



Best Practices in the Design, Delivery, & Evaluation of Professional Development

Ed O'Connor, Ph.D.
Adapted with permission from
March, A., et. Al (2015)
University of South Florida

About Us

- ▶ Nonprofit organization formed June 2010
- ▶ Focus of the organization is “building and sustaining capacity for improving the achievement of all children”
- ▶ Pursuing that mission by:
 - Professional development conferences and institutes
 - Embedded coaching and support
 - Bridging research and practice



Who Am I?

- Ed O'Connor: Educational Consultant/Instructional Data Coach Midwest Instructional Leadership Council (miLc)
 - Trained as a School Psychologist
 - MS/PhD University of Wisconsin–Madison
 - 15 Years in the Monona Grove School District
 - School Psychologist at all levels 4K–12
 - Director of Continuous Improvement and Assessment
 - Currently working with schools/districts across WI/MN
 - Continuous School Improvement/Rtl
 - Systems Analysis
 - Using Data to Improve Instruction
- Director of the Systems Support Center CESA2 WI
- Trainer for Pearson Assessment Products–aimsweb



Objectives

- ▶ After this session, participants will be able to:
 1. Identify **best practices** in educator professional development
 2. Demonstrate understanding of the *Standards for Professional Learning*, and how to apply these standards within their local settings
 3. Apply knowledge of effective adult learning techniques to facilitate the **design, delivery, and evaluation** of comprehensive **professional development plans**
 4. Utilize and adapt various **resources, tools, materials, and planning documents** to facilitate job-embedded professional development at the school, district, and state level(s)



Agenda

- Part I: Overview and Foundations
 - Definitions and Rationale
 - Professional Learning (PL) Defined
 - Overview of the Standards
- Part II: Best Practices in Professional Learning
 - Implementation Science
 - PL Indicators & Examples
 - High Quality PL Indicator Checklist
- Practice Activities
 - Reviewing & Planning for Professional Learning
- Closing & Reflections
- Q & A



School Leadership and Student Outcomes:

Identifying What Works and Why Best Evidence Synthesis

<http://www.educationcounts.govt.nz/publications/series/2515/60169/60170>

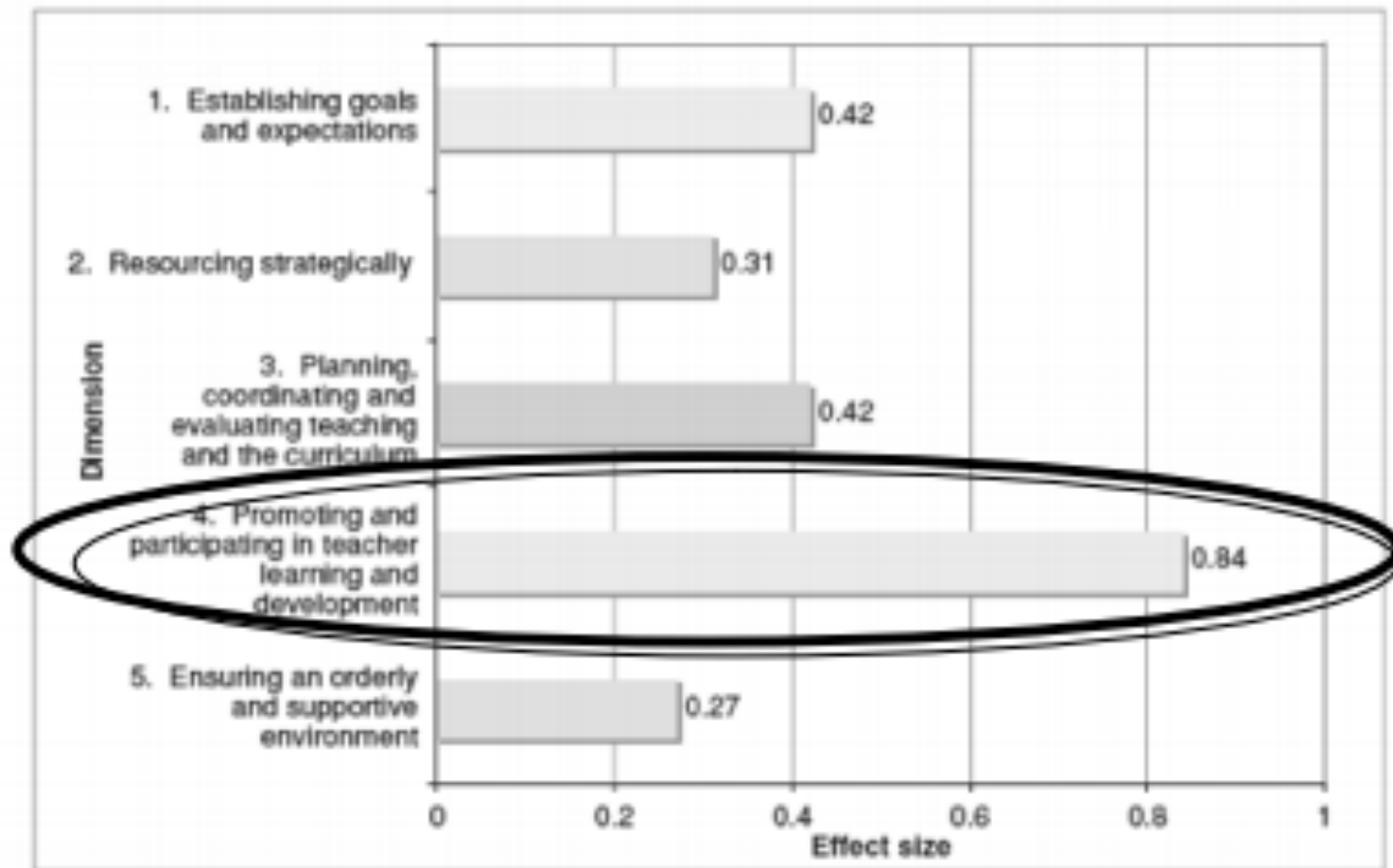


Figure 2. Relative impact of five leadership dimensions on student outcomes

Dr. Neil deGrasse Tyson



COSMOS
A SPACE-TIME ODYSSEY



Yes – No – Why?

“One of the biggest problems with the world today is that we have large groups of people who will accept whatever they hear on the grapevine, just because it suits their worldview—not because it is actually true or because they have evidence to support it. The really striking thing is that it would not take much effort to establish validity in most of these cases... but people prefer reassurance to research.”

— Neil deGrasse Tyson

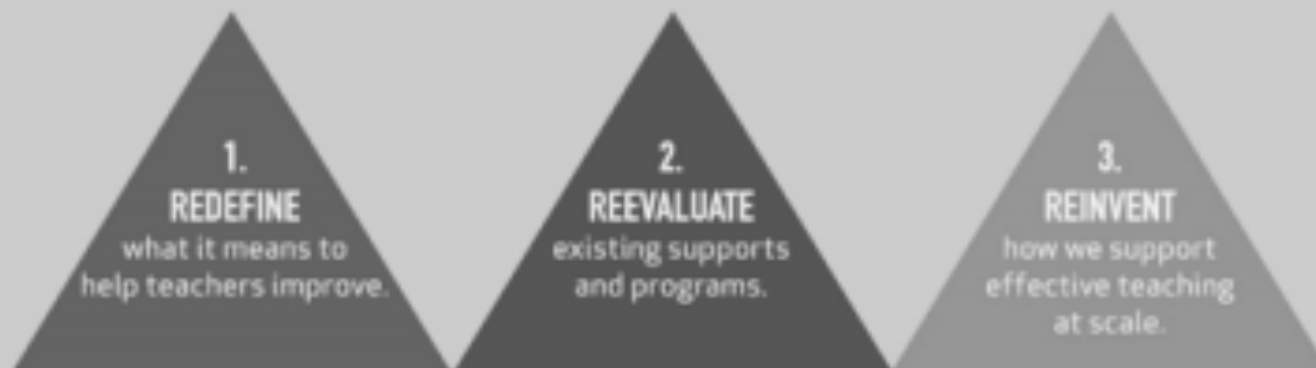
THE MIRAGE

Confronting the Hard Truth About Our Quest for Teacher Development

Recent evidence strongly suggests most PD simply does not work ...

<http://tntp.org>

THE WAY FORWARD: HOW CAN WE FIX TEACHER DEVELOPMENT?



THE MIRAGE

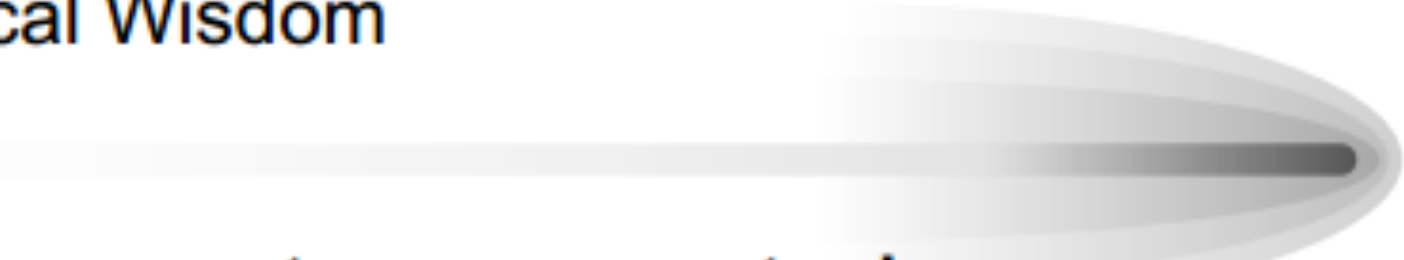
Confronting the Hard Truth About Our Quest for Teacher Development

School and District Leaders Rely on Many Strategies for Pursuing Improved Achievement

- ◆ Get a new principal
- ◆ Get a new plan
- ◆ Get a new textbook
- ◆ Get more test prep
- ◆ Get new students
- ◆ Get new teachers
- ◆ Get more teachers
- ◆ Get a new schedule
- ◆ Get a charter
- ◆ Get a new computer system
- ◆ Get a new reading program
- ◆ Get more aides
- ◆ Get new parents
- ◆ Get a new test
- ◆ Get a new curriculum
- ◆ Get a new staff development program... or...

Adopt RTI or CCSS !

Practical Wisdom



There are two ways to improve results: redesign the school based on **best** instructional practices or get new kids.

- Tim Westerberg, former high school principal in Littleton, CO

How do we adjudicate “best”? A requirement without which coherence is impossible !

Mike Schmoker Sums It Up Succinctly

Transforming Professional Development: Beyond 'The Mirage',
Education Week, October 21, 2015

The What ("Big Dogs")

- 1) Choose a few instructional practices with the strongest research base and track record. – e.g. IES Practice Guides (not the latest fad, newest technology, TED talk, etc)

The How (A Culture of Public Practice)

- 2) Choose a small number of initiatives and provide sustained training, feedback, monitoring & support.
 - actual practice w/feedback during team meetings (e.g. video)
 - classroom based lesson feedback (coaching, video, etc)
 - collaborative lesson planning/formative assessments
 - collaborative analysis of results (including video)
 - unwavering sustained focus

What About the Common Core Standards?

- Archer, 2012

"A focus on results rather than means"

"The Standards define what all students are expected to know and be able to do, not how teachers should teach."



True-isms for Improving OUR Schools

#1: It is impossible to significantly improve student achievement unless we figure out ways to improve our teaching...

How well we teach = how well they learn
- email stamp, Dr. Anita Archer

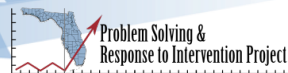


*A Multi-Tiered
System of Supports*

Best Practices in the Design, Delivery, & Evaluation of Professional Development

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STANDARDS

THEY ARE GREAT. EVERYONE SHOULD HAVE THEIR OWN.

DEV.DIGITAL.COM



KWL

- ▶ What I know ...
- ▶ What I want to know...
- ▶ What I Learned...

K&W: 1 minute think... 1 minute write... 1 minute share partner 1 then partner 2



Why? What is the Purpose?

- ▶ *The primary purpose of professional learning is to improve educator practice and student results (Learning Forward, 2011)*
- ▶ To build **capacity** of educators to deliver effective instruction.

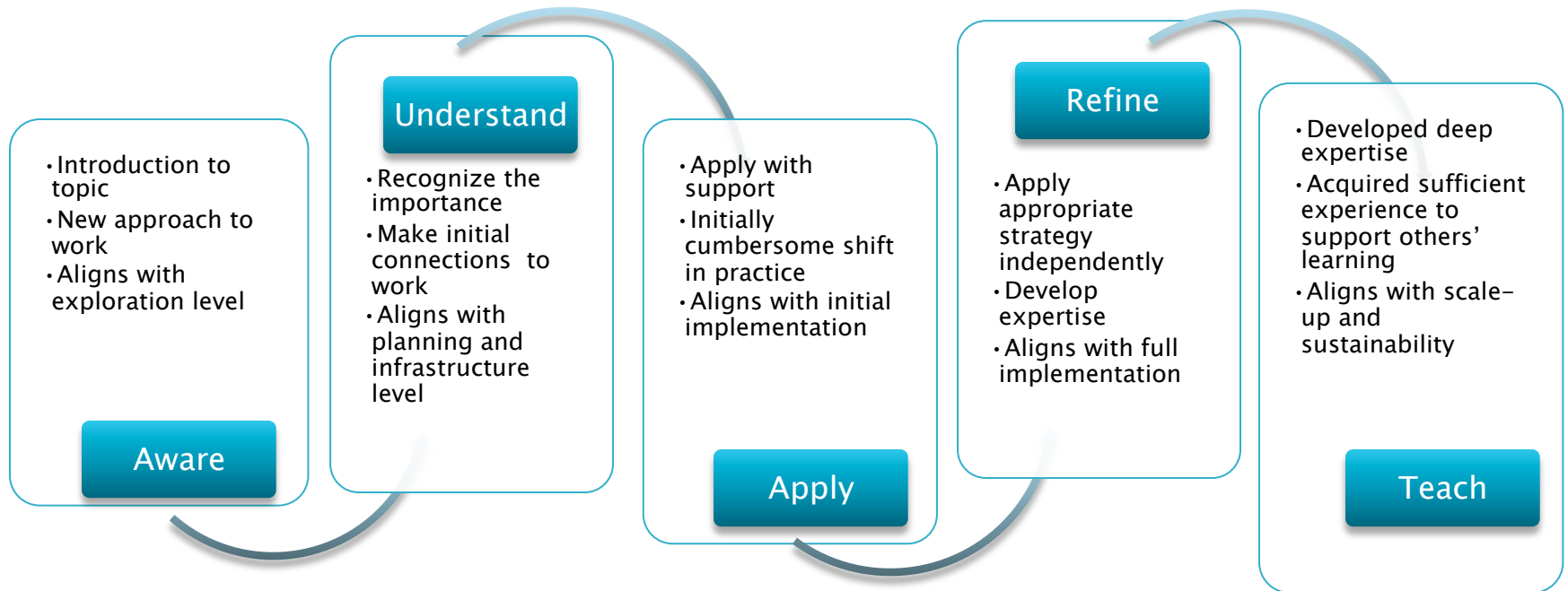


Capacity

- ▶ Awareness
 - I recognize the concept or practice label and understand the “gist”.
- ▶ Knowledge and Understanding
 - I have substantial knowledge of the concept or practice and I understand why it is important
- ▶ Application
 - I am beginning to try to use the concept or practice and can be successful with support and feedback
- ▶ Refine and Adapt
 - I can use the concept or skill correctly without support
 - I can generalize my use of the skill and adapt to adjust for different contexts and needs
- ▶ Capacity Builder (Teach)
 - I can teach others and support them on their way to “independent skill”



Levels of Capacity PD Targets



Capacity building cycle





Activity

- Discuss with your partner
 1. What types of professional learning are needed at each stage of capacity? Why



Relationship Between Levels of Impact and Components of Training

Joyce & Showers

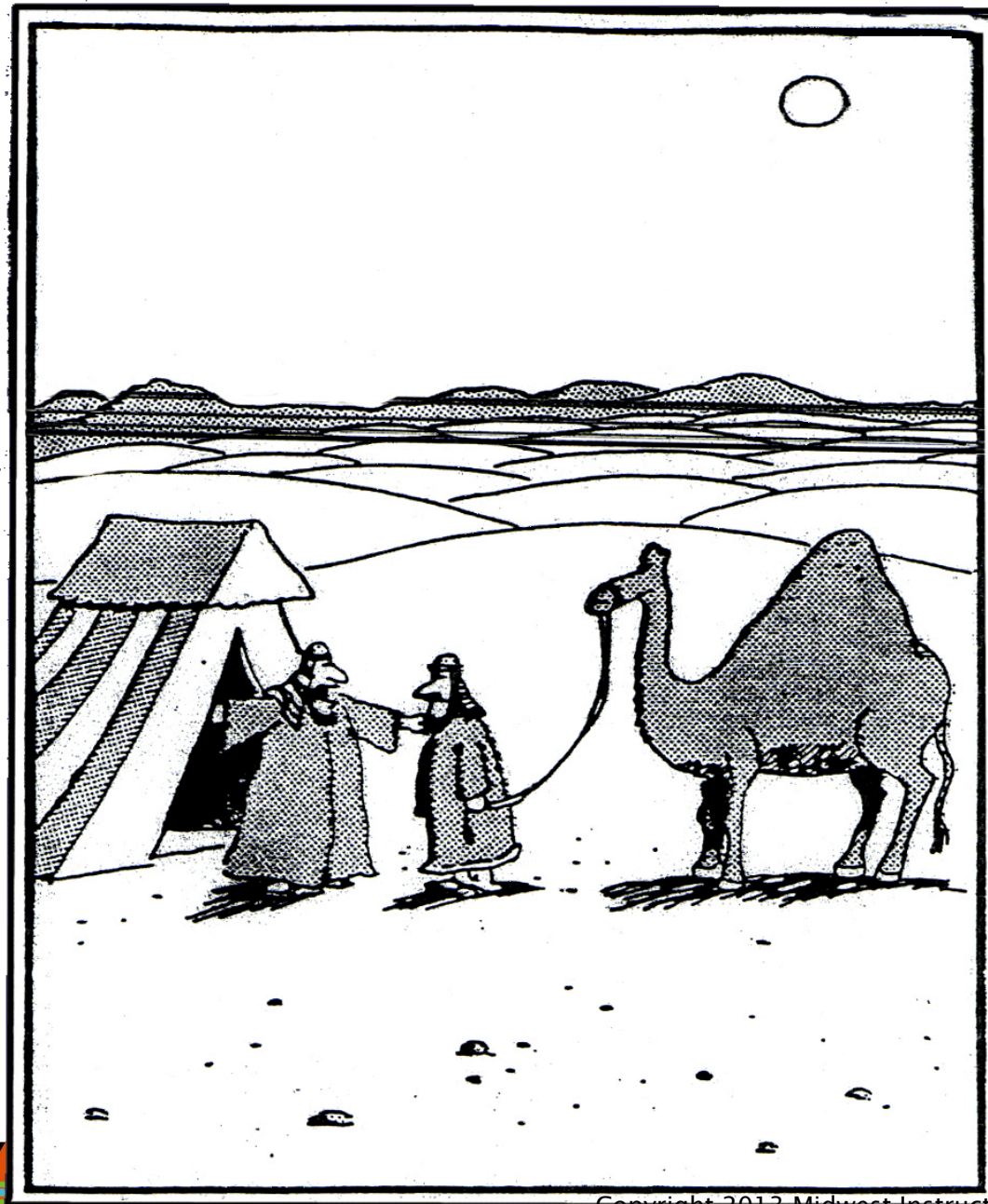
Training: Level of Impact	Awareness + Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Job Embedded	90%	90%	80-90%



Foundation: Continuous School Improvement (CSI)

Core principles
Key practices





“Stop asking me if we’re almost there; we’re Nomads, for crying out loud.”

It is about.....
CONTINUOUS
School
Improvement....will
we ever be ‘there’?

We are working harder than ever.

**Why aren't we seeing
a greater effect on student learning
in proportion to all the effort?**





Jeffcubos.com

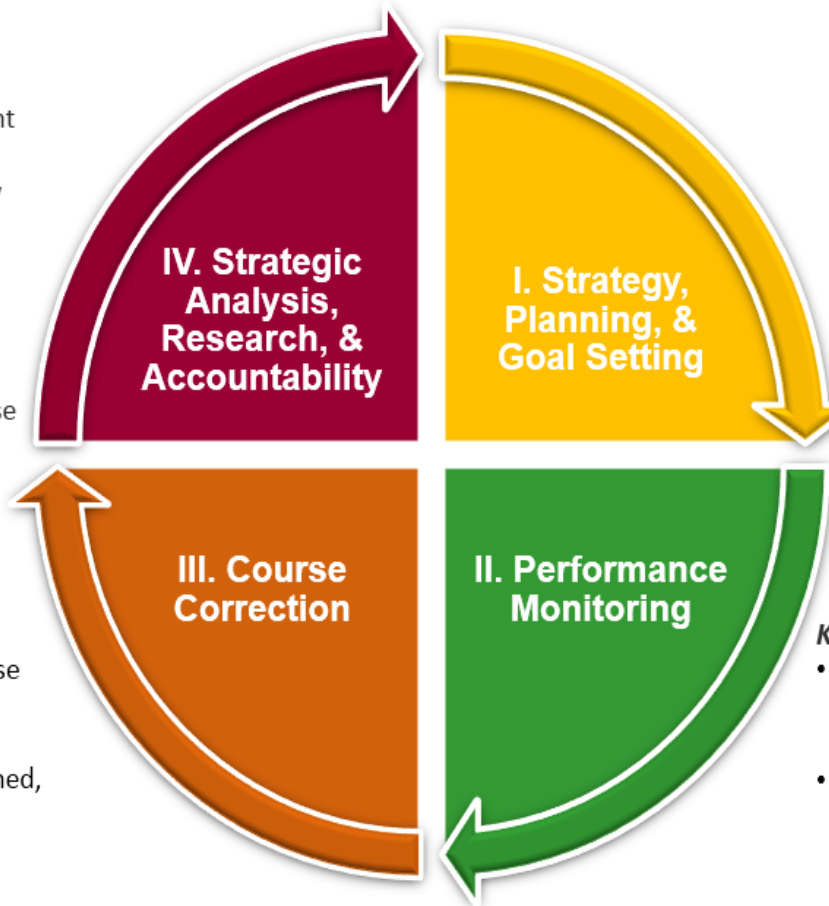
Typical Continuous Improvement Cycle

Evaluate effectiveness to drive accountability & inform future plans

- Annually evaluate student / staff performance
- Identify areas for priority deep dives, and conduct short-term analysis or long-term evaluation / research as needed
- Adjust future strategy as appropriate (e.g., increase investment in IB)

Learn, refine, improve current year plans

- As needed, refine / course correct action plans and budgets to respond to roadblocks, lessons learned, changing dynamics, etc.



Establish where you're trying to go

- What instructional outcomes are most critical to you?
- What initiatives or programs are important to your school population?
- How does your budget align with your strategic plan?
- Who is responsible for implementation? Monitoring?
- What baseline data will influence your performance targets?

Know if you're on track

- Regular review of progress toward implementation milestones
- Regular review of performance relative to targets

Cycle Selection is Critical!





The Importance of Leadership Focus (Reeves, 2011)

- Leadership focus is a prerequisite for every other element of leadership.
- Those with many improvement priorities have none.
- The cumulative effect of multiple priorities is a focus deficit, and the inevitable impact of this deficit is a series of diminishing returns.

Three Essential Clusters of Leadership Practices for Positively Impacting Student Achievement (Reeves, 2011)

Focus

Monitoring

Efficacy



Focus

Leaders identify and monitor no more than six priority instructional practices that are linked to specific student needs.



Monitoring

Frequent
Constructive
Addresses adult actions



Efficacy

Personal conviction of teachers and administrators that their actions are the primary influences on the academic success of students.



The Right and Wrong Drivers (Michael Fullan, 2011)

- **Capacity Building** vs. Accountability
- Promoting **Group** vs. Individual **Solutions**
- **Instruction** vs. Technology
- **Integrated/Systemic Strategies** vs. Fragmented Strategies



The elevator to success is out of order.
You'll have to use the stairs
One step at a time



Beliefs Drive Behavior

**Believe that we can
effectively teach all children**

All RTI practices are founded on the
assumption and belief that all children
can learn

Judy Elliot: *Response to Intervention: What & Why* (September 2008)

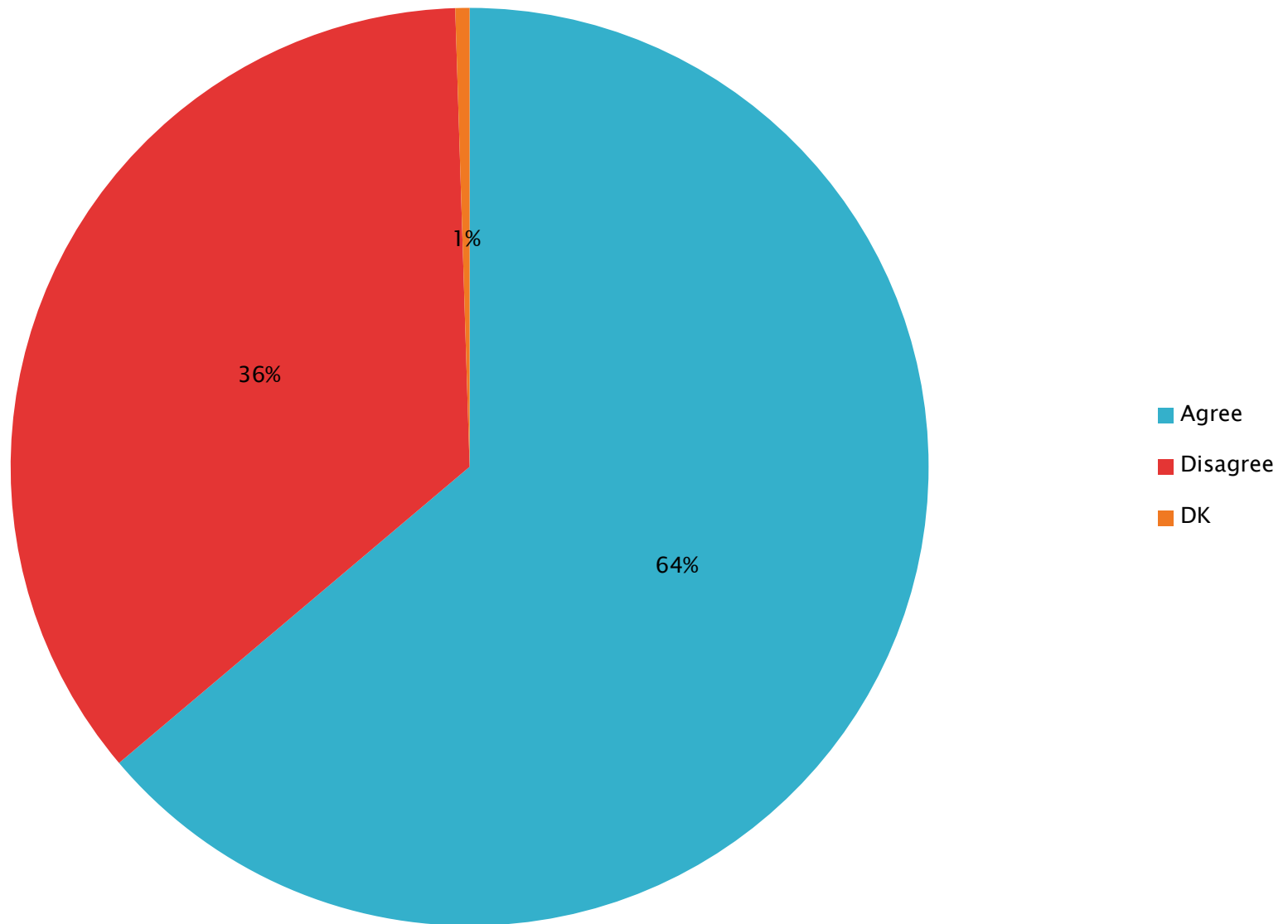


Culture, Beliefs, and Expectations

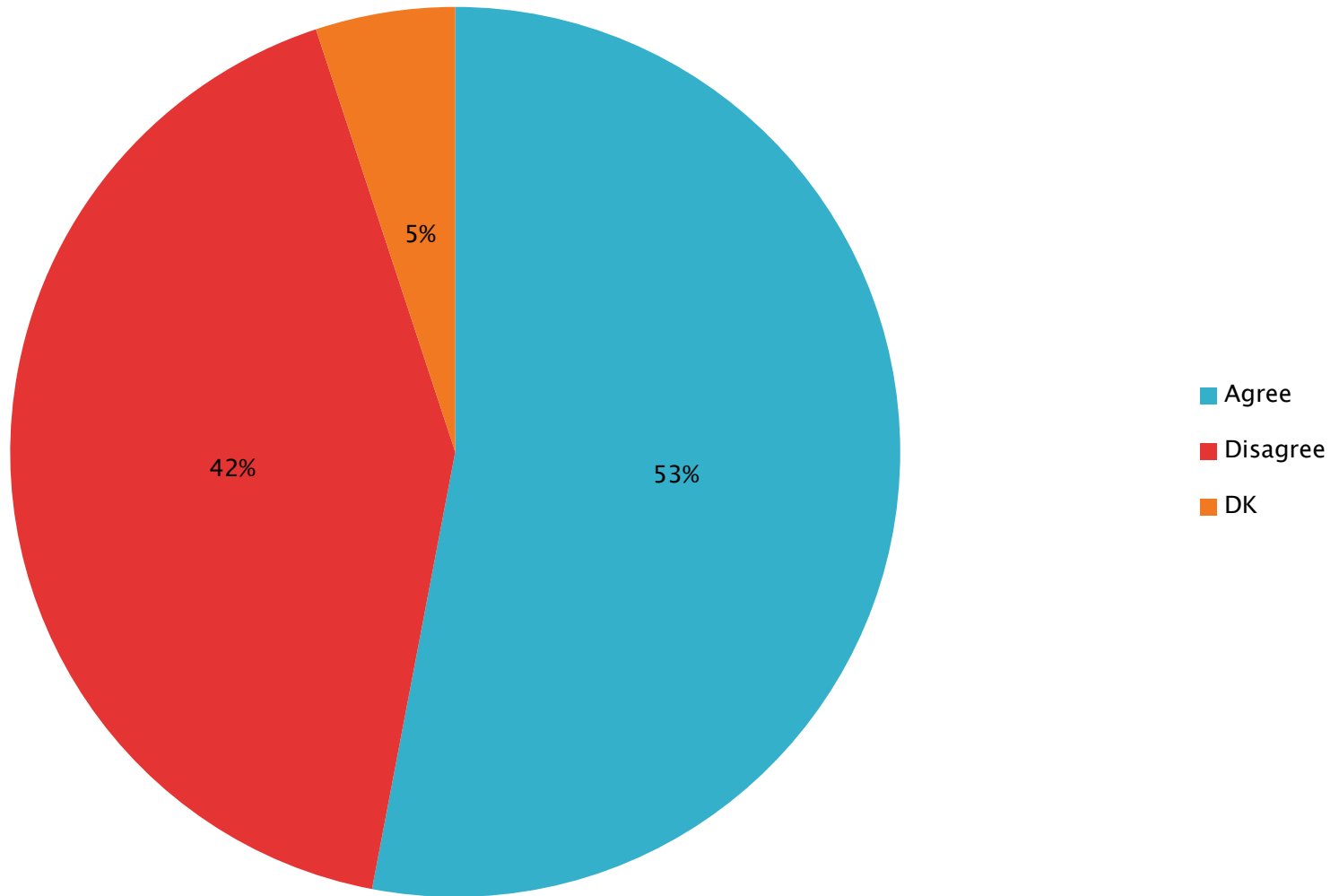
- ▶ I believe that all children have the ability to achieve high academic and behavioral standards?
- ▶ Students with high incidence disabilities receiving special education services are capable of achieving grade level benchmarks/standards?
- ▶ All students can achieve grade level benchmarks if they have sufficient support?



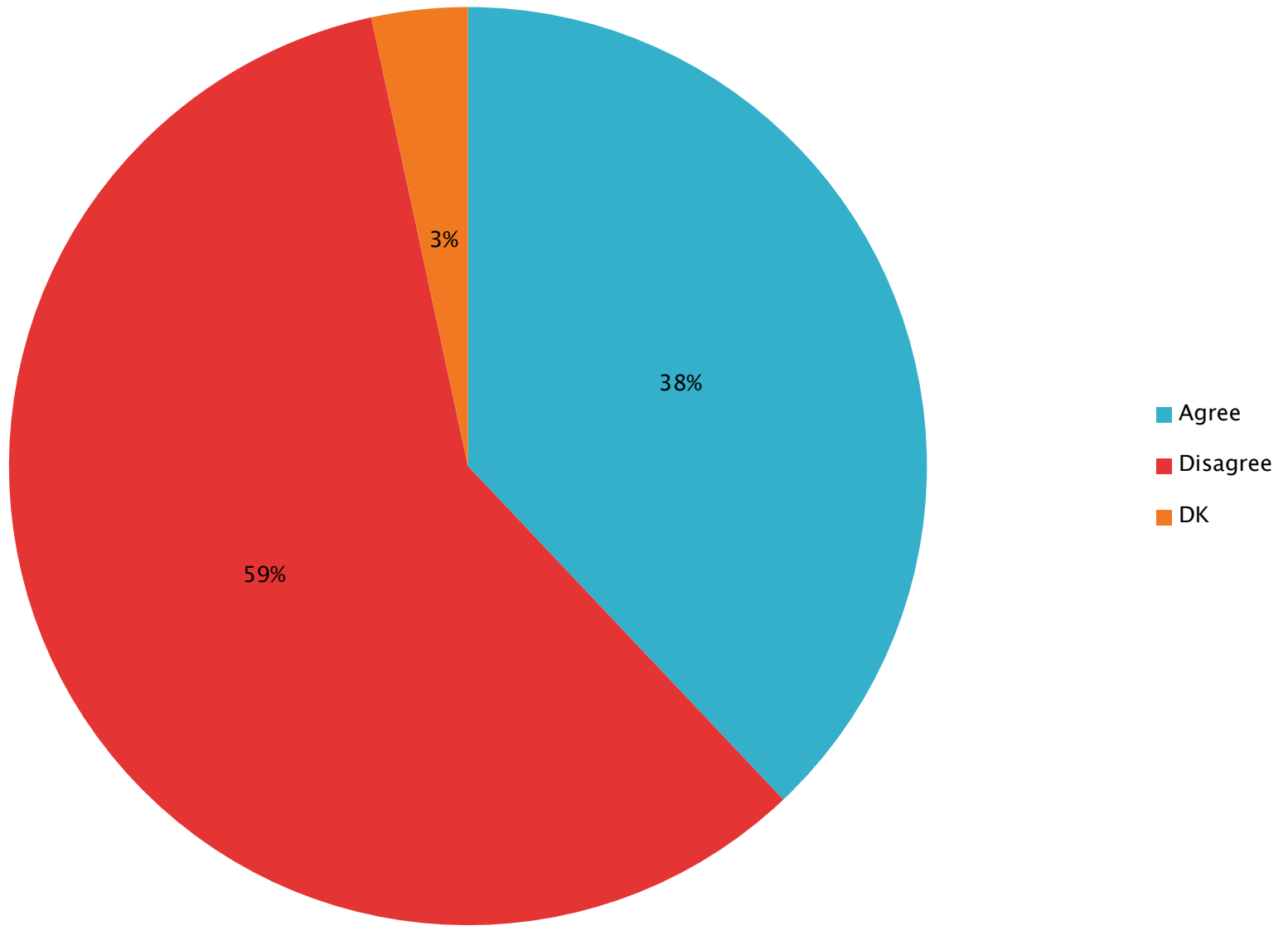
Q. I believe that ALL children have the ability to achieve to high academic and behavioral standards. (N=650)



Students with high incidence disabilities (LD, EBD, S/L) receiving special education services are capable of achieving grade-level benchmarks/standards in reading and mathematics (N=651)



All students can achieve grade level benchmarks if they have sufficient support. (N=651)



Professional Learning



Professional Learning, Staff Development and Continuing Ed.

- **Professional Learning** is a broad term that describes processes used to build skills needed for one's job expectations
- Within education, Professional Learning is:
 - Also called *Professional Development, Continuous Learning, Continuing Education, and Staff Development*
 - Considered a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (Hirsh, 2009, p. 12)



Learning Forward

- Learning Forward (formally the National Staff Development Council; NSDC)
 - an international membership association of learning educators focused on increasing student achievement through more effective professional learning.
(www.learningforward.org)
 - *Standards for Professional Learning* (2011) is the third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.



Professional Learning Defined

▶ According to Learning Forward, the term “*professional development*” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement --

(A) Professional development **fosters collective responsibility** for improved student performance and must be comprised of professional learning that:

(1) **is aligned with rigorous state student academic achievement standards** as well as related local educational agency and **school improvement goals**;

(2) **is conducted among educators at the school** and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher



Professional Learning Defined (cont.)

(3) primarily occurs **several times per week** among established **teams** of teachers, principals, and other instructional staff members where the teams of **educators engage in a continuous cycle of improvement** that —

- (i) **evaluates student, teacher, and school learning needs** through a thorough review of data on teacher and student performance;
- (ii) defines a clear set of **educator learning goals** based on the rigorous analysis of the data;
- (iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and **evidenced-based learning strategies**, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
- (iv) **provides job-embedded coaching** or other forms of assistance **to support the transfer of new knowledge and skills** to the classroom;
- (v) **regularly assesses the effectiveness** of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- (vi) informs **ongoing improvements** in teaching and student learning; and
- (vii) that may be supported by **external assistance**.



[h
t](http://www.learningforward.org/standfor/)

[tp: //www.learningforward.org/standfor/](http://www.learningforward.org/standfor/)

Professional Learning Defined (cont.)

(B)The process outlined in (A) *may* be supported by activities such as courses, workshops, institutes, networks, and conferences that:

- (1)must **address the learning goals and objectives** established for professional development by educators at the school level;
- (2)**advance the ongoing school-based** professional development;
and
- (3)are provided by for-profit and nonprofit entities **outside the school** such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.



[h](http://www.learningforward.org/standfor/)
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Activity

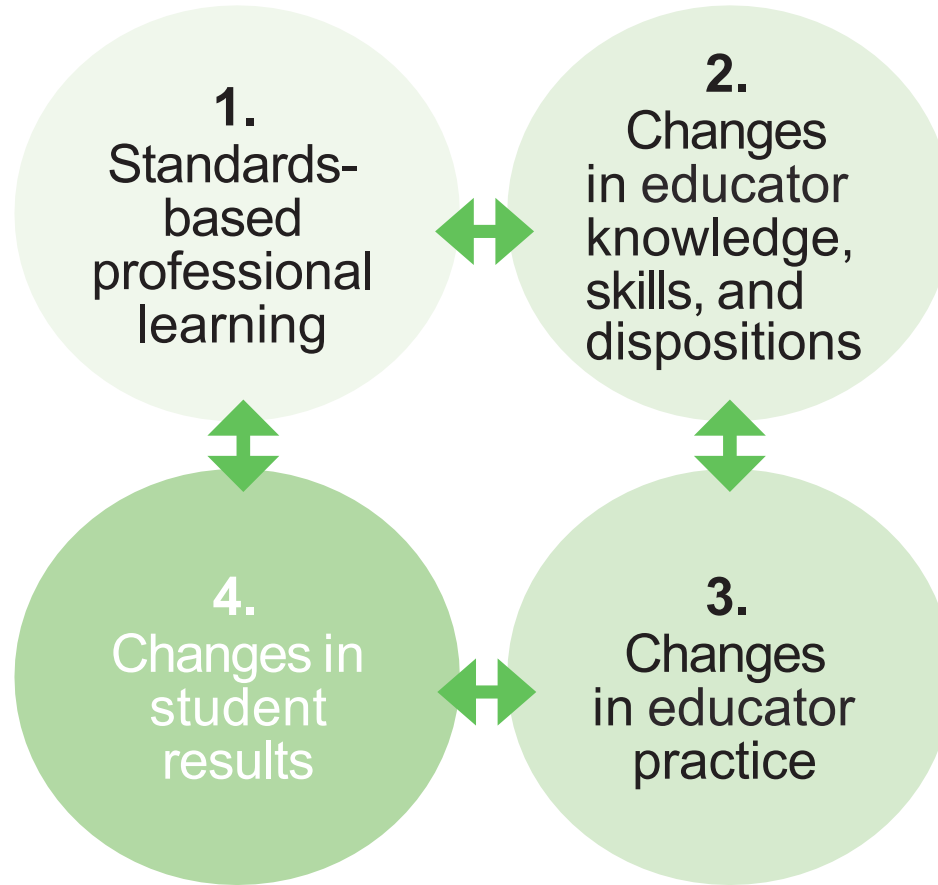
- Discuss

How does professional learning connect to student results?

How are we measuring the outcomes of professional learning?



Relationship Between Professional Learning and Student Results & Student Results



<http://www.learningforward.org/standards/StandardsReferenceGuide.pdf>



Professional Learning and Problem– Solving

“Good teaching occurs when educators on teams are involved in a cycle in which they analyze data [*Problem ID*], determine student and adult learning goals based on that analysis [*Problem Analysis*], design joint lessons that use evidence- based strategies & have access to coaches for support in improving instruction [*Plan Development & Implementation*], and then assess how their learning and teamwork affects student achievement [*Program Eval/Rtl*]”

Hirsh,
2009



Job Embedded Professional Development (JEPD)

- JEPD is reform-based professional learning in which the majority of educator learning takes place in the schools and is directly related to the needs of the school, its educators, and its students (Croft et al., 2010)
- Examples:
 - Coaching, Problem-Solving/Data Teams, Lesson Study, Mentoring, Professional Learning Communities (PLCs), Study Groups, Action Research

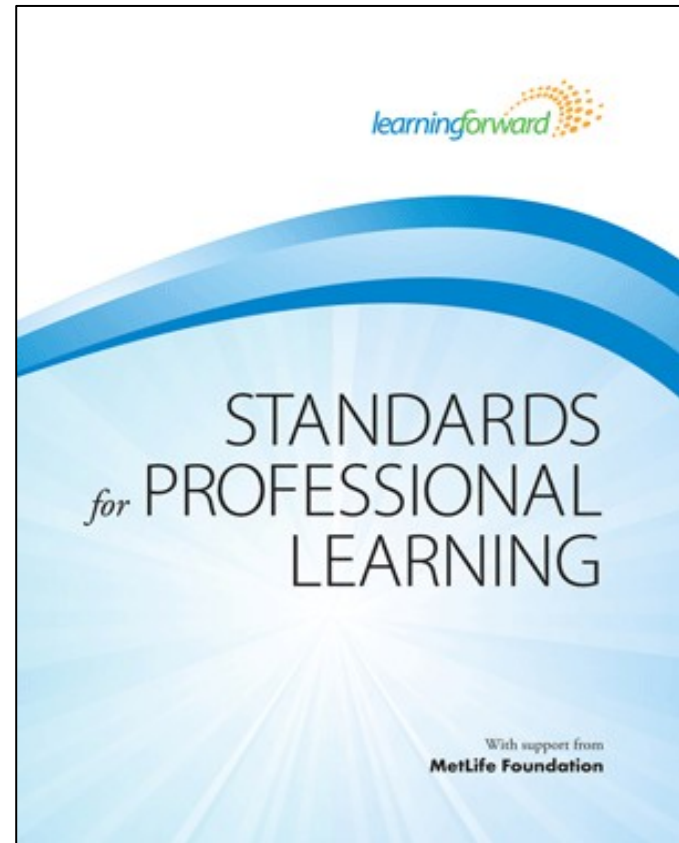


Seven Standards for Professional Learning

»» Overview



- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes



Learning Communities

“Professional Learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment” (Standards, p. 24).

- Engage in continuous improvement
- Develop collective responsibility
- Create alignment and accountability



Leadership

“Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning” (Standards, p.28).

- Develop capacity for learning and leading
- Advocate for professional learning
- Create support systems and structures



Resources

“Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning” (Standards, p. 32).

- Prioritize human, fiscal, material, technology, and time resources
- Monitor resources
- Coordinate resources



Data

“Professional learning that increases educator effectiveness and results for all students **uses a variety of sources and types of student, educator, and systems data to plan, assess, and evaluate professional learning**” (Standards, p. 36).

- Analyze student, educator, and system data
- Asses progress
- Evaluate professional learning



Learning Designs

- ▶ “Professional learning that increases educator effectiveness and results for all students **integrate theories, research, and models of human learning to achieve its intended outcomes**” (Standards, p. 40).
 - Applying learning theories, research, and models
 - Select learning designs
 - Promote active engagement



Outcomes

- ▶ “Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards” (Standards, p. 48).
 - Meet performance standards
 - Address learning outcomes
 - Build coherence



Implementation

“Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change” (Standards, p. 44).

- Apply change research
- Sustain implementation
- Provide constructive feedback





Best Practices in the Design, Delivery, & Evaluation of Professional Development Part II: Models/Resources/ Application

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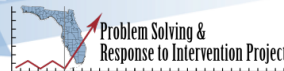


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Brief Review

- » Foundations and Effectiveness Research



Discuss and Share:

- ▶ The purpose of professional development is/ is not...
- ▶ To have impact in changing staff skills and practices, professional learning routines must include:
- ▶ Efficacy, in this context, reflects the degree to which teachers believe... What? This is important because...
- ▶ Leadership _____ is a prerequisite for all other elements of leadership
- ▶ Fidelity can be predicted by_____



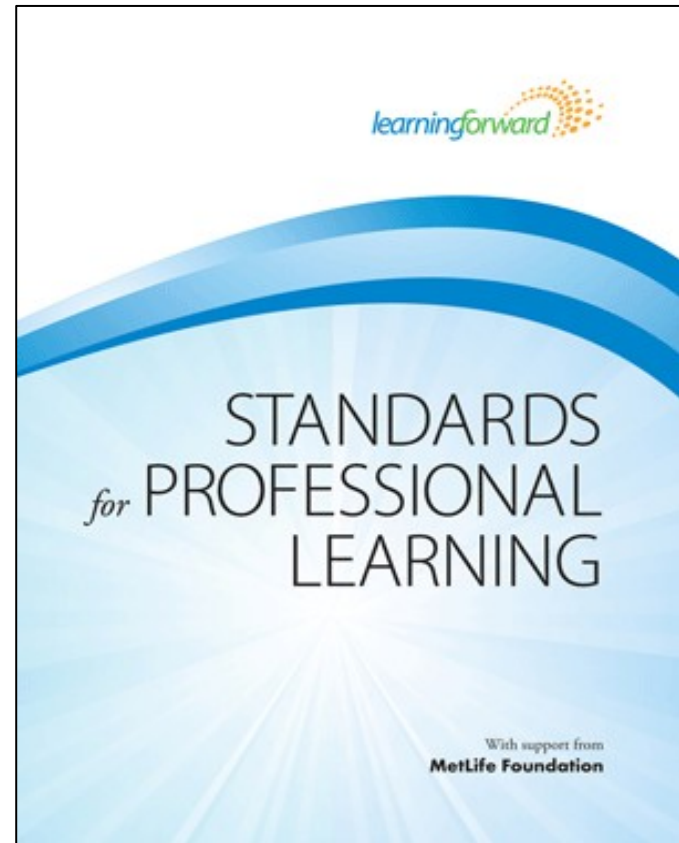
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- ▶ Awareness
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 - I am beginning to try to use the concept or practice and can be successful with support and feedback
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7 Standards for Professional Learning

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
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- Outcomes

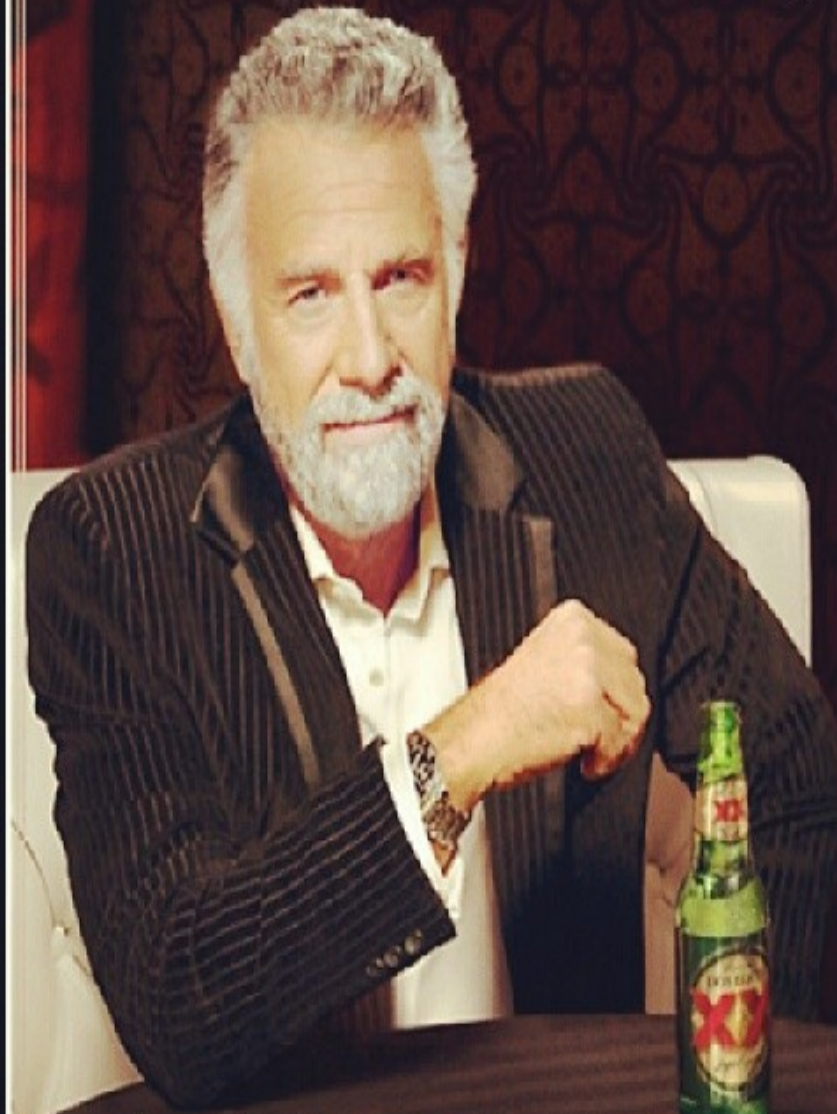




The Science of Implementation



I Don't Always Drink Beer While I'm Grading



But When I Do, You Want Your Paper To Be At
The Bottom Of The Pile



Grades vs. Feedback

When Students are Provided with:

Scores Only 0%
gain

Scores and Comments 0%
gain


Comments Only 30%
gain

Ruth Butler (1988)

Embedded Formative Assessment pg.108–109

Dylan Wiliam





Your Turn

Personal Reflection

1. Have you ever been involved in a project that was unsuccessful?
2. Why was it unsuccessful?
3. What might have made the difference between success and failure?
4. Talk at your tables and be prepared to share for the good of the group



The Hexagon Tool

Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the AI Modules Resource Library
<http://Implementation.ba.umc.edu>

EBP:			
3 Point Rating Scale: High = 3, Medium = 2, Low = 1. Midpoints can be used and scored as a 2 or 1.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Application			
Capacity to Implement			
Total Score			



© Dean Fries and Karen Fries 2012

Adapted from work by Laurel A. Kiser, Michele Sidel, Albert A. Scharf, and Peter Smith at the University of Maryland





The Science of Implementation

- ▶ Students cannot benefit from interventions they do not experience
- ▶ Training by itself does not work
- ▶ Policy change by itself does not work
- ▶ Financial incentives alone do not work

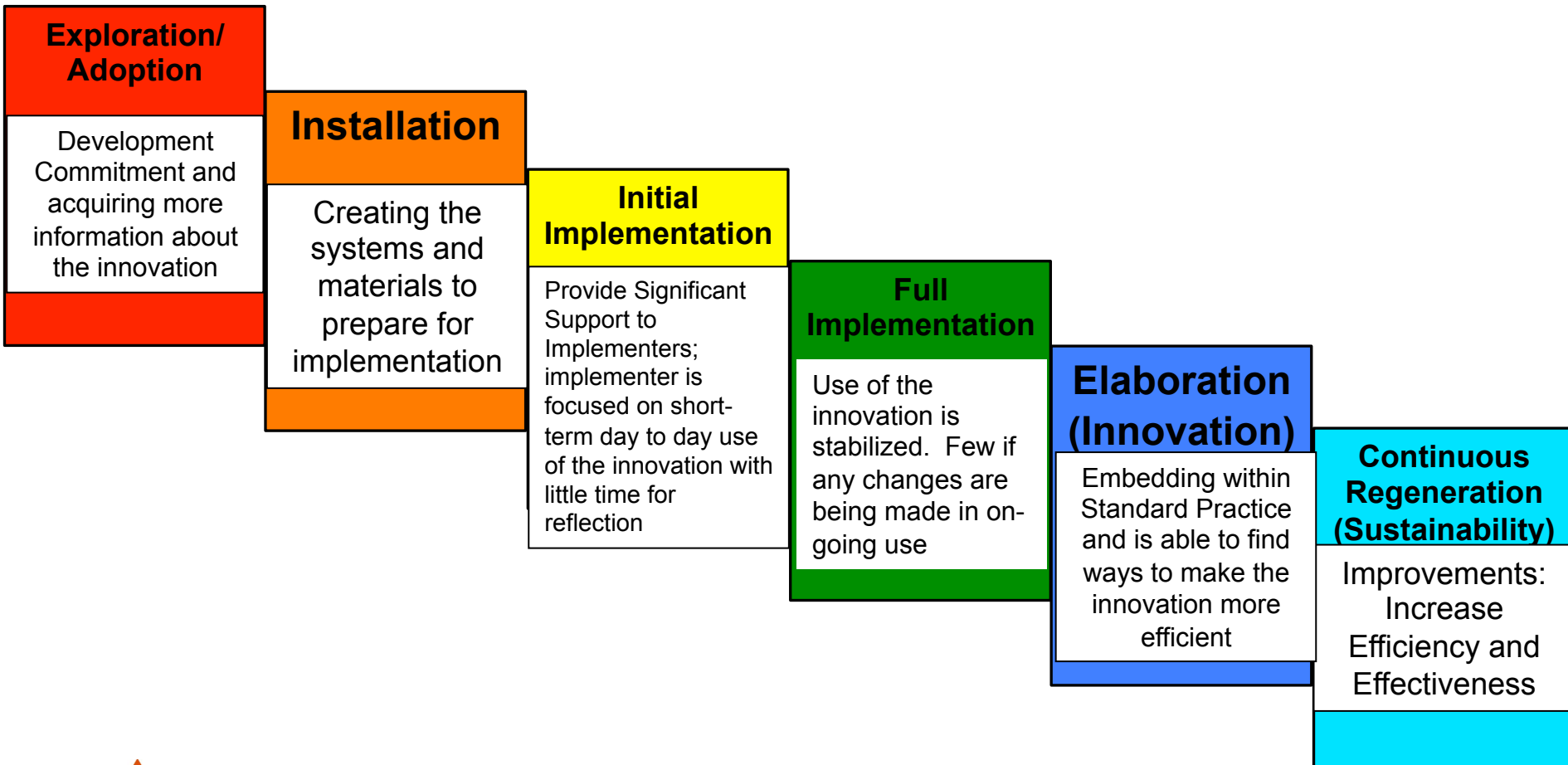


Key Elements of Implementation Science

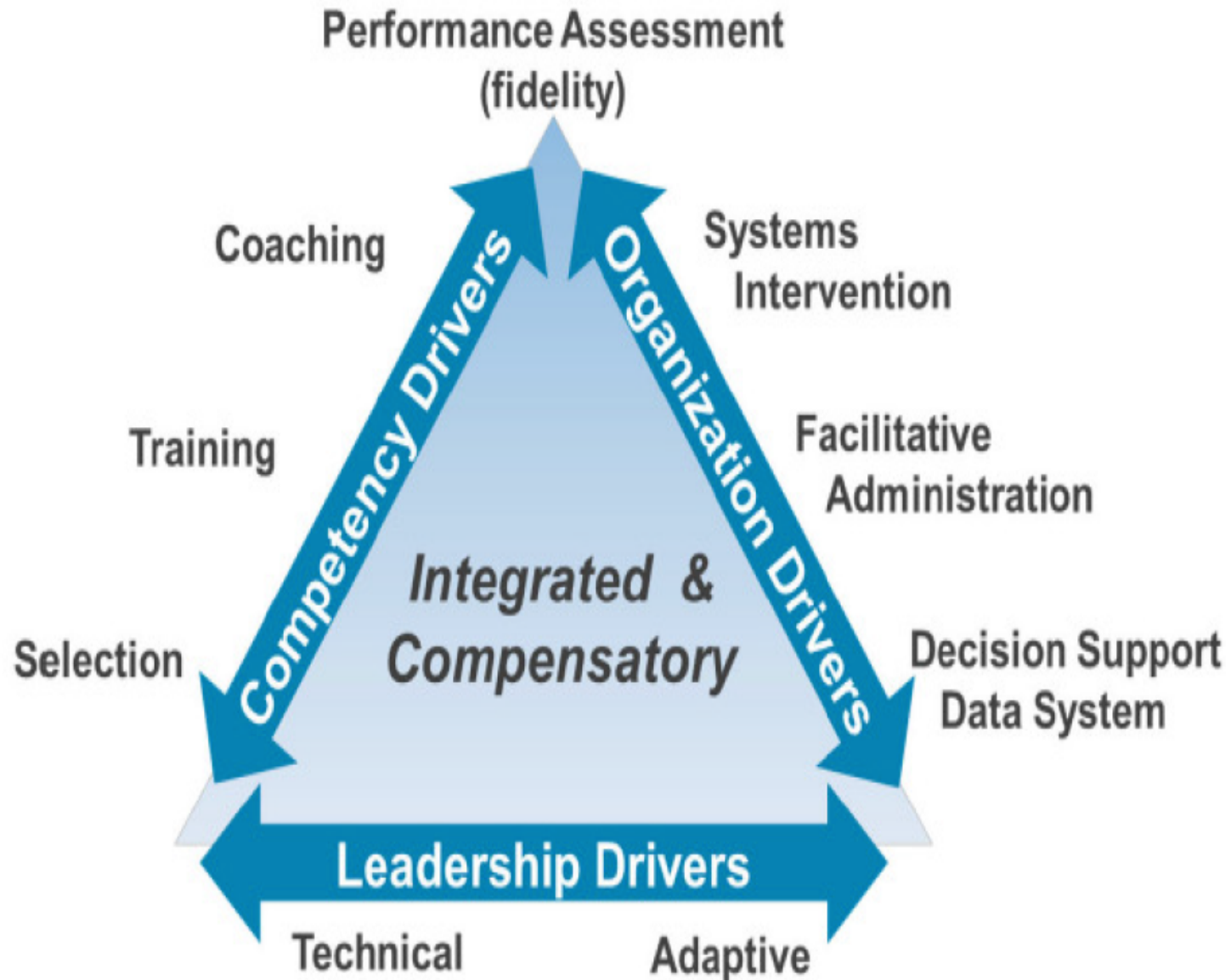
- ▶ Implementation Stages
- ▶ Implementation Drivers
- ▶ Improvement Cycles



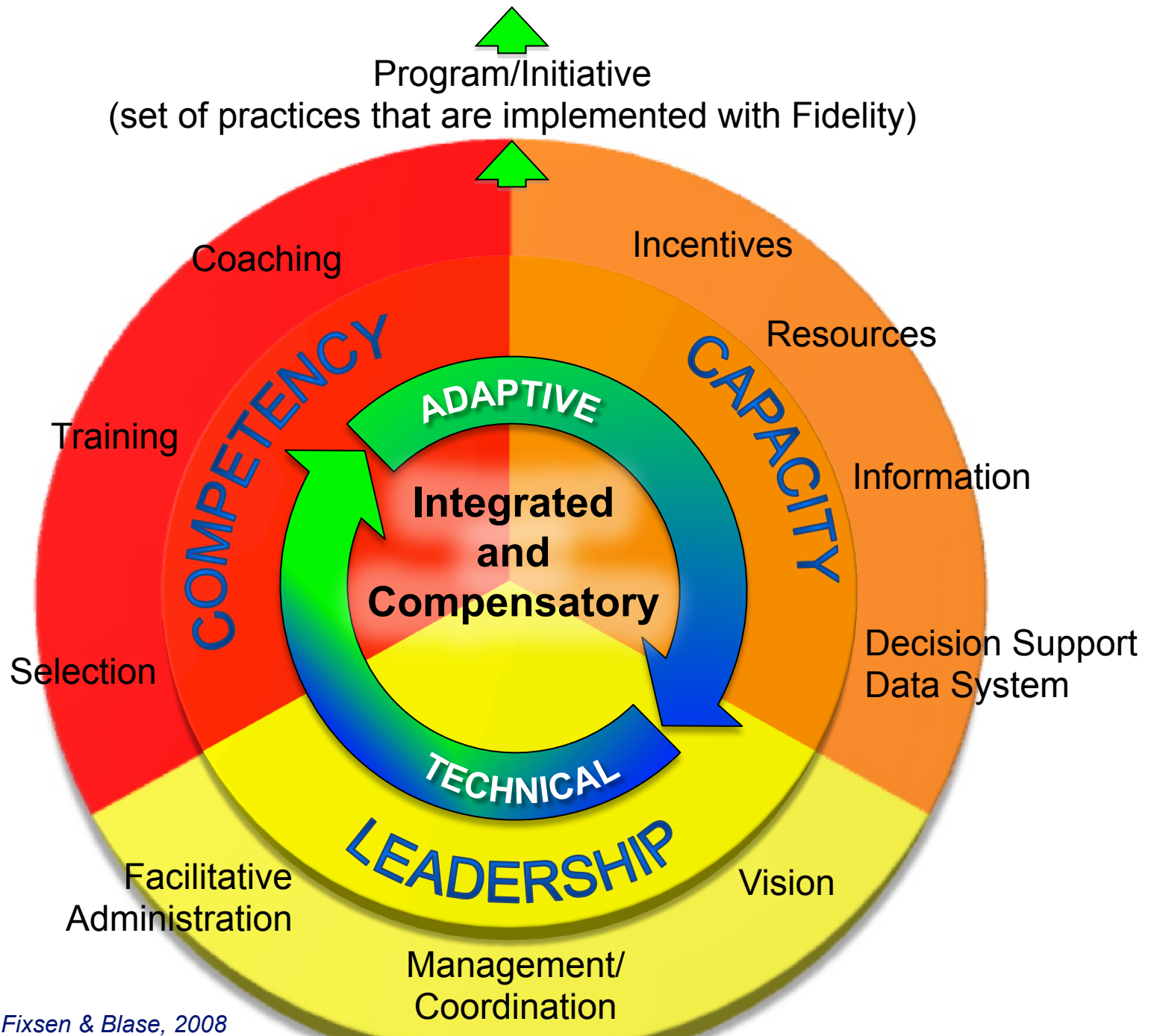
Stages of Implementation



Implementation Drivers



Successful Student Outcomes



Stages of Implementation

- ▶ Implementation of Rtl is not an event
- ▶ A mission-oriented process involving multiple decisions, actions, and corrections



Exploration / Adoption

- ▶ Assess capacity, resources, and buy-in
- ▶ Begin developing awareness and support for adoption (parents, staff, central office)
- ▶ Explain the risks involved in adopting (“What will be different for us as a result?”)
- ▶ Identify staff who will be comfortable managing the risks (change in practice, ambiguity) for leadership roles

Exploration/ Adoption

Development
Commitment and
acquiring more
information about
the innovation



Exploration / Adoption

- ▶ Assess whether you will have access to experts (trainers, coaches, colleagues) who know the innovation well
- ▶ Build consensus and commitment for adoption

More about developing consensus is coming up next!

**Exploration/
Adoption**

Development
Commitment and
acquiring more
information about
the innovation



Installation

- ▶ Create “space” for the work to happen
- ▶ Begin recruiting and hiring staff
- ▶ Conduct training

Installation

Creating the systems and materials to prepare for implementation



Installation

- ▶ Develop the infrastructures to support implementation
 - On-going training
 - Coaching and supervision
 - Staff and fidelity evaluations
 - Outcome evaluations
 - How will the work get done? Committees, regular meeting times, how often, how long

Installation

Creating the systems and materials to prepare for implementation



Initial Implementation

Provide Significant Support to Implementers; implementer is focused on short-term day to day use of the innovation with little time for reflection

Initial Implementation

“You cannot do something well without doing it poorly first!”

- ▶ Survive the awkward stage
 - Learn from mistakes–implementation will feel messy!
 - Continue “buy-in” efforts–people will ask, “What the heck did I agree to do?!”
 - Manage expectations– keep people focused on what is expected for implementation



Initial Implementation

Provide Significant Support to Implementers; implementer is focused on short-term day to day use of the innovation with little time for reflection

Initial Implementation

- ▶ Change practices
- ▶ Put the components you have been planning (infrastructures to implement) in place
- ▶ Change organizational and community structures and culture
- ▶ Manage the change process– “Nope, I change my mind!”
- ▶ Overcome fear and inertia– “I feel like a failure”



Full Implementation

Use of the innovation is stabilized. Few if any changes are being made in on-going use

Implementation

- ▶ Implementers are in a routine while implementing the innovation
 - Comfortable with the materials and components of the innovation
- ▶ Implementation is not awkward
- ▶ Few if any changes are made in the on-going use of the innovation



**Elaboration
(Innovation)**
Embedding within
Standard Practice
and is able to find
ways to make the
innovation more
efficient

laboration (Innovation)

- ▶ Replicate school implementations within the district based on initial implementation
 - Select a model demonstration site(s) and then learn from implementation efforts
 - Let early adopters make the mistakes first
 - Continue to refine systems that support how data are analyzed and how decisions are made



**Elaboration
(Innovation)**
Embedding within
Standard Practice
and is able to find
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efficient

Elaboration (Innovation)

- ▶ Ensure feedback loops are in place between the implementation support systems
 - Building leadership team Implementation Planning Team
- ▶ All the components of the innovation are in place and fully functioning



**Continuous
Regeneration
(Sustainability)**

Improvements:
Increase
Efficiency and
Effectiveness

Continuous Regeneration (Sustainability)

- ▶ It is important to first, do it right (fidelity), then do it better (innovate)
- ▶ Continuous Regeneration is doing it better
 - More efficient with implementation
- ▶ It is important to have feedback loops in place to review data to determine if alterations to the innovation are still positively impacting student outcomes



**Continuous
Regeneration
(Sustainability)**

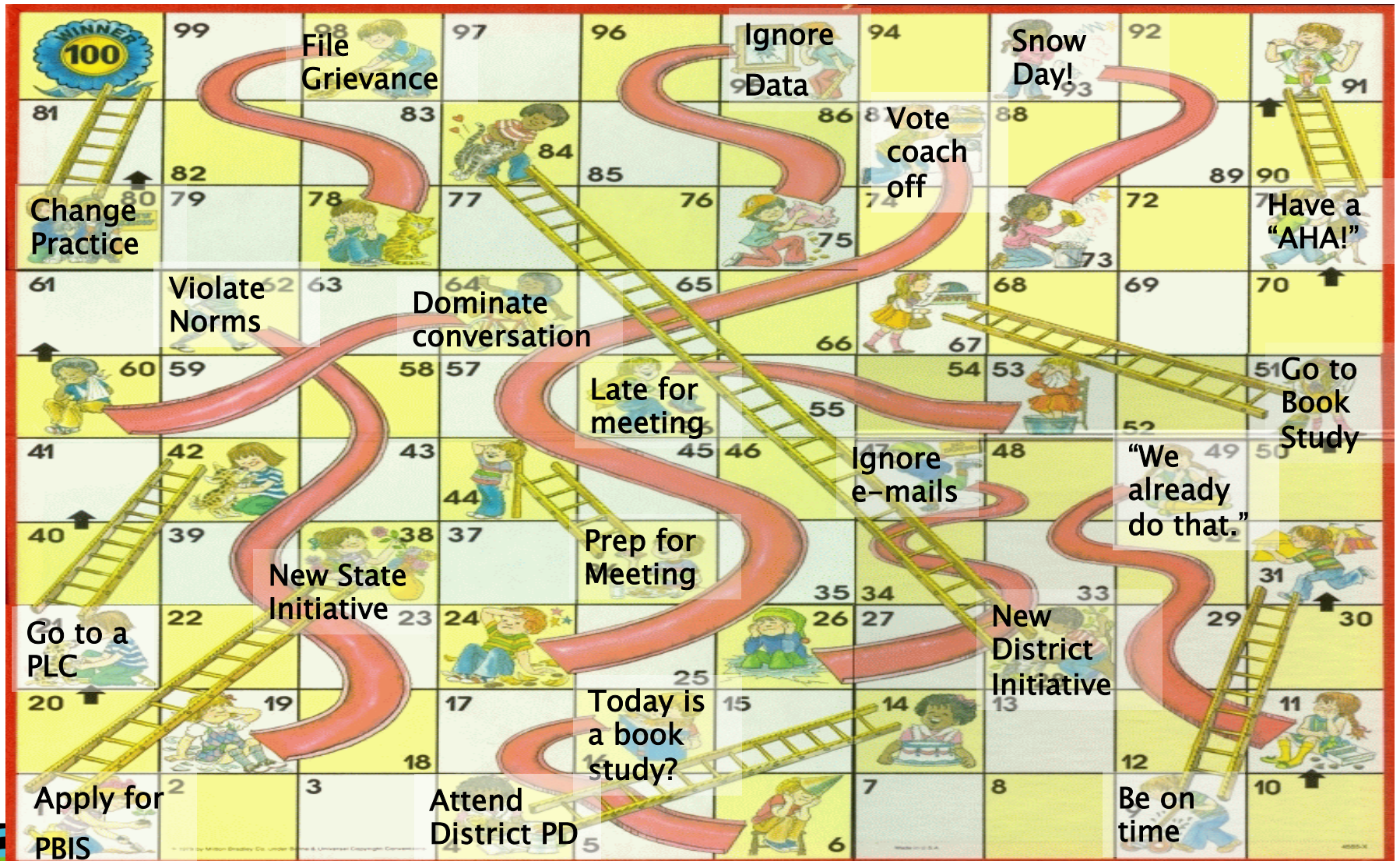
Improvements:
Increase
Efficiency and
Effectiveness

Continuous Regeneration (Sustainability)

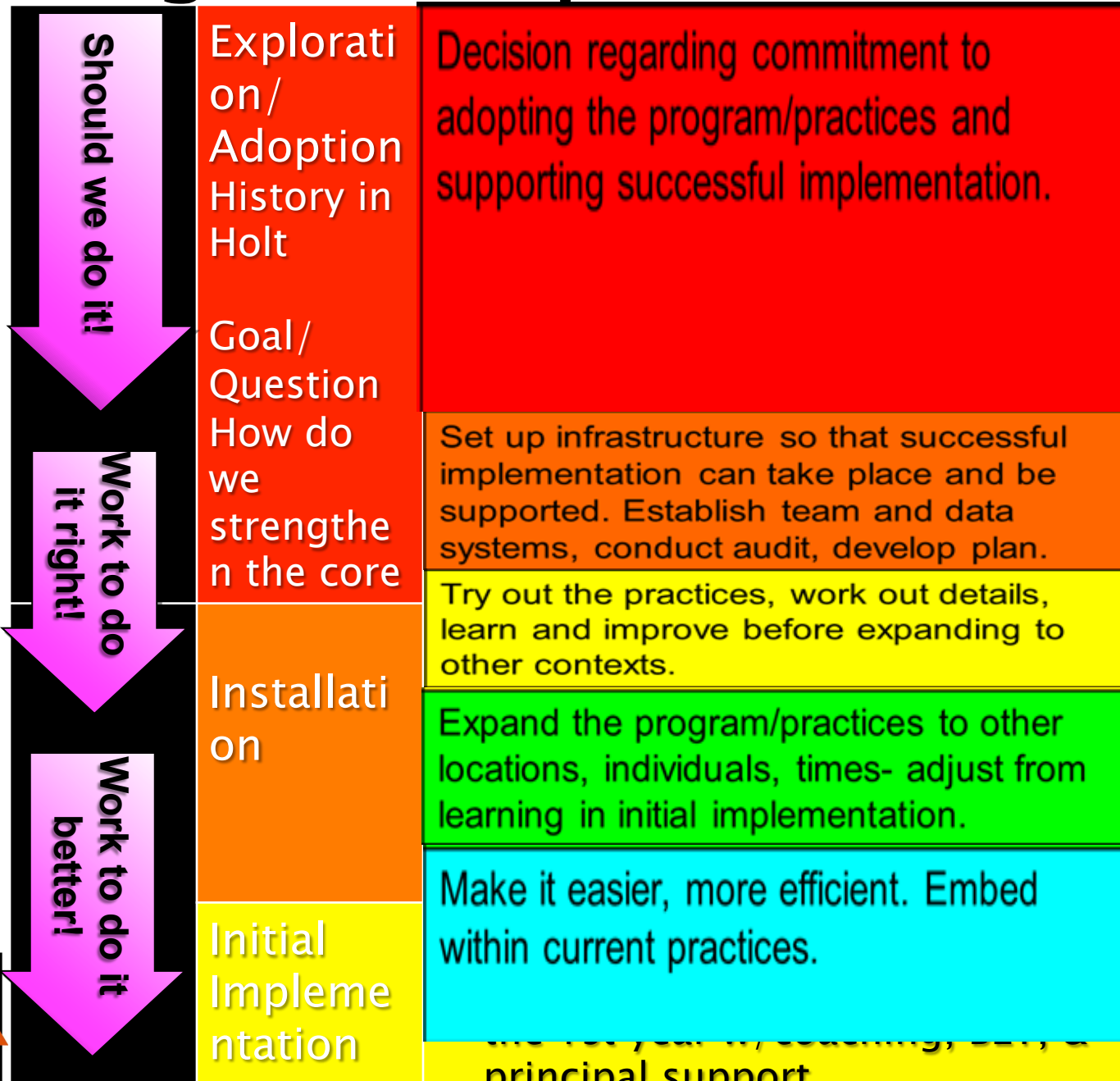
- ▶ Consultation with:
 - Experts, trainers, coaches, colleagues
- ▶ Systems adoption within the district
 - New staff orientation
 - Should get easier over time



These stages are recursive: Setbacks at one stage moves us back to the previous stage



Stages of Implementation



	<p>Elaboration</p>	<ul style="list-style-type: none"> • Buildings & coaches began embedding PD and professional conversations around content in the TLT process while focusing on student engagement
	<p>Continuous Improvement/Regeneration</p>	<ul style="list-style-type: none"> • Buildings & coaches continue to embed PD & professional conversations around the content areas & best practices in the TLT process while continuing to focus on student engagement





Activity

- ▶ Looking back at the Stages of Implementation, select a particular program or practice from under your Rtl Umbrella
- ▶ Identify which stage aligns with your building's current implementation
- ▶ Provide a rationale as to why you believe this is the correct stage



The Work of Implementation

- ▶ It requires the application of Implementation Drivers
- ▶ Changing the behavior of adults is hard work
- ▶ It requires a systematic approach to support behavior change of practitioners, volunteers, administrators, and policy makers





Common CSI Implementation Errors

I'VE LEARNED SO MUCH
FROM MY MISTAKES...

I'M THINKING OF MAKING
A FEW MORE.



Building Consensus and Managing Change



Leading Change is Hard Work!

Why?

- ▶ It is easier to maintain the status quo rather than deal with the resistance associated with change
- ▶ *Implementation* of the change requires systematic planning (often is overlooked)
- ▶ Practices/programs (innovations) are left behind because they were poorly implemented and in the end, people never had to change their practice

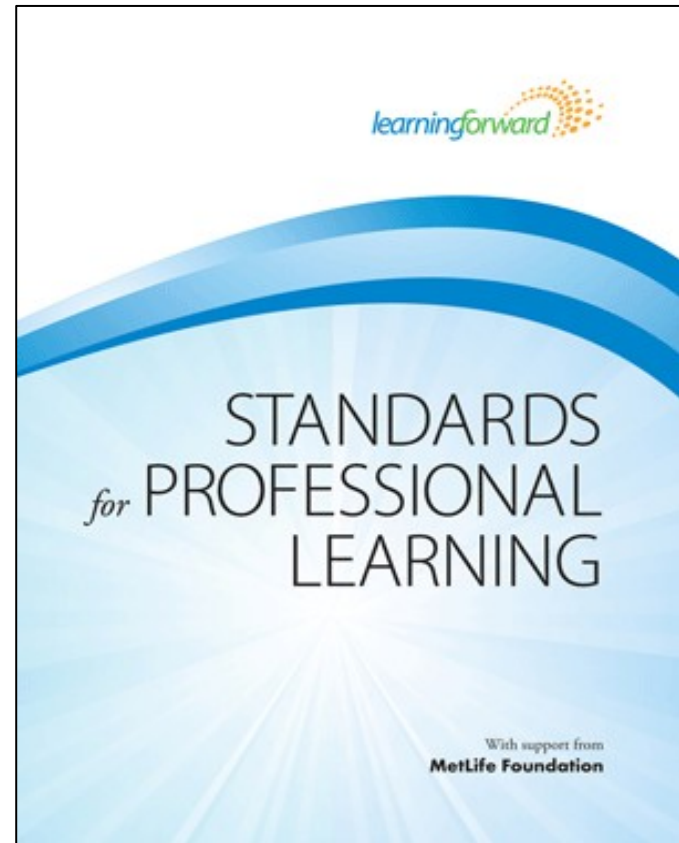


BEST PRACTICES IN PROFESSIONAL LEARNING



7 Standards for Professional Learning

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes




Professional Learning Best Practices

Florida MTSS

Best Practice Indicators

- Planning and Design
- Working with External Leadership
- Establishing Readiness to Learn
- Delivery
- Evaluation

“High Quality Professional Learning Indicator Checklist”

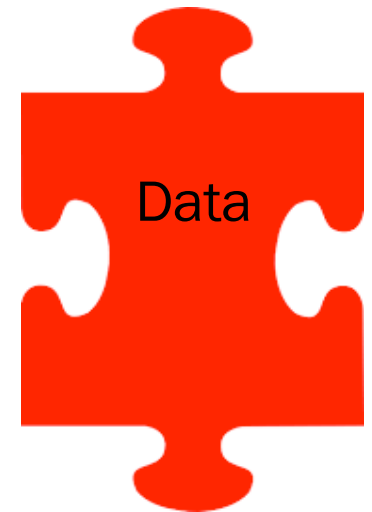


High Quality Professional Learning Indicator Checklist	
Planning	
1. Determines clearly articulated goals and objectives, and identifies one or more of the following as purposes for PL: <ul style="list-style-type: none"> o Building Knowledge/Awareness o Develop Skills o Transforming Practice o Challenging Attitudes/Beliefs If the intent is Skill Development, identifies which of the following area(s) will be targeted: <ul style="list-style-type: none"> o Accuracy o Fluency o Generalization o Adaptation 	<input type="checkbox"/>
2. Outlines the scope and sequence of PL (e.g., schedule of trainings, modules, coaching sessions)	<input type="checkbox"/>
3. Ensures all goals, objectives, agendas, materials, tools, and other PL resources are prepared and available to participants in advance	<input type="checkbox"/>
4. Assesses needs of primary audience to ensure connection of content to participants' context (e.g., community, school, district, state) and needs	<input type="checkbox"/>
5. Aligns PL with district/school standards and plans (including the following as appropriate): <ul style="list-style-type: none"> o Florida State Standards o Florida PD Protocol Standards: <ul style="list-style-type: none"> • District, School, and Individual Professional Development Plans (IPDP) o MTSS/Systems Change Plans o Yearly Implementation Plan for PBS o Best Practices for Inclusive Education (BPIE) o District Level Plans, such as DIAP o School Level Plans, such as SIAP o Individual Leadership Plan 	<input type="checkbox"/>
6. Aligns PL with relevant national and Florida-specific standards for professional practice (including the following as appropriate): <ul style="list-style-type: none"> o Florida Educator Accomplished Practices (FEAPs) o Florida Principal Leadership Standards (FPLS) o National Learning Forward Standards o Relevant Student Support Services Standards 	<input type="checkbox"/>
7. Incorporates pre-event activities (e.g., readings, online webinars, modules, guiding questions) prior to PL event to build foundational knowledge and skills required during day-of activities, as appropriate	<input type="checkbox"/>
8. Plans for the summative and formative evaluation of PL outcomes	<input type="checkbox"/>
Leadership Support	
9. Works with leadership to ensure system allows for sufficient time for participants to collaboratively reflect, discuss, and share strategies and difficulties in implementing new information	<input type="checkbox"/>
10. Works with leadership to develop an atmosphere of support for practice that is non-threatening, allowing for experimentation and risk-taking	<input type="checkbox"/>
11. Assists leadership in prioritizing, monitoring, and coordinating resources (human, fiscal, material, technology, time) to support professional learning efforts of participants	<input type="checkbox"/>
12. Works with leadership to demonstrate commitment to district's/school's priorities for staff	<input type="checkbox"/>
Florida's Multi-Tiered System of Supports (MTSS) Project 2.18.15	
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Planning and Design

- Goals & Objectives
- Scope & Sequence
- Needs assessments
- Alignment with professional and state standards
- Foundational knowledge
- Evaluation plans



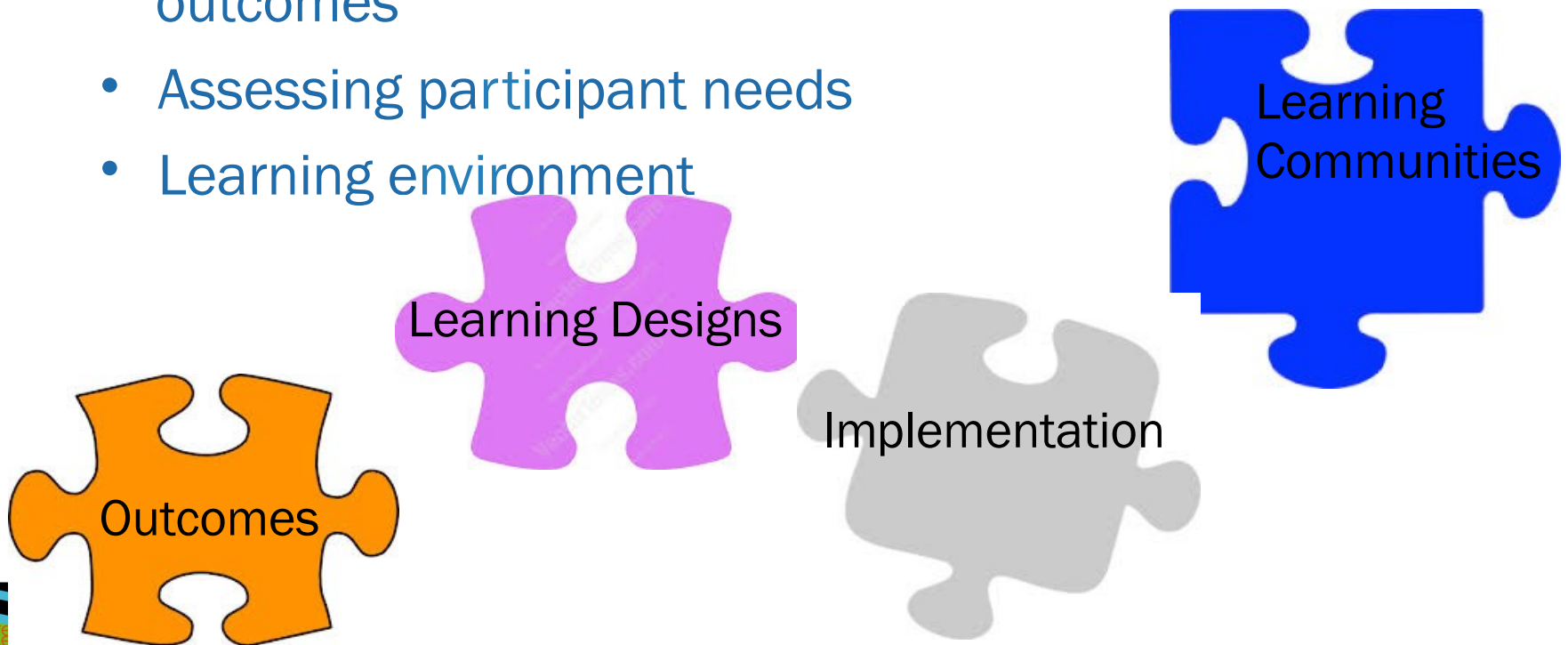
Leadership Support

- Alignment with district initiatives
- Prioritizing initiatives
- Time
- Resources
- Positive environment
- Ongoing support



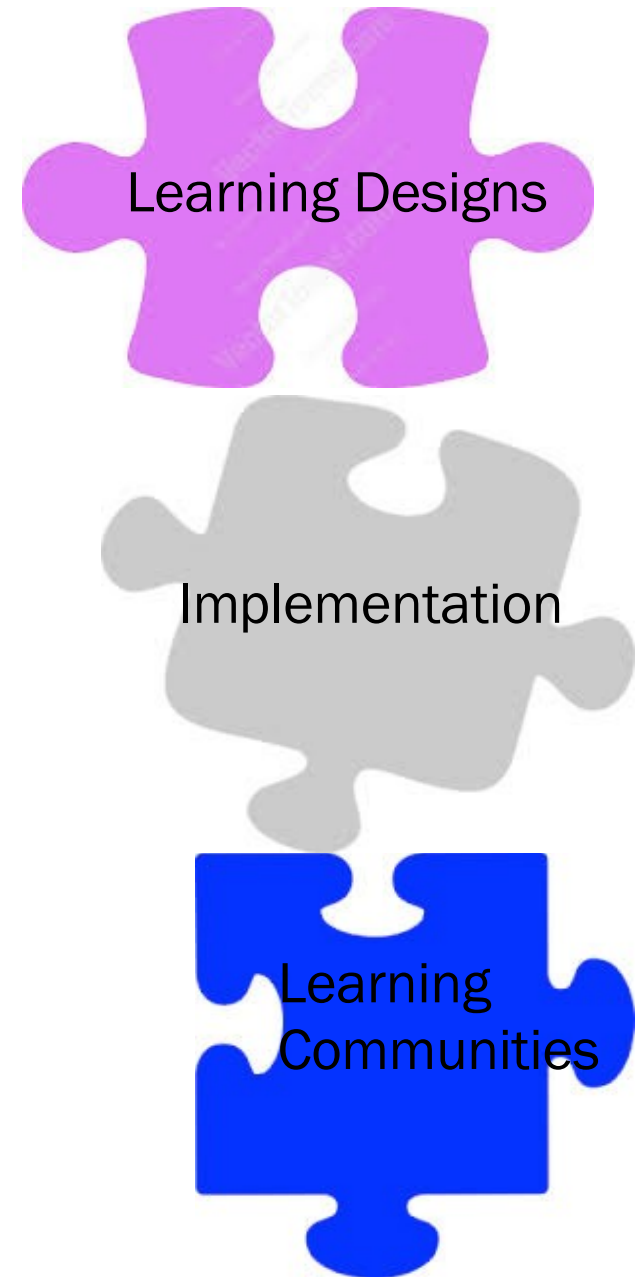
Establishing Readiness to Learn

- Alignment with previous learning
- Alignment with current initiatives & student outcomes
- Assessing participant needs
- Learning environment



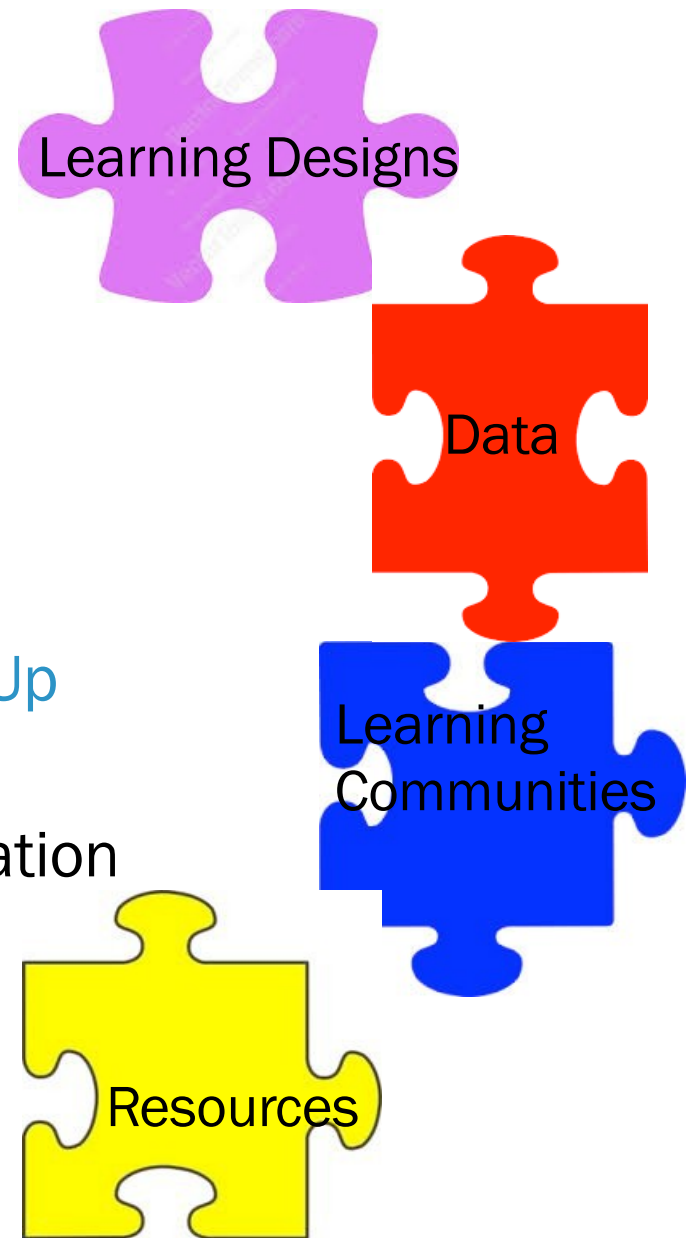
Delivery

- Learning Designs
 - Evidence-based supports
 - Variety of learning approaches
 - Flexibility
- Engagement
 - Collaborative
 - Diversity of Perspectives
 - Plan Development
 - Problem Solving



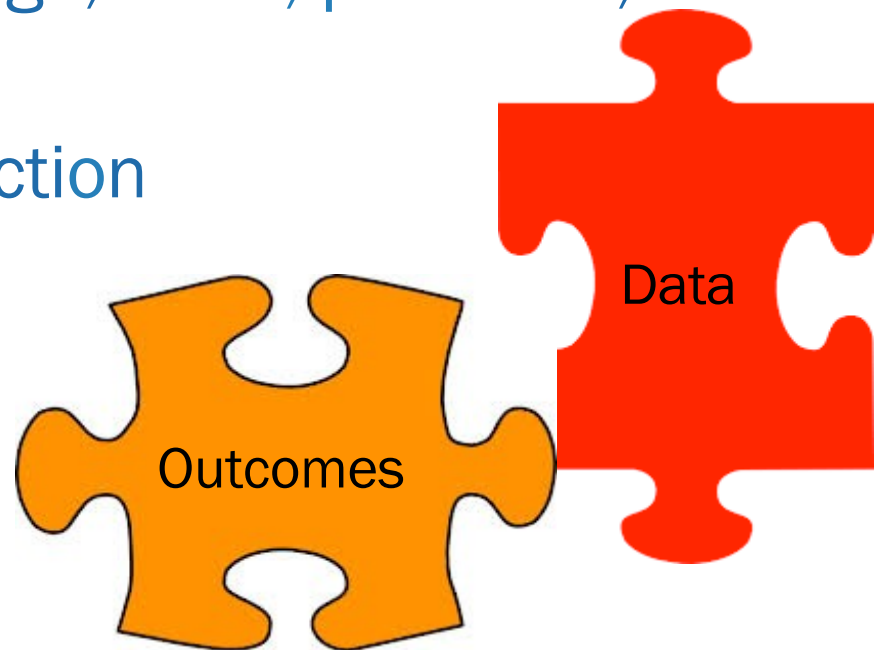
Delivery, cont.

- **Transfer of Training**
 - Rationale & research
 - Demonstration & applicability
 - Practice & feedback
- **Job-Embedded Coaching/Follow-Up**
 - Evidence-based strategies
 - Frequent & diverse communication
 - Resources
 - Implementation coaching



Evaluation

- Alignment with PD purpose
- Outcome/goal oriented
- Acquisition of knowledge, skills, practices, and dispositions
- Continuous data collection
- Attainment of goals
- Data-based decisions



Managing Changes in Practice


- ▶ Review the 7 standards in this situation:
- ▶ You are asking every staff member to incorporate cooperative learning strategies into their lessons after participating in professional learning
- ▶ Discuss what must be done to make sure that each standard has been addressed.



Professional Learning Best Practices – An Example

Best Practice Indicators

- Planning and Design
- Working with External Leadership
- Establishing Readiness to Learn
- Delivery
- Evaluation

 MTSS
A Multi-Tiered System of Supports

Small Group Planning & Problem-Solving (SGPPS) Facilitator Professional Learning Plan

Goal: Participants will develop knowledge and skills to facilitate the SGPPS process with fidelity						
Objectives of Initial Training Sequence:						
1. Understand the rationale for a structured small group planning/problem solving process						
2. Understand components of interpersonal, teaming, and feedback skills that contribute to effective planning/problem solving facilitation						
3. Apply the eight steps of the small group planning/problem solving process						
4. Utilize tools to support ongoing learning and fidelity of small group planning/problem solving facilitation						
5. Be able to independently practice facilitation of small group planning/problem solving process with peers						
Planning		Learning & Implementation (PL Activities)			Evaluation	
Needs Assessment Data	Resources	Content/Focus	Format/Type	Participant Learning Outcomes (Knowledge, Skills, Beliefs, Practices)	Evaluation	Homework/ Follow Up
Pre-Meeting • Informal Data Collected via Planning Meetings with Participants' Supervisors/ Leadership • Joint Development of Scope, Sequence, Format of Training & TA	• Module Infrastructure • Instructions for Access & Participation • Readings • FLPS Modules & Staff	• Interpersonal/ Communication Skills • Giving/ Receiving Feedback Skills • SGPPS Process	• Independent Self-paced Modules • Journaling • Interactive Quizzes • Readings	1. Articulate how problem-solving and SGPPS relate to MTSS 2. Discuss purpose of the SGPPS Process 3. Determine under what circumstances the SGPPS process is appropriate for use 4. Identify the 8 steps of the SGPPS process 5. Identify interpersonal communication skills critical to successful facilitation of SGPPS 6. Understand how effective application of giving/receiving feedback is necessary for building individual and group capacity for SGPPS	• Module Completion Data • Quiz Responses	• Module Reflection Journals (bring to Day 1)

Professional Learning Plan


SGPPS Facilitator Professional Learning Plan



PRACTICE ACTIVITIES



Practice Activity

 A Multi-Tiered System of Supports

High Quality Professional Learning Indicator Checklist

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2. Outlines the scope and sequence of PL (e.g., schedule of trainings, modules, coaching sessions)	<input type="checkbox"/>
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12. Works with leadership to demonstrate commitment to district/school's priorities for staff	<input type="checkbox"/>


Florida's Multi-Tiered System of Supports (MTSS) Project 2.18.15 1

- Consider a past professional learning event:

– Practice Using the High Quality PL Indicator Checklist

- Consider an upcoming professional learning event:

– Practice Using the PL Plan Template

 A Multi-Tiered System of Supports

Professional Learning Plan Template

Goal:						
Objectives:						
1.						
2.						
3.						
Planning		Learning & Implementation (PL Activities)			Evaluation	
Needs Assessment Data	Resources	Content/Focus	Format/Type	Participant Learning Outcomes (Knowledge, Skills, Beliefs, Practices)	Evaluation	Homework/Follow Up

Professional Learning Plan



Project Websites



- Florida Positive Behavior Support Project: A Multi-Tiered Support System
 - <http://flpbs.fmhi.usf.edu/>
- Florida's Problem-Solving/Response to Intervention Project
 - <http://www.floridarti.usf.edu/>
- Florida's Multi-Tiered System of Supports
 - <http://www.florida-rti.org/>

Resources & References



- Croft, A., Coggshall, J.G., Dolan, M., Powers, E., & Killion, J. (2010, April). *Job-embedded professional development: What it is, who is responsible, and how to get it done well* (Issue Brief). Washington, DC: National Comprehensive Center for Teacher Quality.
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Thank You

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