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Professional Development Guide:

Module 2, Session 5

Effective Practices in Teaching Adults

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Bridge to Practice Module Projects for Coaches

A Bridge to Practice project after each module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will:

- **Module 1:** develop a principal-coach partnership agreement;
- **Module 2:** develop a needs assessment for professional development on evidence-based instructional practices and complete an **ADDIE model** for planning this professional development;
- **Module 3:** develop and describe planned implementation of a professional learning action plan;
- **Module 4:** create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction;
- **Module 5:** complete a reflection on the course, including plans for continued professional growth.
- **Module 6:** choose one teacher with whom you have seen significant growth as a result of coaching support and complete a reflection on what worked, why it worked, and which areas of growth were most evident.

A rubric is provided at the end of each module for the corresponding Bridge to Practice project.

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Fundamentals of Literacy Coaching

Professional Development Modules

Module 2, Session 5

Effective Practices in Teaching Adults

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3	Collecting Data to Inform Professional Learning	7	150	
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4	Planning, Implementing, and Analyzing Literacy Instruction	10	175	
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5	Growing Professionally	14	120	
		15	120	
6	Planning and Implementing Coaching	16	120	

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Bridge to Practice Projects for Coaches

- An activity designed to serve as a Bridge to Practice after each Module will provide evidence that coaches are able to apply the knowledge and skills they developed in this course in their schools. Coaches will complete the following activities:

Module 1	Develop a principal-coach partnership agreement.
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Norms for Our Course

Cell phones on silent

Pay attention to self and others

Presume positive intentions

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Define and Discuss Session Goals and Content

Goals for Today

- Review Session 4 and debrief the Self-Study activities completed after the session.
- Learn how to **identify** foundational principles of adult learning theory.
- Learn how to **apply** foundational principles of adult learning theory.
- Preview the Self-Study activities to be completed before Session 6.

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Debrief

Review of Module 2, Session 4

Handout 5: Teachers Taking Up Explicit Instruction: The Impact of a Professional Development and Directive Instructional Coaching Model

- Share any questions or comments about this reading.

Self-Study 1: Reflections on Session 4

- How can we ensure that teachers teach in ways that are most effective in promoting student learning?
- Any comments or questions about Session 4?

Self-Study 2: Video 4: Video Viewing Guide for Active Participation Part 1

- Share responses to questions about Self-Study 2.

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Literacy Coach Domain and Standards: Session 5

B. Knowledge of and ability to apply effective pedagogy and andragogy. Coaches will be able to:

2. Identify and apply foundational principles of adult learning theory.

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Learn and Confirm

Building Knowledge of Adult Learners

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Building Knowledge of Adult Learners

- Video 1: Vision of an Adult Learner presents aspects of adult learning.
- How do you learn best?
- What are the implications for your coaching after viewing this video?

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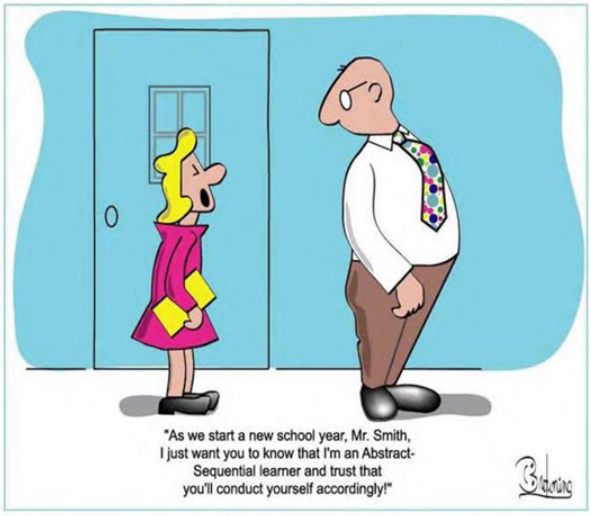
Building Knowledge of Adult Learners



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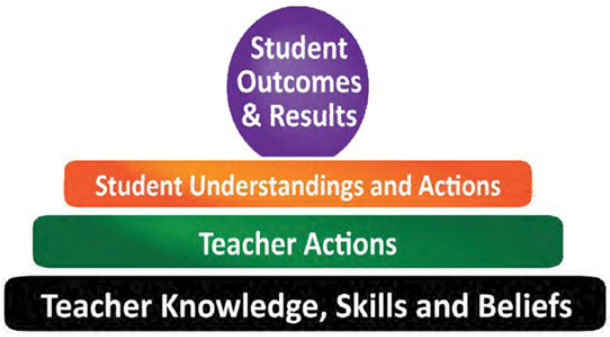
Building Knowledge of Adult Learners

Academic Impact Model



Adapted from Teach For America

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Learn and Confirm

Building Knowledge of Adult Learners

Andragogy

"The art and science of helping adults learn…is based on certain crucial assumptions about the differences between children and adults as learners" (Knowles, 1968).

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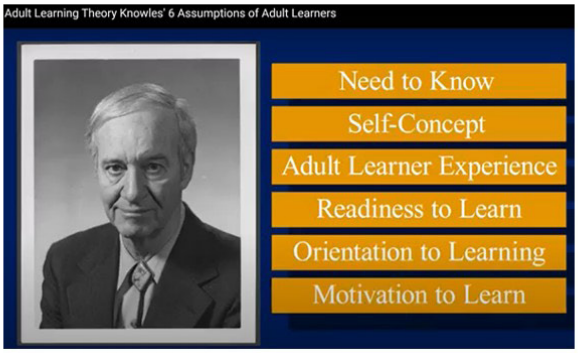
Building Knowledge of Adult Learners



- **Video 2: Adult Learning Theory: Knowles's 6 Assumptions of Adult Learners** presents assumptions and characteristics of adult learners that are important to consider for coaching.
- Consider the importance of the assumptions/characteristics.

Video retrieved from https://www.youtube.com/watch?v=SArAggTULLU 01/04/24.

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Collaborate and Practice

Building Knowledge of Adult Learners
What Does the Research Say?

- Each table will use articles **(Handouts 1-4)** to research a characteristic of adult learners.
  (need to know; self-concept; adult learner experience; readiness to learn; orientation to learning; motivation to learn)
- Describe the characteristics of the learner you have been assigned.
- How is this characteristic different from a young learner?
- What are the implications for coaching?
- What are some strategies aligned with this characteristic that you can use with teachers?

Create a visual of your characteristic on chart paper and share your findings.

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Handouts 1, 2, 3, & 4 on next pages

Handout 1: How to Engage And Inspire Adult Learners

Designing eLearning deliverables that motivate and engage adult learners can be challenging. However, creating top notch eLearning deliverables that cater to adult learners comes with its own unique set of challenges. The good news is that there are a number of tips and techniques that can help you to create meaningful educational experiences for adult learners, which can be applied to eLearning courses and online training events.

1. Make it relevant! Adult learners need to be able to see the relevancy of what they are learning. How is this eLearning course going to offer them the skill sets they need to improve their work performance? How is the online training event you're developing going to give them the information they need to master a particular task? When designing eLearning deliverables for adult learners, you have to keep in mind that the content has to be relevant, or else they will not be able see the real value in the educational experience you're providing. While you are writing each block of text or choosing the perfect graphics and images, think about how these are going to serve the primary learning goals and objectives.

2. Include activities and assignments that encourage adult learners to explore. Adult learners accumulate knowledge most effectively when they are active participants in their own learning process. Design activities or assignments that encourage them to explore a subject matter on their own and learn from personal experience. Pose a question or problem and then ask them to arrive at a solution on their own, or place them in groups and have them collaborate in order to discuss the issue at length and benefit from one another's experience and skill sets. When they acquire knowledge on their own, they get inspired to pursue other avenues of self-study and online education, and to become more fully engaged in the eLearning environment.

3. Consider the experience and educational background of the adult learners. Adult learners have typically gathered more life experience and accumulated a broader knowledge base than younger students. As such, when you're designing your eLearning deliverables for adult audiences, you'll want to take their experience and educational background into account. In other words, it is of high importance to assess your audience carefully. What is the highest level of education they've completed? Which particular tasks are they usually asked to perform while at work? Do they already know the technical jargon that is commonly used in their profession?

4. Offer immediate feedback to allow adult learners to learn from mistakes. Make the educational experience more powerful and effective by offering immediate feedback when they make an error, or even when they need to know about an alternative problem-solving approach. This will provide them with the opportunity to learn from mistakes by catching them at the moment they occur and seeing the direct consequences of that error, rather than waiting until the moment of need has passed to offer invaluable feedback.

5. Integrate emotionally-driven content. Adult learning audiences often benefit from content that is emotionally-driven. If they feel emotionally connected to the subject matter, then they are more likely to be engaged, so that they will actually absorb and retain the information. Use images and graphics that are powerful and relevant, as well as written content that evokes a certain feeling. Even the font you use can convey a certain emotion. Positive emotional elements can also serve to inspire and motivate learners who may feel disconnected from the eLearning environment.

6. Emphasize the real-world benefits. Can you concisely sum up the real-world benefits that your eLearning course or online training event offers to its adult learners? The adult learners need to be informed of the real-world benefits beforehand, and should be reminded of these benefits periodically. For example, you can add a side note to every module, explaining how the content will offer them real world benefits. This will allow them to realize the purpose behind the educational experience, so that they become motivated and excited.

7. Keep cognitive overload in mind when creating content. Break your content up into smaller chunks to help avoid cognitive overload. Avoid using large blocks of text, and opt for bullet points or numbered lists instead. Also, you may want to consider designing smaller modules or eLearning courses that focus on specific subject matters, rather than lengthy eLearning courses that cover a wide range of topics.

8. Use avatars and storytelling to draw in adult learners. Avatars can guide adult learners through modules to increase knowledge comprehension and retention, while storytelling makes the subject matter more interesting and relatable for them. Keep in mind, that when using characters or stories, you should add at least a touch of realism in order to make the content more immersive and effective.

9. Create deliverables that can be completed quickly and conveniently. Adult learners often learn while they are on-the-go, meaning that they should be able to access the eLearning deliverables on their mobile devices. By creating eLearning deliverables that can be completed quickly and conveniently, you offer them the opportunity to absorb and retain the information anytime, anywhere, and when they need it the most.

10. Remember that practice makes perfect. Include plenty of practice exercises in your eLearning course to ensure that adult learners are able to fully absorb and remember the subject matter. Repetition is key, so develop tasks that require them to repeat certain steps over and over again and keep on reminding them of the important key points all throughout the eLearning course.

11. Use aesthetically pleasing design elements. Aesthetically pleasing eLearning courses and modules can be more easily assimilated by adult learners, not to mention that can create a more interactive and visually stimulating experience. Include compelling and inspiring images, colorful fonts, and graphic elements that help to draw their attention to the core aspects of the modules.

eLearning Design and Development – Christopher Pappas

End of Handout 1

Handout 2: FLaRE Professional Paper

Andragogy
From Subject-centered to Problem-centered

"It is no longer functional to define education as a process of transmitting what is known; it must now be defined as a lifelong process of continuing inquiry." ~ Malcolm S. Knowles, 1970
The Modern Practice of Adult Education

ANDRAGOGY IS…

Andragogy is a term that has been extensively used for adult education and has been defined as the "art and science of helping adults learn" (Knowles, 1970, p. 38) as contrasted with *pedagogy,* the art and science of teaching children. *Pedagogy* is derived from the Greek word *paid*, which means *child* combined with *agogos*, which means *leading*. *Andragogy* is derived from *andr*, meaning *man* plus *agogos*. The European monastic schools of the Middle Ages are credited with originally developing the pedagogical model of instruction. Several hundred years later, in 1833, a German teacher named Alexander Kapp formulated the term *andragogy* (Davenport and Davenport, 1985*)*. However, not until 1968 did the use of the term *andragogy* widely capture the attention of adult educators. Malcolm Knowles, then a professor of adult education at Boston University, introduced the term through a journal article.

BACKGROUND

In the field of adult education, *andragogy* and the name *Malcolm Knowles* have become inextricably linked. For Knowles, the andragogic model for learning is premised on at least four crucial assumptions about adult learners that differ from assumptions about child learners. (Four made up his original proposal; the fifth was later added.) They are as follows:

1. Self-concept: *As a person matures, his self-concept moves from one of being a dependent personality toward one of being a self-directed human being.*

2. Experience: *As a person matures, he accumulates a growing reservoir of experience that becomes an increasing resource for learning.*

3. Readiness to learn: *As a person matures, his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.*

4. Orientation to learning: *As a person matures, his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness*.

5. Motivation to Learn: *As a person matures, the motivation to learn is internal* (Knowles, 1984b).

DIFFERENCES BETWEEN PEDAGOGY AND ANDRAGOGY

It is important to note that the claims of differences between pedagogy and andragogy are the subject of much debate. The pedagogical model was first used in the monastic schools of Europe in the Middle Ages when young boys were received into the monasteries and taught by monks. The system of instruction required these children to be obedient, faithful, and efficient servants of the church (Knowles, 1984a). The tradition of pedagogy seems to have essentially developed from this origin later spreading to the secular schools of Europe and America. It became and is still the dominant form of instruction. The pedagogical model gives the teacher full responsibility for making decisions about the learning, and development is based upon **transmission** of the content as the major concern:

- What **content** needs to be covered
- How the content can be **organized** into manageable units or modules
- How the content can be transmitted in a logical **sequence**
- How the content can be most effectively transmitted (**media**) (Knowles, 1984b, Clark, 1999).

In andragogy, development is based upon a process design with the major concern being **facilitating** the acquisition of the content. The teacher's role is:

- Designing and managing a process for facilitating the acquisition of content by the learners
- Serving as a content resource and providing leads for other content resources (e.g., peers, supervisors, specialists) (Knowles, 1984b, Clark, 1999).

Until recently, the pedagogical model had been applied equally to the teaching of adults and children. Knowles (1984) proposes that this is a contradiction in terms because as adults mature they become increasingly independent and responsible for their own actions. A sincere desire to solve immediate problems in their lives is an authentic motivator for adult learning. Adults, also, have an increasing need to be self-directing. The pedagogical model, in many ways, does not address these developmental changes (Knowles, 1984a). Because of the need to remedy this situation, andragogy has developed as an alternative model of instruction and has been instrumental in improving the teaching of adults.

Also, it is interesting to note that as the use of the term *andragogy* has evolved, it has taken on a wider meaning and now more often refers to learner-focused education for people of all ages. Knowles, himself, suggests (in the second edition of his original 1970 publication):

> …*andragogy* is simply another model of assumptions about adult learners to be used alongside the pedagogical model of assumptions, thereby providing two alternative models for testing out the assumptions as to their 'fit' with particular situations. Furthermore, the models are probably most useful when seen not as dichotomous but rather as two ends of a spectrum, with a realistic assumption (about learners) in a given situation falling in between the two ends (Knowles, 1980, p. 43).

ADULT LEARNERS

Adult learners are self-initiated, and the desire to learn tends to last a long time; so, motivation is usually not a problem. Adults tend to seek opportunities for learning while also balancing life responsibilities with the demands of learning. These opportunities are often prompted by life changes, such as marriage, divorce, a job change, job termination, retirement, or a geographical change (Cross, 1981). Adults usually want to learn something that will better their lives in some way. They are not necessarily interested in knowledge for its own sake; learning may be simply a means to an end. Also, very importantly, these adults bring a wealth of information and experiences to a learning situation and, therefore, generally want to be treated as equals who can assume responsibility for their own learning (Zemke & Zemke, 1984). For these reasons, Knowles hypothesized in his work that adult learning could not follow the principles of traditional pedagogy with teachers making all the decisions about the learning. To fully understand what is meant by "the adult learner," it is important to note that the definition of "adult" is not strictly related to age. As his thinking and work evolved, Knowles (1980) himself defined adulthood as "the point at which individuals perceive themselves to be essentially self-directing."

IMPLICATIONS FOR TEACHING/PROFESSIONAL DEVELOPMENT

With adults being self-directed, goal oriented, practical, problem solvers, and having accumulated life experiences, what implications might these characteristics have for teaching and learning, especially as related to professional development? Some considerations when planning courses for adults or professional development sessions might include having instructors who:

- Assume a role of facilitator or resource rather than that of lecturer.
- Create an educational program and setting in which adult learners can develop self-directed (perhaps latent) learning skills.
- Involve adults in the planning and evaluation of their learning experiences.
- Involve adults actively in their learning.
- Provide scaffolding for learners (the instructor provides a higher level of support in the early stages of the course or class; this support gradually diminishes as learners become self-reliant).
- Stimulate dialogue and knowledge construction through learner-centered organization.
- Organize learning experiences around competency development.
- Make learning experiences relevant to job and/or personal life.
- Provide explanations as to why specific things are included in the learning experience and/or materials.
- Take into account the wide range of learner backgrounds.
- Include opportunities for reflection, which can account for significant personal learning.
- Involve participants in diagnosing their own learning needs and formulating their own learning objectives.
- Encourage learners to identify and use resources to accomplish their objectives.
- Assist learners in carrying out their lesson plans.
- Include learning for enjoyment and/or personal interest.
- Involve learners in evaluating their learning.
- Establish a climate of humanness, physically and psychologically conducive to learning that includes some of the following:
    - circular seating arrangements
    - collaborative and supportive modes of learning
    - climate of mutual respect among participants
    - atmosphere that encourages mutual trust (Knowles, 1975, 1984a, 1984b; Brookfield, 1986; Zemke & Zemke, 1984).

CONCLUSION

Andragogy as an alternative model of instruction has caught the attention of educators, especially adult educators. It continues to prompt much discussion and debate and has been an impetus for further examination of teaching and learning for children as well as adults.

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End of Handout 2

Handout 3: Impact of Adult Learning Theory and Literacy Coaching

Susan Swift and Christopher Kelly

In the past century, professional development has played a key role in educational reform with a great emphasis on life-long professional learning. There are a wide variety of organizations and businesses presently that use professional development for improving professional competence, for organizational enhancement, or to comply with regulations set by industry and government. The No Child Left Behind (NCLB) Act of 2001 requires that states ensure the availability of "high-quality" professional development for all educators (No Child Left Behind Act, 2001). However, NCLB does not overtly define high-quality professional development or how it should be delivered to educators (Borko, 2004). Professional development strategies currently employed in education include: short or long-term training related to a specific discipline or instructional technique, supervision, book studies, professional learning communities, mentoring, consulting, and coaching. In this manuscript paper, we will discuss adult learning theory, and how knowledge of it can enhance professional development in the field of education. We argue that one specific practice, literacy coaching, can result in successful, productive professional development as it pertains to teachers as adult learners. We will also address the issue of the inconsistent delivery of the K-12 coaching model in education today, and steps that can be taken to resolve it.

Adult Learning Theory

Until the mid-1900s, research in academic psychology was relied upon by those who educated adults in a professional setting for a basic understanding of how adults learn. The research was behavioristic by design and often was based on research that involved how children learn, or situations where adults participated in the same studies as children (Merriam, 2001).

Adult learning theory, or andragogy, emerged in the 1960s with the work of Knowles. Andragogy focuses on the learning strategies of adults. It is often defined as the process of engaging adult learners with the structure of learning experiences. Having a sound understanding of adult learning theory is beneficial for anyone providing professional development in education. There is a mosaic of theories, models, sets of principles, and explanations that, combined, compose the knowledge base of adult learning (Merriam, 2008).

In the field of education, teachers learn by their experience with individual children, by groups of children, each group having its own needs, and by instructional successes and failures. Honoring the characteristics of adult learners in education can guide professional development to be thoughtful, relevant, and connected to what teachers know and bring to a learning situation.

The concept of adult learning started to take form early in the 20th century as many theories were developed. Notable leaders in the field of adult learning theory are Knowles, Maslow, Kohlberg, and Perry. Looking at work of Knowles and Perry, as well as the current research of Smith, provides us with a broad overview and with an understanding of the similarities and differences among thinking of leading researchers in this field. Knowles was known for his influence in the development of the Humanist Learning Theory and constructed several basic assumptions about adult learners. The first involved motivation. Adult learners are motivated by their immediate needs and interests, or actual problems that need to be solved (Knowles, 1990; Merriam, 2001).

Next, learning is a life-long experience. Most adults continue to grow and learn throughout the course of their lives and careers. Third, Knowles highlighted experiential learning as the main source of adult learning. Adults learn through personal and "on the job" experiences. Next, adults prefer to be self-directed in their learning. That is, they have specific learning styles and interests as learners, and like to have input into their learning experiences. Finally, individual differences should

be acknowledged and learning should be differentiated for each learner. By respecting and incorporating these principles into learning activities, adult learners will feel that their ideas and presence are "accepted, respected, and supported" (Knowles, 1990, p.5; Merriam, 2001).

An understanding of various models of adult learning theory can be beneficial to those who provide professional development within academic settings in offering effective, sustainable professional development activities. Four learning theories, identified by Trotter, specifically impact professional development models. The first, *age theory*, contends that as people age, they do not stop learning. Learning is something that continues throughout the life cycle. As we grow, we engage in the world and are changed by it. Thoughtful professional development programs take into consideration the knowledge and background of educators, yet provide affirmation and feedback for their continued learning. The second, *stage theory*, focuses on distinct qualitative differences in modes of thinking at various points in development. Professional development that provides differentiation for adult learners honors the personal and professional experience of each learner.

Cognitive development is the development of conceptual levels with degrees in abstractness and interpersonal maturity. Perry's research of cognitive development asserts that adults move from concrete to abstract thinking and operate from internal rather than external criteria. Therefore, the "stand and deliver" model often used for working with adult learners is often unsuccessful and fails to yield changes in instructional practice. More appropriate professional development is hands-on, with experiences that immerse learners in relevant content and method. Finally, *functional development* contends that instructors and textbooks should play a secondary role with the learner being the primary focus in adult education.

Often professional development is filled with lecture and a one-directional delivery method. When adult experience, background, and interests are respected, it leads to powerful educational learning as well as produces positive professional change or growth, which affects student learning. A thorough understanding and appreciation of each of these theories can help increase both the relevance and quality of professional development offered to educators (Trotter, 2006).

Along a similar vein, Smith (1985) identified six characteristics that make learning meaningful for adults. Adult learning, according to Smith, is life-long, personal, involves change, is part of human development, involves experience, and is partly intuitive. His theory also promoted the ideas that adult learning should be both nonthreatening and should involve or recognize various learning styles. The coaching model, as will be described in this paper, incorporates these beliefs and honors the unique needs of adults.

There have been many theories in the twentieth century that were developed regarding adult learning. It becomes more critical to put in place effective practices that support adult learning as we move further into the twenty-first century. Educational institutions that put theory into practice will stay competitive in the global market. When providing professional development, the needs of adult learners should be addressed. Adults, like children, should receive instruction that is differentiated based on their learning needs, be provided a variety of concrete and relevant experiences, be honored for the experience they bring to their professional development situation, and it should incorporate their ideas and topics of interest.

Adult Learning in the Field of Education

There are several effective strategies that can be applied in order to effectively reach the adult learner. The issue of adult learning has generated much research in the field of education in the past three decades. Oja (1980) cited several key "ingredients" for successful adult learning. The first involves using or creating concrete experiences. Often, for teachers, the "make it-take it" workshops are very successful because they provide the adult learner the opportunity to apply what they are learning. Professional development where instructional techniques are modeled and practiced also give teacher a concrete experience and the confidence to transfer their new learning to instruction. Coaching allows for this modeling to occur in an authentic, natural way.

The second strategy is to be open and available for supervision and advising (Oja, 1980). Education is known for its one-stop, or "drive-by" workshops, at which an "educational expert" comes, provides professional development, and leaves. There are essentially no systems in place for supporting teacher's questions, concerns, misunderstandings, or to celebrate their successes.

As with children, if frustration builds, new practice will be abandoned and replaced with a previously mastered instructional technique, although it may not be appropriate or considered to be "best practice." Additionally, if accountability is built into the equation, either from a colleague or an advisor, teachers are more likely to implement new learning into their instruction. Coaches build relationships with teachers and provide the element of accountability and support that many teachers need in order to move from learning to implementation (Knight, 2009).

Oja (1980) suggested that trainers and coaches need to provide encouragement and opportunities for adult learners to take on new and complex roles. In some cases, providing opportunities for action research, self-study, and teacher leadership roles can yield high results with adult learners (Oja, 1980). Often, encouragement from a coach or advisor and acknowledgement of good practice is all that is needed to encourage leadership.

The final "ingredient" for successful adult learning is through the practice of support and providing feedback when implementing new techniques (Oja, 1980). This is where job-embedded strategies, such as modeling and coaching, can be highly effective. If teachers are given opportunities to work with a coach in a collaborative, non-judgmental context, to have someone with whom to discuss their concerns, change is more likely to occur (Knight, 2009). A drawback to this method is the cost associated with it, although the return on investment is much higher than it is with other forms of professional development. Making the effort to incorporate these ingredients will assist educational institutions in providing quality professional development to teachers.

In 2009, the National Council of Staff Development recently completed and reported on one of the largest studies to date regarding professional development in the field of education. The study highlighted current professional development practices in the United States, how other, high-achieving countries conduct and implement professional development activities, and what research says about best practices for effective professional development. Among the findings: Sustained and intensive professional development for teachers is related to increased student achievement. Ultimately, the goal of any professional development is to change or improve instructional practice or other school-related issue in order to increase student learning (Darling-Hammond et al., 2009).

Another key finding was that professional development that occurred over an extended period of time and allowed for teachers to practice, discuss, adjust, and reflect, resulted in the greatest change in instructional practice and in student achievement. Professional development activities connected to teacher practice such as content area and school initiatives was determined to be more effective than professional development that was not. Teachers responded positively to professional development that focused on their specific academic content and concerns.

Additionally, when it was also related to school-wide programs or initiatives, professional development helped to build strong working relationships among the entire staff.

In other words, collaborative approaches to professional learning can promote school change that extends beyond the classroom. The report concluded by stating that by strengthening the capacity of educators, by building learning communities, and by developing more systematic approaches to professional learning, educators will be more productive and effective in instruction, which will result in student gains (Darling-Hammond et al., 2009). The concept of coaching, specifically as it applies to literacy, incorporates these key findings into its structure.

Literacy Coaching

Understanding adult learning theory and best practices within the field of professional development can influence approaches related to literacy coaching. In the past decade, there has been a shift from the role of reading professionals as "reading specialists" to "literacy coaches." While a reading specialist's primary role is to support literacy within the school setting by working with children, a literacy coach's primary role is to work with teachers, helping them to recognize their core knowledge and strengths, to assist them in strengthening and improving their abilities, and to support them as they grow and learn professionally (Mraz et al., 2008; Toll, 2005). Whereas a reading specialist focuses on student support, frequently providing direct instruction to and evaluation of students, the literacy coach's primary role is to support teachers, as well as to be a school's literacy leader. They may work with students when modeling or demonstrating for teachers, but much of their professional time is spent working with teachers, thereby building the capacity of their literacy staff, and building a professional learning community within their school (Mraz et al., 2008).

The International Reading Association has also recognized the importance of the coaching model in regard to literacy instruction and learning. According to the *IRA Standards for Reading Professionals* (2003), a literacy coach is someone who provides professional development for teachers, gives support to teachers as need to implement various instructional programs and practices, and provides leadership for the school's literacy program. The IRA asserts that by improving the skills of teachers, literacy coaches more effectively impact a student population than by working with individual students or even small groups of students all day long.

The Effectiveness of Literacy Coaching

Researchers in the past decade support the effectiveness of coaching (Knight, 2009; Matsumura et al., 2009; Toll, 2005). Some of the benefits of coaching, according to this research, can include that literacy coaching impacts school culture in a positive way, supports change in practice, promotes teacher reflection and incorporates their input and decision making, honors the characteristics of adult learners, and has been shown to lead to student achievement (Toll, 2005).

Literacy coaching, by nature, encourages collaboration among professionals, which can promote trust and better working relationships. Because literacy coaches encourage collaboration, reflection, and making decisions based on experiences and data, change can be both significant and sustainable (Toll, 2005). Coaches endeavor to promote reflective practice by establishing relationships based on mutual respect, trust, and common goals. However, the teachers do most of the "work" by thinking, implementing new instructional strategies, and talking about their practice. A strong coach gives teachers the opportunity to do this in a supportive environment, as research supports reflection of practice a strength of the best teachers. In a recent study that examined the roles and perceptions of literacy coaches, teachers favored this type of relationship with a coach and cited the collaboration and co-teaching as benefits (Mraz et al., 2008).

Literacy coaches honor each adult learner as an individual, whose needs and interests are respected and incorporated into the coach/learner relationship. Teacher learning style, learning needs, and input are important in the dynamic of the relationship. Finally, and most relevant for the current accountability-oriented educational climate in which educators live, coaching is an effective practice in improving student achievement. Research completed in the late 1980s was among the first to make a positive correlation between coaching and student achievement gains. Additional studies that focused solely on literacy also reached the same conclusion (Knight, 2009; Matsumura et al., 2009; Toll, 2005).

Bush (1984) examined the rate of transfer from learning into practice in several different delivery models of professional development. Bush found that teachers who had participated in a workshop, modeling, practice, feedback, and peer coaching had a 95% rate of transfer. The next most successful model, which involved workshop, modeling, practice, and feedback, had only a 16-19% rate of transfer (see Figure 1). The impact of coaching is significant in relation to the of transfer to classroom practice as compared to the other forms of professional development (Knight, 2009).

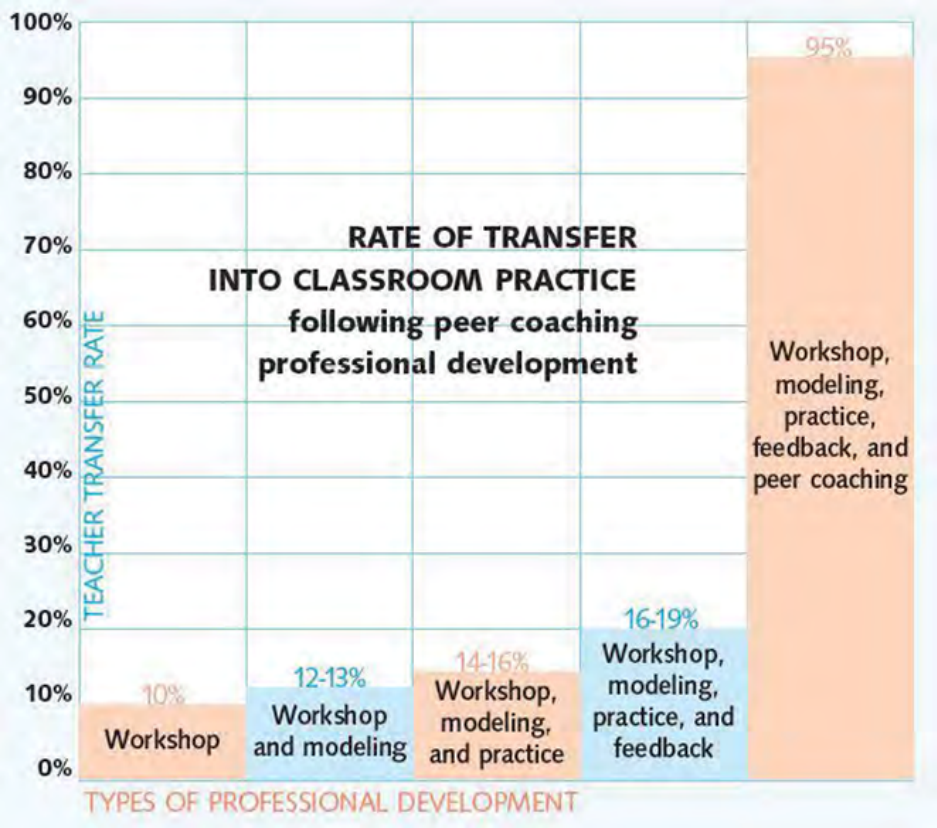

Figure 1 This chart measures the impact of various professional development techniques and their impact on instruction. Knight, J. (2009). Coaching: The key to translating research into practice lies in continuous, job-embedded learning with ongoing support.

In another study, teachers who were coached on a specific instructional routine implemented it at a 90% rate. Those who were not coached implemented the routine at only a 30% rate. The relationship that can exist between coaching and transferring learning into practice after coaching is highlighted in these examples (Knight, 2009).

Elements of Effective Literacy Coaching

If literacy coaching is a successful model of reaching adult learners in the field of education, what are the specific elements of an effective coaching model? Common themes among types of successful coaching were examined by Knight in 2009, including literacy coaching. Coaching should first focus on instructional practice. Teachers are more engaged and motivated if professional learning relates to their teaching and their content area. Next, coaching takes place in classrooms, or is "job-embedded." Teachers and coaches work together with the children that teacher works with every day. Teaching is modeled and reciprocated, co-teaching and planning may happen, reflection on teaching and learning occur, all of it accomplished within the classroom setting that is authentic for each teacher, not a hypothetical situation or vignette (Knight, 2009).

Literacy coaching is intensive and on-going, meaning it is individual and lasts for an extended period of time. In order for teachers to put into practice what has been modeled or learned, they need to be given time. Additional time is allowed for discussion between the coach and the teacher, reflection of lessons, adjustments, and mastery. During the coaching process, there is an equal partnership is established between the teacher and coach, where the teacher assumes some control and choice in the learning. This is not only an effective element of adult learning, but creates a professional relationship that engages both parties involved (Knight, 2009).

The coaches' role in the relationship is not evaluative, although there can be cross-observation, discussion, and reflection. It is important that teachers understand that a coach is there to provide support and guidance in a collaborative way, not to monitor for observation and purposes of evaluation. That confidentiality is maintained between the coach and teacher is also in establishing trust and building the partnership between teacher and coach (Knight, 2009).

Finally, the importance of open communication is paramount for a successful coaching experience, where both the coach and teacher are respectful of each other. When coaches and teachers can communicate with each other in a professional, non-threatening way, they can confront real instructional issues or challenges honestly. The common threads between adult learning and best practices in literacy coaching weave a tapestry of powerful learning, related to practice and therefore, student learning (Knight, 2009).

There are *additional* conditions for a successful coaching relationship, factors that can make a difference as to the overall success of the coaching, and which need to be considered thoughtfully before implementing this type of professional development. In a study completed between 2005 and 2008 at the University of Kansas Center for Research on Learning, researchers there worked with coaches, teachers, and administrators in schools and districts in over thirty five states. The data they gathered also included administrative support and a positive school climate as conditions for success. For many teachers and coaches, these are not variables within their control. However, establishing clearly the role of a literacy coach within a school setting and communicating clearly and frequently with administrators can build relationships between teachers, coaches and administrators within the school. Positive coaching experiences, which lead to improved teacher efficacy, can result in an improved school climate and additional administrator support (Knight, 2009; Matsumura, 2009).

Complexities of Literacy Coaching

While some research has shown the coaching model to have a positive correlation with implementation of learned instructional techniques and student achievement, one of the problems associated with it is the lack of continuity in how it is implemented.

Because of this variability, the amount of coaching a teacher receives and the structure of the coaching relationship, the influence of coaching on student learning and instructional strategies has resulted in mixed results regarding overall effectiveness in some research (Matsumura et al., 2009). Many coaches strive to implement instructional reform through this process, yet there are political and organizational issues within schools and districts that can impede their progress. Additional obstacles include the variability in qualifications of a coach, how the role of the coach is defined by administrators, teachers, and coaches, administrative support for the concept of coaching, the organization or structure of the coaching relationship, as well as school culture and climate (Knight, 2009; Matsumura et al., 2009; Mraz et al., 2009).

Throughout school districts and states, there is variability in the requirements needed to be a coach. This is an area that the IRA has addressed in their position statement on literacy coaching: "Reading coaching is a powerful intervention with great potential; however, that potential will be unfulfilled if reading coaches do not have sufficient depth of knowledge and range of skills to perform adequately in the coaching role" (IRA, 2004c , p.4).

In another recent study, a principal's views and overall endorsement of the coach showed a positive impact on how teachers received the coach and coaching overall. Teachers responded to the instructional leadership of their administrators (Matsumura et al., 2009). Teachers who work in a learning community where they are respected and encouraged to take risks are more likely to collaborate with others, such as a coach (Knight, 2009).

An additional issue that impacts coaching is the cost associated with it. It is perceived to be far more economical for schools and districts to implement staff development in a one or two-day workshop, where a large group of participants receive a small amount of training, than it is to invest in individual teachers over an extended period of time. However, to bring about change takes time and intense, on-going support, and literacy coaching is a model that can accomplish this (Darling-Hammond et al., 2009; Knight, 2009).

Conclusion and Research Implications

Although literacy coaching has shown a positive effect on the reading achievement in several studies, there is still not a large body of research regarding literacy coaching (Mraz, 2008; Matsumura et al., 2009). More research needs to be done in this area, as well as in the behavior of effective literacy coaches, as evidenced by instructional change and student achievement. What, specifically, do effective coaches do that support and help teachers to improve reading and writing instruction in their schools? How closely are these behaviors tied to the characteristics that support adult learning? These studies should involve mixed methodology, both qualitative and quantitative data. In an era of educational accountability, an effort to obtain more quantitative data in this research should be a consideration.

A clearly defined model of literacy coaching and its implementation, created after research has been synthesized, would provide continuity in how it is understood and used within schools. Looking to best practice in professional development, successful coaching data, and student achievement will help create a more standardized model that can then be shared with literacy coaches.

Professional development has played a key role in educational reform in the past century. Research indicates specific practices that can result in successful, productive professional development as it pertains to adult learners. Research in academic psychology in the mid-1900s brought a better understanding of how adults learn and established that having a sound understanding of adult learning theory was essential for professional development in the field of education. By incorporating various models of adult learning theory into professional development, schools and districts are more likely to provide effective, sustainable professional development for teachers.

Both adult learning theory and research within the educational community suggest that professional development should be on-going, related to personal needs, reflective, involve change, understand human development, and honor intuition and learner experience. As we move further into the twenty-first century, it is important to implement effective professional learning experiences that support adult learning. By making the effort to apply these practices, we are investing in our educators and our students. Incorporating these strategies will result in more effective professional development and ultimately improve instructional practice and increase student learning in literacy.

The past decade has brought about great change in professional development related to literacy by employing literacy coaches to build teacher capacity. Research has shown that literacy coaches can effectively impact a student population by improving the skills of teachers. Literacy coaches who encourage collaboration, reflection, and making decisions based on experiences and data support adult learning research. Literacy coaches who honor each adult learner as an individual, whose needs and interests are respected and incorporated into the coach/learner relationship, can help to positively influence the climate and culture of a professional learning community. Research shows that the rate of transfer from learning into practice is higher for coaching verses other delivery models of professional development, and while the research done at this point in time is encouraging, more qualitative and quantitative research needs to be conducted in the area of qualities of effective literacy coaches, as well as coaching and how it affects student achievement. There is inconsistent delivery of the K-12 coaching model in education today, and steps need to be taken to resolve it. Additionally, there needs to be more uniformity in the way that the coaching model is implemented, as well as in the qualifications of a literacy coach, to ensure that the highest standards are in place for our students and our teachers.

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End of Handout 3

Handout 4: Characteristics of Adult Learners

Connie Malamed

When it comes to learning, adults are not over-sized children. Maturity brings unique characteristics that affect how adults are motivated to learn. By appealing to the unique qualities of adult learners, we can design more effective and motivating online courses. Here's a list of generalized characteristics common to many but not all adult learners.

- **Autonomy.** Adults typically prefer a sense of control and self-direction. They like options and choice in their learning environment. Even adults who feel anxiety from self-direction may learn to appreciate this approach if given proper initial support.
- **Goal-oriented.** Many adults have specific goals they are trying to achieve. They prefer to partake in learning activities that help them reach their goals.
- **Practical.** Adults in the workplace prefer practical knowledge and experiences that will make work easier or provide important skills. In other words, adults need personal relevance in learning activities.
- **Competence and Mastery.** Adults like to gain competence in workplace skills as it boosts confidence and improves self-esteem.
- **Learning by Experience.** Many adults prefer to learn by doing rather than listening to lectures.
- **Wealth of Knowledge.** In the journey from childhood to adulthood, people accumulate a unique store of knowledge and experiences. They bring this depth and breadth of knowledge to the learning situation.
- **Purposeful.** Workplace training is often part of an initiative that involves change. Adults want to know the purpose of training and the motivation underlying an organization's training initiative.
- **Emotional Barriers.** Through experience, adults may fear a subject, have anxiety about a subject or feel anger about forced changes in job responsibilities or policies. These emotions can interfere with the learning process.
- **Results-oriented.** Adults are results-oriented. They have specific expectations for what they will get out of learning activities and will often drop out of voluntary learning if their expectations aren't met.
- **Outside Responsibilities.** Most adult learners have numerous responsibilities and commitments to family, friends, community, and work. Carving out time for learning affects adult learners.
- **Potential Physical Limitations.** Depending on their age and physical condition, adult learners may acquire psychomotor skills more slowly than younger students and have more difficulties reading small fonts and seeing small images on the computer screen.
- **Big Picture.** Adults require the big picture view of what they're learning. They need to know how the small parts fit into the larger landscape.
- **Responsible for Self**. Adult learners often take responsibility for their own success or failure at learning.
- **Need for Community.** Many self-directed adult learners prefer a learning community with whom they can interact and discuss questions and issues.

End of Handout 4

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Building Knowledge of Adult Learners

Honor Each Learner

- Literacy Coaches honor the characteristics of adult learners.
- Honor each adult learner as an individual whose needs and interests are respected and incorporated into the coach/learner relationship.

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Building Knowledge of Adult Learners

Reflection

"There needs to be a clear vision of how to lead adult learning processes and a culture of adult learning needs to be in place in order for there to be significant student growth over time" (Bredenstein et al, 2012).

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Building Knowledge of Adult Learners

Five Principles of Adult Learning

1. Personal Benefit
2. Experience
3. Self Direction
4. Application & Action
5. Methods of Learning

From "Facilitating Adult Learning:
How to Teach so People Learn" by Dr. Lela Vandenberg

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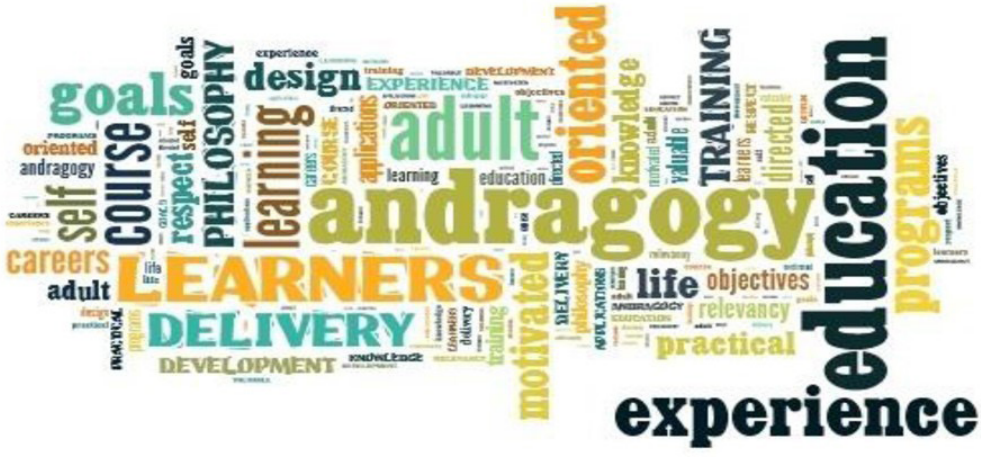
Coaching Adult Learners



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Learn and Confirm

Coaching Adult Learners

Adult Learner Characteristics

- Resisters
- Redecorators
- Renovators
- Accessorizers

Adapted from "Room to Improve"
by H. Hertberg and C. Brighton

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Collaborate and Practice

Coaching Adult Learners

Table Discussions:

- **Handout 5: Teacher Characteristics Coaching Guide** – each table group will be assigned a characteristic described on this handout (Resister, Redecorator, Renovator, Accessorizer)
- **Handout 6: Room to Improve Article** – read the section of this article pertaining to your assigned characteristic and discuss

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Handouts 5 & 6 on next pages

Handout 5: Teacher Characteristics Coaching Guide

Coaching Accessorizers

Accessorizers "are teachers who initially are very involved with and excited about" the topic, but "never develop beyond a surface and somewhat inaccurate understanding." They may rearrange the furniture but not change their instructional practices. They are happy with their classrooms as they are.

Their characteristics include:

- Being an outspoken advocate of the new practices but never implementing them in their own classes
- Becoming adept at using the language publicly
- Shallow understanding (or serious misunderstanding) of the principle behind the practice
- Misdirecting others because of their misunderstanding or unwillingness to take the time to study the issue
- Limited ability for reflection
- Teaching students the names of strategies but not helping them understand their purpose or how to use them for their own learning
- High perception of personal competence, often reinforced by parents, administrators, and students

Accessorizers require a delicate balance between affirming efforts and providing honest feedback.

- They may not have the background knowledge to understand or implement new practices.
- They may not be accustomed to reflecting.
- They may not know the purpose for their instruction.
- They may enjoy the "showy" quality of teaching but not tap into the depth.
- They may be enthusiastic, charming, popular, and have a genuine desire to do the right thing for students.

What to do?

Coaching Redecorators

Redecorators "lack the obvious enthusiasm and outward signs of support, but bring a strong command of their content, an intellectual view of the teaching professional and a desire to provide a powerful learning experience for their students." They may not have a rich pedagogical background.

Characteristics of Redecorators

- May have deeply held and teacher-centered beliefs about teaching and learning
- May become committed to effectively implementing approaches, but will not release deeply held beliefs
- Holds strong (and often traditional) belief system regarding teaching
- Open to conversations and discussions about possible changes in instructional practices
- May have strong technical understanding of new practices
- Not usually "showy"
- Strong command of content

Redecorators will require time and care.

- They will need to know the logistics, such as grading issues, planning time required, and parental response.
- They want to have workable solutions before they embark on new practices.
- They may believe that new practices are nice in theory but not workable.
- They must be approached on an intellectual level.

What to do?

Coaching Renovators

Renovators "are those teachers who rebuild their teaching practices and beliefs systems from the ground up when they are confronted." They are ideal change agents, intrinsically motivated to find better, more effective ways to reach and teach students.

Their characteristics include:

- Knowledgeable about their content
- Willing to consider alternative teaching practices
- Reflective about beliefs
- View change process as a complex journey, not the destination
- Motivated by feeling of responsibility to students
- Have a personal need to grow
- Understand that risk-taking, discomfort, and failure are a part of the growth process
- Good classroom managers

Renovators are already motivated and they are open to new ideas, however, they

- May get discouraged when other teachers are cynical or resistant
- May become frustrated with lack of resources to get started
- May become so enthusiastic to new ideas that s/he suffers from anxiety if the practices can't be implemented quickly and effectively
- May require extra support

What to do?

Coaching Resistors

"Through their words and actions, resistors communicate to anyone listening that the educational philosophy and associated classroom practices that the coach is suggesting are not workable options for them." In effect, they shut the door in the face of the coach.

Their characteristics include:

- Overt resistance: anger, resentment
- Covert resistance: strong avoidance behavior (scheduling conflicts preventing observations, excuses for not attending meetings)
- Lack of engagement
- Dramatic refusals
- Verbal acknowledgement of disagreements with the coach
- Uncooperative
- Demonstrates an "attitude"
- Disdain for new practices

Try to uncover the real reason for the resistance.

- Fear, frustration, or anger
- Feeling threatened
- The teacher may not have the skills and resists having you know that
- An illness or personal issue that is draining energy and motivation
- Cynical because s/he may have lived through many initiatives that came and went throughout the years

Adapted from Hertberg, Holly & Brighton, Catherine (2005). “Room to Improve.” Journal of Staff Development. pgs. 32-47.

End of Handout 5

Handout 6: Room to Improve

Holly Hertberg & Catherine M. Brighton

Home improvement concept helps staff developers lead a variety of personalities to differentiated instruction in their classrooms

Kendra Martin, district staff developer, has been charged with helping the teachers at Happy Valley Middle School implement differentiated instruction in their academically diverse classrooms. Martin has been working with the faculty for a year, providing direct instruction, visiting classrooms, co-planning, co-teaching, providing feedback, and sharing resources. As she begins the end-of-the-year meeting with the faculty, Martin looks around the room. There's Betty Patterson, sitting with her arms folded and purposely avoiding eye contact. Angela Rogers sits at the front table with Lisa Crawford, a notebook of cubing and RAFT examples open in front of them, ready to share with the rest of the group. Rick Jones sits at the back of the room, silent but engaged (his intensity often unnerves Martin – his questions are always pointed and difficult, but right on target). Sally McIntire sits in the middle of the room, looking a little tired from the school year, but she is, as always, ready to listen and absorb as much as she can. Martin takes a deep breath before starting, wondering for the hundredth time, "How do I help them all move along toward differentiating instruction when their needs are so different?"

PROFILE	CHARACTERISTICS	COACHING APPROACHES
Resisters	• Overt resister: dramatic refusals, verbal acknowledgement of disagreement • Covert resister: creative avoidance, lack of engagement • Communicates a conflict between the teacher and the project goals, methods	• On-site coaching • Assume the role of contextual analyst • Play multiple roles in response to information collected
Accessorizers	• Initial implementers • Potential for shallow interpretations and serious misunderstandings about instructional innovations • Limited ability for personal reflection • High perception of personal competence, often reinforced by parents, administrators, and students	• Play role of critical analyst • Deliver a balanced message affirm efforts and give constructive feedback • Develop reflective practices • Play multiple roles in response to information collected

PROFILE	CHARACTERISTICS	COACHING APPROACHES
Redecorators	• Targeted implementers, focusing efforts on those practices that align with deeply held beliefs • Technically accurate interpretations of select components of innovations • Strong command of content • Traditional approach to teaching • Less showy than accessorizers	• Assess belief systems • Play the role of the calculated shepherd • Appeal to the logical, intellectual • Provide strategic pathways in incremental steps
Renovators	• Motivated by feeling of responsibility to students and personal need to grow • Belief system aligned with philosophy of differentiation • Possess understanding that risk-taking, discomfort, and failure are a part of the growth process • Strong command of content, pedagogy, and classroom management	• Anticipate potential problems and provide solutions • Provide a road map for anticipated challenges shaken confidence, ambiguity

The teachers described here represent four categories of teacher response that staff developers often confront when working with teachers on differentiating instruction. Some teachers respond with enthusiasm; others respond with frustration and sometimes even anger. The mixed responses from teachers are understandable; for many teachers, differentiating instruction requires a considerable shift in classroom practices and, often, in deeply held beliefs about teaching and learning.

If we envision teachers' practices metaphorically as houses that they have designed and constructed, then what we ask teachers to do when we ask them to transform their classrooms through differentiation is to tear down walls, rip up floors, and rebuild their visions of themselves as architects of learning. Using this metaphor of house renovation to understand and classify common teacher responses to differentiation, four categories of teacher response can be identified: resisters, accessorizers, redecorators, and renovators. Staff developers can address the needs of teachers in each of the four categories in different ways.

COACHING RESISTERS FOR DIFFERENTIATION

In this scenario, Patterson represents the kind of teacher who makes all professional developers and coaches uneasy: the resister. Through their words and actions, resisters communicate to anyone listening that the educational philosophy and associated classroom practices that the coach is suggesting are not workable options for them. In the language of the metaphor, resisters are the teachers who respond to the invitation to change their practices by shutting the door in the faces of the staff developers. While resistance takes diverse forms, resisters tend to demonstrate strong avoidance behaviors or uncooperativeness. Resistance can be overt or covert. Overt resistance is unmistakable: anger, resentment,

and general uncooperativeness. Overt resisters make it very clear, both in staff development sessions and outside of them, that they do not believe differentiation is possible or desirable in their classrooms.

A second form of resistance, covert resistance, is more subtle. Some covert resisters demonstrate strong avoidance behavior (e.g., constant scheduling conflicts preventing observations, interviews, or attendance at meetings). Others fabricate lengthy reasons and rationalizations about why deadlines can't be met, lessons executed, or assessments completed.

Whether they are overt or covert resisters, resisters present the coach with the daunting challenge of taking this largely unwilling group of educators to the next step in their responsiveness to students' diverse needs.

The first step in this important task is to assume the role of the contextual analyst. Contextual analysis involves playing the role of the detective, uncovering the reasons behind the teacher's resistance to differentiation. Martin finds she is most effective approaching each resister individually. Resistance is more difficult to deconstruct in groups; Martin's first tactic is to initiate a general, nonthreatening conversation unrelated to differentiation with the goal of opening up lines of communication. Martin has found that these nonthreatening conversations often provide powerful hints about teachers' concerns, fears, frustrations, and anger – important information Martin can use to guide her next steps. For example, Martin may discover that Patterson feels that she does not have the skills or tools necessary to make differentiation work, but to admit that lack publicly would threaten her status as a teacher in the school. Or Martin may discover that Patterson is struggling with an illness that drains her physically and emotionally to the point where she cannot conceive of taking on new approaches that feel unfamiliar and difficult to implement. Martin also may discover that Patterson fully invested herself in the last educational initiative that came through Happy Valley and still feels resentment and cynicism about the faddish nature of educational reform efforts.

Once Martin has more clarity about what is contributing to a teacher's resistance to differentiation, she can respond appropriately. If Martin finds that Patterson is intimidated by differentiation and does not feel that she has the skills to make it work, Martin can leave user-friendly differentiation materials and lesson plans in Patterson's mailbox or talk to Patterson about what is working in her classroom and how certain differentiation strategies would mesh easily with what she already is doing. This way, Martin is affirming Patterson's teaching skills while providing attractive, unintimidating next steps toward using differentiation in the classroom. If Martin finds that Patterson is struggling with an illness, Martin might model a lesson using "low-prep" differentiation strategies (differentiation strategies that require less teacher preparation time than others), following up with a discussion of how Patterson might build on what she is already doing in her classroom using the modeled strategies. If Martin finds that Patterson is weary of what she considers "flash-in-the-pan" initiatives, Martin might focus on making concrete how differentiation is grounded in best curricular and instructional practices of a number of enduring educational movements. Martin can help Patterson see that she does not have to "throw away" what she has been doing in her classroom. Rather, she can build strategically on the best elements of her practice.

When coaches like Martin assume the role of contextual analyst, uncovering the reasons behind the resistance, they commit to understanding their teachers as learners and as people, the important first step in beginning a differentiated learning experience. The successful coach will then use that information to assume multiple roles as coach to differentiate for the teachers' diverse needs – in much the same way that she will ask the teachers in her project to do for the students in their classrooms.

COACHING ACCESSORIZERS FOR DIFFERENTIATION

In this scenario, Rogers and Crawford represent accessorizers. These are teachers who initially are very involved with and excited about differentiation, but who never develop beyond a surface and somewhat inaccurate understanding of what differentiation is. In the language of the metaphor, accessorizers are willing to add a plant or put down a throw rug, but they are not interested in making changes to their houses beyond those that are small and superficial. Accessorizers do not sense a real need to alter their houses. They are happy with their classrooms as they are. While coaching resisters

may initially seem like the most difficult task, one might argue that effectively coaching accessorizers is actually a more formidable challenge. Rogers and Crawford jumped out early onto Martin's coaching radar – these teachers eagerly took initial ideas from professional development and study group sessions into their classrooms. They began a positive campaign for differentiation within the school and used the terms and vocabulary often in public discussions. Where they fell short, however, was in implementing strategies without considering and then attending to the more important goal of responsive teaching.

They failed to recognize the important principle that merely using a RAFT (an acronym that stands for Role, Audience, Format, and Topic: a writing planning template that teachers can use to create differentiated writing assignments) writing strategy is not, in itself, differentiating instruction; rather, using the RAFT strategy to address a range of students' abilities to make complex connections in history is the more substantive leap.

While, because of their enthusiasm, accessorizers may seem like the easiest teachers to work with, they are, in fact, difficult to move forward because their understanding of the philosophy of differentiation and differentiation practices is shallow and, in some instances, misdirected. Taking teachers like Rogers and Crawford to their next level of professional development will require the coach to forge a delicate balance between affirming their early efforts to implement differentiated instruction into their classroom practice and at the same time providing them honest feedback about their misunderstandings and shallow first attempts. To make this happen, the coach must play the role of critical analyst. Through this lens, the coach will analyze what the teachers say they are doing and how that translates into practice, encouraging the accessorizing teachers to reflect on their beliefs and practices related to differentiation. The coach should observe the accessorizing teacher's classroom and ask the accessorizer to reflect, either aloud, in a reflective journal, or in e-mail discussions, on how class went for individual students. The coach should ask the accessorizer teacher to explain the learning goals around which the lesson was planned; the purpose behind the differentiated activity; the information she used to determine student groupings, pacing, support structures, and materials for the different activities; and to consider how it might be more effectively implemented in the future. With accessorizing teachers, emphasizing that differentiation must be purposeful rather than simply "cute" or "showy" is critical. It is not an easy task for coaches to deliver a balanced message – complimenting the energy and enthusiasm evident in the accessorizer's willingness to jump into a difficult and often daunting task, while simultaneously providing constructive feedback about where there may be misunderstandings – but to do so will help the teacher move forward in her efforts to differentiate.

COACHING REDECORATORS FOR DIFFERENTIATION

Jones represents the kind of teacher who seems like a paradox. At first glance, his quiet intensity and pointed, even argumentative, questions might be misinterpreted as the hallmarks of a resister, but in his own quiet way, Jones can also be a powerful ally for the coach. Martin knows that Jones' incisive questions indicate that he is not categorically dismissing differentiation like a resister, and not adopting it without thought like accessorizers, but that he is wrestling to make differentiation work within the confines of his existing beliefs and skills.

Redecorator teachers lack the obvious enthusiasm and outward signs of support that are characteristic of accessorizers, but instead bring a strong command of their content, an intellectual view of the teaching profession, and a desire to provide as powerful a learning experience for their students as possible.

While most redecorators do not have a rich pedagogical background, this in many ways is an asset as it reduces the need to unlearn bad habits and correct misunderstandings. Redecorator teachers tend to be targeted implementers of differentiation, focusing their efforts only on those practices that align with their deeply held (and often traditional, teacher-centered) beliefs about teaching and learning. Generally, unlike their accessorizer peers, redecorators tend to become committed to effectively implementing differentiation strategies and approaches with a high degree of accuracy and appropriateness. However, while redecorators are metaphorically willing to redo the kitchen or refinish floors, they are not willing to change the overall structure of their homes. That is, while redecorators will make accurate and substantial

changes to a specific part of their teaching methods, they hold firm to their traditional, teacher-centered beliefs about teaching in general.

Challenging redecorators to move to the next level in their professional development requires that Martin first assess the teachers' belief systems, such as their perceptions about the roles of the teacher and learner in a responsive classroom. By listening carefully to the nature of Jones' questions in staff development sessions, Martin gains insight into his feelings and concerns about differentiation. She can then follow up with a conversation with Jones about how he sees differentiation fitting into his classroom. Unlike resisters, redecorators are more open to conversations and discussions about the realistic possibilities of using differentiation in their classrooms. Martin knows she can talk candidly with Jones about the issues because she knows he is open to trying to understand the initiative better and is interested in making it work within the existing structures of his classroom. However, Martin also knows to expect pointed questions about the logistics (such as parental concerns, grading, resource allocation, and planning time) of differentiation, and she knows she needs to have concrete, workable responses to his questions. Without workable solutions to their concerns, redecorator teachers can become resisters who believe that differentiation is a nice idea in theory, but not feasible in reality.

Martin knows that Jones, like many redecorator teachers, tends to be traditional in his views of classroom instruction and that while he might acknowledge that students differ in their readiness to learn a particular concept, he may be unwilling to deviate from his deeply held beliefs about the importance of direct instruction and individual student practice. Given this information, Martin assumes the role of the calculated shepherd and makes strategic recommendations for instructional approaches that align with Jones' more traditional belief system, while at the same time beginning to address his students' differing needs.

From this view, Martin appeals to Jones' intellectual tendencies and makes a logical argument about how a strategy such as a tiered assignment could address students' different readiness levels within his classroom but could be managed using direct instruction and individual practice.

Gradually, Martin will encourage Jones to try strategies that move further and further away from his teacher-centered philosophy, but she knows she needs to take on this task incrementally and carefully.

COACHING RENOVATORS FOR DIFFERENTIATION

Renovators, like McIntire in the opening scenario, are those teachers who, in the language of the metaphor, entirely rebuild their teaching practices and belief systems from the ground up when they are confronted with differentiation of instruction. Coaches charged with moving teacher groups toward more responsive, differentiated practices hope that there are large groups of renovator teachers in their midst. In many ways, renovators are ideal change agents. They are intrinsically motivated to find better, more effective ways to reach and teach their students, are knowledgeable about the discipline they teach, and are willing to consider alternative teaching practices. They are reflective about their beliefs and view the change process as a complex and multifaceted journey not a destination in itself.

Martin knows that she won't immediately be able to spot a renovator. Renovators emerge over time from all of the previously discussed categories in response to thinking about and wrestling with the idea of responsive teaching. However, in both listening to teachers and watching them work, Martin can see the characteristics of a renovator emerge. Martin knows she is working with a renovator when she hears a teacher talk about differentiation as an overarching philosophy of recognizing and responding to student diversity, not as a group of strategies to supplement her already established teaching practices. Martin knows she is working with a renovator when she observes a teacher implementing differentiated lessons appropriately and purposefully to address identified student needs, when she sees a teacher focused on the needs of students over the challenges that differentiation presents to herself, when she sees a teacher look creatively at the possibilities offered by differentiation instead of cynically at the liabilities, and when she observes a teacher using the skills she needs to differentiate instruction or working doggedly to acquire them.

Once Martin has identified a teacher as a renovator, she knows the teacher will require different supports than the other categories of teachers. Renovators are already motivated, their belief systems are consistent with the philosophy of differentiation, and they are open to new ideas. Martin knows that what renovator teachers need from her, however, is a road map for their change process that anticipates and suggests ways to handle potential problems, such as resistance from other teachers, questions from parents, and lack of resources.

Additionally, as renovator teachers change to become more systematically responsive to students' diverse needs, they make great leaps of insight, but also at times suffer from shaken confidence and feelings of anxiety. Martin feels that her greatest contributions to renovator teachers often are creating a safe environment for taking the necessary risks, providing access to resources, and giving them regular support and feedback through coaching sessions or e-mail exchanges during the change process.

RESEARCH METHODS

This article summarizes the findings from a five-year study funded by the National Research Center on the Gifted and Talented at the University of Connecticut (Brighton, Hertberg, Moon, Tomlinson, & Callahan, in press). This mixed-methods study sought to investigate factors that inhibit and support middle school teachers' implementation of differentiated instruction and assessment practices in mixed-ability classrooms. Approximately 75 teachers from nine middle schools across the United States participated in the research project, agreeing to attend monthly coaching sessions, follow-up classroom observations, formal interviews, and sharing their journeys in journals, myriad planning documents, and student work samples.

Research for these materials was supported under the Javits Act Program (Grant No. R206R000001-01) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Grantees undertaking such projects are encouraged to express freely their professional judgment. These materials, therefore, do not necessarily represent positions or policies of the government, and no official endorsement should be inferred.

CONCLUSION

While it may be tempting to consider professional development for differentiated instruction as a "one-size-fits-all" proposition, doing so contradicts the message staff developers hope to convey to and instill in teacher-learners. Teachers who come to staff development are as diverse as the students they teach. Professional developers need to respond to this diversity by differentiating their approach to staff development. As in the classroom with student learners, there are times in professional development when whole group, direct instruction is the most appropriate instructional vehicle. At other times, individual or small group coaching tailored to address teachers' specific learner needs is necessary. To make this coaching time as effective and productive as possible, coaches must recognize where teacher-learners are in regard to differentiation when they come in. Using the house reconstruction metaphor to understand teachers' common responses to differentiation, we can identify which categories teachers fall into and provide them with the support and feedback they need to grow as responsive teachers.

REFERENCE

Brighton, C., Hertberg, H., Moon, T., Tomlinson, C., & Callahan, C. (In press). *Feasibility of high-end learning in the academically diverse middle school.* Storrs, CT: National Research Center on the Gifted and Talented.

End of Handout 6

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Coaching Adult Learners

The Resisters

- Overt resistance: anger, resentment
- Covert resistance: avoidance behavior
- Lack of engagement
- Dramatic refusals
- Verbal acknowledgment of disagreement
- Disdain for new practices

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Coaching Adult Learners

Reaching the Resisters

Reasons:

- Fear, frustration, or anger
- Feeling threatened
- Lack of skills and covers up
- Personal issues/illness
- Cynical due to so many initiatives over the years

Turn and share any experiences with a resister that you may have had.

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Coaching Adult Learners

Reaching the Resisters

Try to uncover the real reason for the resistance

- **Wearing a Mask/Imposter Syndrome** –
  The teacher has a fear of anyone knowing she is not as knowledgeable as she has pretended.
- **Cynical** about another initiative or change
- Health issues
- **Fear**, frustration, or anger
- Feeling **threatened**

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The Redecorators

- Deep beliefs about teaching and learning
- Implements approaches but will not release beliefs
- Holds strong to traditional beliefs regarding teaching
- Not usually “showy”
- Strong command of content

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Reaching the Redecorators

- Give them time and care
- Explain the logistics
- Understand their workable solutions before they try new practices
- They believe in the idea of new practices but don't think they are workable
- Approach them on an intellectual level

Turn and share your experience with a redecorator.

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The Renovators

- Knowledgeable of content
- Willing to consider change
- Reflective about beliefs
- Motivated by students
- Personal need to grow
- Understands risk taking
- Good classroom management
- Views change as a complex journey, not the final destination

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The Renovators

Motivated and open to NEW ideas BUT MAY…

- allow others' resistance or cynicism to discourage them
- become frustrated with lack of resources
- become so excited they become anxious about timeline and implementation
- require extra support

Turn and share your experience with a renovator.

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Coaching Adult Learners

The Accessorizers

- Outspoken advocate but have trouble implementing in their own classrooms
- Shallow understanding of the principles behind the practice
- Talks the talk
- Limited ability for self-reflection
- Teaches students the names of strategies but doesn't help them understand their purpose or how to use them for their own learning
- High perception of personal competence, often reinforced by parents, administrators, and students

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Coaching Adult Learners

The Accessorizers

Require a delicate balance between affirming efforts and honest feedback

MAY NOT…

- have background knowledge to understand or implement new practices
- be accustomed to reflecting
- know the purpose of their instruction

MAY…

- enjoy the showy qualities of teaching
- be enthusiastic, charming, popular and have a desire to do the right thing for students

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Coaching Adult Learners

- Video 3: Model Coaching Conversation
- Discuss with your tablemates and identify the teacher traits you might connect to this teacher.

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Coaching Adult Learners

Coaching a Variety of Learners

Based on what you viewed how might you adjust the coaching provided?

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Coaching Adult Learners

Putting Your Skills to the Test

- Video 4: Vocabulary Cheerleading
- Discuss with your tablemates and identify the teacher trait you might connect to this teacher.

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Coaching Adult Learners

Coaching a Variety of Learners

Based on what you viewed how might you adjust the coaching provided for this type of teacher?

Facilitating Adult Learning

Facilitating Adult Learning

Consider:

- The Learning Environment
- Learning Resources
- Instructional Design
- Session Planning
- Communication
- Listening/Questioning/Feedback
- Evaluation

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Facilitating Adult Learning

Coaching for Community

In Video 5, Donna Garcia, Executive Director of the Heartland Educational Consortium in rural South Florida, considers why concepts of adult learning are important and how coaches can focus on communication, collaboration, and community to find success.

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Reflect, Plan, and Implement

Post-Session Reflection, Planning, and Implementation

READ

Handout 7: Professional Development Needs Assessment Survey.
This will be helpful as you prepare you for Session 6.

DO

- Complete the **Self-Study 1: Video Viewing Guide for ADDIE Model and Directed Notetaking for PD Needs Assessment**.
- Reflect on your participation in Session 5 by noting any questions about the content or format. Bring this self-study assignment to Session 6.

WATCH

Video 6: The ADDIE Model Process.
This will be helpful as you prepare for Session 6.
Video retrieved from https://www.youtube.com/watch?v=BCJY_r7NJc0 on 01/04/24.

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Questions?

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Handout 7 After Self-Study

Self-Study 1: Video Viewing Guide for ADDIE Model and Directed Notetaking for PD Needs Assessment Survey

Directions: Watch **Video 5: The ADDIE Model Process**, read **Handout 7: Professional Development Needs Assessment Survey** (next page) and answer the questions below.

Questions	Answer
1. How could following the steps of the ADDIE Model during the creation and implementation of PD be helpful in reaching all adult learners?	
2. Handout 7 – the Professional Development Needs Assessment Survey – would provide data best to best address which steps of the ADDIE Model?	
3. Which sections of the Professional Development Needs Assessment Survey in Handout 7 would be most helpful for determining the professional development needs in your current role?	

Handout 7: Professional Development Needs Assessment Survey

In the following document, Hanover Research presents the questionnaire to be used to survey school staff about perceptions of professional development needs and current offerings.

INTRODUCTION

[DISTRICT NAME] has partnered with Hanover Research, a custom research firm based in Washington, D.C., to design, administer, and analyze a Professional Development Needs Assessment Survey. The survey will target staff to explore their perceptions around professional development in the district.

Ultimately, [DISTRICT NAME] will be able to use the analysis of these survey results to understand a variety of staff perceptions. These will be useful in determining the district's strengths with regards to current professional development offerings and how to prioritize professional development needs.

This document contains the survey instrument. Throughout this document, survey logic is presented in **bold red** text. Required items are indicated by an asterisk (*).

SURVEY INSTRUMENT

WELCOME!

Hanover Research is conducting a survey on behalf of [DISTRICT NAME] to understand staff perceptions of professional development (PD). Specifically, this survey addresses what educators perceive as the strengths and areas for improvement in their existing school/district PD. Findings will help inform the district's PD priorities.

This study is for research purposes only: all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to [DISTRICT NAME] in an aggregate form, so please be candid in your responses. This survey will only take about 10 minutes to complete. Thank you for your participation!

1. Which of the following best describes your role at school?*

- ○ Classroom Teacher
- ○ Instructional Coach/Specialist
- ○ Instructional Support Staff (e.g., instructional aide, teaching assistant)
- ○ School Administrator (e.g., principal, assistant principal)
- ○ Other (please specify): _____

Display if Q1 = "Classroom Teacher" OR "Instructional Coach," OR "Instructional Support Staff"

2. What grade levels do you currently teach? Please select all that apply.*

- Pre-K
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
- Adult Learners

Display if Q1 = "School Administrator" OR "Other"

3. Where do you work (2018-2019 school year)? If you work across multiple school sites, please respond to the school-level questions in this survey for the site where you spend the majority of your time.*

- [SCHOOL NAMES]
- District Office
- None of the above **Disqualify**

4. What are your total years of experience in the field of education?*

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years
- Prefer not to respond

5. How long have you been employed by [DISTRICT NAME]?*

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years
- Prefer not to respond

Display if Q1 = "Classroom Teacher" OR "Instructional Coach' OR "Instructional Support Staff"

6. What do you teach? Please select all that apply.*

- Art
- Business, Computer, or Information Technology
- English Language Arts
- General classroom instruction
- Health and Physical Education
- Math
- Music
- Performing Arts
- Science
- Social Studies
- Special Education
- Visual Arts
- World Languages
- Other (please specify): _____
- Support with no direct student instruction or assignment **Exclusive answer**

Display if Q1 = "Classroom Teacher" OR "Instructional Coach' OR "Instructional Support Staff"

7. Do you teach or directly work with any of the following student populations? Please select all that apply.*

- English Language (EL) learner
- Gifted and Talented
- Special Education
- None of the above **Exclusive answer**

PROFESSIONAL DEVELOPMENT PARTICIPATION

8. In which of the following types of professional development (PD) programs or workshops did you participate during the 2018-2019 school year that were offered by your school or district? Please select all that apply.*

- Technology-related (e.g., integration, skill development)
- Differentiated instruction
- State standards
- Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- Safety (e.g., bullying, mandatory reporting OSHA)
- Subject-specific programs (e.g., math, literacy, foreign language)
- Supporting special student populations (e.g., EL, Special Education, At-Risk)
- Pedagogy
- Classroom management
- Lesson planning/curriculum development
- Parent communication and engagement
- Professional responsibility (e.g., legal and ethical responsibilities)
- Developing and using formative/summative assessments
- Other (please specify): _____
- Other (please specify): _____
- Other (please specify): _____
- I did not participate in any PD during the 2018-2019 school year. **Exclusive answer**

PD SATISFACTION

9. Overall, how satisfied are you with the PD programs offered by…*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
...your school?	○	○	○	○	○	○
...your school district?	○	○	○	○	○	○

10. How satisfied are you with the quality of training you received in the following PD programs/workshops?*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
Piped selected responses from Q8	○	○	○	○	○	○

11. How satisfied are you with the ongoing support and reinforcement of material following training for the following PD programs/workshops?*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
Piped selected responses from Q8	○	○	○	○	○	○

12. How satisfied are you with the convenience and accessibility of training for the following PD programs/workshops?*

	Very Unsatisfied	Unsatisfied	Neither Satisfied Nor Unsatisfied	Satisfied	Very Satisfied	Don't Know/NA
Piped selected responses from Q8	○	○	○	○	○	○

13. Please indicate how much you disagree or agree with the following statements about professional development at your school:

In general, the professional development opportunities offered by my school…*

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Don't Know/NA
…meet my needs as an educator.	○	○	○	○	○	○
…are relevant to my work.	○	○	○	○	○	○
…positively impact my instructional practice.	○	○	○	○	○	○
…include offerings for participants of different skill/experience levels.	○	○	○	○	○	○
…offer practical information or skills for me to implement.	○	○	○	○	○	○

14. Please indicate how much you disagree or agree with the following statements about professional development at [DISTRICT NAME]:

In general, the professional development opportunities offered by the district…*

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Don't Know/NA
…meet my needs as an educator.	○	○	○	○	○	○
…are relevant to my work.	○	○	○	○	○	○
…positively impact my instructional practice.	○	○	○	○	○	○
…include offerings for participants of different skill/experience levels.	○	○	○	○	○	○
…offer practical information or skills for me to implement.	○	○	○	○	○	○

PROFESSIONAL DEVELOPMENT INTERESTS

15. In which of the following areas would you be most interested in receiving additional PD? Please select up to 5 options.*

- Technology-related (e.g., integration, skill development)
- Differentiated instruction
- State standards
- Data collection and analysis (e.g., analyzing or tracking student assessment or progress)
- Safety (e.g., bullying, mandatory reporting OSHA)
- Subject-specific programs (e.g., math, foreign language)
- Supporting special student populations (e.g., EL, Special Education, At-Risk)
- Pedagogy (e.g., explicit, systematic instruction)
- Classroom management
- Lesson planning/curriculum development
- Parent communication and engagement
- Professional responsibility (e.g., legal and ethical responsibilities)
- Developing and using formative/summative assessments
- None of the above **Exclusive answer**

Display if "Technology-related (e.g., integration, skill development)" is selected

16. Select the areas in which you would like technology-related professional development. Please select all that apply.

- Using technology for interactive instruction (e.g., SMART Boards)
- Using technology for productive classroom tools (e.g., Word and Excel)
- Using technology for collaborative apps (e.g., Bring Your Own Technology/BYOT)
- Other (please specify): _____

Display if "Differentiated instruction" is selected

17. Select the areas in which you would like professional development in providing differentiated instruction to students. Please select all that apply.

- Implementing specially designed instruction
- Managing a differentiated classroom
- Differentiating lessons and assignments
- Other (please specify): _____

Display if "State standards" is selected

18. Select the areas in which you would like professional development on state standards. Please select all that apply.

- English language arts
- Mathematics
- Social studies
- Science
- Vertical alignment
- Curriculum mapping
- Stacking standards
- Integrating standards across curricula
- Selecting core curricula aligned to standards
- Selecting intervention materials aligned to standards
- Ensuring alignment of core curricula and intervention materials aligned to standards
- Other (please specify): _____

Display if "Data collection and analysis (e.g., analyzing or tracking student assessment or progress)" is selected

19. Select the areas in which you would like professional development in data collection and analysis. Please select all that apply.

- Data analysis to drive instructional practices
- Strategies to analyze student work
- Using classroom data to provide feedback to students
- Other (please specify): _____

Display if "Safety (e.g., bullying, mandatory reporting to OSHA)" is selected

20. Select the areas in which you would like professional development in safety. Please select all that apply.

- Student-on-students violence and harassment
- Student-on-teacher violence and harassment
- Bullying in schools
- Child abuse and neglect
- Reporting to OSHA
- Other (please specify): _____

Display if "Subject-specific programs (e.g., math, foreign language)" is selected

21. Select the areas in which you would like professional development in subject-specific programs. Please select all that apply.

- Strategies for teaching reading
- Strategies for teaching writing
- Strategies for teaching math
- Strategies for teaching science
- Strategies for teaching social studies
- Strategies for teaching foreign language
- Other (please specify): _____

Display if "Supporting special student populations (e.g., EL, Special Education, At-Risk)" is selected

22. Select the areas in which you would like professional development in supporting special student populations. Please select all that apply.

- ○ Supporting economically disadvantaged students
- ○ Supporting English learners (ELs)
- ○ Supporting Gifted and Talented students
- ○ Supporting minority students
- ○ Supporting Special Education students
- ○ Supporting at-risk students
- ○ Strategies for targeted interventions
- ○ Other (please specify): _____

Display if "Pedagogy" is selected"

23. Select the areas in which you would like professional development in Pedagogy. Please select all that apply.

- ○ Explicit instruction
- ○ Systematic instruction
- ○ Scaffolded instruction
- ○ Providing corrective feedback
- ○ Other (please specify): _____

Display if "Classroom management" is selected

24. Select the areas in which you would like professional development in classroom management. Please select all that apply.

- ○ Establishing classroom rituals and routines
- ○ Engaging students
- ○ Managing student learning and achievement
- ○ Disruptive and unresponsive students
- ○ Increasing positive student behavior
- ○ Other (please specify): _____

Display if "Lesson planning/curriculum development" is selected

25. Select the areas in which you would like professional development in instructional lesson planning/curriculum development. Please select all that apply.

- ○ Understanding, planning for, and assessing the standards
- ○ Strategies for raising rigor or depth of knowledge
- ○ Using rubrics
- ○ Other (please specify): _____

Display if "Parent communication and engagement" is selected

26. Select the areas in which you would like professional development in parent communication and engagement. Please select all that apply.

- ○ Encouraging collaboration between educators and parents
- ○ Creating a friendly school environment
- ○ Working with cultural/language barriers
- ○ Other (please specify): _____

Display if "Professional responsibility (e.g., legal and ethical responsibilities)" is selected

27. Select the areas in which you would like professional development in professional responsibilities. Please select all that apply.

- ○ Ethics in education
- ○ Legal rights as an educator
- ○ Legal rights of school districts
- ○ Legal rights of parents and students
- ○ Other (please specify): _____

Display if "Developing and using formative/summative assessments" is selected

28. Select the areas in which you would like professional development in formative/summative assessments. Please select all that apply.

- ○ Monitoring student progress using formative assessments
- ○ Assessing student achievement using summative assessments
- ○ Differentiating student instruction using formative/summative assessments
- ○ Other (please specify): _____

29. Please share any other topics that you would like to be offered for professional development in the future.

_____

_____

_____

_____

_____

PROFESSIONAL DEVELOPMENT FORMAT

30. What do you perceive to be the quality of the following professional learning models?*

	Very Poor	Poor	Fair	Good	Excellent	Don't Know/NA
Professional Learning Communities/Collaborative Planning	○	○	○	○	○	○
District-led Professional Learning Sessions	○	○	○	○	○	○
School-led Professional Learning Sessions	○	○	○	○	○	○
Outside of District Professional Learning (e.g., RESA, Universities, Professional Organizations)	○	○	○	○	○	○
Peer Observation with Feedback	○	○	○	○	○	○
Instructional Coaching	○	○	○	○	○	○
Online Academic Courses	○	○	○	○	○	○
Online Modules (e.g., PD 360, PD Now)	○	○	○	○	○	○
Book Studies	○	○	○	○	○	○

31. What is your preferred mode of delivery to receive professional development? Please select up to 5 options.*

- ○ Academic coaching
- ○ Classroom lesson modeling
- ○ Colleagues observing me and providing feedback
- ○ Conferences or workshops with external partners
- ○ In-person workshops/seminars run by the district
- ○ Intensive summer training
- ○ Mentoring from other teachers
- ○ Observing colleagues
- ○ Online, on-demand "how-to" videos
- ○ Online repository of example lesson plans
- ○ Online training sessions/seminars
- ○ Self-guided professional development
- ○ Structured teacher planning time
- ○ Teacher collaboration time (e.g., Professional Learning Communities)
- ○ Other (please specify): _____
- ○ Don't Know/No Preference

32. What time of day do you prefer to participate in professional development? Please select up to 3 options.*

- During planning time
- During school-day release time
- During designated staff meetings
- During designated district early-release days
- After school hours
- Before school hours
- Other (please specify): _____
- Don't Know/No Preference

33. What time of year do you prefer to participate in professional development? Please select up to 3 options.*

- During the summer
- Right before the school year begins
- At the beginning of the school year
- At regular intervals throughout the school year
- Closer to the end of the school year
- At the beginning of each quarter/semester
- Over holiday break (e.g., winter break)
- On weekends
- During designated district early-release days
- During designated district days off allocated for teacher professional development
- Other (please specify): _____
- Don't Know/No Preference

CAVEAT

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End of Handout 7