

SREB University Course Syllabus Rationale and Instructions
Course Title: Leading Professional Learning for Improved Instruction
Graduate Credit: 3 credit hours

The syllabus is intended to be used by faculty members/ instructors who provide graduate level coursework for aspiring school leaders. The syllabus reflects a typical 3-hour course composed of 39 contact hours (11 class sessions of 3 hours each + 6 hours of field-based projects). The instructor may modify the syllabus to accommodate online instruction and a blend of face-to-face meetings with varied field assignments built into the course. The course fits traditional requirements for graduate students seeking principal certification. Authors took into account various university requirements and wrote the syllabus for ease of use and modification. Instructors may choose to modify the syllabus to fit specific university requirements.

The course syllabus contains content that represents key knowledge and skills needed by school leaders who have responsibility to improve the instructional expertise of teachers in their schools for the purpose of impacting student achievement. The course content relies heavily on the combination of three SREB Leadership Curriculum Modules including: (a) *Providing Focused and Sustained Professional Development*, (b) *Building Instructional Leadership Teams*, and (c) *Coaching for School Improvement*.

None of the modules are covered in their entirety. However, most of the *Providing Focused and Sustained Professional Development* module is reflected in the course content—with a smaller portion of the other two modules addressed in the course. The in-class learning activities and field-based assignments in the course are highly interactive and practical in design. Although it would be helpful if an instructor had training in the SREB Leadership Curriculum modules before using this course syllabus, the attached syllabus contains most materials needed for teaching the class to include resources, readings, assignments, and handouts used for each session. Additionally, one-page instructional lesson guides are included to provide the instructor with primary content topics, materials, and learning activities needed for each class session.

Instructors may also bring their own expertise to the course to enrich its content. Instructors may use the syllabus as a guide for course pacing and may supplement additional readings, activities, assignments, and assessments as desired.

Since many universities work within parameters of NCATE accreditation, several course field-based assignments are designed with scoring rubrics that may be used for ELCC assessments. Further, course content is mapped to ELCC Standards and SREB Critical Success Factors. Professors may add their own institution's conceptual framework and state standard mappings to the Standards Mapping table.

Instructor Materials to Accompany Syllabus

In addition to the syllabus and resource readings, these materials are also included:

- Proposed Class Session Meeting Schedule
- Basic Lesson Guide for Each Session to address:
 - a. Session Topics
 - b. Activities and Pacing
 - c. Readings/ Resource Materials
- Two field-based Project Assignments with Scoring Guides

Note: References to SREB Module documents are noted in the session lesson guides.
(Example: SREB PD PG= SREB Professional Development Module Participant Guide)

SREB University Course Syllabus

Course Title: Leading Professional Learning for Improved Instruction

Graduate Credit: 3 credit hours

Catalog/ Course Description: The course provides a foundation and an applied practice approach for understanding and utilizing concepts of professional learning with school faculties. School leaders use professional development as a process to enhance classroom practice and improve student learning and overall school success.

Course Information: This is a course that fits requirements for principal certification coursework, consisting of contact 39 hours (eleven 3-hour class sessions and 6+ hours of field-based work).

Course Purpose and Learning Goals:

As a result of participation in the course, the student will be able to:

- Lead a school-based group in a professional development process for the purpose of improving instructional practices of teachers and thereby increasing P-12 student learning.
- Analyze the comprehensive professional learning system and processes in a school to plan for and evaluate professional learning effectiveness.
- Identify and communicate with teachers about best practices in professional development (PD).
- Understand and apply National Staff Development Council (NSDC) standards in PD design, implementation, and evaluation.
- Understand and promote professional learning communities (PLC) and their impact through use of structures such as teams, mentors, and instructional coaching.
- Identify and act upon conditions of school culture that support professional learning.
- Use change management theory and strategies to promote professional learning success.
 - Understand and utilize the professional learning process for school-wide improvement.
 - Identify ways in which coaching adds value to school improvement.
- Demonstrates a variety of strategies to deliver professional learning that optimizes learning for educators and maximizes impact on P-12 instructional practices.

Note: These course goals and learning activities are informed by SREB Leadership Modules:

(a) *Providing Focused and Sustained Professional Development*, (b) *Building Instructional Leadership Teams*, and (c) *Coaching for School Improvement*.

Standards Mapping

Standards and Objectives Addressed: The course objectives are closely related to the institution's Conceptual Framework and the standards of professional accrediting agencies for school leaders. Objectives are mapped to the Conceptual Framework, to Interstate School Leaders Licensure Consortium (ISLLC) Standards/ Educational Leadership Constituent Council (ELCC) Standards, and to the SREB Critical Success Factors as shown below:

*Instructor may fill in open columns as related to institutional requirements.

Learning Objectives Students will:	Conceptual Framework Alignment	State Standard Alignment	ISLLC/ ELCC Alignment	SREB Critical Success Factors
Lead a school-based group in a professional development process for the purpose of improving instructional practices of teachers and thereby increasing P-12 student learning.			ELCC 2.4a. Design Growth Plan- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs.	CSF 9
Analyze the comprehensive professional learning system and processes in a school to plan for and evaluate professional learning effectiveness.			ELCC 2.4a. Design Growth Plan- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs.	CSF 9
Identify and communicate with teachers about best practices in professional development (PD).			ELCC 2.4b.Design Growth Plan- Candidates demonstrate the ability to use strategies to form comprehensive professional growth plans with teachers.	CSF 9
Understand and apply National Staff Development Council (NSDC) standards in PD design, implementation, and evaluation.			ELCC 2.4a. Design Growth Plan- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs.	CSF 9
Understand and promote professional learning communities (PLC) and their impact through use of structures such as teams, mentors, and instructional coaching.			ELCC 2.3b.Apply Best Practices to Learning- Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	CSF 1, 8, 12
Identify and act upon conditions of school culture that support professional learning.			ELCC 2.1a.Promote Positive Culture- Candidates assess school culture using multiple methods and implement context-appropriate strategies to improve school programs and culture.	CSF 1, 2, 3
Demonstrates a variety of strategies to deliver professional			ELCC 2.2a.Promote Effective Instructional Program- Candidates	CSF 3

learning that optimizes learning for educators and maximizes impact on P-12 instructional practices.			demonstrate the ability to facilitate activities that improve instructional practices and curricular materials.	
Identify ways in which coaching adds value to school improvement.			ELCC 3.3b.Manage Resources- Candidates creatively seek new resources to facilitate learning.	CSF 8, 6
Use change management theory and strategies to promote professional learning success.			ELCC 3.1a.Manage Organization- Candidates demonstrate the ability to optimize the learning environment by applying appropriate models and principles of organizational development and management.	CSF 8
Understand and utilize the professional learning process for school-wide improvement.			ELCC 1.3b.Implement Vision- Candidates develop plans and processes for implementing the vision.	CSF 9

Instructional Methods

The course is designed to be highly-interactive and field-based in design. Two field-based projects require students to apply their learning directly in their school/ district. It is desirable that students seek support from a school principal/ assistant principal/ instructional coach in order to access data and other resources needed to complete the field-based projects. A portion of the project work for this course also may be embedded into a student's principal internship/ field experience practicum course as allowed by the instructor. During class sessions, students will participate in group work activities, individual reading assignments, and some traditional assessment, as designed by the instructor.

Assignments

See attached

Grading and Assessment Methods (To be added by individual instructor.)

A possible grading structure may include:

- Class participation and group activities
- Homework assignments between classes
- Field Experience #1
- Field Experience #2
- Instructor Designed Final Assessment/ Case Study

Attendance

Students should be present in all classes and should be on time. Lack of attendance prevents the student from participating in and learning from class activities and discussions. As a result class attendance impacts student learning and course grades. If a student is ill or unable to attend class, the student should contact the instructor prior to class.

Required Text(s) To Be Purchased by Students:

- **(Primary text)** Speck, M. & Knipe, C. (2005). *Why can't we get it right?* (2nd edition). Thousand Oaks, CA: Corwin Press.
- Crane, T. G. (2002). *The heart of coaching: Using transformational coaching to create a high-performance coaching culture* (2nd edition). San Diego: FTA Press.
- **Students Purchase or Download:** National Staff Development Council. (2001). *Standards for staff development*. Available through 1-800-727-7288, by email to NSDCOffice@aol.com, or from www.nsd.org.

Instructor provides students with copies of select chapters or requires students to purchase:

- Easton, L. B. (Ed.). (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council. (Text contains CD that may be used by instructor to upload select chapters for students to print and bring to class.)
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oak, CA: Corwin Press (Select chapters 2 & 3 for students to read. Instructor may wish to use as a resource chapters 4-9 since these chapters provide details on evaluation levels.)
- SEDL. (April 2007). *Developing a staff of learners*. SEDL Letter. 19(1), 1-25. (Free download available on the SEDL Web site at http://www.sedl.org/pubs/sedl-letter/v19n01/SEDLLetter_v19n01.pdf)

NOTE: The syllabus components that may need to be added by the instructor are:

- Specific university requirements
- Student Expectations
- Technology usage requirements
- University mission
- Academic Integrity requirements
- Grading and assessment Methods
- Statement of diversity
- Students with disabilities requirements

Developed for SREB in October 2009 by: Dr. Carol McGrevin and Dr. Diane Ricciardi

Additional Resources

Downey, C., Steffy, B., English, F., Frase, L., & Poston, W. (2004). *The three-minute classroom walk-through*. Thousand Oaks, CA: Corwin.

From the publisher: For years, the classic supervision model has frustrated both principals and teachers by fostering superior-subordinate relationships, focusing on teacher conformity rather than growth, or producing checklist data that is irrelevant to the curriculum. The *Three-Minute Classroom Walk-Through* offers a practical, time-saving alternative that impacts student achievement by cultivating self-reliant teachers who are continuously improving their practice.

Eaker, R., Dufour, R., & Dufour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: Solution Tree.

From the publisher: This book answers the question that many schools ask when seeking to transform themselves into Professional Learning Communities: “Where do we begin?” The authors offer suggestions for finding the time for transformation, lessons learned from one school’s transition, a conversation with the authors that answers many of your questions, and a section with tools and samples.

Fogarty, R. J., & Pete, B. M. (2007). *From staff room to classroom: A guide for planning and coaching professional development*. Thousand Oaks, CA: Corwin.

From the publisher: With new initiatives and requirements for classroom teaching and assessment, the challenges for staff developers are growing. Internationally recognized authors and consultants Robin Fogarty and Brian Pete help readers meet those challenges head-on. This book shares their deep expertise with tools to successfully guide staff to the highest levels of effectiveness, ultimately leading to greater student achievement. *From Staff Room to Classroom* is built around four critical roles of the staff developer: designing, presenting, facilitating, and coaching. Rich with theoretical underpinnings, this book drills down to the essentials for each aspect and role.

Gordon, S. P. (2004). *Professional development for school improvement: Empowering learning communities*. Boston: Allyn & Bacon.

From the publisher: This book describes frameworks that increase the capacity of individuals, teams, and organizations to grow and develop. The text argues that both professional development and school improvement should have as their primary purpose the improvement of teaching and learning. Eleven frameworks for professional development are presented, along with strategies for integrating multiple frameworks in comprehensive programs. School leader development is addressed as a prerequisite for professional and school development.

Killion, J. (2002). *Assessing impact: Evaluating staff development*. Oxford, OH: National Staff Development Council.

From the publisher: This resource guide will assist school and program staff as they plan and conduct evaluations of staff development programs. Learn how planning influences the quality of the evaluation, how to plan and conduct evaluations to focus on results for students and improve

staff development programs, how to increase the usability of evaluations, and how the role of various stakeholders relates to the evaluation of staff development.

Lindstrom, P. H., & Speck, M. (2004). *The principal as professional development leader*. Thousand Oaks, CA: Corwin.

From the publisher: This unique text provides principals with the tools needed to help teachers and staff enhance their skills and improve student learning. The authors guide readers through a step-by-step process to formulate, implement, and evaluate long-term professional development.

Loucks-Horsley, S., Love, N., Stiles, K. E., Mundry, S., & Hewson, P. W. (2003). *Designing professional development for teachers of science and mathematics* (2nd ed.) Thousand Oaks, CA: Corwin.

From the publisher: This book guides professional developers, administrators, and teacher leaders to design learning experiences for teachers that are directly linked to improving student learning. It offers a framework for planning professional development, summarizes key research, and introduces critical issues. This book suggests many strategies to introduce professional learning into the daily work of teachers.

Murphy, C., & Lick, D. (2004). *Whole-faculty study groups: Creating professional learning communities that target student learning*. Thousand Oaks, CA: Corwin Press.

From the publisher: WFSGs are a proven way to successfully reform, improve, and transition schools to meet tomorrow's needs. Filled with real-world examples and illustrative cases, this book provides both the practical knowledge and the theoretical foundation necessary to negotiate the societal, organizational, and cultural barriers affecting education.

Richardson, J. (Exec. Ed.) (2003, Fall). Evaluation. *Journal of Staff Development* (24)4.

From the publisher: This issue of JSD presents the eight steps for an effective evaluation of professional development and includes a five-page toolkit to assist in creating the right plan for the school or district. This issue also includes an interview with Harvard lecturer Ronald Ferguson on the key factors affecting achievement.

Sparks, D. (2002). *Designing powerful professional development for teachers and principals*. Oxford, OH: National Staff Development Council.

From the publisher: An excellent resource for professional development. In this book, Dennis Sparks, Executive Director of the National Staff Development Council, has continued his efforts to communicate what professional learning should look like in a school learning community. With the hope that a sense of urgency toward creating high quality professional learning will be felt, the book explores leadership, mental models, and the creative potential of teachers and principals.

**Proposed Course Session Meeting Schedule for @ 33 in-class contact hours
with 6+ additional hours of field-based projects**

Class Session	SREB Module Resource	Essential Question Topics (EQ)	Students complete these assignments/ readings by class:
Session 1	PD	What are the best practices and attributes of professional development?	Speck Chapter 10 (complete between class 1 and 2)
Session 2	PD	What are NSDC Content and Process Standards and how do these inform the work of school leaders and professional developers who work with teacher learners?	Speck Chapter 1-2 Complete Speck survey p. 19 Analyze and reflect in writing (1 page)
Session 3	PD	What are effective PD strategies that can improve the professional learning of teachers?	Read PD Strategies as assigned.
Session 4	PD	What are effective PD strategies that can improve the professional learning of teachers? What are NSDC Context Standards and how do these inform the work of school leaders and professional developers?	Read PD Strategies as assigned. Using your experience so far with the NSDC Standards, complete the NSCD Self-Assessment (p. 38-43) applying it to your workplace. Collect surveys from 4 other individuals. Analyze perceptions and reflect in 1-page summary. Use instructions on bottom of p. 38 to guide reflections.
Session 5	PD	How do leaders design sound professional development plans that are directly tied to student learning needs?	Read Speck Chapter 6-8
Session 6	PD	How do leaders evaluate professional development and determine its impact and value?	Speck Chapter 9& 11, Guskey Chapter 2 &3 PD plan analysis due as assigned in session 5
Session 7	Teams	What are professional learning communities, essential characteristics of PLCs, and potential value for student achievement?	Read Speck Chapter 3, Brandt article, Kruse article and complete <i>Evidence of Culture of Learning Survey</i> from Speck Chapter 3.
Session 8	Coaching	What are some of the ways leaders can use coaching techniques to add value to the school improvement process?	Speck Chapter 5 Crane Chapters 1-3
Session 9	Coaching	What are best strategies for coaches to employ in different situations and how can they be used most appropriately to increase teacher learning?	Crane Chapter 7-12, Hargrove handouts, Mednick handout. Handouts provided by instructor
Session 10		FE#1 Group PD Project Presentations	FE#1 Project Due

Session 11		Project presentations/ peer review or Exam/ Case Study Wrap-Up	
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Course: *Leading Professional Learning for Improved Instruction*

Instructor Materials

Course Pacing Guide

Individual Lesson Guides

Handouts

Student Projects and Scoring Guides

Instructor's Course Pacing Guide (11 Sessions Proposed @ 3 hours each)

(Note: The instructor may wish to address the topics listed in **RED** in greater depth than provided by the materials in this instructional packet.)

Session 1- Course Overview and Introduction to Professional Development

EQ: What are the best practices and attributes of professional development?

- a) Introduction to Professional Development and Its Importance
- b) Attributes and Reasons for PD
- c) NSDC's Standards Overview
- d) **Current Trends /Research base for PD**

Session 2- Professional Development Content and Delivery Methods for Teacher Learning

EQ: What are NSDC Content and Process Standards and how do these inform the work of school leaders and professional developers?

- a) Applying NSDC Content/ Process Standards (The “what and how” of PD)
- b) **Adult Learning and Motivation**

Sessions 3- Professional Development Strategies Essential for Teacher Learning

EQ: What are effective PD strategies that can improve the professional learning of teachers?

- a) PD Strategies (The “how” of PD delivery) to address teacher audience and purpose from *Powerful Designs* resource book

Session 4- Professional Development Strategies and Support Essential for Teacher Learning

EQ: What are effective PD strategies that can improve the professional learning of teachers?

- a) Professional learning strategies to address teacher audience and purpose from *Powerful Designs* resource book (continued from session 3)

EQ: What are NSDC Context Standards and how do these inform the work of school leaders and professional developers?

- a) Applying NSDC Context Standards (The “support and conditions” for PD)

Session 5 Professional Development Planning

EQ: How do leaders design sound professional development plans that are directly tied to student learning needs?

- a) PD Needs Formula (NCREL)
- b) Criteria for Goals and Needs
- c) PD Design
- d) Implementation of PD plan

Sessions 6- Evaluating Professional Development for Impact on Students

EQ: How do leaders evaluate professional development and determine its impact and value?

- b) Evaluation overview of models
- c) The need for PD Evaluation
- d) Guskey 5 Levels for Evaluation
- e) Reporting and advocating for professional growth

Session 7- Teacher Learning through Professional Communities

EQ: What are professional learning communities, essential characteristics of PLCs, and potential impact for student achievement?

- a) Conditions supporting high functioning PLCs
- b) Pitfalls to building learning communities and how principals use culture-building strategies in working with learning teams
- c) Team contribution to teacher learning and student achievement

Session 8 – Transformational Coaching

EQ: What are some of the ways leaders can use coaching techniques to add value to the school improvement process?

CAROL ADD TOPIC INFO LATER if needed

Session 9- Coaching Strategies **CAROL ADD TOPIC INFO LATER if needed**

EQ: What are best strategies for coaches to employ in different situations and how can they be used most appropriately to increase teacher learning?

Session 10- Student Group Delivery of Professional Development FE#1 Project

This session is provided for student group presentations of Field Experience #1 projects estimating about 1 hour presentations with 15 minute peer feedback per group presentation. Instructor may continue these presentations into Session 11 based upon number of groups.

Session 11- Course Wrap-Up

Final session to provide time for continuation of student presentations of FE#1 projects or instructor provides exam, simulation, case study or other wrap-up activity.

Session 1: Session Lesson Guide

Session 1 Topics- Course Overview and Introduction to Professional Development

EQ: What are the best practices and attributes of professional development?

Purpose: The purpose of the lesson is to introduce the overall concepts that will be studied during the term and the relevant trends and national standards regarding professional development. Time would be given to review expectations, course materials, and projects.

Description: Lecture/ discussion, student group work

Professor Preparation: Prepare lecture/discussion to address key points for PD trends/ research base and background about NSDC Standards. Prepare handouts, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor:

- 1) Speck readings: Chapter 1-2 also Chapters 10-11 provide historic view of PD and trends.
- 2) Activity handout copies needed for each student:
 - Handout 1- Attributes of Effective Professional Development” (from SREB PD PG. p.11)
 - Handout 2-Characteristics of Effective Learning Experiences (from SREB PD PG p. 10)
 - Handout 3- Case Studies (SREB PD PG p. 12-13 &16)
 - Handout 4- Shifting the Paradigm of Professional Development (from SREB PD PG p. 22) optional closing activity.
- 3) Post-It Notes/Sticky Notes (need 5 per student)
- 4) Wall Chart paper, masking tape, and markers

Student Preparation:

Before class- Obtain primary text (Speck)

After class- By Session 2, read Speck Chapters 10, 1, & 2 then complete self-assessment from Speck p. 19 and analyze and write brief reflection on analysis of survey.

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint. Professor may supplement slides by adding current trends/ research-base information pulled from Speck or other sources.)

Essential Question: What are the best practices and attributes of professional development?

Topics to be addressed:

- a) Introduction to PD, its importance, and effective attributes
 - i. Various PD models and delivery methods
 - ii. Adult Learning and Motivation
 - iii. PD Evaluation Levels
 - iv. PD Levels of Impact for Teachers
- b) NSDC Standards Design and Creation
- c) **Current Trends/ Research base- (Instructor-led discussion from Speck/ other resources.)**
Possible in-class activity: Student groups do jigsaw activity of chapters read before class, chart out key points, and present to class on PD trends/ research-base.

Handout 1: Session 1

Attributes of Effective Professional Development

The following statements are key principles underpinning SREB's approach to professional development. The statements are part of a system; no single practice taken alone will result in effective professional development.

- A. The work of the school is learning; all members of the school community are learning, and they should be learning together, in a collegial, collaborative environment.
- B. There must be a tight focus for professional development. This focus should be derived from the priorities in the school improvement plan, which are, in turn, based on a thoughtful analysis of school data. School leadership must facilitate teams to set the vision, values and goals. All faculty should be involved in setting priorities for professional development.
- C. Professional development should be embedded in the work of the school and an ongoing process. Professional development should be relevant, hands-on and inspirational. It should include problem solving activities that address real concerns and provide practical and current information.
- D. There are organizational needs and individual needs and group needs (e.g., subject area/grade level/beginning teachers); therefore, the school consists of nested learning communities — vertical and horizontal.
- E. Professional development is much more than faculty in-service training. Study groups, mentorship, peer observation, action research, and other strategies should be part of the system. Professional development must include opportunities for *all* faculty members to work together in groups.
- F. Formal training must be supported by preparation and regular follow-up/reinforcement. This is the responsibility of school leadership, who should also involve district support.
- G. TIME is a critical factor in professional development: School administrators must ensure there are regular, frequent, planned opportunities for work groups during the day.
- H. Change management is a critical component of any professional development effort, since “best practices” are frequently at odds with teachers’ current habits and expectations for professional development. Change is a process that must unfold over time. A critical mass of faculty must be trained before school wide improvement should be expected.
- I. Experimentation and risk-taking should be encouraged; positive results should be rewarded.
- J. We must include formative and summative evaluation for professional development, regularly reflecting on and measuring the impact of various efforts.

(TERESA ADD CITATION PLEASE)

Session 1: Handout 2

Characteristics of Effective Learning Experiences

- A. Learners help plan the learning experience to fit their needs.**
- B. New information is received through more than one of the five senses.** Learners may read text, hear an explanation, view a demonstration and/or use materials.
- C. Learners process information in more than one context and in more than one way.** They may write in journals; analyze case studies; role play; hold small group discussions; conduct interviews or present lessons; solve problems; use art, music, or movement to express ideas; manipulate materials; construct objects; etc.
- D. Questions are thoughtfully and thoroughly discussed.**
- E. Learners are encouraged to reflect, wonder, suppose, predict.**
- F. New concepts and information are related to current knowledge and experience.**
Learners may connect the new with the old by drawing on previous experience to illustrate new ideas, by comparing/contrasting new knowledge with previous knowledge, by applying new strategies/skills to familiar situations; by constructing metaphors for new concepts, etc.
New information may trigger a process — over time — of deconstructing previous knowledge.
- G. The learning environment is collegial.** Learners learn from one another. Ideas and perspectives reflect the ethnic and gender diversity of the learners. Learners value and welcome diverse viewpoints.
- H. Learners use new information over time, testing, comparing notes with other users, revising and refining understanding and practice.**
- I. Learners have access, when needed, to support and feedback from those whose expertise they respect.**
- J. Learners value what they are learning.**
- K. Learners experience success.**

Source: *Facilitating systemic change in science and mathematics education: Toolkit for professional developers*. (1995). Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Session 1: Handout 3 (Instructor selects one of two cases for class activity.)

Case Study A: Mountain View Elementary

The newly hired assistant principal of Mountain View School, a large urban elementary school, was a champion of professional development. She had been very involved in professional development as a teacher leader in her previous position. She knew what had worked and what hadn't, and was eager to act on her knowledge. She had also recently completed a challenging master's degree program and arrived on the job filled with ideas, enthusiasm, and knowledge about recent research on education and on professional development. The principal of the school was less informed, but shared a deep belief in the importance of continued professional development of all staff.

At this point, professional development at Mountain View consisted of an occasional district wide activity mandated by the central office. The staff was uninvolved in professional development, knew little about what it could be, and didn't care. They were also involved in a contract dispute. Nonetheless, the champions pushed onward.

To help the staff learn more about professional development possibilities, they gave everyone a collection of readings on learning research, neatly bound in three-inch binders. They hoped for stimulating and meaningful discussion with the staff. Instead, the teachers resented the readings, didn't know the purpose of the information, and were intimidated by the size of the notebooks. Being sensitive to the concerns of the teachers, the administrators decided to hold an open forum to air concerns. It resulted in a gripe session about things over which the administrators had no control. They had, with the best intentions, created a white elephant.

The administrators knew a lot about successful professional development, but had absolutely no idea how to make it happen. They sought assistance from the director of the statewide professional development network. Through discussion with her and reading information on the *processes* of professional development — as opposed to the *content* — they began to formulate a plan to remedy the situation they had created. Their first step was to educate the staff about professional development (*not* research on learning). With low morale, a tight teacher contract, no money, and only one in-service day left in the year, doing this was going to be a challenge. They decided to use half of the allocated in-service day for a series of mandated activities that got the staff reading, thinking, and talking about professional development. The design infused new information from recent research and built on the teachers' experiences with professional development. It acknowledged the legitimacy of their experiential knowledge as well as knowledge from external sources.

The assistant principal felt strongly about the importance of involving the entire staff in this initial educating phase and was willing to risk the repercussions of a mandated day. She wanted the staff to determine how to proceed with professional development, but also wanted them to have a more enlightened vision of what it might look like before giving them that responsibility. The half-day in-service was conducted by an elementary teacher from the neighboring district who was a skilled and experienced professional developer. She was credible, could relate to the teachers' concerns, and was well-suited to handle a potentially volatile situation. The administration participated fully as learners. The

outcome was overwhelmingly positive. The session closed with a request for volunteers to serve on a design team to actually create a professional development system for their school. Twenty-one teachers volunteered.

A brief after-school meeting was conducted by the teacher consultant to review for the design team and interested others the basic elements of a structure for professional development and steps to develop one. Seventeen teachers attended. Eleven of them then developed a proposal for funds from the district professional development team to support a summer work retreat to develop their system. When this proposal was presented for approval, eleven other teachers attended to signal their support.

The proposal was approved and a summer session scheduled. By now, the numbers were up to 24. The incentive for involvement was certainly not money; only \$25 per day per teacher had been requested. Their primary motivation was simply to influence the design of professional development opportunities in their school. They were on their way.

Source: Arbuckle, M.A. & Murray, L.B. (1989). *Building systems for professional growth: An action guide*. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Case Study B: Skowhegan Area High School

Teachers at Skowhegan Area High School are asking questions, exploring alternatives, debating issues, reading articles, visiting other schools, inviting community members to join in discussions, talking with students about educational issues...encouraging conversation.

During these times of decreasing funds, and with talk about schools not doing the job of preparing students for the future, how does the staff at Skowhegan Area High School remain positive and progressive? By keeping the lines of communication open. By drawing upon the strength and power that can be gained through the sharing of ideas and exploration of new concepts, and by working together to be part of the solution, not part of the problem.

What was the catalyst that initiated conversation? A carefully planned and structured workshop day in November. Eighty staff members joined together to “engage in conversation.” Working in groups of five (structured so that no two teachers from the same department were together), the day began with a warm-up activity that encouraged discussion about quotes pertaining to change and the future. After an overview of the change process and the agenda for the day, ground rules were established for participation during the day.

Five articles focusing on different faces of “The Future of High School” were read, discussed, and taught to each other during a three-hour cooperative learning “jigsaw” activity. After lunch teachers engaged in a “Forcing Choice” activity that required each of them to go public with their beliefs and to listen to the beliefs of others. They then discussed the conditions they felt were necessary for effective change to occur. The day ended after teachers completed an inventory sheet that rated our current status with regard to the “Ten Attributes for Successful Teacher Development Programs.”

This day, although simple in nature, has had powerful and long-lasting effects...As a staff member observed, “The fallout is really profound...faculty are thinking and talking about professional issues all the time.”

“Substantive talk” continues, and since the November workshop, 24 school board members, parents, business leaders, and students have joined the faculty in ongoing conversations about the future of Skowhegan Area High School. This is the beginning of a strategic visioning and planning process and we are confident that our “committee of the whole” will achieve it.

Source: Arnold, B. (1992). The Western Maine Partnership. In *The Western Maine Partnership Bulletin* (Barbara Arnold is principal of Skowhegan Area High School.)

Session 1-Handout 4

Shifting the Paradigm of Professional Development

Think about professional learning in your workplace and indicate your perceptions about how these characteristics occur in that workplace. What do you consider as strengths or improvement areas?

	1	2	3	4	5	
<u>From Too Much</u>						<u>To More</u>
Focus on teacher needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Focus on student learning outcomes
Focus on individual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Focus on individual and system development
Transmission of knowledge, skills and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inquiry into teaching and learning
"Pull out" training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job-embedded learning
Generic teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Combination of content and content-specific teaching skills
Fragmented, piecemeal, one-shot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Driven by clear, coherent, long-term strategic plan
District direction and decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School direction and decision making
Professional developers as trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional developers as leaders, consultants, planners
Professional development as some people's job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional development as everyone's responsibility
Professional development as a "frill"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional development as essential

Source: Sparks, D. & Loucks-Horsley, S. (1990). Models of staff development. In W. R. Houston (Ed.). *Handbook of Research on Teacher Education* (pp. 234-250). New York: MacMillan Publishing Company.

Session 2: Lesson Guide

Session 2 Topics- Professional Development Content and Delivery Methods for Teacher Learning

EQ: What are NSDC Content and Process Standards and how do these inform the work of school leaders and professional developers who work with teacher learners?

Purpose: The purpose of the lesson is to delve deeper into NSDC Content and Process Standards and to engage students in a group activities that allow them to apply the standards to their own experiences with professional learning. The instructor may decide to provide a deeper background into adult learning theory and motivation beyond what is addressed in accompanying materials.

Description: Lecture/ discussion and student group presentation and sharing.

Professor Preparation: Prepares lecture/discussion to address key points for adult learning theory and motivation. Prepare handouts, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor:

NSDC Standards for Staff Development (revised 2001), Content Standards section pp.29-36 and Process Standards section pp. 15-28.

Student Preparation:

Before class- By Session 2, read Speck Chapters 10, 1, & 2 then complete self-assessment from Speck p. 19 and analyze and write brief reflection on analysis of survey.

After class- Complete the NSCD Self-Assessment applying to their workplace. Ask 4 other individuals (administrators, teachers, or instructional coach for example) to complete the same survey. Collect, analyze, and reflect on findings in a 1-page reflection for Session 3. Use instructions on bottom of Speck page 38 to guide reflections.

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint. Professor may supplement slides to add adult learning theory and motivation from other readings.)

Essential Question: What are NSDC Content and Process Standards and how do these inform the work of school leaders and professional developers?

Topics to be addressed:

- a) Applying NSDC Content/ Process Standards (The “what and how” of PD)
 - i. Review findings/ reflections from Speck survey (p.19) completed for Session 2 homework
 - ii. NSCD Content Standards (The “what” of PD/ (Learning Environments, Quality Teaching, Family involvement)
 - iii. NSDC Process Standards (The “how” of PD/ Data Driven, Evaluation, Research-based Design, Learning, Collaboration
- b) Adult Learning and Motivation (Instructor supplements with discussion of theory and practical application in working with teacher learners.)

Session 3: Lesson Guide

Session 3 Topic - Professional Development Strategies Essential for Teacher Learning

EQ: What are effective PD strategies that can improve the professional learning of teachers?

Purpose: The purpose of the lesson is to introduce students to a variety of strategies that may help them improve the professional learning for teachers. The goal would be that school leaders could make strategic decisions about the use of particular professional development strategies to be used in their schools so that professional development would have optimal impact on teachers improving classroom instruction. In sessions 3 and 4 students would gain a toolkit of PD strategies that range beyond traditional PD delivery methods.

Description: Lecture/ discussion and student group presentation and sharing.

Professor Preparation: Prepares lecture/discussion to address key points for professional development strategies. Prepare handouts or provide electronic readings for students to print and bring to class, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor:

Easton, L. B. (Ed.). (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council. (Professor could upload electronic versions of select PD strategies from book or could require students to purchase book as part of course texts.)

Activity Handout:

Session 3 and 4- Handout 1 for use in both sessions

Student Preparation:

Before class- Select first group of PD strategies, read chapters, and prepare guide sheets as noted on Handout 1 for use in class.

After class- (a) Select second group of PD strategies for Session 4, read chapters, and prepare guide sheets as noted on Handout 1 for use in next class.

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint. Professor may supplement slides to add adult learning theory and motivation from other readings.)

EQ: What are effective PD strategies that can improve the professional learning of teachers?

- a) PD Strategies (The “how” of PD delivery) to address teacher audience and purpose from *Powerful Designs* resource book

Topics to be addressed:

- 1) Instructor leads discussion or activity to have student process their own experiences with professional development delivery methods/ strategies. One of two activities may be used to introduce this discussion and have students thinking about their own experiences with professional development delivery strategies.
 - (a) Use Professional Development BINGO- Students get sheet and take 10 minutes in class to complete activity with classmates. Then instructor leads group debrief about

what activity reveals about the students experiences with PD and how this activity may be used with a faculty to initiate discussion about PD learning options.

- (b) OR Use Group Activity on PowerPoint slide to have student pairs make list of PD experiences they have had in past year and types of delivery methods used for the strategies. Pairs then discuss effectiveness of delivery strategies and essential practices that go into the effectiveness of particular strategies. Then instructor leads group report out about initial thoughts based on experiences with PD delivery strategies.
- 2) Lead lecture/ discussion to reinforce that: Professional learning has often been provided to educators through use of a workshop format. Although appropriate at times, this delivery method is not necessarily the most effective for helping teachers deeply learn content and skills needed to improve classroom practices. There are many delivery strategies that work.

Activity: Divide students into groups for select PD strategies. They use the guide sheets in the group work. Have groups discuss strategy they read about, chart out key points, and present out about select PD strategies read for Session 3 as shown on PowerPoint slide.

Wrap-Up Activity: Conclude class with individual students beginning completion of “Selecting Strategies” sheet and to discuss their decisions regarding the strategies with a peer partner or in whole-class discussion.

Session 3 and 4- Handout 1

Homework Assignment for Sessions 3 and 4

Complete the readings as describes below and complete a Guide Sheet for each strategy that you read. Have these sheets completed for a group activity for each session.

Session 3 Readings	Session 4 Readings
Read Easton Chapters 2. Also, select 6 PD strategies and read the accompanying chapters.	Select 6 PD strategies and read the accompanying chapters.
Action Research	Lesson Study
Assessing Student Voice	Mentoring
Assessment as PD	Peer Coaching
Case Discussion	Portfolios for Educators
Classroom Walk-Throughs	School Coaching
Critical Friends Groups	Shadowing Students
Curriculum Designers	Standards in Practice
Data Analysis	Study Groups
Immersing Teachers in Practice	Training the Trainer
Journaling	Turning Protocols
	Visual Dialogue
	For Session 4: Complete the NSCD Self-Assessment (p. 38-43) applying it to the workplace and bring your surveys and reflections to Session 5. Collect surveys from 4 other individuals. Analyze perceptions and reflect in 1-page summary on findings. Use instructions on bottom of p. 38 to guide your reflections.

Guide Sheet for Strategies

Directions: Students duplicate sheets as needed- with one for each strategy that you read for Session 3 and Session 4. Create a guide sheet for each strategy that you read. The guide sheet should contain the following information: (We will use these sheets in Sessions 3 and 4 as you work in groups.)

- Name of strategy
- How this strategy has potential to impact educator learning and instructional improvement for student benefit
- Philosophical/research basis
- Resources and/or support needed to make this strategy successful
- Steps/process
- Guiding principles
- Recommended resources
- Other categories as appropriate

Selecting Strategies

Directions: This sheet will be used as a wrap-up activity for Session 3 and Session 4.

Brainstorm possible strategies; then, complete this chart to determine which one(s) you want to try. Use additional pages as needed.

[illegible]

Session 3: Handout 2 (Optional Activity)

Icebreaker Activity: Professional Development Experience Bingo

Directions: Find fellow participants who meet the descriptions below and ask about their experiences. After you talk, ask them to sign the line below the phrase describing them. *Each person may sign no more than 2 lines on your card.* Try to fill as many squares as you can.

Has been a mentor <hr/>	Has had a mentor <hr/>	Has done some action research <hr/>	Has coached a fellow educator <hr/>	Has been part of a group looking at student work <hr/>
Has done an internship since leaving college <hr/>	Has attended a convention <hr/>	Regularly reads a professional journal <hr/>	Has attended a workshop <hr/>	Uses the Internet to learn about effective practices <hr/>
Has worked with a community partner <hr/>	Has worked on a curriculum team <hr/>	Has used the Japanese Lesson Study process <hr/>	Has observed other teachers teaching <hr/>	Is part of a professional network <hr/>
Has given a presentation at a conference <hr/>	Has led a school wide committee or project <hr/>	Keeps a reflection log or journal <hr/>	Plans lessons with colleagues <hr/>	Works on a vertical study team <hr/>
Has participated in a video conference or conference call <hr/>	Has written an article about his/her work <hr/>	Has been coached by a fellow educator <hr/>	Is enrolled in a university course <hr/>	Has visited a model school or model program <hr/>

Session 4: Lesson Guide

Session 4 Topics- Professional Development Strategies and Support Essential for Teacher Learning

(NOTE: Study of PD strategies is continued from Session 3.)

EQ: What are effective PD strategies that can improve the professional learning of teachers?

EQ: What are NSDC Context Standards and how do these inform the work of school leaders and professional developers?

Purpose: The purpose of the lesson is to continue analyzing the designed purpose and varied use of numerous PD learning strategies so that future school leaders can incorporate strategies into the PD system at their schools. The session continues from Session 3 to provide students with a toolkit for PD strategies that range beyond traditional workshop PD delivery methods. Further, the lesson is designed to delve deeper into NSDC Context Standards and to engage students in a group reading/ presentation activity that allows them to apply the standards to their own school-based experiences with PD.

Description: Lecture/ discussion and student group presentation and sharing.

Professor Preparation: Prepares lecture/discussion to address key points for professional development strategies. Prepare handouts or provide electronic readings for students to print and bring to class, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor:

Easton, L. B. (Ed.). (2004). *Powerful designs for professional learning*. Oxford, OH: National Staff Development Council. (Professor may upload select PD strategies electronically from CD.)
NSDC Standards for Staff Development (revised 2001), Context Standards section pp.8-12.
Activity Handout: Session 3 and 4- Handout 1

Student Preparation:

Before class- Select second group of PD strategies as assigned by instructor, to read chapters, and prepare guide sheets as noted on Handout 1 for use in next class.
Complete the NSCD Self-Assessment (p. 38-43) applying it to the workplace. Collect surveys from 4 other individuals. Analyze perceptions and reflect in 1-page summary on findings. Use instructions on bottom of p. 38 to guide your reflections.

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint. Professor may supplement slides to add adult learning theory and motivation from other readings.)

Session 4- Professional Development Strategies and Support Essential for Teacher Learning

EQ: What are effective PD strategies that can improve the professional learning of teachers?

Use *Powerful Designs* resource book and handouts used in Session 3

Topics to be addressed:

- 1) Continue discussion to reinforce: Professional learning has often been provided to educators through use of a workshop format. Although appropriate at times, this delivery method is not necessarily the most effective for helping teachers deeply learn content and skills needed to improve classroom practices. There are many delivery strategies that work.

Activity like Session 3: Have students do group discussion, chart out, and present out about select PD strategies read for Session 4 as shown on PowerPoint slide.

Concluding activity: Individual students complete “Selecting Strategies” sheet that they started in Session 3. They debrief by discussing their decision regarding the strategies with a peer partner or in whole-class discussion.

EQ: What are NSDC Context Standards and how do these inform the work of school leaders and professional developers?

Topics to be addressed:

- 1) Applying NSDC Context Standards (The “support and conditions” for PD)
 - Learning Community Design
 - Resources for Professional Learning
 - Leadership Needed to Support Professional Learning

Activity: Have students count off by 1, 2, 3 and assign one of the Context Standards for reading as outlined on the PowerPoint slide. Readings come from pages 8-13 of the NSDC Standards for Staff Development book. Give student 10 minutes to read their section, then to group up with others who read about the same standard. In the group, student read the case study accompanying their standard. They discuss the case study questions and the relevance of the case to the specific Context Standard. They offer a 5 minute report out to the class to explain the essence of the standard and its application/ relevance for school leaders.

Wrap-Up: Have students examine their own NSDC survey perception data, lead a discussion about the use of the data and its relevance to PD planning, which is the topic for the Session 5 class.

Session 5: Lesson Guide

Sessions 5 Topic- Professional Development Planning

EQ: How do leaders design sound professional development plans that are directly tied to student learning needs?

Purpose: The purpose of this lesson is to help students learn how to design sound professional development plans that mirror the school's improvement plan. The session reviews the NCREL formula for determining professional development needs. The session then continues with criteria for PD goals and plans.

Description: Lecture/ discussion and student group presentation and sharing.

Professor Preparation: Obtain one copy of a well designed professional development plan- one with school focus and one with district wide focus (contact partnering district.) Prepare lecture/discussion to address key points for professional development design plans. Prepare handouts 5.1 and 5.2 and print or provide electronic readings for students to print and bring to class, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor: Handouts from the evaluation section of Field Experience #2, one copy of a well designed professional development plan (contact partnering district for district wide and school focused plans)

Valerie Von Frank, Leadership Teams Create Lasting Change National Staff Development Council, August/September 2009, Vol. 13 No 1 This is not formatted correctly (may be downloaded) located on Wallace Foundation site: wallacefoundation.org

Student Preparation:

Before class- Read Chapters 6, 7 & 8 in Speck book. Bring to class Fieldwork Assignment # 2 packet including evaluation sheets, any work completed so far on the project and a PD plan from your school or district

After class- Apply design principles to your Fieldwork Assignment #2

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint. Professor may supplement slides to add adult learning theory and motivation from other readings.)

Sessions 5- Professional Development Planning

EQ: How do leaders develop sound professional development plans that are directly tied to student learning needs?

Topics to be addressed

e) 1.PD Needs Formula (NCREL)

Review concept of identifying PD Needs Formula (See PPT) Stress with students that an effective PD plan centers on the learning needs of the students and of the teachers.

2. Criteria for Goals and Needs

Using the PPT slide explain the reason for addressing the PD goals as shown on slide.

Using the following questions: Criterion 1 What are the gaps in students' achievement?

Which gaps should be high on priority list? Criterion 2 – What strategies' should be implemented to successfully accomplish the goals in our school improvement plan? Criterion 3 - How do we work together as teachers and leaders to find ways to improve teaching and learning in our school? Follow this discussion with the article NSDC article; Tools for Schools, Leadership Teams Create Lasting Change. Discuss – especially highlighting the force field analysis tool.

3. PD Design

Refer to the information in Speck Chapter 7. Explain concept of POTENT designs using charts 7.1 as well as the information on the Power Point slides.

Use Handout 5.1 as a template to use as a guide to aligning student performance gaps, the school improvement plan and the professional development plan

4. Implementation of PD plan

Explain information contained on power point slides and provide them Handout 5.2 which provides examples of PD time acquiring strategies. You may want to have students utilize the Force Field analysis tool to identify forces that support and hinder the needed PD.

Activity: Have students use chart 7.2 from Speck book, Handout 1 and the rubric from their field work to analyze either their own fieldwork project or a PD design they obtained from their school or district. Written analysis begun in class and finished for next class session.

Wrap-Up: Have students understand that using the evaluation rubric as a guide for designing their plan is a way form of backward design. The criteria for evaluation should align with the criteria used to design the plan. Discuss application to the fieldwork project.

Professional Development Planning Template

Professional Development Goal:					
Contact Person:		Date:			Page ____ of ____
Link to School Improvement Plan	Content/Activities	Timeline	Resources	Evaluation of Implementation	Impact on Practice and Student Achievement

Session 5: Handout 2

Ways to Capture Time for School-based Professional Development

	Elementary Schools	Middle Schools	High Schools
Changing the Student Schedule	Extend the school day by a few minutes each day to dismiss students early periodically	The same solutions are feasible. Also, a block schedule creates more opportunities to flexibly use time	The same solutions are feasible. Also, block schedule.
Changing the Teacher Schedule	Teachers leave early some days to stay later other days	The same solutions are feasible	The same solutions are feasible
Adjusting Teacher Responsibilities	Students go to enrichment classes (art, music, PE, etc.) while their teachers are engaged in professional development	Teachers who plan at the same time can work together in professional development activities	Same as middle school. Also, change 6-period schedule to 7 periods: 7 th period available for teachers rotating into supervision responsibilities while other teachers engage in professional development activities.
Being More Efficient	Find time during the day that isn't being used for instruction and save it for future use	Same. Time can be "stolen back" from class changes, holding time after buses arrive in a.m., etc.	Same. Faculty meetings can have less "memo reading" and more professional development focus.
Seek Additional Resources	Train parents and other adults to relieve teachers of responsibilities to create time for professional development	Same. Administrators and district office staff can teach periodically to free teachers for professional development.	Same

Session 6: Lesson Guide

Sessions 6 Topic- Evaluating Professional Development for Impact on Student Learning

EQ: How do leaders evaluate professional development and determine its impact and value?

Purpose: The purpose of the lesson is to introduce students to professional development evaluation, the need for evaluation, and models for effective PD evaluation.

Description: Lecture/ discussion and student group presentation and sharing.

Professor Preparation: Prepares lecture/discussion to address key points for professional development strategies. Prepare handouts or provide electronic readings for students to print and bring to class, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor:

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oak, CA: Corwin Press
Make available to students copies of Guskey Chapters 2 &3. Students read chapters prior to class. Chapter 2 deals with evaluation models and Chapter 3 deals with guidelines and levels for PD evaluation. (Instructor may wish to use as a resource chapters 4-9 since these chapters provide details on evaluation levels that were covered briefly in Chapter 3.)
Activity Handouts: Handouts 1 and 2

Student Preparation:

Before class-Read Speck Chapters 9 and Guskey Chapters 2 &3

After class- Begin developing evaluation process documents used for FE#1 project with group.

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint. Professor may supplement slides to add adult learning theory and motivation from other readings.)

Sessions 6- Evaluating Professional Development for Impact on Students

EQ: How do leaders evaluate professional development and determine its impact and value?

Topics to be addressed:

- a) Instructor prepares lecture/ discussion to provide students an overview of evaluation and the need for professional development evaluation. (Readings from Speck Chapter 9 and Guskey Chapter 2 address this.)
- b) Instructor divides students into 5 groups, assigning each group 1 level of Guskey's evaluation levels. Groups will review readings on that level, chart out key issues that should be considered in planning for that level of evaluation, and should use Handout #1 chart and discuss examples of application to this evaluation level that would be experienced by teachers. Groups report out on levels and their application examples. (Instructor may use Guskey Chapters 4-8 as resource for details on each level along with examples of evaluation instruments for student viewing.)
- c) Instructor transitions session to focus on importance of PD evaluation in generating support needed for PD from teachers, superintendents, school boards, and

communities. Use Guskey Chapter 9 as resource to discuss evaluation process, cost-benefit, communication about evaluation results, and PD evaluation advocacy.

- d)** Wrap-up activity: Using planning charts on Handout 2, give students a hypothetical PD effort that may be present in a district or school. Ask students to consider the PD activity and the need for evaluating its effectiveness. As a small group, students work to fill in the two charts with possible considerations in planning for, conducting, and communicating about PD evaluation related to this particular PD initiative. Have students read “Reporting Evaluation Results” and use this information in their group work. Instructor leads discussion / debrief.
- e)** Explain to students they will need to create an evaluation process using Guskey’s levels in their Field Experience #1 group project and will also be looking at PD evaluation in the Field Experience #2 Project.

Session 6: Handout 1

Guskey's Five Levels

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> ➤ Did they like it? ➤ Was their time well-spent? ➤ Did the material make sense? ➤ Will it be useful? ➤ Was the leader knowledgeable and helpful? ➤ Were the refreshments fresh and tasty? ➤ Was the room the right temperature? ➤ Were the chairs comfortable? 	<ul style="list-style-type: none"> ➤ Questionnaires administered at the end of the session 	<ul style="list-style-type: none"> ➤ Initial satisfaction with the experience 	<ul style="list-style-type: none"> ➤ To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> ➤ Did the participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> ➤ Paper and pencil instruments ➤ Simulators ➤ Demonstrators ➤ Participant reflections (oral and/or written) ➤ Participant portfolios 	<ul style="list-style-type: none"> ➤ New knowledge and skills of participants 	<ul style="list-style-type: none"> ➤ To improve program content, format and organization
3. Organization Support & Change	<ul style="list-style-type: none"> ➤ What was the impact on the organization? ➤ Did it affect organizational climate and procedures? ➤ Was implementation advocated, facilitated and supported? ➤ Was the support public and overt? ➤ Were problems addressed quickly and efficiently? ➤ Were sufficient resources made available? ➤ Were successes recognized and shared? 	<ul style="list-style-type: none"> ➤ District and school records ➤ Minutes from follow-up meetings ➤ Questionnaires ➤ Structured interviews with participants and district or school administrators ➤ Participant portfolios 	<ul style="list-style-type: none"> ➤ The organization's advocacy, support, accommodation, facilitation and recognition 	<ul style="list-style-type: none"> ➤ To document and improve organizational support ➤ To inform future change efforts

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
4. Participants' Use of New Knowledge and Skills	➤ Did participants effectively apply the new knowledge and skills?	➤ Questionnaires ➤ Structured interviews with participants and their supervisors ➤ Participant reflections (oral and/or written) ➤ Participant portfolios ➤ Direct observations ➤ Video or audio tapes	➤ Degree and quality of implementation	➤ To document and improve the implementation of program content
5. Student Learning Outcomes	➤ What was the impact on the students? ➤ Did it affect student performance or achievement? ➤ Did it influence students' physical or emotional well-being? ➤ Are students more comfortable as learners? ➤ Is student attendance improving? ➤ Are dropouts decreasing?	➤ Student records ➤ School records ➤ Questionnaires ➤ Structured interviews with students, parents, teachers and/or administrators ➤ Participant portfolios	➤ Student learning outcomes: Cognitive (Performance & Achievement) ➤ Affective (Attitudes & Dispositions) ➤ Psychomotor (Skills & Behaviors)	➤ To focus and improve all aspects of program design, implementation and follow-up ➤ To demonstrate the overall impact of professional development

Source: Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oak, CA: Corwin Press.



Professional Development Evaluation Plan

Strategy			
Hard questions	Data Needed	Action Steps	Dates

Framework for Preparing Evaluation Reports

Stakeholders	<i>What outcomes are most important?</i>	<i>What evidence best represents those outcomes?</i>	<i>How is that evidence best presented?</i>
Professional development funders			
Board members			
Superintendent			
District administrators			
Building administrators			
Professional development leaders			
Teachers			
Parents			

Source: Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oak, CA: Corwin Press.

Reporting Evaluation Results

General Guidelines

- Decide who the audience is. A report to the superintendent will be different from a report to parents. Decide what the audience wants to know about the school's professional development plan and implementation of the plan, and report only that.
- Keep it brief. Teachers and school leaders don't have time to develop lengthy reports of progress, and the audience probably doesn't have the time to read a lengthy report.
- Keep it simple. Most people who aren't closely involved in a program don't want to know all the details. Report the basics with references so if people do want more information, they know who to contact.
- Write for the audience. Both the written report and charts should use the vocabulary of the audience. Parents and many board members aren't familiar with some technical words educators use. Referring to a "SST" (student support team) will leave many parents and board members in the dark.
- Make your case. Be sure you have given enough information as well as the right information to report results, build support, or answer questions. Don't be so brief you fail to communicate with the audience.
- Impressions and experiences are important as people form conclusions about programs so reporting qualitative information is very important. Include summaries of carefully conducted observations, interviews or surveys. Numbers in a report become even more powerful when accompanied by a few well-selected anecdotes.

Guidelines for charts and graphs

- Don't engage in overkill. Report the information that is most important to the audience and then support that information with text material in the report.
- Report as little as possible on a single chart or graph. The more information included, the more likely people will become confused.
- Use the right kinds of graphs. Pie graphs are good for displaying information about single events, while bar and line graphs are better for displaying trends. All three work well when making comparisons. Charts can report more information and are useful when exact numbers are important, but graphs are more interesting and can be read more quickly.
- Consider the scale when displaying data on graphs. If the scale is too fine, it may be hard to read, but if the scale is broad, the data lose meaning.
- Charts are inefficient when the intent is to make comparisons.

(TERESA ADD CITATION.)

Session 7: Lesson Guide

Session 7 Topic- Teacher Learning through Professional Communities

EQ: What are professional learning communities, essential characteristics of PLCs, and potential impact for student achievement?

Purpose: The student will learn to:

- Identify key characteristics of professional learning communities.
- Identify the benefits of professional learning for schools, teachers, and students.
- Identify practical steps that schools can take to encourage professional learning?
- Describe the role of the Instruction Learning Team to promote learning among others outside the team.
- Identify ways that teams develop over time to become functioning, sustainable PLCs.

Description: Lecture/ discussion and student activities.

Professor Preparation: Prepares lecture/discussion to address key points for professional learning communities and conditions needed. Prepare handouts or provide electronic readings for students to print and bring to class, review/revise PowerPoint slides, as needed.

Materials/ Readings Needed by Instructor:

Students need to have these two articles prior to class so they can have them read for class:

Brandt, R. (2003, Winter). Is this school a learning organization? *Journal of Staff Development*, 10-16.

Kruse, S., Seashore, K. & Bryk A. (2). Building professional community in schools.

Students need to have these two articles copied for use in class or professor may upload electronic copies for students to print and bring to class.

Barth, R. (2006, March). Educational Leadership. 66:6, (8-13)

Mohr, M. & Dichter, A. Stages of team development. Anneberg Institute for School Reform.

Student Preparation:

Before class- Read Speck Chapter 3 and complete Evidence of Culture of Learning Survey. Read Brandt and Kruse articles. (Brandt, R. (2003, Winter). Is this school a learning organization? *Journal of Staff Development*, 10-16.) Kruse, S., Seashore, K. & Bryk A. (2). Building professional community in schools.

After class-

Instructor-Led Session Activities

(Lecture/ discussion and student activity directions come from accompanying PowerPoint.)

EQ: What are professional learning communities, essential characteristics of PLCs, and potential impact for student achievement?

- 1) Instructor leads discussion to address two issues below. Each topic is addressed in a readings and a slide appears in the PowerPoint for instructor use. The online resources *All Things PLC* provides additional resources for instructor. <http://www.allthingsplc.info/>.
 - a) Conditions supporting high functioning PLCs

- b) Pitfalls to building learning communities and how principals use culture-building strategies in working with learning teams
- 2) Instructor assigns jigsaw group reading of Mohr article “Stages of Team Development”.
Group activity instructions for students appear on PowerPoint Slide.
 - a) Team contribution to teacher learning and student achievement
 - b) Instructor provides wrap-up discussion about Handout 1.

Session 7: Handout 1

Strategies Leaders Can Facilitate to Promote Group Learning Among Teachers

Strategy	Actions
Encourage and facilitate collaborative inquiry.	<ul style="list-style-type: none"> • Conduct action research. • Plan lessons with a teaching colleague. • Develop and participate in critical friends groups. • Set up and guide a pilot team of teachers to observe each other's classrooms and then develop a shared lesson plan together. • Create teams to examine student work. • Teach teachers how to use protocols for each of the above.
Create structures to support collaboration and learning.	<ul style="list-style-type: none"> • Set up schedules with common planning time for subject/grade level teams at least several times per week. • Provide training in collaborative inquiry or other strategies for enhancing adult learning (e.g., lesson study, action research, etc.) • Communicate regularly with the faculty about the goals, activities, and results of efforts under the eye of the ILT. • Hire and advance teachers based on professional learning portfolios. • Provide a mentoring and induction program for new teachers.
Provide incentives for learning.	<ul style="list-style-type: none"> • Recognize teachers who share their learning with others. • Provide resources for teachers who learn, independent from workshops and conferences. • Offer books to teachers who participate in study groups. • Provide teachers with leadership opportunities to share learning.
Develop and communicate learning goals.	<ul style="list-style-type: none"> • Post learning goals in faculty common areas, alongside the school mission. • Put adult learning goals in the school improvement plans. • Email monthly updates to teachers and district office staff describing how the learning goals are being enacted.
Shape the school culture to increase enthusiasm for adult learning.	<ul style="list-style-type: none"> • Discuss the goals of the ILT in a faculty meeting. • Provide some readings related to the connection between adult learning and student achievement and then facilitate a carousel or jigsaw activity around these readings. • Survey school staff to determine how each member perceives the climate and culture for adult learning.
Institutionalize "pockets of success."	<ul style="list-style-type: none"> • Map the curriculum to determine gaps in standards, curriculum and instruction. • Video good instruction and build a library of effective teaching strategies. • Use a tuning protocol to regularly examine student work across departments and grade levels.
Encourage embedded professional development.	<ul style="list-style-type: none"> • Coach a colleague or be coached in implementing a new instructional strategy. • Be observed by a colleague and receive feedback. • Shadow a student, a teacher, or another professional in the field.

Strategy	Actions
Develop and support professional learning teams.	<ul style="list-style-type: none"> • Provide training on meeting protocols. • Participate in a video-conference or conference calls with experts. • Encourage sharing of minutes of team meetings across the school.
Encourage school-wide reflection.	<ul style="list-style-type: none"> • Facilitate a session in which faculty develops a list of shared values and commitments related to adult learning. • Examine data about student learning. • Incorporate regular reflection in meetings and the use of reflective logs or journaling.

Session 8: Lesson Guide

Session 8: Transformational Coaching

EQ: What are some of the ways leaders can use coaching techniques to add value to the school improvement process?

Purpose: The purpose of the lesson is intended to introduce the role of the coach and techniques a coach would use in helping school teams learn and grow so they may diagnose problems, identify opportunities, choose and implement appropriate strategies, and monitor for continuous improvement.

Description: Lecture/discussion and student group activities and sharing.

Professor Preparation: Prepares lecture notes/discussion regarding coaching for school improvement. Prepares handouts, charts used in class activities, review/prepare Power Point slides as needed. Prepare activity handout 8.1 Prepare handouts 9.1, 9.2, 9.3 for distribution at end of class to be read by students for next class session

Materials/Readings Needed by Instructor:

Prepare four charts (one title per chart) and place in different parts of the room entitled: Collaborating, Creating, Clarifying and Conducting. Each one should have three sections: "When," "How," and "Others." Find materials related to coaching (SREB Coaching module) or other.

Student Preparation:

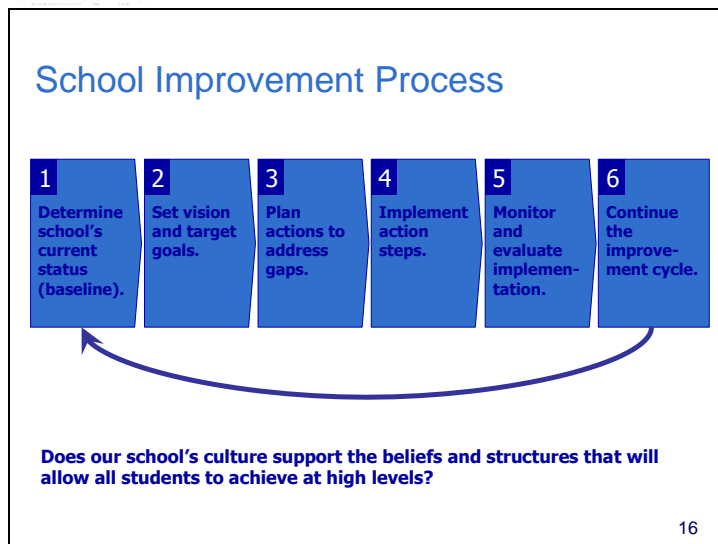
Before class: Read Chapters 1-3 Crane, T. G. (2002). The heart of coaching: Using transformational coaching to create a high-performance coaching culture.(2nd edition). San Diego: FTA Press.

Instructor-Led Session Activities

(Lecture/discussion and student activity directions come from accompanying Power Point. Professor may supplement slides to add additional information on the role of the coach in school improvement.)

Essential Questions: What are some of the ways leaders can use coaching techniques to add value to the school improvement process?

1. Professor leads a short discussion around school improvement process building upon last class session work and other materials of his or her choosing. (Consider using material from the SREB's Coaching module page 44 of LG (see chart below).



2. Introduce the role of the coach (external school improvement, instructional coach, personal, etc.)— may want to use the activities found in the SREB Coaching module LG page 51-53. (see PPT slides) Accompanying materials are found in Handout 8.1.a - 8.1.d.
3. Introduce the concept of Transformational Coaching using T. Crane's Book *The Heart of Coaching*. Professor has students jigsaw Chapter's 4, 5 and 6 – dividing the class into three groups, assigning each group a chapter and directing them to read the chapter and develop a short presentation and demonstration of the key aspects of the Chapter's content on one of the three phases of Coaching. The model appears on a slide in the Power Point.
4. Using Pages 159-170 in Crane book have students divide into four groups and do a carousel activity. Each group takes one coaching style and answers the following questions (see Power Point slides):
 - When would this style be appropriate in school improvement coaching?
 - How would you use this style to coach effectively?
 - If you are coaching person with this style, what style would you use and how?

Then have group move to the next chart and add to the answers already on that chart, giving them less time – repeat activity two more times until all groups have visited each chart, progressively spending less time on each chart. Debrief activity.
5. Professor may choose to continue the discussion of appropriate use of coaching for school improvement with materials of their choosing
6. Distribute Handouts 9.1, 2, &3. Instruct students to read carefully and come to class ready to work with others to develop a 20 minute presentation on one of two major topics covered by the readings: Communications: Creating Dialogues or Building Faculties of Collaborative Learners. Professor should assign students to one of those topics at this time (creating two or four groups depending upon size of class) so they can read additional materials on the topic is they choose and come to class with ideas of what to include in their presentation

Session 8: Handout 1.a

Definition and Roles Activity

1. Read through the general coaching definitions (8.1.b). These definitions are samples from the literature.
2. Discuss the pros and cons of each definition. Write your own definition that specifically describes school improvement coaching.

3. Look at the list of possible roles.
4. Reflect on how each of these roles supports/does not support your definition of coaching.
5. Follow the directions on 8.1.c for each role; determine whether it fits within your definition of school improvement coaching. For “food for thought,” you may read the reflections on 8.1.d.
6. Synthesize all the above information by creating a flipchart that portrays a metaphor (tree, stagecoach, gym, other) for school improvement coaching and depicts the definition and important roles you have identified. Your flipchart should also contain the sentence “Coaching is a (insert metaphor), because (insert your reasoning).” This flipchart will be a sort of “visual job description.”

You will have one hour to complete all of these steps, so manage your time wisely.

Session 8 Handout 1.b

Definitions

“While there are several definitions of coaching, the historical definition of a coach is a person who helps others move from where they are to where they want to be. Thus, to coach is to bring someone from the current reality to their desired vision. Coaching is a process of personal or group transformation, which opens up new possibilities for action. It takes place in a complex, multi-faceted relationship that involves the use of conversational skills, listening, curiosity, compassion, expertise and problem solving to move people toward their goals, hopes and dreams. A coach differs from a consultant. A consultant is hired to tell people how to do something; a coach helps people learn new skills and knowledge to enable them to solve problems or achieve goals on their own.” – Patricia W. McNeil and Steve Klink

“The work of transformational coaching within organizations involves unleashing the human spirit and expanding people’s capacity to achieve stretch goals and bring about real change. This does not begin with fiddling with the strategy, structure, or systems of the organization. Nor does it start with coaching techniques like setting goals, motivating people and giving feedback. It starts with considering and altering the underlying context in which these occur.”
– Robert Hargrove

“Coaching is teachers talking and acting in a purposeful way, with the goal of continuously improving their teaching practice. A coach is a critical listener/observer, who asks questions, makes observations and offers suggestions that help a teacher grow and reflect and produce different decisions. Coaching activities provide a structure in which these interactions can take place.” – National Staff Development Council

The term coaching includes activities related to developing the organizational capacity of whole “schools (such as increasing leadership for instructional reform). It includes helping principals and teachers reallocate their resources and improve their use of data in the service of improving instruction (such as one-on-one observation and feedback of teachers’ instructional strategies and small-group learning of new content and pedagogy).” – Barbara Neufeld and Dana Roper

“The working definition of Transformational Coaching is ‘the art of assisting people enhancing their effectiveness, in a way they feel helped.’ To accomplish this outcome, coaching must be a comprehensive communication process in which the coach provides performance feedback to the coachee... a coach acts as a guide by challenging and supporting people in achieving their personal and organizational performance objectives.” – Thomas G. Crane

Session 8: Handout 3

Roles

Directions: Read the list of roles below. For each role, determine whether it fits into your definition of school improvement coaching. Check the ones that best match your definition. Then, choose the five most important roles, in your opinion. If needed, revise your definition.

- | | |
|--|--|
| <input type="checkbox"/> Train | <input type="checkbox"/> Build capacity for shared decision making |
| <input type="checkbox"/> Provide feedback | <input type="checkbox"/> Help principals understand the importance of building leadership capacity |
| <input type="checkbox"/> Gather and analyze data | <input type="checkbox"/> Model leadership skills |
| <input type="checkbox"/> Ask learning questions | <input type="checkbox"/> Help principals organize time so they can focus on teachers |
| <input type="checkbox"/> Examine resource allocation | <input type="checkbox"/> Help teachers transfer what they learn to their classrooms |
| <input type="checkbox"/> Change resource allocation | <input type="checkbox"/> Help people embody new skills and capabilities through incremental improvement |
| <input type="checkbox"/> Listen | <input type="checkbox"/> Reshape the underlying patterns of people's thinking and behavior so they are capable of different things |
| <input type="checkbox"/> Nurture teacher leadership | <input type="checkbox"/> Expand horizon of possibilities |
| <input type="checkbox"/> Create conversations around decision-making processes, perceptions, values, mental models | <input type="checkbox"/> Elicit powerful new commitments |
| <input type="checkbox"/> Integrate diverse skill sets | <input type="checkbox"/> Mediate |
| <input type="checkbox"/> Reflect on team practices | <input type="checkbox"/> Offer judgments and advice |
| <input type="checkbox"/> Alter the context that shapes the way people act and make decisions | <input type="checkbox"/> Help people move past places where they are stuck |
| <input type="checkbox"/> Provide professional development | <input type="checkbox"/> Transform who people are by creating a shift in people's context or point of view |
| <input type="checkbox"/> Observe and report facts | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Create action plans | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Build relationships | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Set expectations | |
| <input type="checkbox"/> Share perceptions | |
| <input type="checkbox"/> Offer support | |
| <input type="checkbox"/> Suggest strategies | |
| <input type="checkbox"/> Request specific changes | |
| <input type="checkbox"/> Ensure follow-up on school improvement plans | |

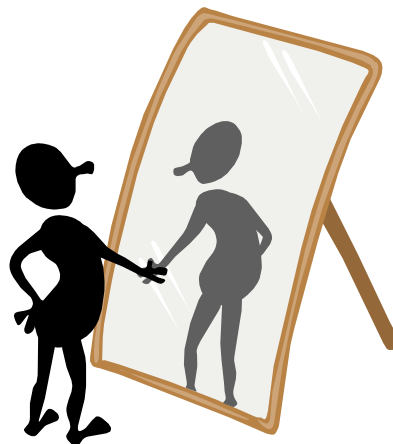
Session 8: Handout 4

Roles: One Person's Reflections

I'm trying to walk a tightrope between doing stuff and building capacity to do it. With respect to using data to make instructional decisions, I think the important thing is to make the data useful to people. That might mean doing more of the front end work myself, creating a demand for it and figuring out how to present the data in clear meaningful ways that encourage rich discussions that will actually lead to change in practice or change in professional development or whatever. And that's what I see as my role here. On the other hand, I don't want to just produce things and papers that are just going to clutter people's desks and then when I'm not there, they will no longer do anything. So the capacity piece is important. But I think before that happens there needs to be a demand, which there is. So that's the biggest piece, I think, creating demand.

Source: Neufeld, B., & Roper, D. (2003, June). *Coaching: A strategy for developing instructional capacity*. The Aspen Institute Program on Education and The Annenberg Institute for School Reform. <http://www.annenberginstitute.org/images/Coaching.pdf>

"You cannot coach someone who doesn't want to be coached."



Session 9: Lesson Plan

Session 9: Coaching Strategies

Essential Questions: What are best strategies for coaches to employ in different situations and how can they be used most appropriately to increase teacher learning?

Purpose: The purpose of the lesson is present strategies that can be utilized by coaches and other school leaders to improve teacher performance.

Description: Lecture/discussion and student group activities and sharing.

Professor Preparation: Prepares lecture notes/discussion regarding coaching strategies.. Prepares handouts, charts used in class activities, review/prepare Power Point slides as needed. Read Crane book. Prepare lecture or demonstration on coaching techniques for step 4 below.

Materials/Readings Needed by Instructor: Prepare handouts 9.7, 9.8, 9.9

Student Preparation:

Before class: Read Chapters 7-12 Crane, T. G. (2002). The heart of coaching: Using transformational coaching to create a high-performance coaching culture.(2nd edition). San Diego: FTA Press. Read Handouts 9.1, 9.2, 9.3 which were provided by professor. Read additional resource materials on Communications: Creating Dialogues or Building Collaborative Faculties

Instructor-Led Session Activities

(Lecture/discussion and student activity directions come from accompanying Power Point. Professor may supplement slides to add additional information on the coaching strategies.)

Essential Question: What are best strategies for coaches to employ in different situations and how can they be used most appropriately to increase teacher learning?

1. Divide the class into two groups (four if the class is large). Assign each group to one of the two topics: Communications: Creating Dialogues or Building Faculties of Collaborative Learners. Have each group develop a 20 minute presentation on their topic – pulling from their readings for this class or personal information. Groups may want to use Handout 9.4 – 9.5 to organize their presentation.
2. As the final activity, have students work on a case study applying the content from previous class sessions. Using Handout 9.6, 9.7 and 9.8 divide class into groups and assign them the case study in handout 9.6 Give groups 30 minutes to read the case and answer the questions from Handout 9.7. Emphasize that you want them to synthesize the information they've been working on for the last two sessions and apply it to the school situation in the case story. The "key question" listed at the bottom of the handout will be used in a critical friends session immediately following small-group work.
3. Using the Critical Friends process, follow the directions on handout 9.8 to debrief this activity.
4. If time permits, professor may want to introduce one or more coaching strategies, such as listening skills, giving and receiving feedback, tuning protocols, classroom observations, etc. Or professor may want to discuss materials in Crane book Chapters 15-17.

Handout 9.4 Communications: Creating Dialogues

Why this strategy is important:

General principles for using this strategy effectively:

Tips for coaches on using the strategy:

Handout 9.5 Building Faculties of Collaborative Learners

Why this strategy is important:

General principles for using this strategy effectively:

Tips for coaches on using the strategy:

Case Story 4: Great Hope Middle School

Great Hope Middle School is a suburban school with a growing population and a reputation of a solid educational program. The data, however, show that their student achievement is only average for the state. The superintendent forged a school improvement effort for all five middle schools within the district using the *Making Middle Grades Work (MMGW)* model for whole school improvement. GHMS had a site development workshop training on the framework of the model and immediately began to implement components they determined most important for their school.

The leadership team first tackled their master schedule, which severely limited their ability to plan engaging activities, interdisciplinary units or science lab experiences, and hoped to incorporate a time for more reading and writing with a literacy approach. The school now has an eight-period, alternating day, block schedule of 85-minute classes. All students take language arts, mathematics, science, social studies and RICA (reading/writing in the content area). Only a team of teachers attended a literacy workshop; the remainder of the faculty is unfamiliar with the concept or what they are supposed to do.

The school also upgraded its academic core by adding honors language arts and requiring all eighth-grade students to take either Algebra I or pre-algebra. Similar content/curriculum changes in math have been made in seventh and eighth grades. One hundred percent of students passed the Algebra I Gateway test with 95 percent scoring at the “proficient” level. In addition, GHMS added a more intensive extra help program with a before-and after-school extra help program as well as a district calendar that provides a two-week intersession between each nine-week grading period for catching up.

Two challenges are imminent at Great Hope Middle School: their RICA class has not developed into what the team had envisioned. The students rotate each nine-week grading period to a different team/subject-area teacher and are supposed to be instructed in reading, writing and study skills in social studies from the social studies teacher, then in science from the science teacher, and so forth. The teachers are constantly scrambling for curriculum, activities and resources, and lack a vision for the purpose of the class. Most classes spend most of the time in silent reading.

The second challenge is that the teachers have not learned how to design lessons and activities that work in a block schedule. There is an over-abundance of worksheets and homework being done in class or just having students read at the end of the period. There are few hands-on, authentic activities, and teachers seem to struggle to keep kids ‘busy’ for the entire period.

The school has asked the coach to work with the leadership team in designing and implementing their staff development plan for the coming year.

Handout 9.7 Case Story Activity

Directions: Read the case story. Answer the questions below, using extra pages as needed.

- What are the key issues facing this school?
- What role or roles would be most important in initially engaging with the school staff?
- What styles would be most appropriate in working with the various key players?
- Which actions depicted in the Transformational Coaching Model would be most appropriate at this time?
- What is your plan of action?
- You will have a chance to get feedback on your analysis and plan from another small group. What is one key question you would like to pose to them?

Handout 9.8 Debrief Directions:

1. Pair up with another small group (if possible, one that has a different case story).
2. One group forms an inner circle with the second group forming a larger outer circle.
3. The group sitting in the inner circle has **10 minutes** to talk within the group about its plan to work with the case story school based on its processing of the questions above. There should be no interaction between the inner and outer circles.
4. The group sitting in the outer circle listens in on the inner circle discussion, taking notes in the chart below.

Praise <i>what you like about the group's plan</i>	Question <i>what you have heard that needs clarification</i>	Polish <i>what about the plan needs to be polished or improved</i>

5. At the end of 10 minutes, the two groups change positions. Now the outer circle group is in the inner circle and is given five minutes to discuss within the group its reaction to the first group's plan. The discussion should begin with warm feedback, move to cool feedback and end with questions. There should be no interaction between the inner and outer circles.
6. At the end of five minutes, the two groups again change positions. The groups are now back in their original places as either the inner or outer circle. The group in the inner circle is given five minutes to talk within the group and reflect on the feedback it has received from the outer circle group. There should be no interaction between the inner and outer circles.
7. Now it is time for the groups to change roles. The process is repeated exactly as above with the original outer circle group discussing its plan as a group starting in the inner circle.

Course: *Leading Professional Learning for Improved Instruction*

**Student Assignments for
Field Experience Projects and Scoring Guides**

(Carol to finish with scoring rubric)

Field Experience #1 Assignment

Group Professional Development Design, Delivery, and Evaluation Project

Students will identify an instructional area of expertise for themselves and will work in a content group (math, language arts, science, social studies, special education).

As a group, you represent a team of district-level content area consultants who are charged with providing professional development for new principals being hired in the district. You will create a professional development session/ experience that helps new principals learn about your content area so principals understand instructional leadership behaviors/ skills they will be using with teachers as they supervise teachers in this content area.

Think about what principals should know about the content, the national trends, state standards and assessment techniques, and how to support teachers in this content area.

Identify key look-fors that principals should see when they visit these content area classrooms and develop a walk-through tool that a principal could use.

Instructions to Students

- (a) The design (content/ delivery method) would include identified PD need based on data (student/teacher), objectives, delivery strategies, pacing, hand-outs/PD materials, follow-up activities, evaluation tools to measure effectiveness.
- (b) Design an evaluation tool

C Individual reflection activity to include: Once designed, seek feedback about your design from at least 1 school leader, a district-level professional developer, and a teacher leader in this content area. Collect feedback from the individuals, share this with your group, make appropriate revisions if needed, and reflect on your findings in this individual summary paper. Peer feedback forms would be analyzed and reflected upon in paper.

The student will be evaluated on the project in the following way in the PD class:

Group Design
Group Delivery
Individual reflection paper

FE #1 Project Scoring Guide

Candidate Name: _____ Reviewer: _____ Date: _____

ELCC ELEMENT	UNACCEPTABLE-1	ACCEPTABLE-2	TARGET-3	Score
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.				
2.4 Design comprehensive professional growth plans Professional Growth Plan for Curriculum Improvement		Candidate uses data to plan for pd.	Candidate uses multiple sources of data to plan for pd	
2.3 Apply best practices to student learning Incorporate Best Practices for Student Learning in a Curriculum Improvement Plan	Candidate does not design pd with the goal to make positive impact on student achievement.. (ELCC 2.3a)	Candidate designs pd with the goal to make positive impact on student achievement. (ELCC 2.3a)		
2.2 Provide effective instructional program Design an Effective Instructional Program for Curriculum Improvement	Candidate does not applies adult learning theory/ practices in designing PD. (ELCC 2.2a)	Candidate applies adult learning theory/ practices in designing PD (ELCC 2.2a)		
		Candidate build in follow-up to PD event/ effort.		
		Candidate plans for 1-2 ways to evaluate PD effectiveness.	Candidate plans for 2 or more ways to evaluate PD effectiveness. using a research base.	
		Candidate prepares audience appropriate handouts, presentation materials to support audience.		
2.2 Provide effective instructional program Design an Effective Instructional Program for Curriculum Improvement	Candidate does not plan for or use technology to engage learners. (ELCC 2.2c)	Candidate demonstrates ability to plan for and utilize appropriate technologies to engage learners. (ELCC 2.2c)		

<p>2.4 Design comprehensive professional growth plans</p> <p>Professional Growth Plan for Curriculum Improvement</p>	<p>The candidate does not demonstrate the ability to implement well-planned, context-appropriate professional development programs based on reflective practice and (ELCC 2.4a)</p>	<p>The candidate does demonstrate the ability to implement well-planned, context-appropriate professional development programs based on reflective practice and (ELCC 2.4a)</p>		

Field Experience #2 Assignment

Project for Creating Conditions to Support Quality Professional Learning

Rationale and Purpose:

NSDC context standards indicate that professional development can be effective if conditions support a quality learning environment for teachers. Effective principals have responsibility to cultivate conditions for teacher learning so teachers can learn, can apply their skills and knowledge in their classrooms, and can provide their students with improved instruction. Principals influence conditions for teacher learning by strategically using resources, working with others to plan carefully to address both student and teacher learning needs, and utilize data and other needs assessments to monitor professional development impact.

Task-This field-based project requires the student to delve into the structural conditions that impact teacher learning. The project is designed to be completed in a school or district-workplace where the student has access to numerous documents and where the student can collect both observational and interview data. The student will provide a written analysis of a school/district as it relates to the conditions that support or inhibit the success of professional learning in that workplace.

Phase 1: Analyze documents looking for alignment of PD goals, resources, structures, and leadership to support professional learning in a school or district. Seek to review:

- (a) An existing school/district professional development plan (utilizing the attached rubric),
- (b) An instructional budget(s) to see how it supports the PD plan,
- (c) Other improvement plans (Title I, School Improvement Plan, or other plans related to instructional improvement goals) to examine the PD plans alignment to these goals,
- (d) Student learning data and other PD needs assessment data that may exist,
- (e) Observational evidence of PD as it is implemented in the school (agenda, PD calendar, PD evaluation process)
- (f) Other observational evidence that has been put in place to support teachers' PD Access/Delivery (i.e.: use of teacher learning teams, PLCs, new teacher mentoring programs, coaching process used in school, master scheduling of teacher time for PD, embedded PD experiences during the school day, etc.)

Phase 2: After Phase 1, prepare a list of interview questions about conditions for supporting PD in your workplace. Relate questions to the NSDC Context Standards (Leadership, Resources, and Learning Communities). As appropriate, interview individuals to note their role related to PD and their views on the professional development conditions (both supportive and challenging) that may exist in this workplace. Identify both strengths and potential growth areas resulting from interviews and your review of documents in Phase 1.

Interview:

- (a) A principal or assistant principal who has some responsibility for PD oversight.
- (b) An instructional coach/ or instructional support person
- (c) Several teachers

Write a 3-5 page analysis of your findings. If you eventually served as principal/ superintendent in this workplace, describe how you would share your findings about PD conditions in determining the future path of PD in your workplace. Share your analysis with a peer student or school leader/ instructional coach to provide feedback that you could include in a final reflection paragraph in your paper.

Professional Development Plan Evaluation Rubric

Criteria	Doesn't Meet Criteria	Minimally Meets Criteria	Meets/Exceeds Criteria
1. Plan includes all elements of a professional development plan	Many planning elements are missing or key elements are missing	All planning elements are present, but some information is unclear or incomplete	All planning elements are present and are clearly and completed stated
2. School data are used to determine professional development needs	Data have not been used to determine areas of need for professional development	Data have been used, but decisions do not reflect thorough analysis or there are gaps in the data used.	Professional development needs clearly are determined by a thorough and complete analysis of data
3. The plan is school-wide in scope	Seems to focus on individual needs and occasionally on grade level or departmental needs	The plan appears to be only a collection of grade level or departmental plans	Except for special cases where needs exist, the plan has a school-wide focus aimed at improving teaching and learning
4. The plan can be completed within the planned timeframe	The timeframe is unrealistic or is vague	The timeframe is reasonable for completing the plan	The timeframe is reasonable for completing the plan and include checkpoints to ensure completion
5. The plan has been developed collaboratively	Developed by an appointed committee, no involvement from the remainder of faculty	Developed by a committee that seeks input from the faculty through an informal process	Developed through a process designed to ensure broad faculty involvement starting with using data and ending with adoption by the faculty
6. The plan can be completed within the school's budget	Money budgeted to implement the plan is inadequate or unable to determine	Money budgeted appears to be adequate, but documentation is incomplete	Thorough documentation exists to demonstrate that each professional development activity described in the plan can be implemented as outlined
7. The plan is linked to the school improvement plan	Little or no linkage exists between the two plans	An attempt has been made to link the professional development and the school improvement plans	The two plans are closely linked and make frequent reference to one another so linkages are easy to find
8. Activities/strategies are appropriate and sufficient	One-shot efforts or strategies that aren't proven effective to address student achievement needs	Activities/strategies seem appropriate, but do not have enough preparation and follow up, linkage, or whole-staff involvement	All criteria for effective professional development strategies are met

A Critical Look at Your Professional Development Plan

Critical Success Factors	Explanation
1. Does the plan address improving student achievement by focusing on the school's data?	Schools should look at formative and summative performance data to pinpoint areas where teachers need help. Summative measures (standardized test scores) often aren't available until after professional development plans are developed in the spring. Formative measures collected throughout the year, though, can pinpoint areas that need attention.
2. Is the plan comprehensive — is it schoolwide in scope?	Efforts should link the role of the entire school community to the school's student achievement goals, rather than only addressing those who seem to be most directly related. For example, if we want to improve student writing, we must involve more than just the language arts teachers.
3. Is the plan clearly linked to the school improvement plan?	School faculties should see the school improvement plan, the budget and the professional development plans as closely linked and almost impossible to separate. The professional development plan is written to support implementation of the school improvement plan. The school budget determines whether funding is available to support both plans.
4. Is the plan realistic? Can it be implemented completely?	To answer this question we have to think about — and address — all of the obstacles that can stand in the way of full implementation: inadequate budget; absence of prerequisite knowledge and skills participants need for the new learning; unrealistic timeline; failing to include all of the appropriate participants; failure to make time for the full range of professional development activities that make for successful implementation (including coaching, follow-up sessions, time to practice, etc.); and other obstacles.
5. Is the plan developed through a collaborative process involving both organizers and participants?	Have teachers involved in the process of using these data to determine the most appropriate professional development. Teachers who participate in designing their own professional development will have higher levels of efficacy and are more likely to support and implement improvement efforts.
6. Can the plan be implemented within the budget?	Research on effective professional development indicates that some of the most effective professional development approaches are also some of the most cost effective approaches: faculty study groups; Japanese lesson plan study; peer coaching; demonstration classrooms; and action research. Budget-conscious principals identify teacher experts, have them trained and then use these teachers to do professional development. Expert teachers can lead study groups and man demonstration classrooms at lower costs than experts who fly in and then away.

Critical Success Factors	Explanation
7. Does the plan include these elements:	<p>Does the plan include all of the appropriate elements of a good professional development plan? The plan should have all of the components in place that will guide the faculty through implementation.</p> <ul style="list-style-type: none"> ➤ SMART goals ➤ Target dates and dependencies ➤ Strategies for initiating, sustaining and maintaining efforts ➤ Plans for evaluating the success of individual tactics and the plan in general ➤ Scheduling that has adequate time to support all strategies ➤ Communication strategies to ensure all faculty members are active participants in the plan ➤ Resources/supports ➤ Potential barriers/pitfalls and strategies for avoiding/overcoming them
8. Are the strategies/activities appropriate and sufficient?	<p>Make sure that the professional development plan includes actions/strategies that adequately prepare teachers to go back to their classrooms and make a difference in student achievement. This means making sure that there is adequate preparation and follow-up for formal activities and plenty of structured informal opportunities for teachers to “work on the work.”</p> <p>Also, this means choosing strategies that research has proven will make a difference. National Staff Development Standards should be used to evaluate professional development plans.</p>

FE #2 Project Scoring Guide

Aligned with ELCC Standards and Indicators

(Available for Use by Instructor)

Candidate Name: _____ **Reviewer:** _____ **Date:** _____

ELCC ELEMENT	UNACCEPTABLE-1	ACCEPTABLE-2	TARGET-3	Score
2.3c- Apply Best Practice to Student Learning (Demonstrates understanding of how to use appropriate research strategies to promote an environment for improved student achievement.)	Candidate does not make recommendations based on sound principles of research and best practices.	Candidate makes recommendations based on general principles of research and best practices.	Candidate makes recommendations based on sound principles of research and best practices specific to the workplaces used for the analysis.	
2.3 a- Apply Best Practice to Student Learning (Demonstrate ability to assist school personnel in understanding and applying best practices for student learning.)	Candidate does not provide reasonable recommendations for improving professional development conditions in the workplace that apply to teacher needs.	Candidate provides reasonable recommendations for improving professional development conditions in the workplace that apply to teacher needs.	Candidate provides strong, research-based recommendations for improving professional development conditions in the workplace that apply to teacher needs and adult learning theory.	
2.4 a Design Comprehensive Professional Growth Plans- (Designs plans consistent with school vision and goals.)	Candidate does not provide analysis of alignment of PD conditions with appropriate data.	Candidate provides analysis of alignment of PD conditions using data.	Candidate provides analysis of alignment of PD conditions with multiple sources of data.	
3.1 a- Manage the Organization. (Demonstrates ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making.)	Candidate does not provided or gave minimal analysis of PD conditions that impact teacher learning and student benefit.	Candidate provided analysis of PD conditions that impact teacher learning and student benefit.	Candidate provided a thorough analysis of PD conditions that impact teacher learning and student benefit while citing related research-based practices.	
3.1 c- Manage the Organization. (Demonstrate an ability to deploy financial and human resources in ways that promote student achievement.)	Candidate does not provide analysis of PD resources as they relates to supporting student needs.	Candidate provides analysis of PD resources as they relate to supporting student needs.	Candidate provides detailed and thorough analysis of PD resources as they relate to supporting student needs.	
3.3a- Manage Resources. (Demonstrates problem-solving skills and knowledge of planning, resource allocation and alignment that focuses on teaching and learning.)	Candidate does not provide analysis or only minimal analysis of PD planning process.	Candidate provides analysis of PD planning process	Candidate provides detailed and thorough analysis of PD planning process.	
Total Score				

Possible = 18
Acceptable = 10