Major Assessment Seven

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Introduction

Collaboration is the cornerstone of high quality professional development. Teachers collaborate in order to create something greater than they could do alone; Killion and Roy call this "sharing leadership" (2009, p. 130). Collaborative practices bring educators together to work and plan and assess. Collaboration can help teachers refine their lessons or find new activities for their students, it "benefits its participants, it benefits the school" (Killion, 2009, p. 469).

This candidate collaborates on a regular basis. Specifically, she has repeatedly collaborated in the course of her Walden coursework, thus fulfilling the requirements of Walden University's PEU 5 on Collaboration. "This candidate demonstrates collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning" (Walden University catalog, 2012).

Collaboration 1

During Walden course 7740, "Qualities of Effective Professional Development", this candidate formalized a professional learning community (PLC) with her fellow eighth grade social studies teachers. The group had been meeting regularly for several months, but this candidate was able to strategize for more effective collaboration using materials from her Walden coursework. PLCs are a good vehicle for curricular improvement for many reasons. In a PLC, teachers with the best results help direct the instructional strategies for the whole group. PLCs support teachers by providing the context for discourse and collaboration.

The social studies PLC members including this candidate learned many new things about collaboration during the spring of 2012. Members compared assessment data; effective data comparisons also fulfill NCATE standard 1e which requires teachers to "collect and analyze data

related to their work and reflect on their practices" (NCATE, 2008, p. 19). Appendix A

documents a data discussion where teachers compare data in order to improve instructional

practices. Throughout the collaborative process, members invested in their mutual trust and

treated each other with professionalism in order to make the PLC work. This professional

learning group has helped this candidate grow professionally through its collaborative and team-

oriented practices. Appendix B depicts another artifact of the PLC, a draft assessment with group

member's notes along the margins. Working together, this candidate and her colleagues have

been able to increase the rigor on assessments which has in turn increased the rigor of

instruction.

　　　　The collaboration also addressed learning forward's data standard which demands that

educators use data in their professional planning and collaboration to set goals for students and

plan instruction (Learning forward, 2012). One of the most difficult tasks for a teacher is to

compare results with other teachers because numbers comparisons can exacerbate competitive

tensions (see Appendix A for data comparison). This collaborative team met this challenge by

embracing prescribed professional standards. Collaborative group norms help in "navigating the

tensions," and help each PLC member grow professionally while providing an enhanced learning

environment in their classroom (Garmston & Wellman, 2009, p. 27). The trust between PLC

members helps boost the academic rigor and success in the classroom through improved

instructional strategies and data usage.

Collaboration 2

　　　　Again during Walden course 7740, this candidate had other opportunities to collaborate

with her colleagues at work. Creating a positive climate is key element of a successful

professional learning session. Varied instructional strategies within professional learning

sessions as well as safe, supportive educational environments are hallmarks of a good climate.

This candidate brought a practical instructional strategy introduced in professional literature to

the meetings. The "Assumptions Wall" (see Appendix C) allows participants to strategize

together by airing their dirty laundry which in this case are the assumptions teachers have about

their students (Garmston & Wellman, 2009, p. 189). The team created this wall in a breakout

session during a professional development meeting in March 2012 (see Appendix D for meeting

agenda).

PLC members brainstorm their own assumptions about student failure. This candidate

then modeled a line of questioning about those assumptions and a discussion ensued. Participants

classified different assumptions and all participants were engaged in the discussion. This strategy

helped teachers dig into their own preconceived notions about testing as well as discuss their

ideas with others. It can be a challenge for teachers to face their own assumptions and work with

the notion that their preconceived notions could affect the learning outcomes of their students.

The collaboration also addressed learning forward's learning community standard which

demands that educators take responsibility for all of the students in their school and school

system (Learning forward, 2012).

During this same meeting, participants were particularly engaged during another part of

the staff development (see Agenda in Appendix B). Using a strategy from Garmston and

Wellman (2009) called "Card Games" (p. 193), teachers took short quizzes prepared by this

candidate so that they could be in the shoes of the student taking a multiple choice assessment. In

order to get everyone up and moving, this candidate had them move to work with whoever had

the matching card. The participants commented that they liked stretching their legs and even if

they found it inconvenient, it focused their brain to get up and move a little bit. The session was

lively and fun; and the participants were able to use the strategies that they were taught almost

immediately in their own classroom.

Collaboration 3

Half-way through Walden University course 7741, "Designing Professional

Development", this candidate continued collaboration with her fellow social studies teachers

even though school was not in session. By this time in May 2012, standardized test scores had

been released so this candidate made a chart using excel of the highest and lowest performing

students on the state of Georgia criterion-referenced test (CRCT) (see Appendix E). Data driven

instruction requires that teachers breakdown and analyze data of their students. Such analysis can

help teachers identify avenues of improvement. The data dive also supports competency of

NCATE 1d Impact on Student Learning where a candidate must analyze student performance

and make data driven decisions about strategies; collaborate with other professionals to identify

and design strategies and interventions (2008, p. 19).

It is important to document data analysis sessions so that the insights of such work are not

lost and so that the group can pick up from where they left off then next time they met. Also,

with good notes, each member can continue their own inquiry to build on the group findings.

After working for 40 minutes with the data, the group used the SMART tool and the guidance

from the KASAB model to create notes from the meeting that would not only document the

meeting but also summarize the findings (see Appendix F). Additionally, members were able to

plan the next steps the group should take (see Appendices F and G).

In summary, the group found that the strongest correlation seemed to be between social

studies and reading. Predictably, most of the top performing students on both tests were gifted

students while most of the weakest performers were English language learners or students with

disabilities. The team discussed isolating regular education, non-gifted students in further analysis; however, during the meeting, the team did not have access to a list of gifted seventh graders so they could be removed from the spread sheet. At the conclusion of the meeting, the facilitator (this candidate) asked everyone to write one or two observations which would be transcribed as the conclusion in the meeting notes. Using stems provided each participant described their own observation about the assessment data on the white board at the end of the session (see Appendix G). While it was challenging to face the low test scores, this candidate had helped create a safe place for collaboration and frank discussions about assessment results and as a result addressed learning forward's standard on leadership in which "skillful leaders … develop capacity, advocate, and create support systems for professional learning" (learning forward, 2012, p. 22). All of the teachers were focused on working for all of the students, not just his/her students. This kind of collaborative thinking is the vehicle of school improvement.

Collaboration 4

At the end of Walden University course 7741, "Designing Professional Development", this candidate met with her fellow social studies teachers about recommendations for the school curriculum leaders regarding professional development for the coming year. Determining the design of a professional development program should be a collaborative decision to be made among stakeholders. This collaboration documents a June, 2012, a social studies teachers team meeting that considered the options for a professional learning program for the department (see Appendices H and I). This professional development committee led by this candidate considered many aspects of the school environment, the budget, and the learning goals in order to lay out the right plan. In this way, this collaboration fulfills the expectations of the learning forward outcomes standard, by aligning the professional learning with student learning goals and

standards (2012, p. 2). The group decided that the discussion should open up in August to the entire social studies department, for the "staff at the building level need to design their own professional learning activities" that take into consideration the context, content, and process of professional development at their school (Easton, 2008, p. 40).

The group set the goal for all summer meetings to be aimed at preparing the relevant data (see Appendix E) to the department in August. Additionally, the committee made some recommendations regarding PD content for the coming school year. For example, they noted that teachers are accustomed to working collaboratively on grade level. On the other hand, the committee was faced with the challenge of lack of initiative among some teachers and brainstormed ways to kindle enthusiasm in those reluctant teachers. This collaboration supports the candidate's successful compliance with NCATE standard 1g which address the professional dispositions of education professionals (2008, p. 20). Working with colleagues in a professional way helps facilitate productive collaboration and problem-solving. Considering context considerations together is a good way to work cordially with others. These context considerations play an important part in planning and the early stages of implementation and help shape its direction. Appendix I tracks the notes of the group meeting in a matrix.

Collaboration 5

During the first half of the Walden class 7743, "Evaluating professional development," this candidate sought out the help of her teammates in her PLC in order to plan an evaluation program for social studies professional development. Sometimes it can be a challenge to receive honest feedback about one's own work, but frank assessments can help facilitators make changes that increase teacher learning, improve practices in the classroom, and ultimately increase student performance. Appendix J depicts a chart and a flowchart that document the productive

work done within a collaborative group. In Appendix K, the tickets out the door from that

collaborative team meeting address the input from each PLC participant. Everyone quickly goes

on record what they want to get done at the next meeting. Voices are heard, the agenda is shaped

by the needs and opinions of the group, not the whim of the leader. Also, strategies like tickets

out the door demonstrate how this candidate can integrate "theories, research, and models of

human learning to achieve its intended outcomes" (learning forward, 2012, p. 2).

Appendix K also serves as documentation that the candidate is proficient at the NCATE

standard 1c which addresses professional and pedagogical knowledge and skills (2008, p. 18).

While working with adults, this candidate modeled what would be a meaningful classroom

activity for students.

As the group comprised of social studies teachers developed an evaluation program for a

reading professional development program, important questions emerged about the

implementation of the planned PD program. Together, the teachers found snags that this

candidate had not imagined working alone. Specifically, the facilitator came to the original

evaluation meeting with a handful of potential questions. The professional development

committee significantly expanded the bredth and depth of the questioning (see Appendix J). In

this way, professional collaboration helped the evaluation plan immensely by facing the

challenges that presented themselves as a unified team.

The toughtest part of this collaboration came when this candidate realized she needed to

relinquish her perception about her roll as the leader. The locus of control had to shift from one

person to the group as a whole. There was abundant evidence that the group was better

positioned to lead than the facilitator/candidiate: together, they had better ideas; together, they

was more buy-in; and together the work load was more manageable. There were many reasons to collaborate and few to work alone. Collaboration won.

Collaboration 6

During the course "Implementing Professional Development," Walden University 7742, this candidate worked with a new teacher regarding a behavior program at the school. All teachers had received training in the program through a required professional development workshop at the school during the spring. A sixth grade social studies teacher sought out this candidate for help with her implementation of the PBIS program in her classroom. This candidate used the Level of use Branching interview that she learned from her Walden coursework to determine the degree to which the teacher was implementing the program in the classroom (Hall & Hord, 2011)(Appendix L). Through the interview, this candidate determined that the teacher lacks the confidence to lead others; all she really needed was support and direction to continue her growth and development.

Professional development facilitators need to use reliable tools to assess participants' effective use what they are learning in their professional development activities. Collaboration can come during one-legged interviews in the school hallways. Interview and evaluation tools help measure what teachers are actually doing, or their level of use, and what a teacher deems important, or their level of concern. Both of these measurements help facilitators meet the educational needs of the teachers by differentiating between teachers who know how but do not implement a program from the teachers who want to implement but do not know how to. Walden has given this candidate the tools she needs to determine what course of action needs to be taken. Sharing about an important school initiative led to this candidate better understanding the roadblocks to implementation for a young teacher, and meeting the learning needs of the

teachers is an important goal for anyone who is planning, facilitating, or evaluating professional

learning. Also, such practices as supporting young teachers and make them more effective under

learning forward's implementation professional learning standard which indicates that

"professional learning (should) increase educator effectiveness and results for all students"

(learning forward, 2012, p. 2).

<div align="center">**Conclusion**</div>

This candidate has had the good fortune of working with groups of dedicated

professionals; "collaborative teacher teams …. work interdependently to achieve common goals

focused on student learning" (Dufour, Dufour, Lopez, & Muhammad, 2006, p. 56). The principle

of collaboration is the guiding force of this candidate. A. Lieberman calls for schools to offer "a

variety of structures within which teachers can work together" if they want to offer a high quality

professional learning program (Laureate, 2010). Significant, radical improvements require a

concerted effort on behalf of the whole school community. One option which supports results-

driven expectations is to establish Professional Learning Communities (PLCs). In this kind of

professional development, "teachers collaborate to analyze their practice and discuss new

strategies and tactics, testing them in the classroom and reporting them to each other" (Croft,

Coggshall, Dolan, Powers, & Killion, 2010, p. 7). Opportunities to collaborate allow teachers to

bring in what they learn in graduate school to the practices at their schools.

Continuous learning is a hallmark of quality PD and teachers who have job-embedded,

results-driven, and standards-based PD often have this kind of experience. The "ongoing,

sustained" educational experiences of teachers meeting by grade, team, or cohort gives high

quality PD many advantages (Laureate, 2010). Generally, "regular cooperative planning

sessions" for teachers are a critical component of school improvement (Wilkes, 2009, p. 58). The

content, process, and context of these kinds of professional learning programs naturally support learning and growth in the educator; they support successful student outcomes and improved instructional practices. Good professional development is based on "research … (that)… points to the effectiveness of sustained, job-embedded, collaborative teacher learning strategies" (Darling-Hammond & Richardson, 2009, p. 49). Good professional development helps grow good teachers to work with students for the years to come.

Even though we are social beings, it can be challenging to establish successful group norms that allow professional organizations to thrive and affect positive change. Effective team development can help professional groups work productively and exceed previous expectations. When the adults work together with a shared understanding of the norms that drive professional groups, the students benefit from the collaboration. The most important pay off then is not just smooth professional relationships between teachers and administrators, but also an increase in student learning and achievement.

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Appendix A

Evidence of competency of NCAT 1d: Impact on Student Learning

Eighth Grade Social Studies Mini-assessment Grade-wide Results & Action Plan

Standard	Question	Weir % correct	Higgs % correct	Hamlin % correct
41a	What was the influence of the cotton gin on the production of cotton in Georgia?	51	80	40
41b	What did William B. Hartsfield do for Georgia?	60	70	55
41c	Describe how Ellis Arnall worked for the state of Georgia.	70	65	75

March 2012 Plan of action

- Higgs showed a video on the cotton gin, during the interim review, Weir and Hamlin will show the video as well.
- Higgs used her own personal connection to the Hartsfield family as a hook for her students.
- Hamlin graded an essay assignment on Arnall using the district writing rubric, Weir and Higgs will use the same rubric next year and on subsequent assignments

Appendix B:

8th grade social studies assessment notes

too many   Common Assessment 2, 8th grade Humanities

8. The colonist produced a document that proclaimed the thirteen American colonies to be free foreign rule. What is this document called?

  a. Declaration of Independence
  b. Bill of Rights
  c. Articles of Confederation
  d. The Constitution   (GPS H3B, 8SS_D2007-34)

Dok 2   _change to primary ← DOK 3_   _On unit test_

9. The fall line in Georgia

  a. is the border between the mountains and the flat lands   (GPS G1, AKS 8SS_C2007-30)
  b. is the border between South Carolina and Georgia.
  c. is the border between the Piedmont and the flat land of south Georgia.   _DOK 1_
  d. is near the Okefenokee Swamp.

10. Mississippian Indians used flat top burial mounds. Which pre-historical Native American group used animal-shaped burial mounds like the one at Rock Eagle.

  a. Woodland Indians
  b. Archaic Indians   _DOK 1_   _Change to DOK3 by adding a diagram._
  c. Paleo-Indians
  d. Cherokee Indians   (GPS H1A, 8SS_D2007-32)

11. What agricultural products were an early success in colonial Georgia? (GPS H2, 8SS_D2007-32)

  a. Indigo and rice
  b. Cotton and peaches   _DOK ?_   _← What about a map?_
  c. Cotton and apples
  d. Bananas and rice

12. Why did the Spaniards establish missions along the coast of Georgia?

  a. To establish a military presence on the Georgia coast
  b. To spy on the French
  c. To set up trading posts to sell Spanish goods
  d. To convert the native Americans to Christianity   (GPS H2B, AKS 8SS_D2007-32)

13. The northeast corner of Georgia borders North Carolina and gets the most precipitation. What is it called?

  a. Ridge and Valley
  b. Appalachian Plateau
  c. Blue Ridge   _On unit test_
  d. Piedmont   (GPS G1, AKS 8SS_C2007-30)

14. What geographic feature of Georgia helps protect the coastline from storms and heavy seas?

  a. The Appalachian Mountains
  b. The Chattahoochee River
  c. Lake Lanier Islands
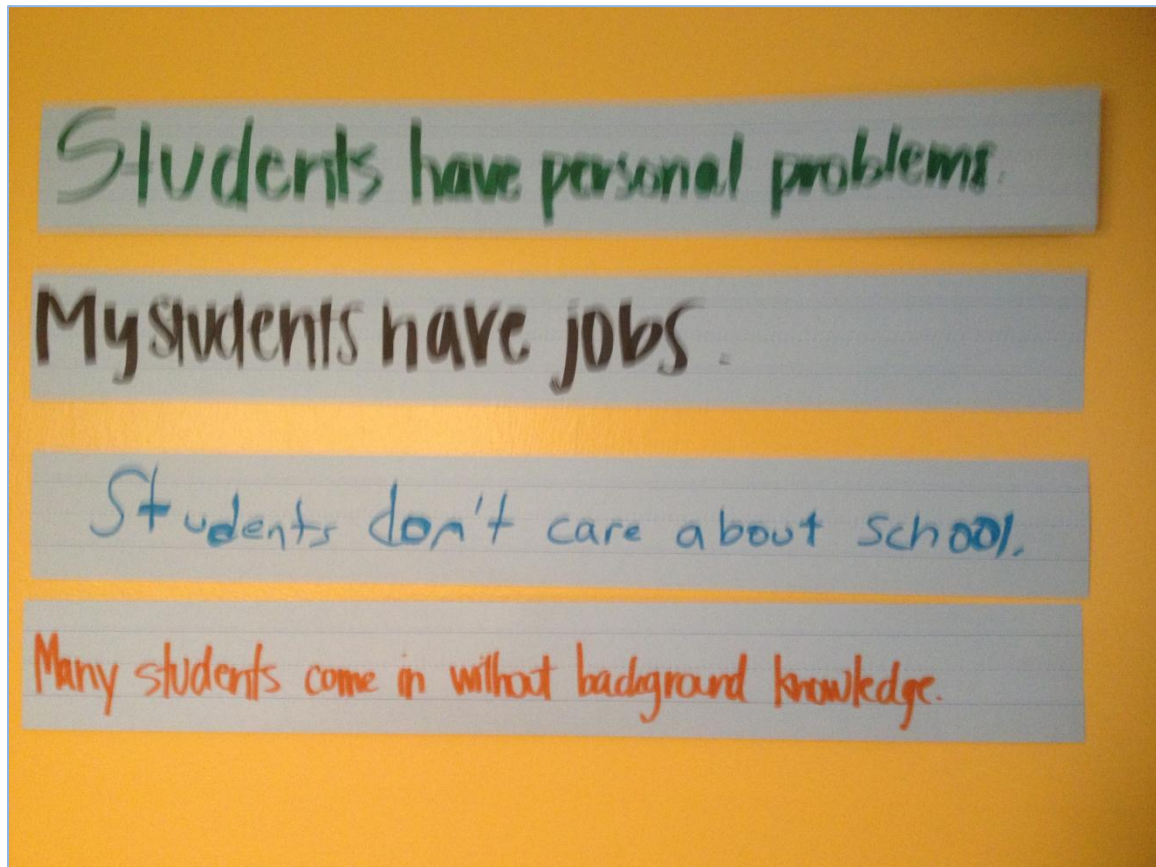 d. Barrier Islands   (GPS G1, AKS 8SS_C2007-30)

The
15. The Appalachian Mountains start up in the northwest corner of Georgia, this region of the state is called:

  a. Ridge and Valley
  b. Appalachian Plateau   (GPS G1, AKS 8SS_C2007-30)

Appendix C: Assumptions Wall

Spring, 2012

Students have personal problems.

My students have jobs.

Students don't care about school.

Many students come in without background knowledge.

Strategy adapted from Garmston & Wellman, 2009, p. 189

Appendix D: Staff Development Agenda

MEETING AGENDA
FOR SOCIAL STUDIES STAFF DEVELOPMENT

Meeting Outcome: Teachers will be able to teach effective test-taking strategies to students.

Facilitator: Tamara Hamlin

Participants: Social Studies Department, Special Education Department

Time: 8:00am-8:45, March 22, 2012

Purpose: Test taking strategies, *Process of Elimination: What is the best choice?*

TOPIC	PURPOSE	GUIDING QUESTION	INFO	PERSON & TIME
Introduction	Contextualize	How are these kinds of strategies important?	Cindy will explain the importance of strategies especially for ESOL students.	Cindy, 3 minutes
Assumptions Wall	Inquire	What do we think about our students taking standardized tests?	Tamara will guide the group through the assumptions wall activity.	Tamara, 7 minutes
Presentation of strategies	Inform & Teach	What are the strategies?	Tamara will present a short power point on 2 specific test-taking strategy for social studies standardized tests.	Tamara, 10 minutes
Try it!	Practice	Can I use this strategy to improve my test-taking abilities?	Tamara will administer a short assessment so that all can practice the strategies.	Tamara, 3 minutes
Make & Take	Create	Can we make short assessments that let our students practice these strategies?	Cindy uses the card games strategy to shuffle participants in new groups to create mini assessments for their students.	Cindy, 10 minutes

Adapted from template, Garmston & Wellman, 2009, p. 84-5.

Appendix E

Spreadsheet analysis of ten lowest and ten highest performing 7th graders

Gr	Student	Reading	Social studies	Notes from team meeting	
7	Jose	774	753	Fail, fail	Most students failed both reading and math, with a few exceptions
7	Bryan	774	781	Fail, fail, ELL	
7	Vanesa	789	766	Fail, fail	
7	Edward	791	781	Fail, fail, ELL	
7	Dang	794	798	Fail, fail, ELL	
7	Jamil	794	763	Fail, fail, came to the school in February	
7	Terri	794	803	Fail, pass	
7	Jenson	794	766	Fail, fail	
7	Gwendolyn	796	781	Fail, fail	
7	Gordon	800	851	*anomaly, this student had the lowest passing reading score yet still scored in the exceeds range in social studies	

7	Rocky	870	953	Exceeds, exceeds (perfect score), gifted	Most of the highest performing student are in the gifted program. Perhaps some analysis should be done on highest performing non-gifted
7	Ryland	870	953	Exceeds, exceeds (perfect score), gifted	
7	Lia	885	860	Exceeds, exceeds	
7	Roland	885	876	Exceeds, exceeds, gifted	
7	Hayday	885	855	Exceeds, exceeds, gifted	
7	Judy	885	870	Exceeds, exceeds, gifted	
7	Chrissy	885	911	Exceeds, exceeds	
7	Donna	885	890	Exceeds, exceeds, gifted	
7	Marina	885	953	Exceeds, exceeds (perfect score), gifted	
7	Sherrie	920	926	Exceeds, exceeds (both perfect score), gifted	

Scale:	Less than 800, "fail"	Between 800 and 849 inclusive, "pass"	850 and above "exceeds"
	Level 1	Level 2	Level 3

Note: All names are pseudonyms; Students with disabilities were removed for this analysis as were English language learners who had 2 years or less in US schools.

Appendix F

Team notes for May 29, 2012 meeting

Tasks	Evidence of completion

Analyze student achievement data
 	
Areas of focus:
Social studies student achievement data as measured by Iowa assessments and state criterion referenced competency tests.
	SMART goals for students
	First goals are global because school is not in session. Specific short-term goals will be established for August during our next meeting.
	  Specific: Improve student learning, improve reading skills
	  Measureable: Success tagged to state and national scores on standardized tests.
	  Attainable: TBA, tentative aim to increase passing rate and "exceeds" rate by 10%
	  Results-based: Scores need to go up and passing rates must improve.
	  Time-bound: During the 2012-13 school year

Identify Educator Learning Goals
 	
Team focused on social studies scores also consider…..
  • Reading criterion-referenced tests scores
  • Language Arts & Social Studies grades
	SMART goals for educators
	
	  Specific: Look at disaggregated data when available
	  Measureable: Each teacher needs to come to the next meeting with 3 insights that explain/interpret the data
	  Attainable: the disaggregated data should be available by June 6, 2012
	  Results-based: Unknown relationship between the reading/social studies data sets without further analysis, dig deeper in order to plan the professional development calendar for the fall 2012.
	  Time-bound: Next meeting, June 8, 2012.

Engage in professional learning Team did an in depth data inquiry with the available data	The meeting was dominated by comparing scores in reading and social studies using a spreadsheet so that the team could sort the data in different ways.
Implement new learning Based on disaggregated data yet unavailable, the team will plan professional learning for the social studies faculty.	• School is not in session. • Further data is needed to create a holistic view of the relationships between reading and social studies. • Expert help from data assistant principal and district assessment office is needed to interpret data from the IOWA assessments.
Evaluate the professional learning	Self-evaluation, informal; School is not in session so there is no possibility to evaluate. Also, further work is needed in planning PD.
Identify long-term improvements	School is not in session. Team is developing short term goals; long term goal is to increase our scores on social studies criterion referenced tests.

 Adapted from Cycle of continuous improvement process table, (Killion 2010, p. 9).

Appendix G

Ticket out the door, Insights of participants, May 29, 2012

Participant	Quoted observations and reflections on the data
AH, 8th grade social studies, 10 years' experience teaching	➡ I see that the gifted students are performing better across the board than the non-gifted students. ➡ It appears that intelligence is a factor on these criterion-referenced tests.
BW 7th grade social studies, 1 year experience teaching	➡ It seems that gifted students pass their tests even if they don't know the content that well. They use their good logic skills and reading skills and pass.
CT, student intern, Emory University	➡ It seems like if you want to improve the social studies scores, you will have to work on reading the test questions.
LM, Special Education Teacher, 20+ years' experience	➡ It appears that students with reading disabilities persist with difficulties on the social studies test even with read aloud accommodations.
Tamara Hamlin, 8th grade social studies, 7 years' experience teaching	➡ It appears that students who are good readers can show what they know on the social studies test better than students who are not good readers. ➡ The data set suggests that weak readers will struggle in social studies classes in high school if their reading skills do not improve.

Appendix H

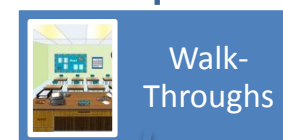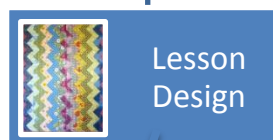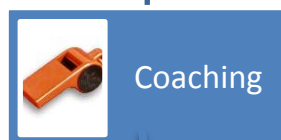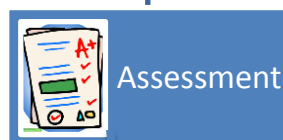Team notes for June 8, 2012 meeting

Team notes	
Identify Student Learning Goals The team identified the student learning goals that are to be addressed in our PD program.	**SMART goals for students** **S**pecific: Improve reading skills **M**easureable: Standardized tests scores must improve, reading must become more fluent. **A**ttainable: Increase passing rate and "exceeds" rate by 10%, **R**esults-based: Passing rates must improve, students must be able to read at higher levels. **T**ime-bound: Before May 2013
Identify Educator Learning Goals The team identified the educator learning goals that are to be addressed in our PD program.	**SMART goals for educators** **S**pecific: Look at disaggregated data, not just raw scores. **M**easureable: Teachers set goals pegged to assessment data. **A**ttainable: Goals are realistic and incremental. **R**esults-based: New teacher behaviors are selected due to their proven record in improving student understanding. **T**ime-bound: Next meeting, June 22, 2012.
Review the design options The team spent time reviewing our options.	1. Assessment 2. Coaching 3. Lesson design 4. Walk-through

Select the best aligned design
Based on data and content, context, and process considerations, the team selected a design model for recommendation.
	• See Appendix C
	• <u>Walk-Through Design</u>
	  • In-house PD is less expensive than hiring a coach.
	  • Teachers get to see their colleagues in action.
	  • Scheduling is flexible.

	What students need to be able to do…?	**What teachers need to be able to do....?**
K	Students understand technical vocabulary.	Teachers recognize that nonfiction reading helps a student's preparation for college (Common Core, 2010).
A	Students recognize that reading is an important skill for success in life.	Teachers value non-fiction reading for themselves and for their students. They are readers.
S	Students have strategies for content area reading at or above their reading level.	Teachers imbed reading instruction into all classes.
A	Students want to be great readers so that they can succeed in school, in college, and in their careers. Students like to read.	Teachers believe that when students improve their reading, they also improve their abilities in the all classes.
B	Students use the strategies that they are taught when they read.	Teachers teach reading skills and PPemphasize the importance of reading.

Next meeting   June 22, 2012, each team member will bring an idea for implementation to share.

KASAB information adapted from Easton, 2008, p. 44, Killion, 2003, p. 19

Appendix I

Decision matrix from June 8, 2012 meeting

Professional Development
for Social Studies Department for 2012-13 School Year

Four Designs to Chose From

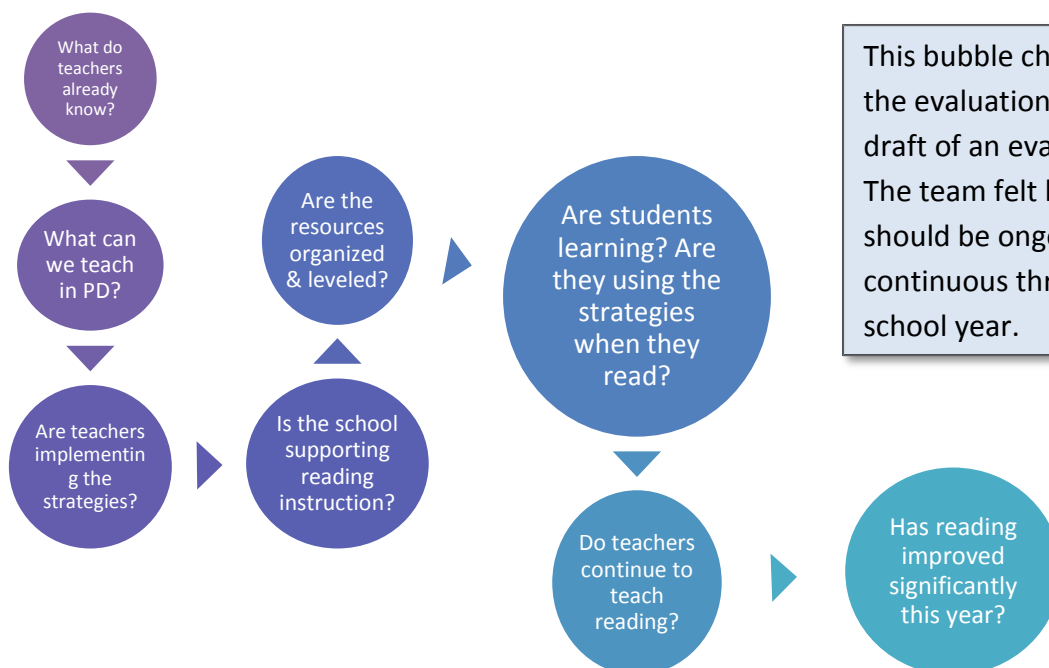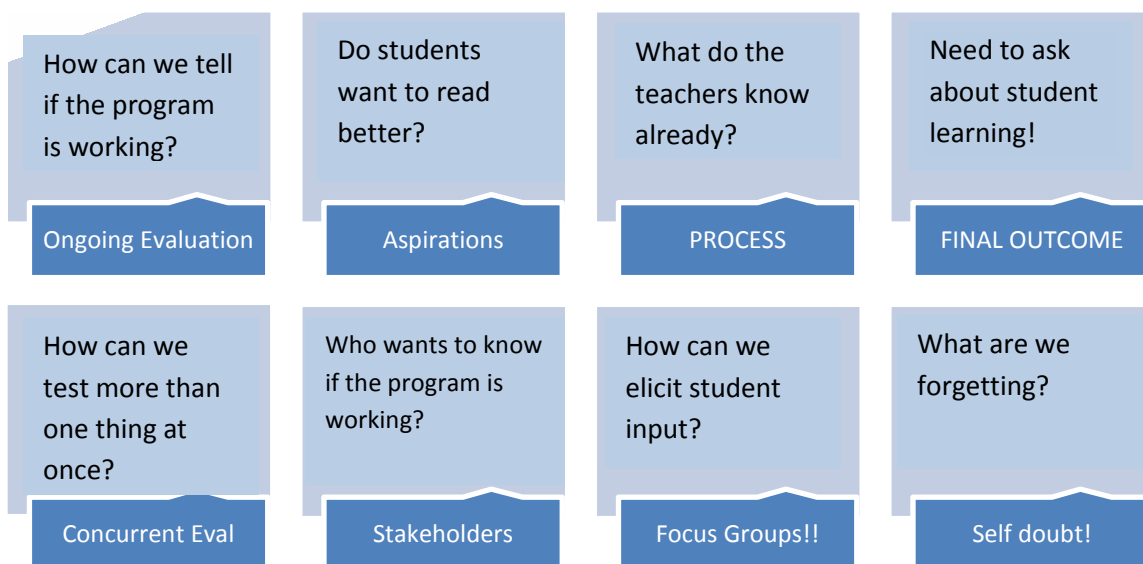| Assessment	Coaching	Lesson Design	Walk-Throughs
Advantages Teachers are familiar with this format from the 2011-12 school year.	**Advantages** "Coaches serve an important role in shaping how successful schools implement collaborative professional learning" (Killion & Roy, 2009, p. 86)	**Advantages** "Lesson study is ... a powerful design of collaborative learning" (Killion & Roy, 2009, p. 124).	**Advantages** In-house PD is less expensive than hiring a coach. Teachers get to see their colleagues in action. Scheduling is flexible.
Disadvantages The school does not have the expertise to create reading assessments that are on grade level and aligned to the curriculum.	**Disadvantages** The department has no budget to hire a coach. No one in the department has a release period for this kind of initiative.	**Disadvantages** Impossible to get release time necessary for classroom observations. Not aligned to new literacy goals.	**Disadvantages** If faculty is not 100% on board this plan, could cause discomfort and resentment.

Recommendation to the Social Studies Department:

Based on many factors (process, context, and content), the Walk-Through design is recommended for the 2012-3 school year. Further discussions will commence in July during pre-planning department meetings.

Appendix J

**Brainstorming record from Evaluation Team Meeting, July 2012**

Initial Ideas

How can we tell if the program is working?	Do students want to read better?	What do the teachers know already?	Need to ask about student learning!
Ongoing Evaluation	Aspirations	PROCESS	FINAL OUTCOME
How can we test more than one thing at once?	Who wants to know if the program is working?	How can we elicit student input?	What are we forgetting?
Concurrent Eval	Stakeholders	Focus Groups!!	Self doubt!

What do teachers already know?

What can we teach in PD?

Are teachers implementing the strategies?

Are the resources organized & leveled?

Is the school supporting reading instruction?

Are students learning? Are they using the strategies when they read?

Do teachers continue to teach reading?

Has reading improved significantly this year?

This bubble chart represents the evaluation team's first draft of an evaluation plan. The team felt like evaluation should be ongoing and continuous throughout the school year.
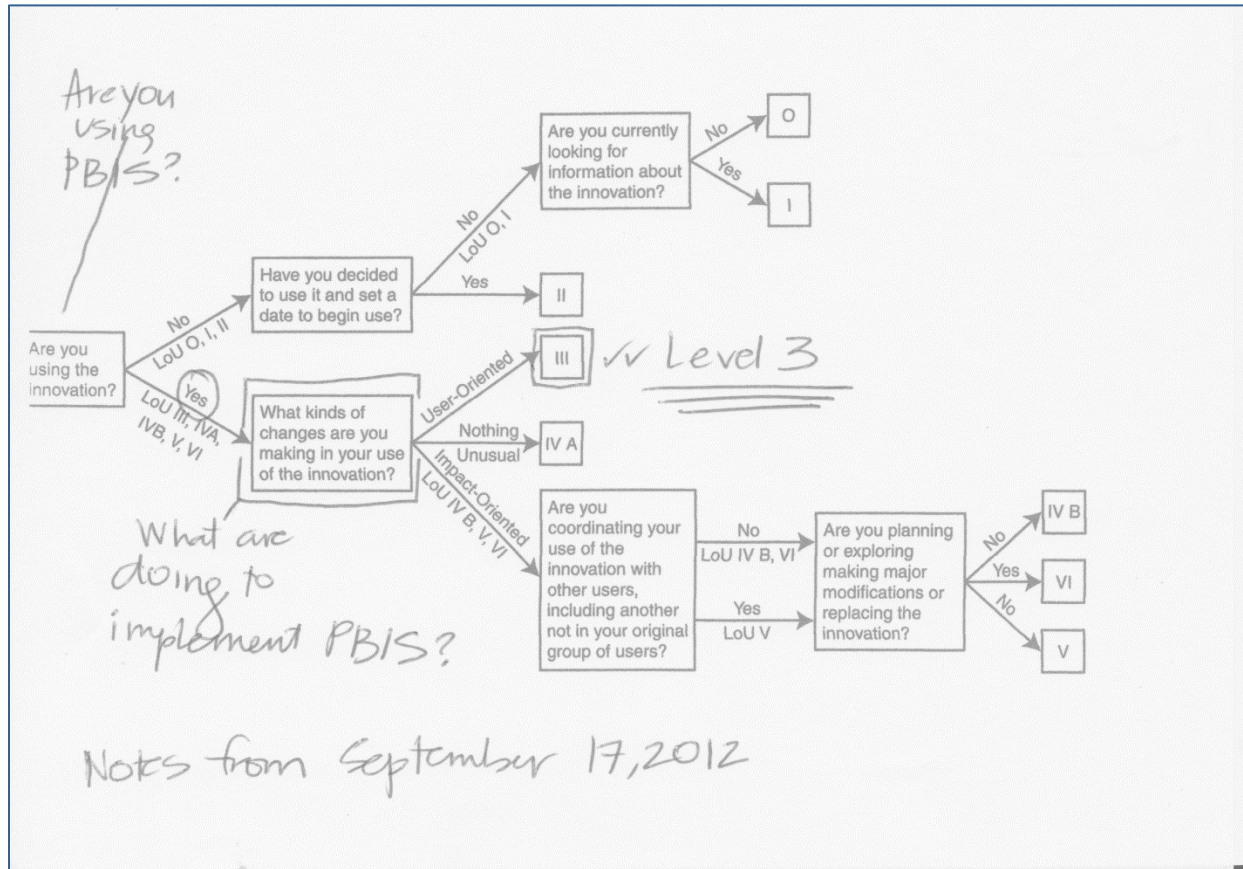
Appendix K

Ticket out the Door from Evaluation Team Meeting, July 2012
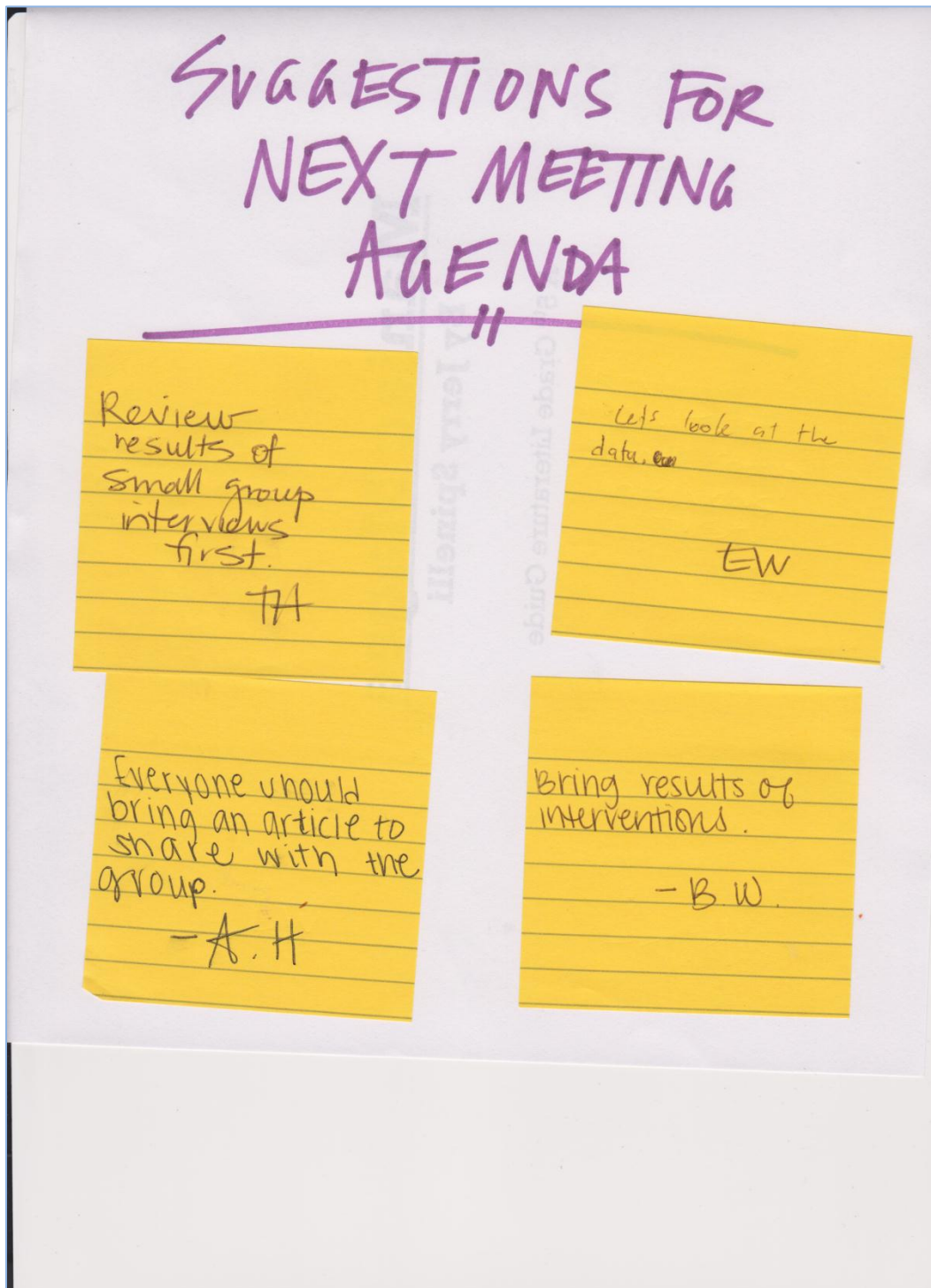
Appendix L

Branching Interview Diagram, August 2012

Branching interview photocopied from Hall & Hord, 2011, p. 101.