





## INTRODUCTION

This document is intended for the use of the School-Based Staff Development Committee (SDC). The SDC may choose to use this guide in its entirety or focus on one particular phase. It is a guide to help the team envision a professional development program that starts with the end in mind — student achievement. This five-phase process is often referred to as “back-mapping.”

While each school will determine its needs, learning structures, and means of evaluating their process, keep in mind that schools that continually improve have the following strengths:

- **Clarity:** A shared and clear idea about what high-quality teaching and learning should look like.
- **Planning:** A strategic approach to schoolwide improvement, including time, structures, and spaces for adult learning.
- **Approach:** A collaborative approach to adult learning that is embedded in practice which relies on engagement and inquiry rather than compliance (Titel 2013).
- **Trust:** A necessary ingredient for teachers and schools to change (Learning Forward 2014). With trust we can better identify how we need to grow as a school and individuals.
- **Appreciation:** A way to respect past and present strengths and efforts, demonstrates mutual respect and has a powerful impact on collaboration and school culture (Whitney, D. & Trosten-Bloom, A. 2003).

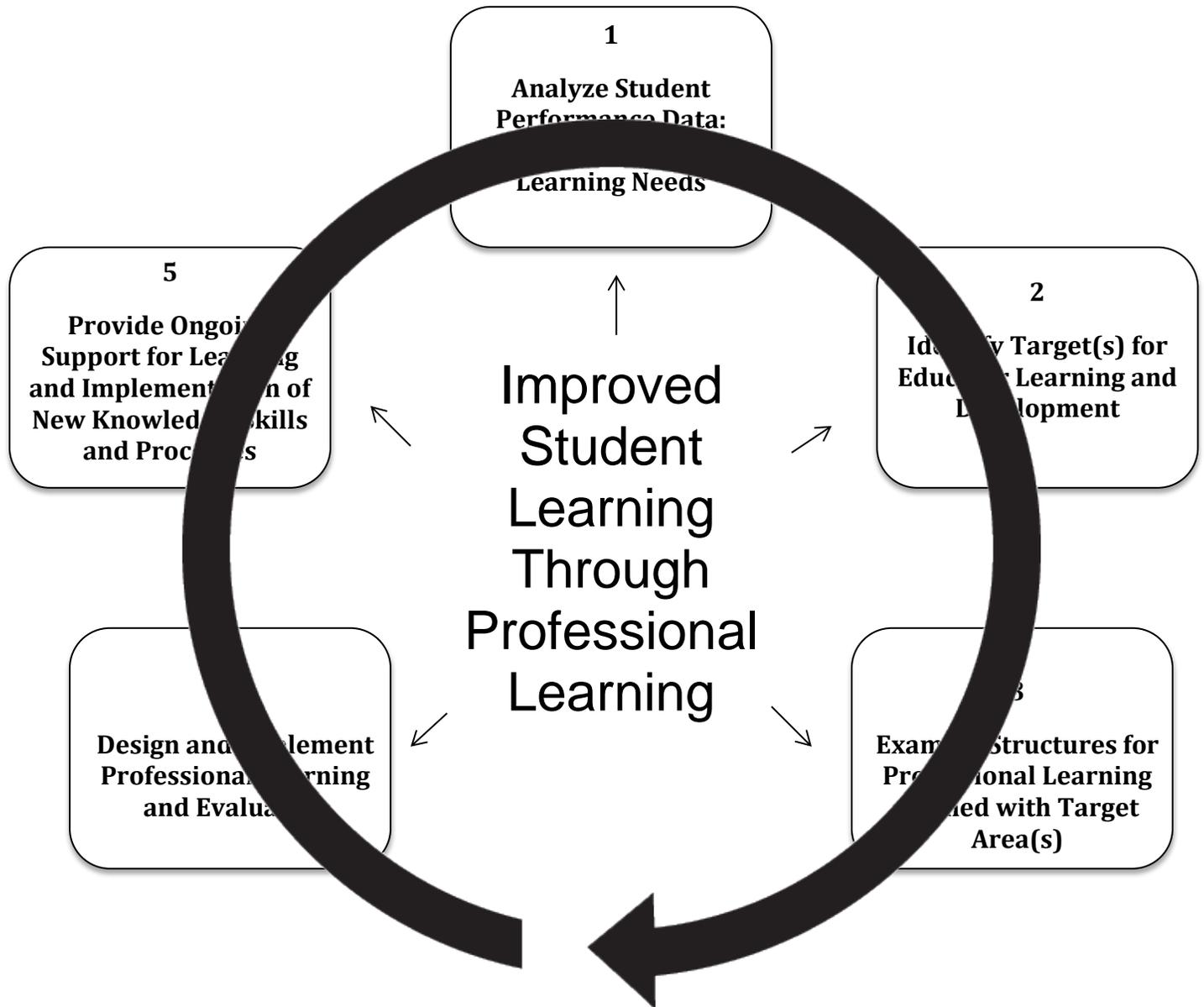


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## What is Professional Development?

**Learning Forward**\* defines professional development as “a comprehensive, sustained and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.”



Killion, J. (2002). *Assessing Impact: Evaluating Professional Development*. Oxford, OH: National Staff Development Council (NSDC). Online: [www.nsd.org](http://www.nsd.org) Graphics reprinted with permission of the NSDC, 2003.

\* **Learning Forward** is an organization dedicated to professional learning, an invaluable resource for teams as they work with their school community to develop their professional learning plan in order to best meet student needs.



# How Does the School-based Staff Development Committee Plan for Professional Development?

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## Phase 1

### **Analyze Student Performance**

Before thinking about the format and content of professional learning consider the specific student learning outcomes you want to attain. Analyze current student data and identify current student learning needs. Use a protocol to discuss student data. ORID is one suggested protocol for this process.

## Phase 2

### **Identify Learning Targets for Educators**

Using data and teacher input, determine schoolwide priorities for continually improving instruction to produce the student learning outcomes. Look at Citywide Instructional Expectations and schoolwide programs to see which strategies would support student learning. Learn to come to consensus on schoolwide needs and priorities.

## Phase 3 & 4

### **Examine Structures: Design and Implement Professional Learning and Evaluation**

Choose and implement appropriate structures that support the school's knowledge of its students, its instructional focus and its culture for collaborative professional learning. Create a plan to continually measure the success of the Professional Learning program.

## Phase 5

### **Provide Support for Learning and Implementation**

Provide teachers with consistent feedback and coaching as necessary to support their new learning and development.

## PHASE 1

### Analyze Student Performance

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This phase is where the groundwork is laid for the rest of the professional learning that will take place within your school community. The committee and school as a whole begins with the end in mind by using the current data to set learning targets and select appropriate professional learning structures to meet the needs of both students and educators alike.

Some questions to pose to your team at this phase are:

- What do we want students to know and be able to do?
- What knowledge and skills do students have and where are the gaps?
- Which students are most affected?

To begin, consider examining available schoolwide performance data. Look for gaps in student achievement that may be addressed by increasing educators' knowledge in both content and pedagogy. Other data points that the committee may want to analyze are:

- Baseline data points (i.e. Fountas & Pinell initial assessments)
- Individual student work (preferably work already graded using Common Core aligned criteria)
- Writing samples
- Student interest surveys
- Current standardized tests

There are many protocols that may be used to look at performance data or student work. The ORID (Objective Level, Reflective Level, Interpretive Level, Decisional Level) is just one example. The ORID is a protocol that enables a focused conversation to reach an agreement or clarification. All levels of the ORID should be used to reveal the full picture of student progress.

## How to Use the **ORID** Protocol:

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- **Materials Needed:**

Writing pad or interactive whiteboard, ORID note-taking sheets (see pp. 8 & 9), copies of student work or data to be analyzed.

- **Recommendations**

Be sure you have at least one hour to complete this process. Groups should be made up of no more than 12 people. Be sure each member receives a copy of the action plan and next steps after meeting.

- **Steps**

1. Assign a facilitator and a note-taker. The facilitator will guide the discussion, while the note-taker records big ideas and participant contributions.
2. Provide an overview of the ORID process and discuss purpose.
3. Give participants time to read through the levels of the ORID process.
4. Individuals fill out first level (Objective Level) on note-taking sheets independently answering each question based on the data provided.
5. Facilitator asks participants to share their responses in a round robin. As participants share, only new information should be added to the discussion.
6. Complete all subsequent levels using steps 4 and 5.
7. Review action plan and next steps based on decisional level.
8. Note-taker distributes notes for session to all participants.

# ORID Protocol

<p style="text-align: center;"><b>O</b></p> <p style="text-align: center;"><b>Objective Level</b></p> 	<ul style="list-style-type: none"> <li>✓ To examine the data</li> <li>✓ To identify factual information</li> </ul>	<ul style="list-style-type: none"> <li>✓ What do you see?</li> <li>✓ What factual statements can you make based on the data?</li> </ul>
<p style="text-align: center;"><b>R</b></p> <p style="text-align: center;"><b>Reflective Level</b></p> 	<ul style="list-style-type: none"> <li>✓ To encourage participants to make connections</li> <li>✓ To encourage free flow of ideas and imagination</li> </ul>	<ul style="list-style-type: none"> <li>✓ What surprised you?</li> <li>✓ What encouraged you?</li> <li>✓ What discouraged you?</li> <li>✓ How does this make you feel?</li> </ul>
<p style="text-align: center;"><b>I</b></p> <p style="text-align: center;"><b>Interpretive Level</b></p> 	<ul style="list-style-type: none"> <li>✓ To identify patterns and determine their significance or meaning</li> <li>✓ To articulate underlying insights</li> </ul>	<ul style="list-style-type: none"> <li>✓ What does the data tell us? What new insights do you have?</li> <li>✓ What good news is there for us to celebrate?</li> <li>✓ What doesn't it tell us and what else might we need to know?</li> <li>✓ What areas of need seem to arise?</li> </ul>
<p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>Decisional Level</b></p> 	<ul style="list-style-type: none"> <li>✓ To propose next steps</li> <li>✓ To develop an action plan</li> <li>✓ To make decisions</li> <li>✓ To experience "coming together"</li> </ul>	<ul style="list-style-type: none"> <li>✓ What are our proposed next steps?</li> <li>✓ What decisions can we make?</li> <li>✓ What is our action plan for moving forward?</li> </ul>

## ORID Note-Taking Page

Data Conversation Step	Your Comments
<p>O</p> 	
<p>R</p> 	
<p>I</p> 	
<p>D</p> 	

Toolbox for Teachers  
<http://www.montgomeryschoolsmd.org/>

## PHASE 2

### Identify Learning Targets for Educators

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Having completed the analysis of student performance, the SDC now has a body of data to use to begin to determine the needs of educators. This data, together with teacher surveys, observations, and any other analysis of student performance will inform the team's discussion and decision-making around learning targets.

Some questions to consider at this phase are:

- What are the needs that cross grades and subject areas?
- Which areas of the CCLS are our students struggling with?
- Where are we making progress?
- Are there needs specific to some classes and grades?
- Are there needs specific to student populations?
- What resources are in place to support targets? (e.g. coaches, other teacher leaders, administration, professional libraries, video libraries, etc.)
- What resources will be needed?

In order to determine priority areas of need for educators in your community, the SDC team should begin to come to consensus on Learning Targets. First they need to understand the concept of consensus.

**SDC shares the definition of consensus as follows:**

#### Consensus is...

- A proposal acceptable enough that all members can “live with it.”
- When all members agree to support it.

#### Consensus is not...

- A unanimous vote — consensus may not represent everyone's first priorities.
- A majority vote — only the majority gets something, the rest “lose,” which is not what consensus is all about.
- When everyone is totally satisfied.

## Consensus requires...

- Time. It takes longer than a majority vote!
- Active participation of all group members.
- Skills in communication, listening, conflict resolution, discussion, facilitation.
- Creative thinking and open-mindedness.

One method for reaching consensus is called the **Consensus Workshop**. Adapted from The Consensus Workshop of The Technology of Participation, Institute of Cultural Affairs (ICA).

### Steps:

1. **Set a context:** Post a single, open-ended focus question. In this case: “What are the learning targets for educators in our school community?”
2. **Brainstorm in layers:** Start with silent individual brainstorming, and then ask participants to select their personal top three to share in a small group. Ask small groups to agree on a specified number of distinct ideas to print clearly onto large cards, one idea per card. Invite the small groups to share their answers with the whole group by gradually calling for the cards.
3. **Cluster ideas:** When there are about 15 cards on the wall, ask the group to create pairs of cards with similar intent. Move cards with similar ideas together, first in pairs, then in larger groupings, or clusters. Ask each small group to hand up additional cards, a few at a time, until you have all the cards from all the groups. Make note of repetitions with a check mark, but do not re-post.
4. **Name the clusters:** After all the cards are placed on the wall in clusters or columns, give each cluster a 3–5-word title that answers the focus question.
5. **Confirm the resolve:** After naming all the clusters, review the titles to ensure clarity. Discuss the overall impact the ideas will have, and confirm that they represent the consensus of the whole group.
6. **Gain commitment:** List the immediate next steps.

## PHASES 3 & 4

### Examine Structures; Design and Implement Professional Learning and Evaluation

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“Effective practices such as providing feedback to students cannot spread just by describing them or advocating their use. They have to be seen, observed, experienced, interpreted, inquired into, tried out, and so on” (Hargreaves & Fullan, 2012). Ongoing professional learning should allow for all of the above to occur. Choosing the correct structure for professional learning depends on the needs of students and educators.

As a school community, take the time to discuss several different Professional Learning options. Once you have identified Educator Learning Targets, choose one or several of the Professional Learning structures that support the needs of students and educators in your school community. Begin to design and implement your team’s implementation plan. Remember the end goal — student achievement!

Some questions to pose to the team as they determine the best professional learning structures are:

- What resources are necessary for success? (books, websites, experts from school community, instructional supplies, etc.)
- How will you provide adequate and consistent time and space for educators to meet?
- How will learning groups be determined? (subject area, interest, etc.)
- What are the critical benchmarks for progress?
- How will we measure the success of our professional learning program?

## PHASE 5

### Provide Support for Learning and Implementation

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This process of professional learning gives educators an opportunity to move away from the traditional work sessions to a more engaging model. Adult learning theory (Knowles, 2005) states adults learn best when the learning is self-directed, practical and hands-on and when new knowledge can be integrated into what the adult already knows.

Consistent monitoring and feedback is required to determine the effectiveness of the professional learning.

Here are some questions for you and your team to consider in this professional learning cycle:

- How did the Professional Learning impact student learning?
- Which structures of professional learning were the most effective?
- How has the school culture changed as a result of this process?
- What are the benefits of a school staff development committee making decisions?

## Works Cited

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