

**University of Central Arkansas – Mashburn Center for Learning
Arkansas Adolescent Literacy Intervention (AALI)
3-Year Professional Development/Sustainability Model**

Learning Strategies

Mission: The Mashburn Center for Learning creates resources and opportunities that encourage Arkansas educators to promote a sense of purpose, hope, academic achievement, and resilience for learners who struggle as they experience barriers to learning.

Goals: There are five primary goals of a professional development model.

1. The education reform team needs to use data to **develop a flexible intervention** that adapts to changing characteristics of personnel and site.
2. The education reform team needs to align implementation with the **Learning Forward Standards for Professional Development (Appendix A)**.
3. The education reform team needs to **plan and build capacity** among intervention participants for effective implementation.
4. The education reform team needs to **develop a scalable intervention**. The intervention must be implemented with fidelity without a dependency on the original developers.
5. The education reform team needs to **develop a sustainable intervention** designed to build capacity over time. The intervention must be able to continue once external resources are withdrawn and special attention disappears.

PROFESSIONAL DEVELOPMENT ACTION PLAN

SCHOOL/DISTRICT NAME: _____ **DATE:** _____

PARTICIPANTS: _____

Guiding Information and Questions for Creating the PD Model

- I. Professional Development:** The most effective professional development is primarily on-site, intensive, collaborative and job-embedded, and is designed and led by educators who model the best teaching and learning practices (Wagner, T., Kegan, L., Lahey, L., Lemons, R., Garner, J., Helsing, D., Howell, A., Rasmussen, H., & Ark, T., 2005). The professional development model also embeds a plan designed for sustainability, scalability, and flexibility.

Participation in the Arkansas Adolescent Literacy Intervention requires professional development in two Learning Strategies. After a review of student achievement data, appropriate strategies can be chosen from one of three strands for implementation. The strands are: Acquisition, Storage, and Expression and Demonstration of Competence. Participants will be guided to choose strategies from different strands during Year I and Year II in order to meet the needs of students. In addition to meeting student need, participants who follow this plan can apply to become a Learning Strategies potential professional developer. The development of Certified Professional Developers will help build intervention capacity and achieve sustainability and scalability.

1. What strategies will you choose for Year I-III?
2. What will determine your strategies? (student achievement data, classroom walkthroughs, classroom observation data, etc.)

II. Participants: Teachers who receive substantial professional development can boost their students' achievement by approximately 21 percentile points (Yoon & Lee, 2007). The authors suggest that substantial professional development is an average of 49 hours on a single topic.

It is recommended that a team of at least three individuals participate in this professional learning opportunity. This capacity increases success of teacher implementation and student achievement. A critical mass of teacher participation provides the support network designed to maximize effective practice of the intervention.

1. What teachers will participate in the professional learning?

Year I-

Year II-

Year III-

2. How will the schedule accommodate instructional time for learning strategies instruction?

III. Implementation: In a study of five, high-performing, high poverty high schools, Darling-Hammond & Friedlaender (2008) found that the schools allocated considerable time for teachers to collaborate, design curriculum and instruction, and learn from one another. The teaching team organized several hours per week for them to plan and problem solve together.

Participants will be required to implement the newly learned strategy within two weeks of returning to the classroom. In addition, time will be needed for participating teachers to collaborate, construct and gather student materials, and prepare for instruction. These support systems will increase the likelihood of continued use of new learning.

1. How will you ensure this implementation takes place?

2. How will the implementation be monitored? (classroom walkthroughs, face-to-face meetings, electronic medium, etc.)

3. How will needed resources be identified and by whom?

In order to ensure successful implementation by participants, monthly meetings are necessary.

1. Who will facilitate these meetings?
2. When will the meetings be held and where?
3. What time will the meetings be held?

IV. Capacity Building/Certified Professional Developers: Capacity building entails leaders investing in the development of individual and collaborative efficacy of a whole group to accomplish significant improvements (Fullan, 2008).

It is recommended that at least three teachers participate. It is also recommended that at least one of the participants become a LS Certified Professional Developer to build capacity and sustainability within the school and district

1. When will professional developers be identified?
2. When will they participate in the UCA-Mashburn Center for Learning/Strategic Instruction Model Potential Professional Developer Institute?

V. ACSIP (Indistar indicators/plans/tasks): Principals and teachers learn important information about implementation by checking the successes and failures of implementation. They must know what’s working and why. They must also know what explains the implementation problems in order to make necessary adjustments to the implementation process. Roy (2010) suggests that leader’s continually “touch base” with implementers, seek input about their needs, and assess implementation progress.

The Arkansas Adolescent Literacy Intervention should be part of your schools ACSIP Plan.

1. List below AALI action within the literacy portion of your schools ACSIP Plan:

References

- Darling-Hammond, L., & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership*. 65(8), 14-21.
- Fullan, M. (2008). *The six secrets of change : What the best leaders do to help their organizations survive and thrive*. San Francisco: Jossey Bass Education.
- Roy, P. (2010). *A tool kit for quality professional development in Arkansas*.
- Wagner, T., Kegan, L., Lahey, L. , Lemons, R., Garner, J., Helsing, D., Howell, A., Rasmussen, H., & Ark, T.V. (2005). *Change leadership: A practical guide to transforming our schools*. San Francisco.: Jossey Bass Education.
- Yoon, D., & Lee, W., (2007). Reviewing the evidence on how teacher professional development affects student achievement. Rel. 2007 No. 33. Institute of Education Sciences, U.S. Department of Education.

Appendix A

Learning Forward Standards for Professional Learning

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.

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.

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

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.

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.