

aces

AREA COOPERATIVE EDUCATIONAL SERVICES



PROFESSIONAL DEVELOPMENT
AND SCHOOL IMPROVEMENT
COMPREHENSIVE ADAPTIVE CHANGE INITIATIVES

INNOVATORS IN EDUCATION

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Professional Development and School Improvement
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ACES - PDSI

Comprehensive Adaptive Change Initiatives

The Professional Development and School Improvement unit at ACES offers several thematic professional development models to help districts interested in moving beyond short-term professional development designs to ones that support systemic change in their districts.

These models are improvement and reform planning initiatives based on a particular theme that are implemented over the course of 1-5 years in your district. Unlike the one-shot or short term workshop designs that fill singular or specific needs, PDSI's Adaptive Change Initiatives are long-term and systemic in nature, and are specifically designed to lead to organizational transformations.

Our Comprehensive Adaptive Change Initiative themes are:

- » Using Effective Teaching Strategies
- » Using Data to Improve Student Learning
- » Teaching, Assessing, and Developing 21st Century Skills
- » High School Reform and Redesign
- » Strategic Planning for Educators
- » Implementing Effective Inclusion Practices
- » Early Literacy: A Developmental Continuum



All Adaptive Change Initiatives include:

- » Customized Design with Single Points of Contact with ACES Staff
- » Skill Specific Training and Support
- » On-Site Monitoring and Coaching
- » Annual Reviews of Performance and Progress

Comprehensive Adaptive Change Initiatives generally yield greater results and add more value to the district and its plan for improvement. Because there are multiple day training commitments and services provided over a longer period of time, the costs of the Adaptive Change models can seem expensive. This is true, but we have demonstrated that allocating funds to a consistent and focused theme approach systematically over an extended period actually leads to changes in adult behavior and performance that can be sustained over time. The National Staff Development Council supports such approaches as an essential long-term investment. The single day workshop design that is not aligned, connected and supported by follow-up may cost less but almost always fails to create sustainable change. The following pages provide a general framework for each of the comprehensive adaptive change models offered. While providing a structure, each framework will be customized for districts to meet their specific needs.

If you are ready to begin thinking in terms of value and return on investment for systematic professional development in your district, **please contact Dr. Marjorie Anctil at ACES at (203) 407-4446 or manctil@aces.k12.ct.us**.

Effective Teaching and Learning Strategies

Anticipated Impact/Outcomes for the District

- » Improved Student Achievement
- » Increased Use of Research Based Effective Teaching Strategies
- » Strategic Use of Strategies – Teachers Align the Strategy that Works Best in Any Situation and then Reflect on the Effectiveness of the Strategies They Use
- » Students Will Receive Instruction Through Varied Strategies That Address Different Types of Learning
- » Students Internalize and Employ Learning Strategies Across the Content Areas
- » Meaningful Student Engagement Increases

Training Components

Teachers will use, model, and apply multiple research-based strategies for establishing:

- » Clarity of Purpose
- » Positive Learning Environments
- » Organizing and Analyzing
- » Engaging Students Meaningfully
- » Higher Order Thinking
- » Expressing Thinking Learning

Implementation Support

- » Site-Based Classroom Modeling, Coaching, and Support
- » Implementation of Strategies and Monitoring of Results
- » On-Going Assessment of Current Needs, Success and Future Needs
- » Small and Large Group Facilitation
- » Building On-Site Capacity for Classroom Walkthroughs
- » Resources



From the Warehouse to the School House

Using Data to Improve Student Learning

Anticipated Impact/Outcomes for the District/School - Improve Student Achievement by

- » Confirming or Refining District's/School's Mission and Vision
- » Establishing Well-Rounded Goals for Learning that are Reflective of the District's Mission, Vision, Standards and Culture and then Using Data and Other Evidence from Those Areas to Drive Improved Achievement
- » Helping Teachers to Use Data Efficiently and Effectively Without Sacrificing Their Enthusiasm, Spontaneity and Creativity
- » Assisting Data Teams in the Use of Data to Assess the Needs of the Students, and Plan Appropriate Interventions that Include Strategies for Differentiation and Other Improvement Strategies

Training Components

- » Getting the Goals Right: Using Data to Improve Student Achievement
- » Understanding Types of Data: Ensuring that Formative and Summative Assessments Measure the Goals and Values of the Community
- » Establishing Data Systems: The Mechanisms of Collaborative Inquiry – Data Teams and Their Multiple Applications
- » Storing and Retrieving Data: The Tools of Data Storage and Retrieval
- » Developing Support for a Data Based Improvement Culture: Leadership, Process Models, Professional Support, and Other Key Factors in Successful Data Driven Improvement

Implementation Support

- » Facilitation of District, School, and Teacher Data Teams
- » Facilitation of Electronic Data Collection
- » Facilitation of the Development and Implementation of Common Assessments
- » Facilitation of Discussions Related to all Aspects of the Use of Data to Improve Student Learning
- » Follow-Up Workshops
- » On-Site or Remote Coaching for Data Team Leaders or Administrators
- » Variety of Strategies for Building Internal Capacity



Teaching, Assessing, and Developing 21st Century Skills

Anticipated Impact/Outcomes for the District

- » Increased Knowledge and Awareness Among Staff of the Demands for 21st Century Learning for both Students and Professionals
- » Assessment and Clarity of the Gap Between Current and Best Practices
- » Manageable and Practical Strategies for How Key Systems can be Aligned to Help Close the Gap
- » Essential 21st Century Skills Embedded Across all Areas of the Curriculum
- » Information Literate Students and Staff



Training Components

- » Critical Thinking and Problem Solving Skills
- » Information/Communications Technology (ICT) Literacy: Access, Manage, Integrate, Evaluate, Create and Communicate Information
- » Creativity and Innovation Skills
- » Collaboration Skills and Contextual Learning Skills
- » Designing Information Age Learning Environments

Implementation Support

- » Current State Needs Assessment and Analysis of Need Based on the Structure of the Package
- » A Variety of Technology Specific Trainings That Support 21st Century Learning (Tech Solutions and other)
- » Coaching, Modeling, and Technical Assistance
- » Off-Site Work With Teachers (Grade Level/Content Level)
- » On-Site Continued Support and Implementation

Transforming Connecticut High Schools

Anticipated Impact/Outcomes for the District/School - Improve student Achievement by

- » Aligning Goals for Learning for 21st Century Information Age Success
- » Incorporating Existing Recommendations from the NEASC, Tri-State, or Other Self-Study Processes into a Comprehensive Plan for Successful Change
- » Increasing the Likelihood for Meaningful Change and Improved Secondary Performance
- » Reduced Drop-Out and Improved Academic Achievement

Training Components

- » Understanding Barriers to Change
- » Incorporating Lessons Learned from Strategic Planning and Change Leadership Processes in Successful Organizations
- » How to Avoid Polishing the Wrong Stone and/or Fighting the Last War
- » Compiling and Prioritizing Existing School Performance Data and Recommendations for Change Into a Focused and Workable Plan for Change
- » Leadership Styles and the Adaptive Change Process
- » Planning for Things that can be Controlled and Accepting/Preparing for Those that Cannot
- » Integrating Existing Change Recommendations (NEASC/Tri-State etc.)

Implementation Support

- » Process Facilitation
- » Web-Hosted Resources and Electronic Data Collection
- » Differentiated Group Support and Facilitation
- » Just-In-Time Problem Solving
- » Strategy Design and Creation
- » Communications Strategies and Planning



Strategic Planning for Educators

Anticipated Impact/Outcomes for the District

- » Refine, Create or Re-Commit to Your District's Mission and Purpose
- » Reflect on Past Performance for the Purpose of Future Improvement
- » Gather Data, Reflect on the Current State or Organizational Effectiveness and Think Pro-Actively About the Future Needs of the Organization
- » Build a Common Goal Focus that can Serve as the Foundation for the Future Success of Your School/ School District

Training Components

- » Create/Confirm Planning Foundations
 - Mission, Vision, and Beliefs
 - Review and Explore Barriers to Planning Success
- » Data Collection & Analysis
 - Internal
 - External
- » Analyzing Data and Selecting Goals
 - Seeking Patterns and Priorities Through a Consensus-Based Decision Making Model Which Blends Debate, Discussion, and Analysis

- » Planning for Change
 - Innovation Configuration Mapping
 - Setting Year One Objectives and Determining Action Plans
 - Systems & Factors Mapping
 - Identification of Driving and Restraining Forces



Implementation Support

- » Process Facilitation
- » Web-Hosted Resources and Electronic Data Collection
- » Differentiated Group Support and Facilitation
- » Just-In-Time Problem Solving
- » Document Design and Creation

Implementing Effective Inclusion Practices that Open Doors for All Students

Anticipated Impact/Outcomes for the District

- » A Culture that Embraces All Students
- » Increased Knowledge/Awareness of Current Inclusion Law Among All Staff
- » Effective Teaching Strategies and Resources for Special Needs Students Implemented by Classroom Teachers and Paraprofessionals
- » Increased Participation of Special Needs Students in Curricular and Extra-Curricular Activities
- » Increased Achievement for Special Needs Students

Training Components

- » Understanding Special Education and Inclusion Law
- » Accurately Identifying Students with Disabilities
- » Scheduling, Grading and Logistics
- » Writing Standards-Based IEPs
- » Effective Teaching Strategies for Learning Disabled Students
- » Differentiating Instruction Aligned to Curriculum Standards
- » Co-Teaching Strategies for Shared Accountability
- » Managing Difficult Behaviors
- » Using Technology and Assistive Technology to Enhance Learning
- » Support Strategies for Paraprofessionals
- » Facilitating Student Futures Planning



Implementation Support

- » Assessment, Goal Setting and Monitoring Improvement of School/District Special Education Inclusion Practices
- » Coaching, Modeling, and Technical Assistance
- » On-Site Work with Teachers and Paraprofessionals
- » Follow-Up Workshops and Study Groups

Early Literacy Instruction: A Developmental Continuum

Anticipated Impact/Outcomes for the District

- » Increased Understanding of the Impact of Legislative Mandates on Early Literacy Instruction
- » Effective Instructional Strategies and Developmentally Appropriate Practices
- » Knowledge of Current Approaches to Organization, Supervision and Evaluation of Literacy Programs
- » Resources and Procedures for Developing a Literacy Curriculum that Cultivates Learning in all Content Areas
- » Increasingly Coherent Approach to Early Literacy



Training Components / Consulting

- » Self-Auditing Processes for District's Early Literacy Programs
- » Determining Appropriate Modifications of the Current Programs Based on Student Needs
- » Research-Based Strategies that Promote Literacy Development
- » Classroom Management for Literacy Instruction
- » Explicit Instruction and Practice in All Components of Comprehensive Literacy
- » Grouping Practices
- » Differentiating for the Needs of Struggling Students
- » Implementing Developmentally Appropriate Practices
- » Authentic Assessment

Implementation Support

- » Ongoing Assessment and Monitoring of Effectiveness of Interventions
- » Model and Coach for Effective and Developmentally Appropriate Literacy Practices and Strategies at Individual School Sites and in Classrooms
- » Provide Guidance to School Districts in Complying With and Implementing State-Mandated Programs and Legislation

