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Schools Exceeding Expectations (SEE) Conference
Maryville, Tennessee – April 29-May 2, 2009

Demonstration Classroom Professional Development Model

Huntington County Community School Corporation
by Brandy Aschliman, Kari George, & Janette Moore

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Huntington County Community School Corporation's Demonstration Classroom Professional Development Model

Building Equity & Longevity
in Huntington County Community Schools

May 1, 2009



HCCSC's PD History

• HCCSC's Demographics:

- 6,074 students in grades Pre-Kindergarten-12
 - includes seven K-5 elementary schools, one K-8 school, three 6-8 middle schools, and one high school
- Approximately 375 full-time teachers, 12 District Administrators, 20 Principals/Assistant Principals, 5 Professional Development Coordinators
- 95% Caucasian, 3% Multiracial, 1% Hispanic, 1% Native American; 36% Free/Reduced Lunch



HCCSC's PD History

• Prior Professional Development Efforts:

- Train-the-Trainer Model within Buildings
 - Used for several years with minimal success
- Developed two Literacy Coordinator positions (1 coordinator/150 teachers) & One Technology Integration Specialist (1 specialist/400 teachers)
- Annual Model Teaching Week each summer for Susan Kovalik's Highly Effective Teaching Model
 - Many teachers elected not to attend



HCCSC's PD History

• School Board Concerns:

- Amount of professional development expenditures without accountability
- Lack of significant progress towards AYP

"Never before has the pressure been so high to find ways to support successful teaching and learning through effective professional development."
-Salpeter, 2003-



HCCSC's PD History

• Concerns From Our Coordinators:

- Coordinator/Teacher Ratio
- When you take over another teacher's classroom for a model lesson, there's no connection with the students – you don't know them and they don't know you.
- Some teachers were not taking part in professional development



HCCSC's PD History


• Concerns From Our Teachers:

- "That won't work with my students."
- "Of course the students are good and perform when the coordinators are taking over the class for just one lesson."
- "Look at all of the extra time the coordinators had to plan that lesson, I teach all day."




HCCSC's PD History

- **Goal: Develop a New Model for Professional Development:**
 - Create a situation where teachers could observe best practice strategies at anytime throughout the year
 - Provide continuous support from professional development coordinators with ongoing coaching
 - Set individual, specific goals for implementation of best practice strategies




HCCSC's PD History

- **Development of a New Model for Professional Development Creates a Cycle of:**
 - Individual
Goal Setting
 - 
 - Implementation
with Coaching
 - Professional
Development Training
& Observations


Idea to Action

- **Getting the New Model in Place:**
 - An idea is born
 - SEE Conference, April 2007
 - Generate support from HCCSC Central Office
 - Generate support from the HCCSC Teacher's Association
 - Generate support from the HCCSC School Board




HCCSC Professional Development Model

- **Overview of the Model:**
 - Four comprehensive 8 week training modules for ALL Pre-K - grade 5 teachers
 - Modules include:
 - Goal setting
 - Observations of best practice strategies in the Demonstration Classrooms
 - Professional development training & coaching on strategies
 - Time to implement the strategy with follow-up coaching
 - Reflection on goals




Structure Of Modules

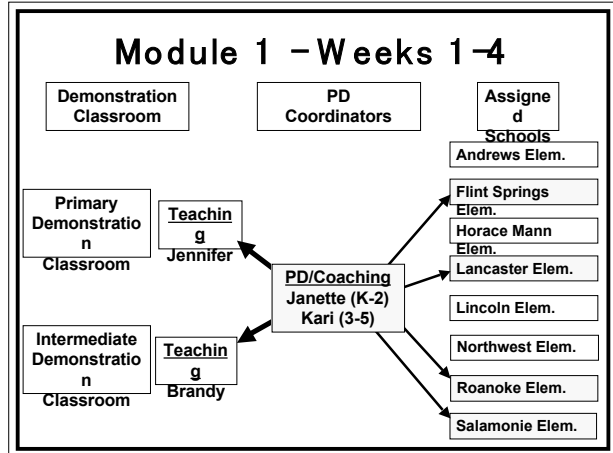
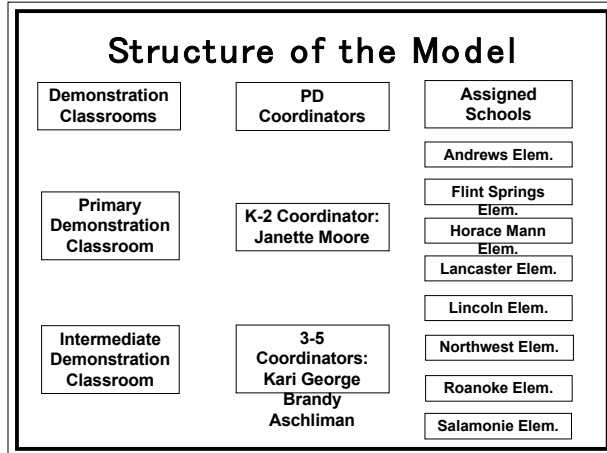
- **Week One:** Professional Development Coordinator meets with teachers to discuss previous goal and to set a new goal. Professional Development training and observation time is scheduled.
- **Week Two:** Teacher receives a ½ day in-service training which includes a visit to the Demonstration Classroom for observation. Teacher debriefs with the Professional Development Coordinator and/or the Demonstration Classroom teacher.
- **Week Three:** Implementation plan is created with Professional Development Coordinator to reach goal.
- **Weeks Four:** Teacher works on reaching goal; ability to revisit Demonstration Classroom and work with Professional Development Coordinator.
- **Weeks Five – Eight:** Teacher works on reaching goal; Professional Development Coordinator is available for consultation.



HCCSC Professional Development Model


- **Overview of the Model:**
 - Teachers choose from a menu of professional development options:
 - Susan Kovalik's Highly Effective Teaching Model components
 - Comprehensive Literacy Framework
 - Best Practices in Math Instruction
 - Technology Integration
 - Using Assessment Data to Drive Instruction
 - Curriculum Mapping
 - RtI Implementation






Guiding Principles of Model

- Teachers cannot change a behavior or practice until they SEE what the new behavior or practice LOOKS like in a real world setting multiple times.
- For professional development to truly be effective and sustained, it must be accompanied with on-going COACHING in a non-threatening environment.




Funding the Model


- Combination of Funds:**
 - General Fund
 - Title II-A Professional Development Funds
 - Title I Professional Development Funds
 - Special Education Professional Development Funds



Mrs. Aschliman listens to students during a 4th Grade Demonstration Classroom Celebration of Learning.




Mrs. Moore conducts a PD Session with a group of teachers




Benefits of the Model

- Through module training, teachers will be better prepared to implement strategies in their own classroom.
- With Professional Development Coordinators, teachers will receive more one-on-one instruction and support with less time out of the classroom.
 - Current coordinator/teacher ratio: 1:38 for all initiatives
- ALL teachers receive professional development training and coaching at least 4 times a year, rather than a "select few" teachers per building




Benefits of the Model

- With the menu options, professional development is differentiated to meet each teacher's individual needs.
- Administrators observe in the Demonstration Classrooms and meet with the professional development coordinators to build an understanding of the strategies to look for during building walkthroughs and teacher observations.




Benefits of the Model for the Students

- The modeling provided for teachers benefits students within the Demonstration Classroom because the professional development coordinators know the needs of their students. Students in these classrooms are representative of our corporation's demographics.
- Approximately 50 students receive direct instruction utilizing brain research and best-practice strategies on a daily basis; the number of students receiving this type of instruction grows exponentially as teachers implement strategies from professional




Student Assessment Results: Grade 1 Classroom

- After taking the Winter NWEA assessment, students in the 1st grade Demonstration Classroom showed an average RIT growth of 9 points in reading and 11 points in math.
- After taking the fall reading benchmark, 44% of students were reading below level, 50% of students were reading on level, and 6% of students were reading above the first grade level. After taking the winter reading benchmark, 31% of students were reading below level, 50% of students were reading on level, and 18% of students were reading above the first grade level.




Student Assessment Results: Grade 4 Classroom

- After taking the Spring NWEA assessment, students in the 4th grade Demonstration Classroom showed an average RIT growth from fall to spring of 9.6 points in reading. The average target growth for the class was 6.2 points.
- After taking the Spring NWEA assessment, these students showed an average RIT growth from fall to spring of 9 points in math. The average target growth for the class was 8.9 points.
- 85% of these students improved 4 or more Guided Reading levels from fall to spring. The remaining 15% improved 3 levels.



Teacher Survey Data

- Of 107 teachers surveyed, 93% of elementary teachers agree that coaching opportunities and observations with their professional development coordinator provide them with a level of understanding to begin implementing a professional goal.
- Of 107 teachers surveyed, 97% of elementary teachers agree the HCCSC Professional Growth Program, utilizing Professional Development Coordinators and observations in classrooms, is more effective versus previous HCCSC Professional



Teacher Survey Data

- 93% of teachers agreed that following coaching opportunities and observations, they have a level of understanding to begin implementing the professional goal.
- Of 107 teachers surveyed, 97% agreed that they are able to select a measurable goal that reflects the needs of students, professional development, and supports HCCSC District requirements.
- 90% of teachers agreed that the professional development opportunities are consistent across the corporation.



Teacher Survey Data

"I appreciate being able to choose a goal that fits my needs and my level of implementation. All of my professional development this year has helped me to go back to my classroom and immediately use what I have learned."



"The opportunity to observe and learn through the profession development model has been wonderful. I observe something in action, and for those of us who like/need those visuals, this is most helpful. I am able to observe a model teaching session, form my thoughts and opinions about it, and immediately go back and ask questions about what I have just seen. Every time I observe, I am able to implement a part (or all) of the observation in my classroom, because I feel well-informed and prepared to do that. Thank you for providing us with these great opportunities to grow and learn."



"My power is derived from making other people powerful."

Bill Zander



Future Opportunities: Mark Your Calendars

- Model Teaching Week – June 8th – 12th
 - > Professional development on Susan Kovalik's Highly Effective Teaching Model
 - > Elementary & Secondary Model Classrooms
- Hosting Susan Kovalik's SEE (Schools Exceeding Expectations) Conference, April 2010.
 - > Visit K-12 classrooms to observe the implementation of HET components
 - > Breakout sessions on best practices
 - > Keynote Speakers: Susan Kovalik & Dr. Bill Daggett



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