

Aligning and Measuring Professional Development with Intended Results

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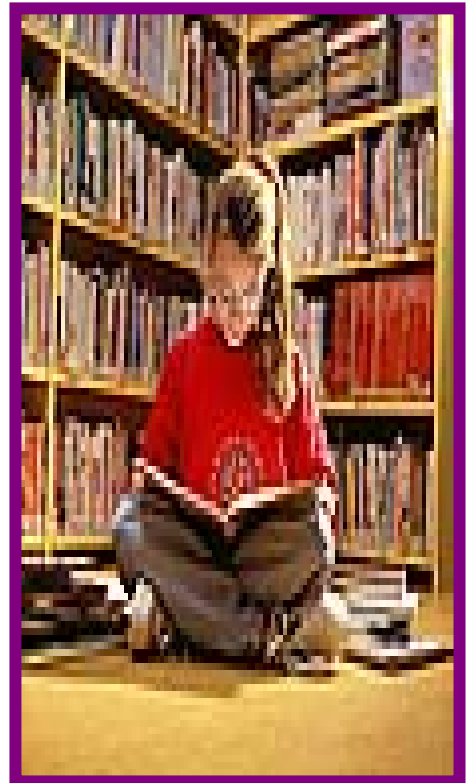
Is the professional development you are doing sufficiently powerful to produce the intended results?

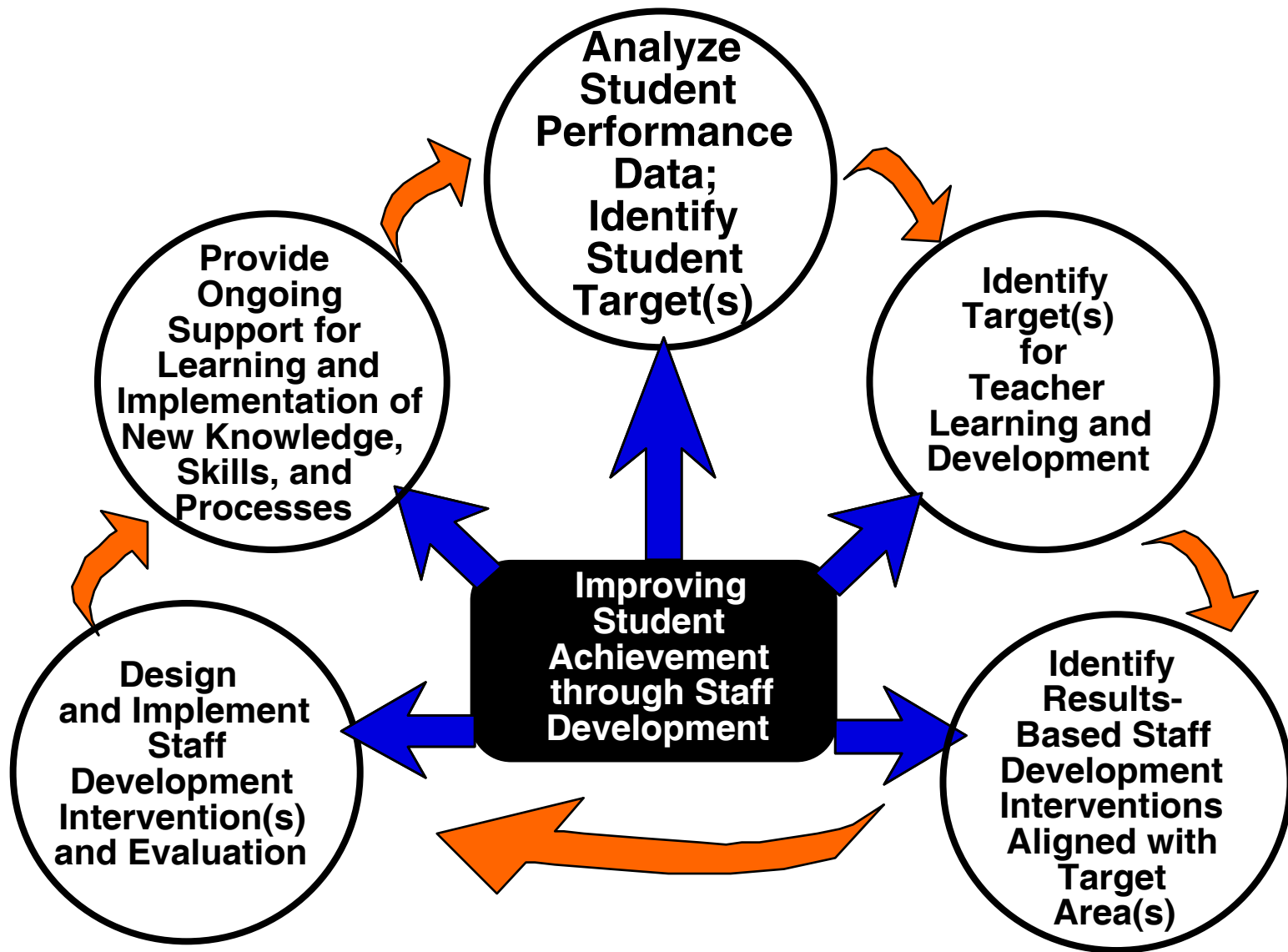


Results Driven

**“Begin with
the end
in mind.”**

Stephen Covey







Results-Driven Staff Development Planning Model



Preferred & Probable Future

| Probable Future  | Preferred Future  | IMPLICATIONS for Our Work |
|--|---|----------------------------------|
| . | . | <u>As Individuals</u> |
| | | <u>As a Group</u> |

Preferred & Probable Future

Purpose: To develop two snapshots of the future (two Visions) – preferred and probable – and implications for the short term.

Concept of Future Scenarios: A scenario is a story or vignette. In this case, it is a story about the future. A **probable** future is what will “probably” happen if we do nothing different. It may be a bit on the grim side and can be a bit depressing. Pain and emotion are natural elements of the change process. They tend to create useful tension. A **preferred** future is what we would rather have happen and assumes that we have taken action in new ways and made appropriate changes. What’s unique about this three-column format is the tension created by the display in the participants. The brain sees the two snapshots side-by-side and knows that a decision needs to be made between the two. Dissonance frequently results. This makes the commitment to action and the implicates needed for column three somewhat more compelling.

Before You Begin: This exercise flows easily as a follow-up step to the scanning and forecasting discussion. It needs a readiness “on ramp” for groups - warm-ups, compelling questions and conversation – prior to beginning the exercise. **Pre-work** needs to be sent out ahead of time with guiding questions to think about.

Some Possible Applications

- A group that must begin to radically redefine their preferred future to keep pace with external changes.
- A group that has lost credibility with primary constituencies or customers and needs them back.
- A system where too many good ideas are going on and there seems to be no way to focus.

Steps in a Nutshell and Dialogue

1. Explain the purpose. Orient them to the wall template.
2. Table groups brainstorm PROBABLE future. Total group prioritizes.
3. Table groups brainstorm PREFERRED future. Total group prioritizes.
4. Discussion and identification of implications for next ____ months – individuals and as a group.

Time

- Preparation of pre-work and wall chart = 1.2 hours.
- The exercise and dialogue may take up to 2-3 hours.

Adapted from: Productive Workplaces, by Marvin Weisbord – Future Search Conference

Gap Analysis



What is it?

- Gap Analysis is the process for identifying the gap between where you are now and where you want to be.
- Gap Analysis is a common procedure for determining needs and identifying problems before action planning.
- Gap Analysis follows a series of steps that can often identify what is missing to make an initiative successful.

Why is it important?

Gap Analysis uses the expertise of team members and thus engenders a high level of support from these members. It often gives people an Aha moment as you walk through the questions and ask people to examine what has actually occurred.

When is it useful?

Gap analysis used when a team:

- Needs to identify the current and desired state of affairs.
- Wants to identify what has happened with an initiative and the level of implementation of practices.
- Needs to identify specific problems that can be addressed to move an initiative forward.
- Needs to understand the situation and what is happening more clearly.
- When a teacher or a team needs to identify the necessary knowledge, skills, and support it needs to ensure a particular level of student achievement.

How is it used?

- Gap Analysis usually begins with an identification of desired outcomes or desired state of affairs.
- This may be a beginning step to create a new initiative or may be used in hindsight to assess past efforts.
- The next step involves discussion and identification of the current state of affairs.
- A discussion of what actions can be taken or what skills are needed to move from current state to desired state concludes the process.

Schwartz, R. (1994). *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups.* San Francisco: Jossey-Bass.

Garmston, R. and Wellman, B. (1999). *Adaptive Schools – A Sourcebook for Developing Collaborative Groups.* Norwood, MA. Christopher-Gordon.

Example of Gap Analysis

Gap Analysis

Desired Student Outcomes:

Current State of Student Achievement:

| Student Learning Gaps | Program Gaps | Teacher Knowledge and Skills Gaps | Implementation Gaps | Actions to Take |
|------------------------------|---------------------|--|----------------------------|------------------------|
| | | | | |
| | | | | |

Example of Gap Analysis

Professional Development Needs Analysis

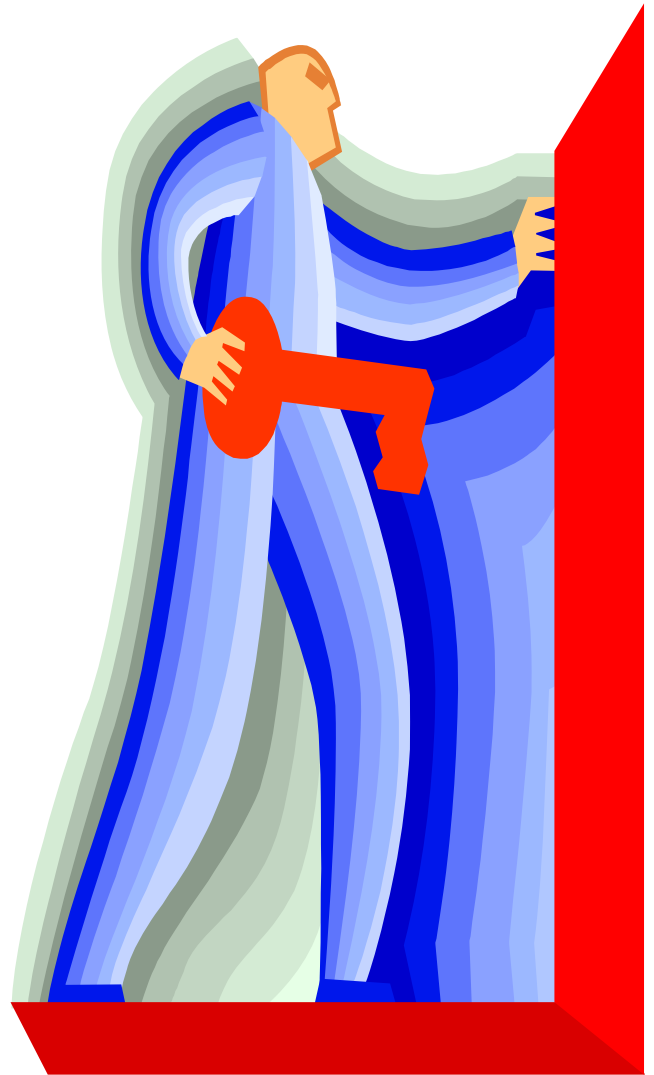
| Student Data | Current School Improvement Goal(s) | Findings & Recommendations on Practices/Strategies | Professional Development Training/Follow-up Completed (e.g., study groups, coaching) | Instructional Strategies Currently Implemented in Classrooms |
|--|--|---|---|---|
| | | | | |
| Impacts of Professional Development | New or Refocused School Improvement Goals | Professional Development Training Needed | Follow-up Structure Needed (e.g., study groups, coaching) | Evaluation Benchmarks |
| | | | | |

Example of Gap Analysis

Professional Development Needs Analysis



| 1-Student Data | 2-Current School Improvement Goal(s) | 3-SFAT Work: Findings & Recommendations on Practices/Strategies | 4-Professional Development Training/Follow-up Completed (e.g., study groups, coaching) | 5-Instructional Strategies Currently Implemented in Classrooms |
|---|---|--|---|--|
| <p>Teacher observations that students are not proficient at grade level is in their writing skills.</p> <p>CSAP data from 1999-2000 showed that only 32% of the school's students were at or above grade level in writing.</p> <p>Writing samples show that your school's students are not at grade level in writing organization or mechanics.</p> | <p>60% of our students will be at or above grade level in writing as measured by the CSAP, teacher observation, and writing samples.</p> | <p>Through further examination of the CSAP individual student data, it is clear that most of our students are not good at sequencing, writing organization and grammar.</p> <p>After researching a variety of structures for assisting students in the writing process, we believe that the organization of six-trait-writing would help out students get to higher levels of proficiency.</p> | <p>Over 20 hours of training in implementing new Scholastic Series grammar skills and writing complete sentences.</p> <p>Coaching by LRT was available to all teachers. Primary grades participated in 1-2 sessions of coaching and intermediate grades did not participate in coaching.</p> <p>There were 2-3 grade level discussions as follow-up to training sessions.</p> | <p>35% of the classrooms are implementing strategies to improve grammar skills, 80% of the classrooms are implementing the Scholastic series in appropriate ways including using Wiggle Works in their classrooms.</p> <p>There is a low level of implementation of writing complete sentence except in the primary</p> |
| 6-Impacts of Professional Development | 7-New or Refocused School Improvement Goals | 8-Professional Development Training Needed | 9-Follow-up Structure Needed (e.g., study groups, coaching) | 10-Evaluation Benchmarks |
| <p>Student's performance on the writing samples shows increased proficiency among 50% of the students (as compared to 22% for first writing samples of the year.)</p> <p>CSAP data is not yet available.</p> <p>Teacher observation as noted by needs assessment says students still need more work in grammar as they are not proficient.</p> | <p>75% of our students will be at or above grade level in writing as measured by the CSAP, teacher observation, and writing samples.</p> <p>25% of our students will be advanced.</p> | <p>20 hours of training in Six Trait Writing.</p> <p>Training from DLT in writing complete sentences – 3 hours – and grammar – 5 hours.</p> | <p>LRT will provide 2 or more technical coaching sessions to all teachers. Peer coaching will be encouraged.</p> <p>Building release time will be used for vertical team discussions and examinations of student work in writing.</p> <p>Grade level planning time co-designing lessons.</p> | <p>Teachers will participate in training.</p> <p>All teachers will be expected to participate in at least 2 episodes of coaching first semester.</p> <p>Student writing samples will show evidence of increased student proficiency writing.</p> <p>75% of our students will be at or above grade level in writing as measured by the CSAP, teacher observation, and writing samples</p> |

Every
system is
designed to
get the
results it's
getting.



Anonymous

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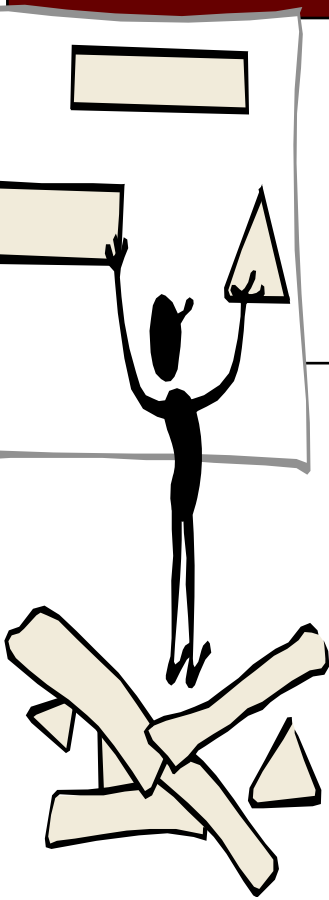
Adapted from: Productive Workplaces, by Marvin Weisbord – Future Search Conference

Linking Professional Development to Change Requires:

- A clearly delineated professional development *program* rather than a series of episodic staff development events
- An explicit theory of change
- An evaluation framework that allows for data gathering throughout the entire professional learning process

Theory of Change

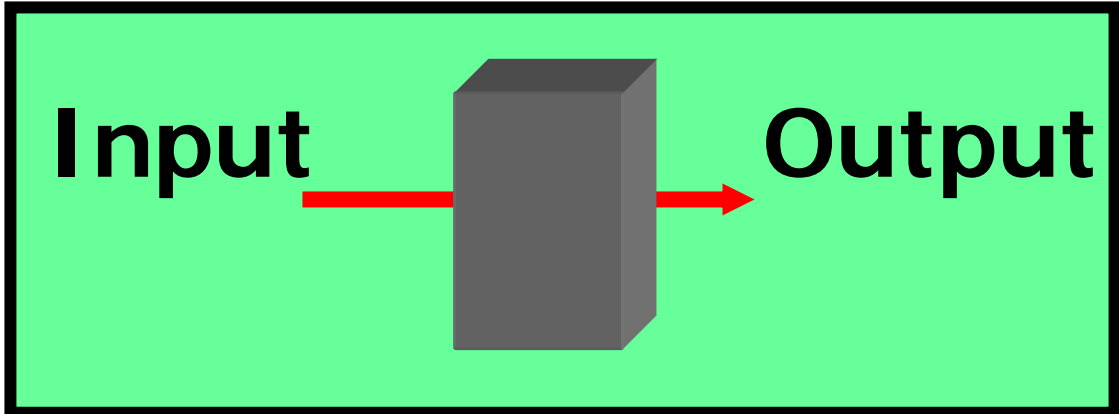
Delineates the underlying assumptions upon which the program is based and includes not only the components of a program, but also incorporates an explanation of how the change is expected to occur.



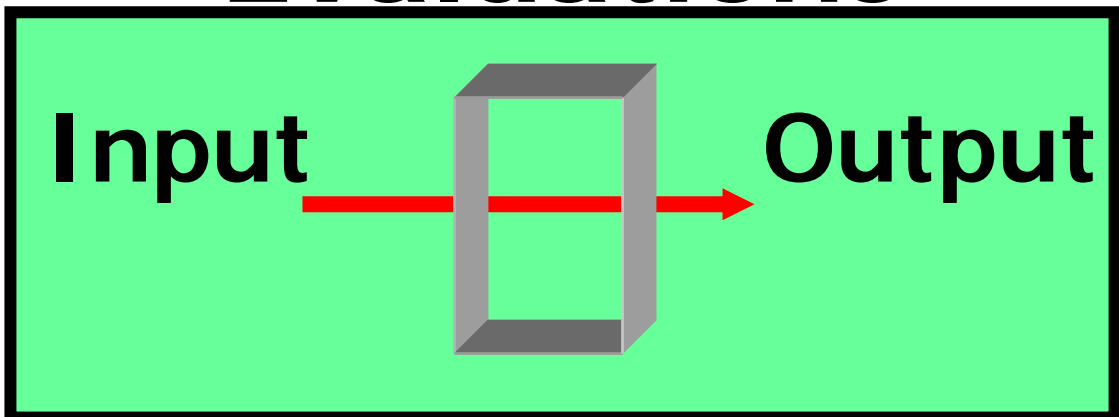
Theory of Change: Actions

- What we plan to do to accomplish the goal
 - Powerful
 - Sufficient to accomplish the goal
 - Sequenced logically to demonstrate an if-then conversion process

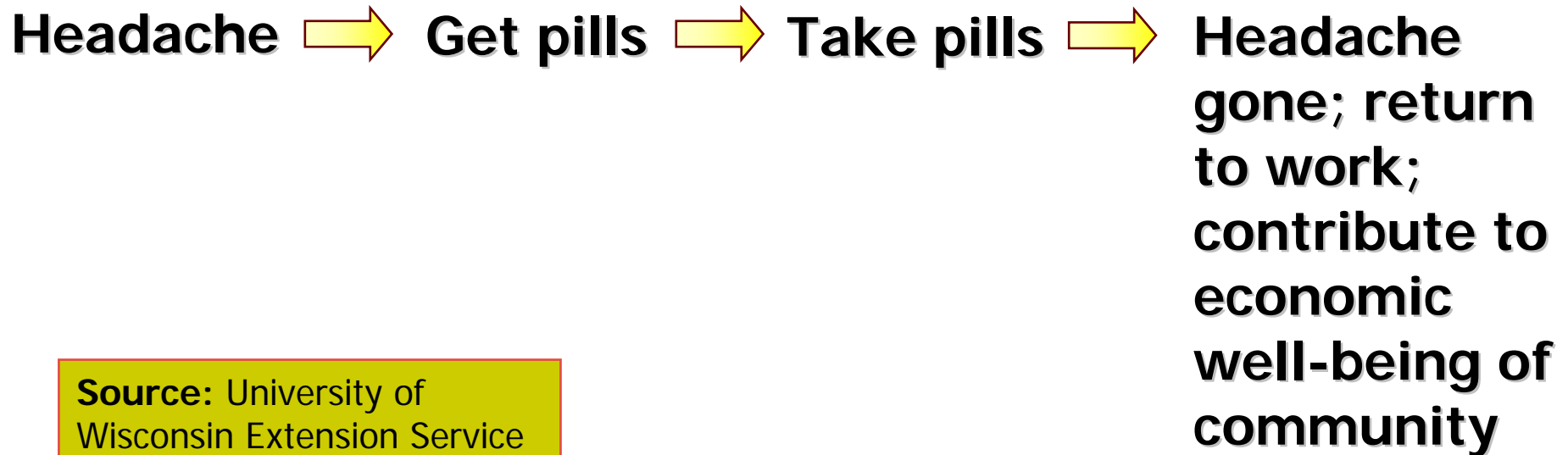
Black Box Evaluations



Glass Box Evaluations



Everyday Theory of Change



Sample Theory of Change for Reading

Teachers attend a workshop on reading strategies for below-level students.

Teachers rehearse strategies in the workshop.

Teachers have access to classroom materials required to implement the new strategies.

Teachers have planning time each week to design new lessons and instructional materials for integrating the new techniques.

Teachers apply strategies in their classrooms.

Teachers receive six coaching visits during three months following the workshop.

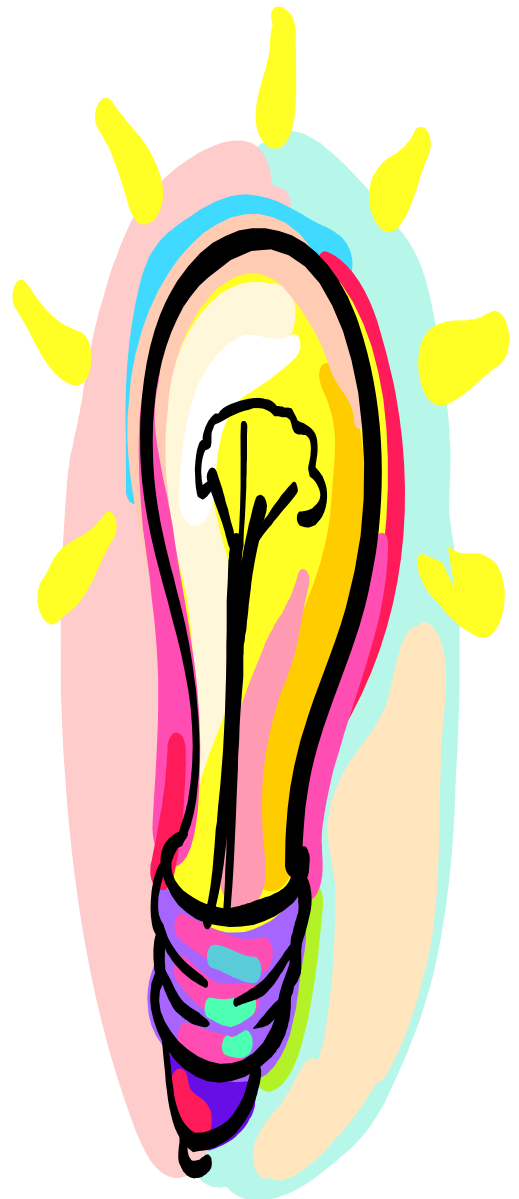
Students apply new strategies to independent reading.

Teachers use strategies at least three times a week.

Student achievement increases on monthly school-based reading assessments and district and state reading tests.

Types of Change

- Knowledge**
- Attitude**
- Skill**
- Aspiration**
- Behavior**



KASABs

| | |
|-------------------|--|
| Knowledge | Conceptual understanding of information, theories, principles, and research |
| Attitude | Beliefs about the value of particular information or strategies |
| Skill | Strategies and processes to apply knowledge |
| Aspiration | Desires, or internal motivation, to engage in a particular practice |
| Behavior | Consistent application of knowledge and skills |

Generic Theories of Change

K + S = B → Att & Asp

Att & Asp → K → B

Results

What results for individuals, schools, communities ...

SHORT

*Knowledge
Skills*

MEDIUM

*Attitudes
Aspirations
Behaviors*

LONG-TERM

Intended Results



Professional Development Elements

- Acquisition/deepening of constituent knowledge and skills**
- Follow up/ structures to support implementation**

Types of Follow-up Support

Off Site

Follow-up Support

- Email
- Phone
- Web site
- Listserv
- Electronic bulletin board
- Newsletter
- Case Studies
- Video/audio tape analysis
- Refresher sessions
- Conferences
- Advanced training
- Planning sessions
- Problem-solving sessions
- Examining products/surveys

On Site

Follow-up Support

- Demonstrations
- Co-presenting
- Observation with feedback
- Action research
- Shadowing Students



Components & Impact

| Training Components | Concept Understanding | Skill Attainment | Application/ Problem Solving |
|------------------------|-----------------------|------------------|------------------------------|
| Presentation | 85% | 15% | 5-10% |
| Modeling | 85% | 18% | 5-10% |
| Practice & Feedback | 85% | 80% | 10-15% |
| Coaching & Study Teams | 90% | 90% | 80-90% |

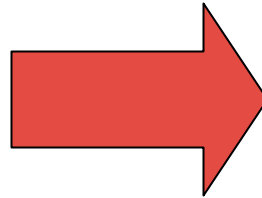
Aligning Professional Development Models to Theory of Change

| Theory of Change | Possible Professional Development Model | Rationale |
|-------------------------|--|------------------|
| | | |

Theory of Change to Action Plans

□ Theory of Change

- Identifies the sequence of powerful actions to accomplish the goal and the assumptions upon which those actions rest



□ Action Plans

- Builds on the theory of change and describes who is responsible, when the actions will occur, how you'll know if the actions are successful, and the actual results

Action Plan

| Components | Description |
|-----------------------|---|
| Assumptions | States the beliefs supporting the actions and their sequence |
| Actions | States what you will do to accomplish the goal |
| By whom | Identifies the individual or groups responsible for each action |
| When | Identifies the timeframe for accomplishing each action |
| Indicators of success | Specifies the initial and intermediate results that will demonstrate progress toward the goal |
| Results | States what actual results occurred |



**No matter how far you have gone
on a wrong road, turn back.**

Turkish proverb

**If we don't change the direction
we're going, we're likely to end up
where we are headed.**

Chinese proverb