

**Wisconsin Personnel Development Model  
Tools for the Seven Steps**

# Step One: Collecting and Analyzing Data

## *Student Achievement Data*

- *State/Standardized Test Data* (Wisconsin Knowledge and Concepts Exam Reports, Terra Nova, Wisconsin Information Network for Successful Schools Reports)
- *Local/District Assessment Data* (local reading, math, writing, and other academic data)
- *Classroom Assessment Data* (curriculum-based assessment data, progress monitoring data, early childhood assessment data)
- *Alternative Assessment Data* (Wisconsin Alternative Assessment Data, Individual Education Plan, progress reports on annual goals, curriculum-based assessment data)

## *Other Student Data to Consider*

- report card grades
- discipline referral data
- Birth to 3, Headstart, childcare data
- attendance and truancy
- suspension and expulsion
- graduation rate
- student intervention plans

## **Student data:**

- **Which data?**
- **Where are the data located?**
- **Who will access?**
- **Collected?**
- **State/standardized**
- **Local/district**
- **Classroom**
- **Other**

## Step Two: Goal Setting for Student Learning

### *SMART Goals—Worksheet*

Specific Measurable Attainable Results-based Time-bound

#### **Guiding questions**

- What goal will you develop that addresses a specific need observed in your data analysis?
- Does your goal focus on **specific** needs of students or teachers?
- Does your goal **measure** whether the actions made the kind of difference expected?
- Is your goal **attainable** (doable) given your current resources?
- Is your goal **results-based**? Have you defined the desired outcome?
- Is your goal **time bound**? Have you given a time frame for achievement?

What outcome(s) will the goal address? Remember to look at the outcomes with a student-focused impact.

## Step Three: Selecting Content

(*Example:* Documentation of Structured Analysis for Selecting Scientifically-based Research Instructional Strategies and Programs)

Title of study/meta-analysis: \_\_\_\_\_

Author(s): \_\_\_\_\_

Source, publication date, and pages: \_\_\_\_\_

Is this source (journal or book) refereed? Yes \_\_\_\_\_ No \_\_\_\_\_

Reviewer(s): Date reviewed:

Description of subjects: (May include number of participants, age, socio-economic status, etc.)

1. What is the name or title of the instructional strategy or model, program, material, or intervention and what was the research question to be answered and/or what is the intended goal?

Name/title:

2. Describe the strategy or model, program, material, or intervention:

3. Was the program effectiveness shown through an experimental design that included experimental and control groups created through random assignment or carefully matched comparison groups?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, briefly describe.

4. What instruments were used to collect data and what metric(s) (effect size, raw scores, gain scores, etc.) was used to report results?

5. Briefly describe the findings:

6. Did the evaluation plan include a measure of implementation?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, briefly describe.

7. Did the study include evidence that gains in student achievement were sustained over time?

Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, briefly describe.

8. Did the study cite evidence of replication (of another study or within this study)?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, briefly describe.

9. Additional comments:

*If the article or report doesn't provide the information needed to answer the questions above, you should call or email the author. It is not uncommon for publishers to drastically cut essential information out of articles before publishing them.*

## Step Four: Designing Action Plans for Professional Development or Training and Learning Opportunities

### *Developing Action Plans*

Select the focus area(s) of the school's professional development action plan. The focus could be an academic subject, behavioral concerns, or on increasing the capacity of teachers to address student-learning needs.

- Ⓡ Reading
  - Reduce behavioral, social, or emotional concerns and disciplinary actions
  - Reduce achievement gaps between students with and without disabilities
  - Reduce achievement gaps between students with and without disabilities—preschool
  
- Ⓡ Mathematics
  - Improve referral to special education placement rate
  - Increase graduation rates of students with disabilities
  
- Ⓡ Other
  - Increase capacity of all educators to address the needs of students at risk for failure
  - Increase the number of families meaningfully participating in the problem-solving process
  - Provide professional development related to the goals of the district/school and identified student needs

**Directions:** Write your action plan question below. Record the strategies/activities you will implement to reach your goal. Then, decide on the timeline and staff needed for each strategy. Next, determine your evaluation criteria and what evidence you will use to evaluate whether the strategy is successful.

#### **Strategy/Activities**

What steps will you take to reach your goal? What tasks will you complete along the way?

#### **Timeline/Staff**

What is your timeline to implement the strategies? With whom will you collaborate to reach the goal?

#### **Evaluation Criteria/Evidence**

What evaluation criteria or evidence will you use to show that strategies have been implemented are successful?

**Directions:** Identify the benchmarks by which you will measure movement toward the attainment of the action plan question, and write them in the space below.

Benchmarks

How are we doing?

What are the benchmarks by which you will measure your activities?

Sustainability Statement

How will you sustain your efforts (year one)?

How will you institutionalize your change efforts (years two to three)?

## **Step Five: Collaboration and Implementation**

### ***Finding Time: Activity for Your Staff***

Finding time for research-based professional development strategies is often difficult in the busy schedules of teachers and administrators. Sometimes it takes thinking about utilizing time in a different way. In other cases, it may be a matter of making professional development a high priority when making decisions about time. Use this activity with the district professional development team and/or district staff to generate ideas for how you can make time for the professional development design you have developed.

Time is the scarcest commodity in most schools. Finding time for teachers to collaborate in order to implement the changes they have planned for professional development and school improvement can be challenging when schools are not already structured for this activity.

Sample options for providing teachers time for collaboration

1. Administrators free teachers by taking their classes
2. Large-group instruction
3. Independent study and research
4. Instructional assistants
5. Student teachers or interns
6. Early release one day a week

#### **Activity directions**

Step 1: Review the list above and generate more specific options based on your local district.

Step 2. Discuss other options with your team using brainstorming rules. (e.g., record all options without judgment, stopping the process only to clarify meaning of options).

Step 3. Allow time for each person to determine their first through fifth choices on the list.

Step 4. Have participants prioritize the full list by placing a check by each of their five top priorities for gaining teacher collaboration time.

Step 5. Those five options with the highest numbers of checks would be the ones to consider. You can narrow it down further if needed.

It is rare that one option will provide all the time you need for small groups of teachers to meet on a weekly basis to work on their implementation. Think about the amount of time required in the professional development design you have created, your current structures for teacher collaborative work, and then determine how many of your top options for creating time will be needed.

## Step Six: Ongoing Data Collection

### *Formative Data Plan: Worksheet*

Name of school: \_\_\_\_\_ CESA: \_\_\_\_\_

#### **Estimating yield from formative data collection:**

- Will you know what instructional and curricular changes your students are experiencing?
- Is each student getting enough instruction in this strategy to yield positive results?
- Will you know whether teachers are implementing the SD content with sufficient frequency and skill that students get the intended benefit?
- Will you be able to track student progress and growth on the targeted knowledge and skills?
- Will you have enough information to adjust the training and workplace supports to help those teachers who are not transferring the skill into their classrooms?
- What else might you need to include in your formative data collection?

Formative data are the measures of student performance administered periodically to determine if the content you are implementing is having the desired effect. When student growth is uneven, these data are used to modify the implementation plan as well.

- Study formative data collection instruments you have selected.
- Name and number each instrument.
- Using the grid below, identify the type of data each instrument collects.
- Answer the questions at the bottom of the page.

### ***Combining Your Own Implementation and Formative Data***

Questions frequently asked of these data include:

- How often did our students experience the content of our professional development program? Was it more or less often than recommended by research on our content?
  - Do we have a good fidelity measure? E.g., did we implement our new content accurately or did we return to traditional practices, calling them by a new name?
  - Did our students grow as anticipated during the period of our implementation of our new content? Did all students grow equally, or did our new content work better for some groups of students?
  - Did all teachers implement equally, or did some teachers implement the new content more frequently and accurately than others? If yes, did student learning vary systematically by teacher implementation?

You may have other question that you wish to discuss as you analyze your formative data.

Combining teacher implementation data (what instructional programs have students actually experienced?) with student learning data (results from formative measures enables you to answer your most pressing question: Is this working?)

## **Step Seven: Summative Evaluation**

Summative evaluation is conducted at the completion of a program or activity and your evaluation report should include evidence related to the following:

1. Describe what was accomplished by your professional development program.
2. What were the positive outcomes of the program?
3. Describe any negative consequences of the program?
4. What were the intended results?
5. What happened that you did not expect?
6. Did the benefits justify the costs of the program? If not, why?