

Wisconsin Personnel Development System

Wisconsin Personnel Development Model Instructional Manual



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Wisconsin Department of Public Instruction – State Personnel Development Grant



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Wisconsin Personnel Development Guide – Instructional Manual

Introduction: The Wisconsin Personnel Development Model is a process used to develop and implement research-based professional development. The process is the same for all participating in training. The implementation of that process would include adaptations based on the needs of the audience that individual facilitators would be supporting. Therefore early childhood staff, parent groups, transition professionals and school staff would adapt or modify due to their data and desired outcomes. The seven step process would not change.

The instructional manual is designed to assist participants as they learn and implement the Wisconsin Personnel Development Model (WPDM) process. It is strongly recommended that districts, schools or community agencies interested in the WPDM process attend formal training. The initial training is completed as a large group experience and includes Steps 1, 2 and 3 of the process. Participants will then complete Steps 4-7 over time at a district, school or agency site using the information included in the instructional manual. The follow-up process will begin with Step 4-Designing Action Plans for Professional Development/Training and Learning Opportunities. It is suggested that this step be completed soon after attending the initial training.

The Initial WPDM training is delivered in a full-day format. i.e.9:00-3:00. The time includes “training time” and team “work time”. Team preparation prior to attending the training includes selecting team members and collecting child/student data used to determine goals.

Although it is recommended that those interested in learning the WPDM process attend formal training, the Wisconsin Personnel Development Guide may be downloaded by a district, school or community agency for use at their site. The WPDM Instructional Manual must also be downloaded as it provides specific information to follow as the team proceeds through each step. Allow from 1-2 hours to complete a step.

The steps are sequential and must be completed in order.

Pages 4, 5, and 6 of the instructional manual must be reviewed and completed before attending an initial training or beginning step 1 at a district, school or community agency site. Please bring this completed information to site meetings or initial training.

Important Note: If you attend a formal training but do not bring the requested data to use during the training you will need to repeat the process in Step 1, 2 and 3 at your site using actual child/student data. You will know and understand the process but may want to use a trained facilitator when repeating these steps.

Wisconsin Personnel Development Model

Purpose:

The Wisconsin Personnel Development Model (WPDM) is designed to provide professional development activities that improve the knowledge and skills of service providers by the delivery of effective, sustained and outcome based professional development.

In order to learn and understand the WPDM process for developing and implementing professional development, those responsible for professional development should attend an initial training. Participants will be involved in activities related to an overview and understanding of professional learning communities, professional development and the concepts within the steps. Teams will begin the WPDM process at the training and continue with implementation at their site or at regional meetings.

- Follow-up facilitation at the implementation site can be provided by a member of the team or a REACH mentor who participated in the initial training as well as any facilitator trained in the WPDM process.
- Facilitation at regional meetings and additional technical assistance is provided by a facilitator trained in the WPDM process.
- The following are trained to deliver the initial WPDM training and follow-up assistance: the State Personnel Development Grant (SPDG) HUB Coordinators, REACH Center Coordinators, RSN coordinators and various REACH mentors.

Training Outcomes:

- Participants will learn and understand the WPDM process.
- Participants will complete Steps 1, 2 and 3 of the WPDM process. Participants will have the knowledge and materials to complete Steps 4 – 7 at their site.

Training Materials:

- Wisconsin Personnel Development Guide
- Wisconsin Personnel Development Guide Power Point
- Wisconsin Personnel Development Guide – Instructional Manual
- Handouts
- Post-it Notes
- Highlighters

Equipment:

- LCD Projector and Laptop Computer

A Hub Facilitator, REACH Center Coordinator, RSN Director, REACH mentor and or others trained and approved to provide training may copy and use the materials with participants from district/schools and community agencies participating in the training.

Note: WPDM training is designed as a large group experience in order for participants to benefit from ideas and experiences a large group discussion provides. However, on-site

training could be provided for larger districts or community agencies that have a number of teams participating.

The training includes the following:

- I. Team Readiness
- II. Overview
- III. Professional Development
- IV. Professional Learning Communities
- V. WPDM Steps

The five Segments address the process of the WPDM Implementation. The leadership team with the assistance of the facilitator determines the timeline for implementation as participants work through the process and develop the action plan.

Participating leadership team members must receive WPDM training in order to:

- fully understand the WPDM process and steps
- promote learning communities and communication
- develop strategies for addressing child/student and system needs
- generate a focused action plan
- understand the type of data to collect during the process

Feedback: An important component of professional development is feedback. As you work through the WPDM process, please note steps that were difficult or went well and send us your feedback and comments. This will assist us in data collection during the first year. Please contact Deb Bilzing Deborah.Bilzing@dpi.wi.gov to provide feedback.

Data Sources

PURPOSE: Prior to attending training on the Wisconsin Personnel Development Model, it is essential that your team set aside meeting time to focus on data collection. The purpose of this step is to begin questioning the degree that your professional development efforts focus on student needs as identified through data. It is important that you consider which child or student data will provide information about the impact your efforts have had on child development or student achievement, as well as areas in need of further growth.

Possible Data Sources for Student Achievement

- *State/Standardized Test Data* (Wisconsin Knowledge & Concepts Exam Reports, Terra Nova, Wisconsin Information Network for Successful Schools Reports)
- *Local/District Assessment Data* (Local Reading, Math, Writing, and Other Academic Data)
- *Classroom Assessment Data* (Curriculum-Based Assessment Data, Progress Monitoring Data, Early Childhood Assessment Data)
- *Alternative Assessment Data* (Wisconsin Alternative Assessment Data, Individual Education Plan Progress Reports on Annual Goals, Curriculum-Based Assessment Data)

Early Childhood Assessment Tools

Go to www.collaboratingpartners.com for tools and data sources

Additional Data Sources to Consider

Birth, Head Start, Childcare and other Early Childhood Data , Report Card Grades, Discipline Referral Data, Attendance and Truancy, Suspension/Expulsion, Graduation Rate. Data sources may include the above as well as other materials related to indicators such as surveys.

OUTCOME: The WPDM process can be used to develop, implement and address a variety of professional development needs. The primary purpose is to improve child/student outcomes through systems change. Through collective inquiry and the identification of data sources, teams will develop a common direction. .

Individual/Group Achievement Data

As a team, collaboratively identify which sources of data you have available that will provide necessary information about children/student learning. It is recommended that you utilize a triangulated approach when selecting data sources. Using three different sources of data will help you determine if the outcomes of your analysis are consistent. Use the table below to select your sources of child/student achievement data. You may want to include up to three sources of data related to each level of assessing student learning listed below.

Achievement Data	
State/Standardized	
Local/District	
Classroom	
Other Individual Child/Student Data	
Early Childhood Outcome data	

Data Analysis Worksheet

Definition: Patterns –a combination of elements that are present in more than one source of data.

1. Does your data include local data in addition to state accountability tests?
2. What patterns do you see in your data? What do the patterns in the child/student data suggest about the needs of your children/students or staff?
3. What interpretations can you make based on the data that you collected? What information needs more clarification?
4. What questions does this data generate? Comments?
5. What does this data tell you about child/student development and or achievement?
6. Please identify 1-2 child/student needs based on your analysis of your data.

Step One – Collecting and Analyzing Data

- The focus is on children/students in a learning environment, generally a district/school or community setting.

You will begin with Step 1 if you have not attended training on the WPDM or if you attended training but did not bring current data to use in Steps 1-3.

Allow 1-2 hours to complete Step 1. You will need your WPDM Guide and Instructional Manual.

After you have completed the initial training on the WPDM, you may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator.

1. Read *A. Overview* on pages 26-27 of the WPDM Guide.
2. Review *B. Guiding Principles* highlighting those you presently do or those you need to investigate further.
3. Discuss *C. Strategies for Educators and Family Involvement*.
4. Review and discuss the information in the data sources, and achievement data sheet that you prepared before beginning Step 1.
5. Be sure that you have answered the questions on the Data Analysis Worksheet that includes questions from *D. Ask Yourself*. Review the information if not all members of the team were involved in the process. Review your data and the identified needs and determine the needs of children/students that could be addressed through professional development.
6. Determine the professional development design(s) used to deliver professional development in your district/school/community agency, by completing the Self-Assessment form, page 10. If you completed Steps 1 through 3 using current data at the initial training then continue the process beginning with Step 4.
7. There is no right or wrong answers so do not be concerned if you presently do not use any of the designs or only parts of them. This is a self-assessment awareness exercise.
8. Check *E. Example*. The example in Step one relates to data collection based on an identified need rather than the initial data collection.
9. Use *F. Rate Yourself Rubric* to check your work.

Research Based Professional Development-Self Assessment

Rate your use by putting an X in the corresponding boxes. First discuss whether your district/school/agency uses the design and then check whether you use each of the components. If you don't use the design you will probably not use the components.	Not used	Seldom used	Used but could be enhanced	Almost always used
1. Training-presenter(s) sharing expertise through a variety of activities. May include presentations, large group activities, small group discussion, demonstration or role playing				
• Effective training includes exploration of theory, demonstrations or modeling of skills, simulated practice, feedback and coaching in the workplace				
• Training is organized with clear objectives and a focus on participant outcomes				
• Objectives developed jointly by the presenter and those requesting the training				
• Follow up activities to provide the feedback and coaching necessary for implementation of new learning				
2. Observation/assessment design used in peer coaching and clinical assessment				
• Observing others, practicing what you have learned and receiving specific feedback				
• Used for classroom teachers who desire or need to improve instruction practices or classroom management				
3. Educators involved in a development process or improvement process such as curriculum development. The process itself is a valuable form of professional development.				
• Participants increase their knowledge and skills				
• Enhance their ability to work collaboratively				
• Share in decision making				
4. Study groups empower an entire staff to work collaboratively toward finding solutions to a common problem.				
• reinforce the idea of schools as professional learning communities				
• Small groups each select a different aspect of the problem to focus on				
• Major function are to facilitate implementation of curricular and instructional innovations				
• Collaboratively plan school improvement efforts				
• Study research on teaching and learning				
5. Inquiry/action research design engages educators as researchers				
• Individuals or teams select a problem or question of interest				
• Collect, organize and interpret information related to the problem				
• Study relevant literature and research				
• Determine possible actions				
• Take action and document results				
6. Individually guided professional development design allows educators to select activities that will result in the achievement of goals based on the assumption that individual can best judge their own learning needs and are capable of self-direction and self-initiated learning.				
• Identify a need				
• Develop a plan with learning activities				
• Assess whether the learning meets the identified need				
7. Mentoring design pairs an experienced and successful professional with a less experienced colleague for the purpose of sharing ideas and strategies, observation and feedback, and reflection that benefits both and results in productive professional relationships.				
*Based on the research of Sparks & Loucks-Horsley and Drago Severson				

Step Two – Goal Setting for Student Learning/Early Childhood Outcomes

- Once data is analyzed specific goals for child/student learning can be determined.
- Specific goals enable faculties to decide exactly what they need to learn and where to provide focus throughout an improvement effort.

Allow 1-2 hours to complete Step2. You will need your WPDM Guide and Instructional Manual.

After you have completed the initial training on the WPDM you may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator. The facilitator should provide a brief summary of Step 1 “Collecting and Analyzing Data”.

1. Read *A. Overview* on page 31 of the WPDM Guide. – Keep in mind that you will be creating professional development goals for staff that link to improved student learning.
2. Review *B. Guiding Principles* highlighting those important to your team.
3. Discuss *C. Strategies for Educators and Family Involvement*.
4. Answer the questions in *D. Ask Yourself*.
5. Check *E. Example* for ideas.
6. Develop a “SMART Goal” using the worksheet on page 12. Smart Goals provide educators with the means to develop feedback on which efforts are making a difference and by how much. SMART Goals include five components: Specific, Measurable, Attainable, Results-oriented and Time-bound.
7. Keep in mind that a SMART Goal can be turned into an action research question simply by adding “If we” at the beginning and “then will” before the specific need. (You would make this change if the action research design is the professional development that you choose).
8. Use *F. Rate Yourself* Rubric to check your goal.
9. **Remember:** “Goal Setting for Student Learning” or Early Childhood Outcomes means setting goals for educators/staff that will increase the achievement of children/students.

Step Two: Goal Setting for Child/Student Learning

SMART GOALS - Worksheet

Specific Measurable Attainable Results-Based Time Bound

Guiding Questions

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

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

Directions:

1. Follow the SMART Goal Structure below to develop your SMART goal.
Write your SMART goal below.

2. We will then
and by
as measured by

3. Check that your SMART Goal is:

data based specific measurable focused on needs of children/students
 time bound results-based attainable in 1 year

Smart Goal:

Step Three: Selecting Content

- It is important to understand the definition of “scientifically-based research.”
- When selecting content for professional development, choices need to be screened.

Allow 1-2 hours to complete Step 3. You will need your WPDM Guide and Instructional Manual.

You may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator. The facilitator should provide a brief summary of Step 2 and your Goal for Student Learning.

1. Read *A. Overview* on page 36 of the WPDM Guide.
2. Review *B. Guiding Principles* highlighting those important to your selection.
3. Discuss *C. Strategies for Educators and Family Involvement*.
4. Using your data on children/student needs from Step one, complete “Matching Student Needs to “Research Based Professional Development” page 14. Review your self-assessment completed in Step 1 to decide if staff will need further instruction on the option chosen to match the child/student needs. (Is the match one that you use frequently and do you use all of the components?)

Example: 42 % of 4th grade students scored in the minimum and basic range in math. Further analysis and discussion indicated that these students were from 2 schools with 8 of the 24 teachers in their first year of teaching.

Which professional development design(s) would assist teachers in the example above?

5. You may consider other professional development designs but must demonstrate that your selection is a “scientifically-based research” option. (See #6)
6. Use the tools on pages 15-18 to determine if your selection is a “scientifically-based research” option. You only need to do one of the tools.
7. Answer the questions in *D. Ask Yourself*.
8. Check *E. Examples* for ideas.
9. Finalize your choice of the design for professional development based on the match to needs and knowledge that the design is a “scientifically-based research” option.
10. Check your selection against *F. Rate Yourself Rubric*.

Matching Child/Student Needs to Research Based Professional Development*

Based on the student needs that you have identified which Professional Development design(s) could you use to develop or enhance the skills of your staff and integrate into classroom practice. Place an X in the corresponding boxes.	Does not match student needs	Partially matches student needs	Matches needs- some changes necessary	Matches needs
1. Training-presenter(s) sharing expertise through a variety of activities. May include presentations, large group activities, small group discussion, demonstration or role playing				
• Effective training includes exploration of theory, demonstrations or modeling of skills, simulated practice, feedback and coaching in the workplace				
• Training is organized with clear objectives and a focus on participant outcomes				
• Objectives developed jointly by the presenter and those requesting the training				
• Follow up activities to provide the feedback and coaching necessary for implementation of new learning				
2. Observation/assessment design used in peer coaching and clinical assessment				
• Observing others, practicing what you have learned and receiving specific feedback				
• Used for classroom teachers who desire or need to improve instruction practices or classroom management				
3. Educators involved in a development process or improvement process such as curriculum development. The process itself is a valuable form of professional development.				
• Participants increase their knowledge and skills				
• Enhance their ability to work collaboratively				
• Share in decision making				
4. Study groups empower an entire staff to work collaboratively toward finding solutions to a common problem.				
• reinforce the idea of schools as professional learning communities				
• Small groups each select a different aspect of the problem to focus on				
• Major function are to facilitate implementation of curricular and instructional innovations				
• Collaboratively plan school improvement efforts				
• Study research on teaching and learning				
5. Inquiry/action research design engages educators as researchers				
• Individuals or teams select a problem or question of interest				
• Collect, organize and interpret information related to the problem				
• Study relevant literature and research				
• Determine possible actions				
• Take action and document results				
6. Individually guided professional development design allows educators to select activities that will result in the achievement of goals based on the assumption that individual can best judge their own learning needs and are capable of self-direction and self-initiated learning.				
• Identify a need				
• Develop a plan with learning activities				
• Assess whether the learning meets the identified need				
7. Mentoring design pairs an experienced and successful professional with a less experienced colleague for the purpose of sharing ideas and strategies, observation and feedback, and reflection benefits both and results in productive professional relationships.				

*Based on the research of Sparks & Loucks-Horsley and Drago Severson

Step Three: Selecting Content

Example: Documentation of Structured Analysis for Selecting Scientifically-Based Research Instructional Strategies and Programs

Title of Study/Meta-analysis: _____

Author(s): _____

Source, Publication Date & Pages: _____

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

Reviewer(s): _____ Date Reviewed: _____

List Essential Components Addressed	

Check One	
Instructional Strategy/Model	
Program	

Check application	
Classroom	
Program	

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

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

Name/Title: _____

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

3. Was the program effectiveness shown through an experimental design that included experimental and control groups created through random assignment or carefully matched comparison groups?
 Yes _____ No _____ If yes, briefly describe.

RESEARCH-BASED CONTENT REVIEW*

Identify and obtain a study of a successful intervention in reading, math or behavior (social emotional concerns). Review the study (using the process we have practiced in this group) and fill out the form below.

Briefly review the study for the entire group and begin a file of worthwhile content. (Although the focus of capacity-building activities in the coming months will be in the areas of reading, math or behavior (social emotional concerns), please make note of worthwhile content in other areas as you run across it so that you can begin a bibliography of other possibilities for other content areas.)

Title of study: _____

Author(s): _____

Content area: _____ For what age group? _____

Intervention/treatment: _____

Results (including effect sizes, if available) _____

On a scale of 1-10 (with 1 being low and 10 being high), how would you rate the quality of this study?

Please comment on your reasons for the rating.

In a given curriculum area (e.g., reading, math, social/emotional development), searches for information about what is effective often yield an overload of information. If working on the Internet, in ERIC or your local library, a search usually results in hundreds of articles that include descriptions of curriculums, instructional programs, advocacy for specific programs, and research on specific programs. To identify articles that report research, scan the end of the descriptions or abstracts for reports of effects on students.

Once you have identified and read a research report, ask yourself the following questions:

- 1) What is the treatment or intervention supposed to accomplish?
- 2) What is the intervention? Is it fully described?
- 3) What results are reported? What metric is used to report results? What instruments are used to collect data?

[If means and standard deviations are reported for a treatment and control group, you can compute the effect size:

$$\frac{\text{Mean of experimental group} - \text{Mean of control}}{\text{Standard Deviation of control group}} = \text{Effect Size}$$

- 4) Did the evaluation plan include a measure of implementation?
- 5) Was the study replicated?
- 6) How confident are you that the results are genuine?

*IPDM-Tools and Resources

Step Four – Designing Action Plans for Professional Development/Training & Learning Opportunities

- The design must match the needs of the participants if the training is to result in a high level of skill development and implementation.
- Training needs to enable participants to learn new knowledge and skills and to transfer them into their practice.

Allow 1-2 hours to complete Step 4. You will need your WPDM Guide and Instructional Manual.

You may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator. The facilitator should provide a brief summary of Step 3 “Selecting Content” and the design selected for professional development.

1. Read *A. Overview* on page 40 of the WPDM Guide focusing on
 - The range of targeted outcomes
 - The components of the training model
 - The levels of “change in practice”
2. Discuss your targeted outcomes and the level of change in practice you would like to achieve.
3. Review *B. Guiding Principles* highlighting those important to the development of a training plan.
4. Discuss *C. Strategies for Educators and Family Involvement*.
5. Review the information requested in the, WPDM Guide Appendix B – Tools and Resources “Designing Action Plans for Professional Development or Training and Learning Opportunities,” pages 81-84
6. Answer the questions in *D. Ask Yourself*.
7. Check *E. Example* for ideas.
8. Using the tool you reviewed in #5 above, design your action plan with information from Steps 1, 2 and 3 to assist you. The plan is a sample and may be adapted. However, it is important to include the information noted in each section with the focus on teacher change to improve the academic skills of students.

Example-Action Plan:

Subject: Math – Reduce achievement gap between students with & without Disabilities

Question: If we provide 5th grade teachers scientifically research based professional development on working with students with disabilities related to math and opportunities to collaborate with each other, then will 85% of 5th grade students identified as “at risk of failure” achieve a C on the 4th quarter report card.

Strategy: Identify students
Provide PD
Etc.

Timeline: 1st six weeks
Oct. & ongoing

Eval/Evid: Student list
Agenda & Teacher list

9. Use *F. Rate Yourself Rubric* to check your plan.

Step Five – Collaboration and Implementation

- Planning for implementation will need to include a structure for teacher/staff collaboration.
- Teachers and other staff working to implement change in their classroom practice need the collegiality of peers to solve the problems inherent in learning new behaviors and teaching them to their students.

Allow 1-2 hours to complete Step 5. You will need your WPDM Guide and Instructional Manual.

You may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator. The facilitator should provide a brief summary of Step 4 “Designing Action Plans for Professional Development/Training and Learning Opportunities”.

1. Read *A. Overview* on page 46 of the WPDM Guide focusing on the transfer of training.
2. Review your targeted outcomes and the level of change in practice determined in Step 4.
3. Complete “Critical Issues for Team Consideration” from the WPDM Guide, Appendix B Tools and Resources, Step 5, page 90.
4. Review *B. Guiding Principles* highlighting those important to collaboration and implementation.
5. Discuss *C. Strategies for Educators and Family Involvement*.
6. Answer the questions in *D. Ask Yourself*.
7. Check *E. Example* for ideas.
8. Identify any further work the team might need to do before implementation of the action plan. You might also want to review WPDM Guide, Appendix B-Tools and Resources-Step 5 “Finding Time” pages 85-89.
9. Complete “How Will You Monitor Your Implementation” in the WPDM Appendix B Tools and Resources - Step 5, page 91.
10. The process of monitoring implementation will serve as benchmarks and will begin the data collection process on:
 - The frequency of use and skill level
 - Data to adjust the plan
 - Data about the efficacy of the program
11. Use *D. Rate Yourself Rubric* to check your implementation plan

Step Six – Ongoing Data Collection and Data Analysis

- The information gathered in studying implementation and as part of the formative evaluation informs the design of learning opportunities as well as the collaborative work of teachers.
- Formative evaluation entails frequent measurement of targeted outcomes and guides training decisions and program adjustments.

Allow 1-2 hours to complete Step 6. You will need your WPDM Guide and Instructional Manual.

You may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator. The facilitator should provide a brief summary of Step 5 “Collaboration and Implementation”.

1. Read *A. Overview* on page 50 of the WPDM Guide focusing on:
 - Types of data to collect
 - Levels of transfer of knowledge
 - Assessment practices
2. Review your targeted outcomes and the level of change in practice you would like to achieve.
3. Review *B. Guiding Principles* highlighting those important to collecting data and achieving your goal(s).
4. Discuss the *C. Strategies for Educators and Family Involvement*.
5. Remember formative data should be used to
 - inform the design of learning opportunities
 - provide information on teacher transfer of learning
 - collect information about student response to changes in the instructional program.
6. Review the tools in the WPDM, Appendix B Tools and Resources - Step 6 pages 93-97, “Formative Data Plan”; “Combining Your Own Implementation and Formative Data”; and “Five Levels of Professional Development Evaluation” and determine which tools to use to collect your formative data. You do not need to use all of the tools and may use others instead.
7. Answer the questions in *D. Ask Yourself*.
8. Check *E. Example* for ideas.
9. Use *F. Rate Yourself Rubric* to check your work.

Step Seven – Program Evaluation – Summative

- Addresses the question “Does this program work”?
- Describes what was accomplished.
- Includes data on:
 - change in the practice of educators
 - change in the organization
 - change in student learning

Allow 1-2 hours to complete Step 7. You will need your WPDM Guide and Instructional Manual.

You may use a member of your team as the facilitator, or your REACH mentor or other trained facilitator. The process to complete this step should be the same regardless of the facilitator. The facilitator should provide a brief summary of Step 6 “Ongoing Data Collection and Data Analysis”.

1. Read *A. Overview* on page 55 of the WPDM Guide focusing on the description of summative evaluation.
2. Review *B. Guiding Principles* highlighting those related to your program evaluation.
2. Discuss *C. Strategies for Educators and Family Involvement*.
3. Answer the questions in *D. Ask Yourself*.
4. Check *E. Example* for ideas
5. Use the worksheet “Summative Evaluation” in the WPDM Guide, Appendix B-Tools and Resources-Step 7, page 98 as an outline to write your final report. Be sure to include the data on changes in practice, changes in the organization, and changes in student learning.
6. Use the *F. Rate Yourself Rubric* to check your report.
7. Share your summative data with faculty, families and the community.
8. Use your report and the summative data in the decision making process to plan your next professional development efforts.

Remember: Personnel Development is an ongoing cycle. To be effective it must be based on data collected around child outcomes and student learning, develop, reinforce, and sustain group work, involve active participation of school leaders and staff, be job embedded and use both child/student and educator assessment and evaluation. The fundamental tenant of the WPDM is that data drives decision making around the delivery of effective, outcome based personnel development.