**F**ull **I**mplementation **E**nsures **S**tudents and **T**eachers **A**chieve



FASD Spring Forum 2011

Group Thinking regarding” What’s New” with 3rd Cycle Revisions to Protocol Standards and Impact to Practice:

|  |  |
| --- | --- |
| Change | Impact “en casita” (at home) |
| Language change from “Follow up” to “Implementing” | Change in language has helped people to understand that doing something after the learning is not “just about the points”  Professional learning experiences are “on-going” and more in-depth  Use of yearlong cohorts for specific targeted groups to support “learning over time”  Teachers are providing follow up documentation to professional developers who provide feedback about their work  Districts are using “T-O-T” models and using coaching to help with “turn-around” training at schools  Districts are identifying “look fors” and walk through expectations to document implementation of learning resulting from professional development experiences  Use of research reflections required as part of documentation of implementing new learning  Use of Blackboard with web-based discussion to document implementation (could also fit under the technology section)  Requiring exit summaries after learning and implementation  Use of instructional coaches to document and support implementation (could also fit under the coaching and mentoring section) |
| More clear explanation about and emphasis on learning communities at all three levels | Districts are placing more emphasis on implementing learning communities as outlined in the standard |
| Language change from “teacher” to “educator” | Districts requiring training expectation forms for any professional learning, above that designed for classroom teachers |
| Language change from “development” to “learning” | Professional development experiences are more “sustained” over time to convey the notion of “learning” for adults |
| Focus on infusion of technology | An increase in the use of Adobe Connect as a method to provide learning opportunities and to support implementation  Use of wikispaces to support implementation  Use of PD 360 to support and document implementation  Use of Learning Bridges to support and document implementation |
| More emphasis on coaching and mentoring to support teachers during implementation of new learning | Increase in use of this element  A focus on implementing with high fidelity  More significant investment of attention to coaching and mentoring and added accountability/responsibility at the school level to ensure this is a resource available to educators as part of their learning processes  Purchasing curriculum that has online coaching and mentoring as part of the program  Use of fidelity checks by coaches/mentors to document appropriate implementation |
| Calculation of fiscal resources provided by FDOE and identification of “sufficient” as being equal to 2% of a district’s overall operating budget |  |
| Higher degree of accountability at district and school levels to coordinate access to web-based resources | An increase in efforts to ensure these resources are modeled and utilized during the learning phase at both district and school professional development experiences  Increase in “marketing” these resources resulting in a higher usage of them as tools to support implementation |
| More emphasis on school level professional development plans (PDPs) and professional development systems | Schools need a tool to measure fidelity of these documents and processes |
| More accountability measures in place for training (professional development) | Surveys are being used to document use of learning |
| 10% district evaluation requirement documenting student gains | Content/curriculum departments are developing evaluation plans  Evaluation of web-based and follow-up (implementation) activities |
| In the evaluation standards, more emphasis on whether or not data supports continued use of a given innovation, initiative or practice. | Districts questioning whether or not they should keep offering some of their courses, or make changes based on what their impact data tells them  A shift from using qualitative data to quantitative data |

Evidence that Districts/Schools/Educators were attending to the standards of Implementing and Evaluating Professional Development:

|  |  |
| --- | --- |
| Implementation Groups |  |
| Educator Level | Attention to IPDP process and monitoring for effective use and compliance  Consistency over the year of going use of the new learning in classrooms  Data that supported use of the new learning |
| School Level | Appropriate implementation of professional learning communities  Use of Lesson Study  Horizontal and vertical planning and collaboration about use of an innovation or initiative  Use of action research to document implementation of new learning  Reflective teaching  Learning walks  Student artifacts to document implementation of new “teacher learning” and celebration of student learning gains as a result  Distance and web-based learning and implementation support  Side-by-side coaching |
| District Level | Evidence of lesson plans  Documentation and coordination of coaching and mentoring in support of new learning  Walkthrough training for coaches and mentors  Wikis/web-based/Moodle/Interactive Forums/Blackboard as technologies to support implementation |

|  |  |
| --- | --- |
| Evaluation Groups |  |
| Standards ending in 4.1 | Meeting dates to document implementation of proposed professional development initiatives  Data based documentation of implementation and results (did IPDP change?)  Administrator conducted meetings, not peer meetings to determine school-wide needs  Review of IPDP changes from previous year |
| Standards ending in 4.2 | Work samples  Walkthrough data  Documentation in lesson plans  Portfolios (electronic and traditional)  Student data results tied directly to specific teacher learning |
| Groups did not have opportunity to complete all sections due to group size and time limitations. |  |