ideas for Types of Structures Needed

- Study groups;
- Common planning times for teams during school day;
- Expand idea of mentoring program so everyone has an “innovation buddy;”
- Brown Bag lunch learning.

#### Ideas for Adding Calendar Days

- Add calendar days to school year;
- Change school calendar;
- Make teaching year-round job and pay teachers;
- Fund more days for professional development.

#### Ideas for Inservices/Early Release/Late Start

- Early outs scheduled at least monthly--weekly better;
- Stagger 1/2 day inservices so elementary on one day and secondary on a different day;
- At high school level have a modified schedule for early release days, i.e. one week periods 1, 3, 5, 7 and next week periods 2, 4, 6, 8;
- Adjust length of day to create blocks of time for early outs/late starts;
- 4-day student/5-day teacher week;
- Very focused agenda and build in additional 9 days of professional development by:
  - +1/2 hour 1 morning per week
  - +1 hour after school per week
  - +1 common planning time per weekBased on 37 weeks + 9 additional DAYS of planning time;
- Early starts to accumulate time to swap for professional development time;
- 15 minutes off contract time (before/after);
- Non-contract time (before/after kids);
- Create a “fun night”—socialize and learn;

#### Ideas for Modifying Teacher Schedules during Student Day

- Block scheduling provides more possibility of flexibility;
  - o Get rid of non-essential “clutter” for students;
  - o Individual time for appropriate content learning for students;
  - o Digital learning for students;
  - o Leaves more time for collaborative work for teachers;
- Merge classes for assemblies/films/common activities with fewer adults supervising;
- Schedule common planning time for learning teams or other appropriate groups;
- Collaborative learning scheduled as part of the school day;
- Analyze and identify non-efficient uses of time;
- All teachers at each grade level have 1 common planning time a week;
- Schedule back-to-back sessions where teachers are released on a scheduled basis;
- Interdisciplinary teams set time aside for professional development, reflection, coaching;
- Team time in each building with tight agendas;

**Tool 2(cycle).9. Finding Time for Training and Collaboration (p. 2 of 5)**

- ❑ Innovative scheduling;
  - Increase teacher planning time during daily schedule (add minutes);
  - Rotate planning for culminating activities in social studies, science, etc. and use associates (or volunteers) for this time;
- ❑ Creative use of staff assignments.

**Ideas for Refocusing Use of Existing Meetings**

- ❑ Use time that is set aside for staff meetings for training, video demonstrations, data analysis, collaboration, etc.--do other work by e-mail or staff bulletins.

**Ideas for Time Beyond School Day/Week/Year**

- ❑ Collaboratively plan summer course work and other collaborative learning activities;
- ❑ Saturday sessions, e.g. Koffee Klatch;
- ❑ Late afternoon potluck or pizza—nice change; something to look forward to after working together; incentive;
- ❑ Plan at another place; fresh environment (coffee house, restaurants, etc.);
- ❑ Adding time to the school day--extending school year; use the extra days for staff development.

**Ideas for Efficient Use of Time**

- ❑ Pre-plan professional development sessions; share plans and agendas in advance; have participants read ahead; timeline for completion; etc.
- ❑ Discontinue practices no longer needed; time audit to determine amount being spent;
- ❑ Use teacher shared planning time for new learning;
- ❑ Lunch and Learn sessions;
- ❑ Book groups/Study groups before and after school--could spend first 20 minutes reading and then talking;
- ❑ Teachers involved in scheduling; they will find time if they look—teacher power!
- ❑ Potluck breakfast—teachers come before contract or during lunch;
- ❑ Do time audit and use to allocate time for peer collaboration;
- ❑ Trade building meeting time that could be handled in memos, etc. and redirect to Professional Development;
- ❑ Using 1-2 prep times a week;
- ❑ Better use of e-mail for announcements;
- ❑ Early dismissals that are planned a year ahead;
- ❑ Bring professional articles to department meetings to read and discuss;
- ❑ Use faculty meetings for collaboration and team training instead of information.

**Ideas for Use of Technology**

- ❑ Web-based tools:
  - InTime videos with structured learning activities and times to “share” later;
  - Chat sessions for collaboration and discussion;
  - Interactive journal (could be e-mail) with learning partner;
  - Message boards;
  - Web-based training and/or video classes that model the strategy;
  - Videoconferencing;
  - Video stream, threaded discussions, i.e. bulletin board;
- ❑ Information management systems;
  - Use videos/articles to read and reflect, then process with whole faculty (e.g. notes on bulletin board);
- ❑ Videotaping in building for demonstrations to be used in study groups.

**Tool 2(cycle).9. Finding Time for Training and Collaboration (p. 3 of 5)**

**Ideas for Support Resources to Generate Teacher Time**

- Substitute teachers:
  - Rotate several substitute teachers through the building;
  - For staff to be out of classroom for planning, collaboration;
  - Substitute teacher has lesson for large group of students; associates provide support in implementation of task;
  - Take classes for teachers writing grants to free up time to do;
- Aides:
  - Take students 2 days a week to free up planning time;
  - Hire for duties (e.g. recess) to give teachers more time;
- Principals cover classes during professional development collaboration;
- Implement “reading buddies” where older/younger students read to each other; frees up time for teachers to observe others;
- Other teachers:
  - If 1/2 time kindergarten teachers don’t have students, go and cover for others;
  - High school teachers cover for each other;
  - Non-reading area staff cover for others to learn strategies;
- Community support:
  - Use outside organizations (i.e. YMCA) to take students for 1 1/2 hours;
  - Parent volunteers:
    - Read to students freeing up teacher to observe others;
    - Encourage certified teacher community members to volunteer;
- Link with colleges/universities to free up time.

**Ideas for Collaborating with Other Districts**

- Coordinating calendars for inservice collaboration for multiple districts;
- Use multi-district leadership teams for planning;
- Regional coordination of schedules so districts share professional development;
- Team with neighboring districts to develop agreements for subs.

**Ideas for Leadership Role(s)**

- Administrative intervention to create release time;
  - Teacher participation in leadership team and culture can be motivational; teachers will often see it as professional renewal and spend time on their own;
- Plan on principal’s responsibilities;
- Use staff for ideas on how to find time;
- Professional Development Leadership Teams specific to buildings;
- Modify curriculum to reflect new teaching strategies.

**Ideas for On-going Technical Assistance**

- Opportunities need to be developed and planned at the DOE level to model for SAUs;
- Teachers take classes for credit based on goals to become local leaders;
- Presenter of theory provides modeling and coaching in individual classrooms;
- Build capacity of leadership team to provide support and be facilitators of professional development;
- Must model how to be reflective and how to coach peers;
- Offer on-site university classes for credit;
- Individual peer coaching.

**Tool 2(cycle).9. Finding Time for Training and Collaboration (p. 4 of 5)**

**Ideas for Cultural Issues**

- Modeling new norms by the leader for using time for building goals to create a new school climate/culture;
- Develop a professional culture that encourages activities like Lunch and Learn, learning times outside the contract day, etc.;
- Culture change to impact “teachers walking out at 4:00”;
- Teacher Training Issue
  - Neophyte teachers should be taught they are lifelong learners and their built-in breaks and free time during the day should be used in honing their teaching skills and continuing to learn in order to boost student achievement;
- Time issue sometimes a “blocking” behavior;
- Do a good job with PR so parents understand release time is impacting student achievement;
- Train teacher teams to become high performance teams who are able to capitalize on the limited time available.

**Ideas for Board/Community Education**

- Change in policy:
  - Involve school boards so they have a good understanding of the importance of adopting the intervention;
- Ask newspaper person to come to early release professional development days to highlight positive results in newspaper article to gain public support.

**Ideas for Incentives**

- Allowing staff development credit for work done during contract time;
- Comp time/flex time offered;
- Increase teacher pay when doing certain work;
- Teachers take classes for credit based on goals;
- Study groups for credit—books, web, inservices;
- Saturday classes and summer workshops—teachers are paid to attend or offered credit;
- Coaches with flex time;
- Business partnerships that offer stipends;
- Offer on-site university classes for credit;
- Make time useful to teachers so they see value in time they are committing.

**Ideas for Financial Support**

- Local business support;
- Title I funds for positions (staff);
- Use extra resources, i.e. grants, foundations, legislated funding, indirect costs, etc.;
- Seriously restructure budgets.

**Tool 2(cycle).9.** Finding Time for Training and Collaboration (p. 5 of 5)

## Finding Time: Activity for Your Staff

Finding time for research-based professional development strategies is often difficult in the busy schedules of teachers and administrators. Sometimes it takes thinking about utilizing time in a different way. In other cases, it may be a matter of making professional development a high priority when making decisions about time. Use this activity with the District Professional Development Team and/or district staff to generate ideas for how you can make time for the Professional Development Design you have developed.

Time is the scarcest commodity in most schools. Finding time for teachers to collaborate in order to implement the changes they have planned for professional development and school improvement can be challenging when schools are not already structured for this activity.

### Options For Providing Teachers Time For Collaboration

1. Administrators free teachers by taking their classes
2. Large-group instruction
3. Independent study and research
4. Instructional assistants
5. Student Teachers/interns
6. Early release one day a week

### Activity Directions

**Step 1:** Review the list above and generate more specific options based on your local district.

**Step 2:** Prioritize the list, placing a “1” by your top priority for gaining teacher collaboration time, and so on down the list.

Discuss other options with your team using brainstorming rules (e.g., record all options without judgment, stopping the process only to clarify meaning of options).

*Allow time for each person to prioritize individually their 1st – 5th choices on the list before discussing and making a decision as a group what your group priorities are.*

It is rare that one option will provide all the time you need for small groups of teachers to meet on a weekly basis to work on their implementation. Think about the amount of time required in the professional development design you have created, your current structures for teacher collaborative work, and then determine how many of your top options for creating time will be needed.

*Notes*

**Tool 2(cycle).10. Finding Time for Training and Collaboration (p. 1 of 3)**

**Examples of School PD Calendars**

**District Calendar with Rationale**

Premise: A district calendar designed around clear student achievement improvement goals, faculty collaboration, and explicit professional learning expectations reflects what a community values.

<b>Element (In Priority Order)</b>	<b>Reason</b>
Early Start Date vs. Post-Labor Day Start	<ul style="list-style-type: none"> <li>▪ To maximize the number of instructional days prior to Fall MEA //MHSA testing</li> </ul>
Full Day Professional Development vs. Early Dismissal/Late Starts	<ul style="list-style-type: none"> <li>▪ To reduce student daily schedule disruptions</li> <li>▪ To increase cross-building communication: curriculum, instruction, and assessment</li> <li>▪ To increase faculty understanding and use of effective instructional practices</li> </ul>
Number of Professional Development Days	<ul style="list-style-type: none"> <li>▪ To move toward Maine Teacher Quality standards and Certification requirements and National Professional Development standards</li> </ul>
Distribution of PD Days	<ul style="list-style-type: none"> <li>▪ To follow-up theory/ information/ demonstration days with faculty meetings, scheduled practice, feedback and coaching sessions</li> <li>▪ To increase “effect” of training upon professional practice and ultimately student achievement</li> </ul>
Clerical Days	<ul style="list-style-type: none"> <li>▪ To complete report card information</li> <li>▪ To prepare informative parent conferences</li> </ul>
Conference Days/Times	<ul style="list-style-type: none"> <li>▪ To offer parents scheduling options; reduce conflicts between building schedules</li> </ul>
Thanksgiving	<ul style="list-style-type: none"> <li>▪ To accommodate tradition</li> </ul>
Winter Break	<ul style="list-style-type: none"> <li>▪ To accommodate tradition</li> </ul>
Spring Break	<ul style="list-style-type: none"> <li>▪ To accommodate tradition</li> </ul>

**Effect Sizes and Training Outcomes**

<b>Training</b>	<b>Outcomes</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Transfer</b>
Theory/Information	.63	.50	.00
Theory/Demonstration	.00	.86	.00
Theory/ Practice	1.15	----*	.00
Theory/Demo/Practice	----*	.72	.00
Theory/Demo/ Practice/Feedback	1.31	1.18	.39
Theory/Demo/ Practice/Feedback/ Coaching	2.71	1.25	1.68

\*Insufficient data to compute effect size

**Tool 2(cycle).10. Finding Time for Training and Collaboration (p. 2 of 3)****School Professional Development Calendar**

<b>Date/Time</b>	<b>Group</b>	<b>Practice*</b>	<b>Learning Tasks</b>
Aug. 3 9:00 - 11:00	Leadership Team	T-I	Review School Improvement Plan Finalize August 19 staff Learning day
Aug.12-13 7:30 - 11:30	Strategists/ New Teachers	T-I-D-P-F	Practice guided reading norms Design first two weeks reading lessons
Aug. 19 7:30 - 3:30	All Faculty/ Para's	T-I-D-GP	Reading-writing connection All produce lesson; apply by Sept. 8
Aug. 20 3:45 – 5:00	Leadership Team	F-C	Debrief workshop Develop grade level meeting agendas
Sept. 2 – 3 (Various)	Grade Level Chairs/Teachers	PPS P-F-C	Review classroom roster data, BRI data Schedule peer observations
Sept. 7- 12 (Various)	All Faculty/ Principal	P-F-C	Conduct structured one hour observation followed by one hour debriefing with coach
Sept. 20 7:30 – 3:30	Literacy Teams	PPS	Review student progress to date on standards/ benchmarks
Sept. 20 3:45 – 5:00	All Faculty/ Para's	I-D-P PPS	Score constructed response papers Write new prompt
Sept. 22 3:45 – 5:00	Leadership Team	PPS P	Debrief workshop; plan next week's Faculty meeting's literacy segment (30min.)
Sept. 29 3:45 – 4:30	Faculty Meeting	T-I-D-GP	Faculty reads Grade 3 passage; scores student writing sample;
Oct. 4-8 (Various)	Grade Level Chairs/Teachers	PPS	Review student data on first quarter constructed response task
Oct. 5 3:45 – 5:00	New Teachers/ Mentors	PPS T-I-D	Review student data/teacher artifacts Orientation to parent progress reports
Oct 6 7:30 – 8:00	Leadership Team	PPS	Review October 11 staff learning day plan; team assignments
Oct 11 7:30 – 3:30	All Faculty/ Para's	I-D-P PPS	Presentation: Best Practice Grammar Inst. Review grammar benchmarks/student data

\*Theory (T), Information (I), Demonstration (D), Practice (P), Feedback (F), Coaching (C)  
Planning/Problem Solving (PPS)

**Tool 2(cycle).11.** Examples of One Project’s Plan for Collecting Formative Data (p. 1 of 2)

## Example of One Project’s Plan for Collecting Formative Data

### Example of Formative Data Collection for Reading

Teachers and students cooperate to collect formative data in Reading classrooms. On the “Book Log”, students record each book they read and the teacher signs off on the book after completing a book talk with the student. On the “Test Record” form, students record the results of their weekly vocabulary tests and their bi-weekly fluency and comprehension test scores.

Name \_\_\_\_\_ Teacher \_\_\_\_\_

#### BOOK LOG

Title	Author	# of Pages	Start Date	Finish Date	Rating 1-10	Book Talk
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						
16)						



**Tool 2(cycle).12. Formative Data Plan Worksheet (one page)**

**Formative Data Plan: Worksheet**

Formative data are the measures of student performance administered periodically to determine if the content you are implementing is having the desired effect. When student growth is uneven, these data are used to modify the implementation plan as well.

- Study formative data collection instruments you have selected.
- Name and number each instrument.
- Using the grid below, identify the type of data each instrument collects.
- Answer the questions at the bottom of page.

**Name of school:** \_\_\_\_\_ **AEA:** \_\_\_\_\_

	<b>Instrument 1 NAME:</b>	<b>Instrument 2 NAME:</b>	<b>Instrument 3 NAME:</b>
Teacher measures			
Frequency of use of strategy or other planned changes. [Frequency]			
Measures accuracy of/ skill with newly implemented strategies, etc. [Fidelity]			
Student measures			
Measures how well students are learning and applying the skill/behavior that is the focus of the PD effort			

**Estimating yield from formative data collection:**

Will you know what instructional and curricular changes your students are experiencing? Is each student getting enough instruction in this strategy to yield positive results?

Will you know whether teachers are implementing the content with sufficient frequency and skill that students get the intended benefit?

Will you be able to track student progress/growth on the targeted knowledge/skills?

Will you have enough information to adjust the training and workplace supports to help those teachers who are not transferring the skill into their classrooms?

What else might you need to include in your formative data collection?

*Notes*

**Tool 2(cycle).13.** Combining Your Own Implementation and Formative Data (p. 1 of 3)

## Combining Your Own Implementation and Formative Data

### Questions to Ask Of Implementation/Student Growth Data

Combining teacher implementation data (what instructional program have students actually experienced?) with student learning data (results from formative measures as well as MEA (UNTIL TRANSITION TO NECAP)/MHSA) allows you to answer your most pressing question: Is this working?

Questions frequently asked of these data include:

- How often did our students experience the content of our professional development program? Was it more or less often than recommended by research on our content?
- Do we have a good fidelity measure? E.g., did we implement our new content accurately or did we return to traditional practices, calling them by a new name?
- Did our students grow as anticipated during the period of our implementation of our new content? Did all students grow equally, or did our new content work better for some groups of students?
- Did all teachers implement equally, or did some teachers implement the new content more frequently and accurately than others? If yes, did student learning vary systematically by teacher implementation?

You may have other questions you wish to answer as you analyze these data.

**Tool 2(cycle).13. Combining Your Own Implementation and Formative Data (p. 2 of 3)**

## How to Create Implementation Scores

Implementation data attempt to say something about fidelity to intentions when innovations are being learned and used in classrooms. Generally, these data attempt to measure both frequency and quality of implementation. When combined with student learning data, they help the Professional Development Leadership Team and collaborative teacher teams triangulate data to determine additional training and support needed. These two pages provide an example of how one school developed a system to analyze data.

The Coastal Unified School District combined three sources of information to derive implementation scores:

Observations  
Document Analysis  
Minutes from Collaborative Team Meetings

- I. **Observations:** The CUSD reading coordinators systematically visited Second Chance Reading Classrooms. During their observations they recorded on a checklist the room setup, teacher activities, and student activities. They then rated, on a scale of 1-5, the accuracy of the strategies observed.

(Observations could also be conducted by principals and assistant principals, department chairs, curriculum directors, or anyone knowledgeable about the content being implemented.)

- II. **Document Analysis:** Three weeks of lesson plans (for each nine-week period) were analyzed for each teacher to determine with what frequency they used various program elements. Sample lessons were attached to the plans in an attempt to determine quality of lessons. Teachers were then ranked from top to bottom on fidelity to the model (Second Chance Reading).

(Documents generated by monitoring an implementation will vary widely, depending on the content of professional development and the nature of the implementation plan.)

- III. **Minutes from Collaborative Team Meetings:** Collaborative teams kept simple minutes of their meetings, reporting the content of their sessions (lesson planning and development, sharing of problems and solutions, study of student data, etc.) Some teams met weekly (or even more frequently) and others met irregularly.

These three sources of data were combined into a single **score** for each teacher: a score of one for low implementation to a score of three for high implementation.

**Tool 2(cycle).13. Combining Your Own Implementation and Formative Data (p. 3 of 3)**

**Combining Implementation/Student Growth Data**

In order to evaluate the effectiveness of a program and make decisions about whether to continue the program or try an alternative, it is critical to examine program effects by teacher implementation. In the example above, each teacher kept a spreadsheet for their students, recording attendance, test scores, books read, fluency and comprehension scores, etc. as well as demographic data for each student. When these spreadsheets were combined into a school or district data base, the final column was the implementation score.

Sample questions to ask of your combined data are:

Q1: What is the correlation of teacher implementation with student growth in total reading?  
In vocabulary? In comprehension?

---

---

Q2: What was the mean student growth of teachers at various levels of implementation?

---

---

Q3: What were the mean numbers of books read and vocabulary learned by levels of teacher implementation?

---

---

Are there other questions you want to ask of these data?

In every school, for various reasons, there are variations in the implementation of the curricular and instructional changes you plan. Discuss with your group ways to address these changes if it appears that the program/strategies you are learning in your professional development program truly benefit students when they are fully implemented.

*Note*

**Tool 2(cycle).14.** Operating Principles for the Ongoing Cycle (1 page)

## Quality Standards for Ongoing Cycle

Refer back to your Implementation Protocol Worksheet, your Monitoring Implementation Worksheet, and the Ongoing Cycle section of the manual. List key actions taken to support ongoing data collection. 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:**

*Action Taken*

*Action Needed*

**Participative Decision Making:**

*Action Taken*

*Action Needed*

**Organizational Alignment:**

*Action Taken*

*Action Needed*

**Focus on Results:**

*Action Taken*

*Action Needed*

*Note*