TOP 10

Lessons Learned: Train the Trainer Model

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@connieteach

FHSD Fast Facts

- **17,000 Students***
  - 80% Caucasian, 8% African American
  - 18% Free/Reduced Lunch
  - 22- Average ACT
  - .5 Dropout Rate
  - 92% Average Attendance
- **1,200 Certified Staff**
  - 14 years average experience
  - 80 Administrators
- **23 Sites**
  - 3 Early Childhood Centers*
  - 10 Elementary Schools
  - 5 Middle Schools
  - 3 Comprehensive High Schools
  - 2 Alternative Secondary Sites

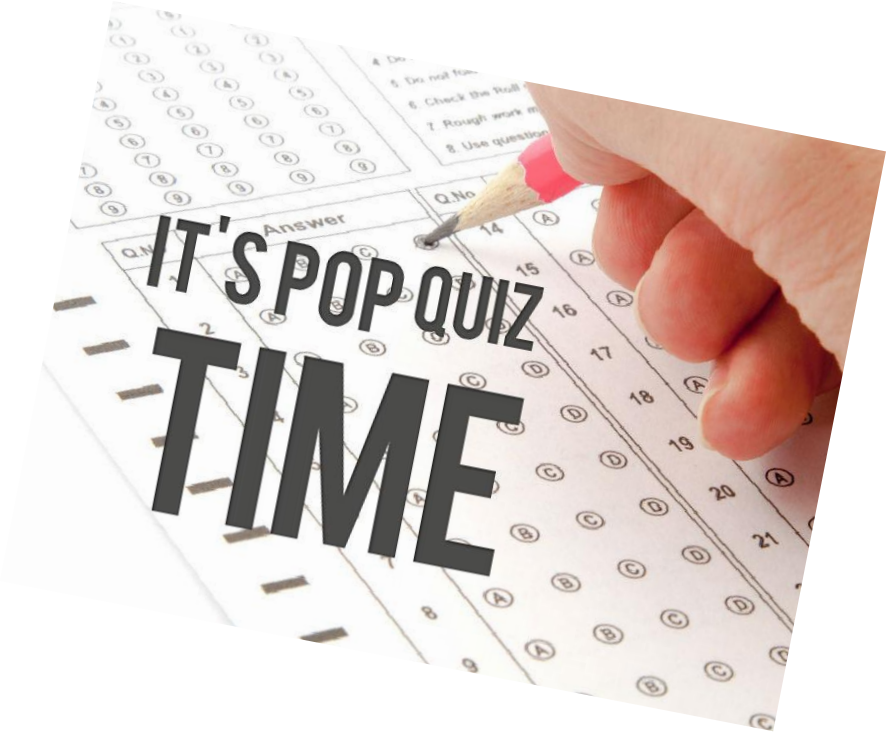
Francis Howell School District

HOME SCHOOL COMMUNITY

LEARNING TOGETHER

What has the **biggest** influence over student achievement?

- Academic Vocabulary
- Poverty
- Language barriers
- Teacher qualifications
- Minority status
- Background knowledge



Big Idea

Professional Development is *focused* on **student outcomes**, paired with **changing teacher practice**

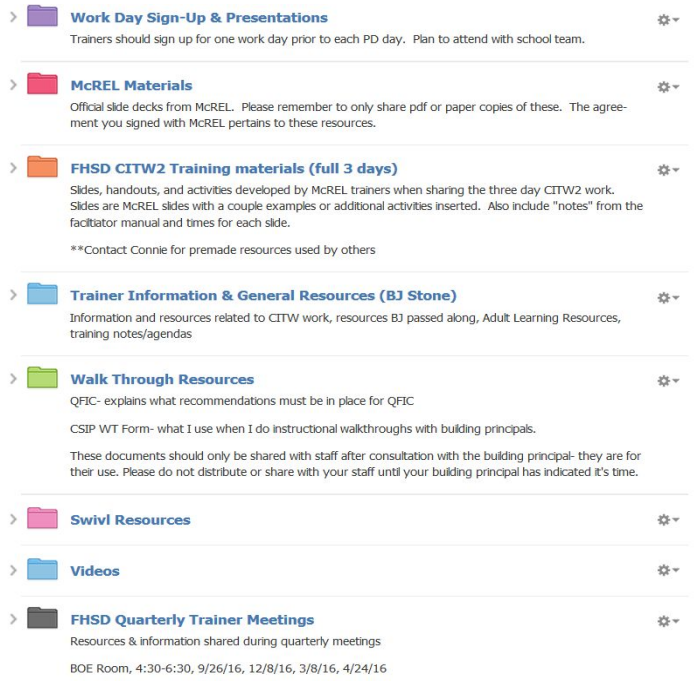
Outcomes

- Explore **key components** of an internal “train the trainer” model
- Explore **effective practices** and common **challenges/barriers** districts face when implementing an internal model

TOP 10

#1 Virtual Workspace

- Training Materials
- Videos
- Presentation Resources
- Shared Documents
- Virtual Book Study
- Monitoring Data
- Sign-ups & Communication



#2 Invest in Trainers

CITW Trainers

Refresh Training with Dr. Bj Stone	July 19	8:30-3:30	BOE R
Refresh Training with Dr. Bj Stone	July 20	8:30-3:30	BOE R
Trainer Work Day (option1)	September 25	8:30-3:30	BOE Room
Trainer Work Day (option 2)	October 2	8:30-3:30	BOE Room
District PD Day	October 23	8:00-12:00	Ho hool
Trainer Work Day (option 1)	October 25	8:30-3:30	BOE R
Trainer Work Day (option 2)	October 26	8:30-3:30	BOE Room
District PD Day	November 7	8:00-12:00	Home School
First Semester Meeting	November 14	4:30-6:30	BOE Room
Trainer Work Day (option 1)	January 29	8:	BOE R
Trainer Work Day (option 2)	February 1	8:30 30	BOE Room
District PD Day	February 16	8:00-12:00	Ho School
Second Semester Meeting	February 28	4:30-6:30	BOE Room
Trainer Work Day (option 1)	March 5	8:30	E Room
Trainer Work Day (option 2)	March 8	8:30-3:30	BOE Room
District PD Day	April 3	8:00-12:00	Home School

Please attend one of the two work day options prior to each PD day.

Important Dates

2017-2018

Annual Trainer Updates

PD Prep Days

Semesterly Meetings

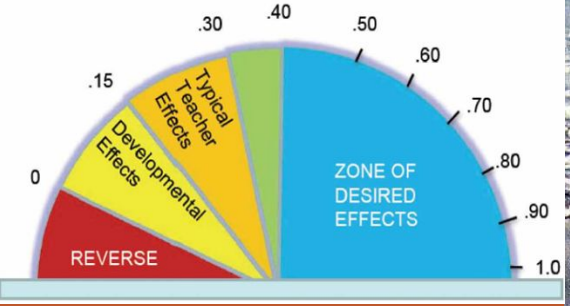
3 Ongoing Trainer Support

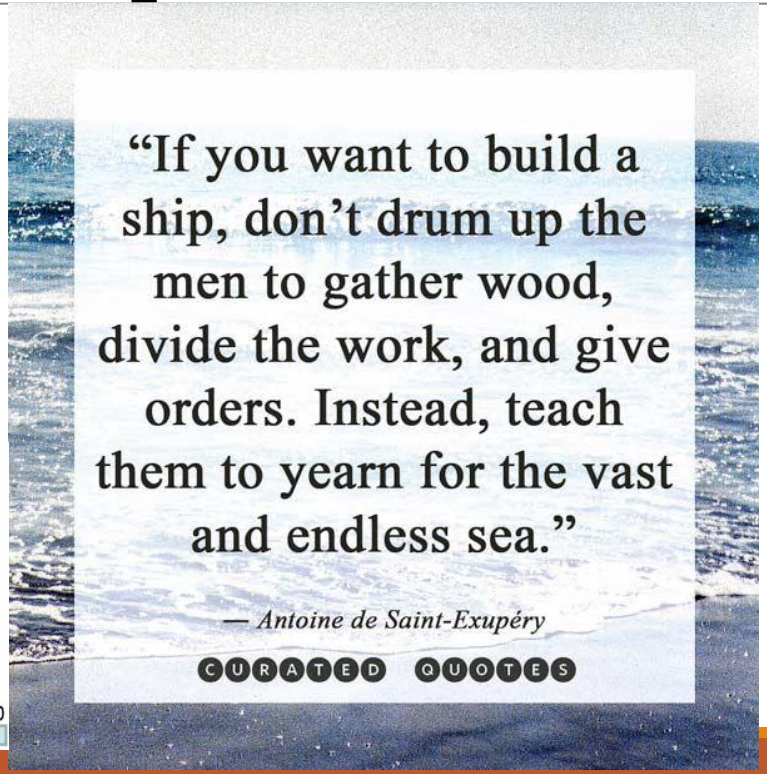
- Continual support
- PD Day prep meetings
- Book Studies
- Virtual workspace
- Quarterly check-in meetings
- Semesterly visits for walkthroughs
- Level collaboration opportunities

PD Day Prep

- Inclusion Activities
- Facilitation Tips
  - Adaptive Schools
  - Structures
  - Tips to Develop “Why”
- Challenging Participants
- Content Training
- Trainer Updates
  - District Data
- Lessons Learned During Observations

4 Develop Internal Desire





5 Develop Pacing & Protocols

Top 5 Lessons Learned

1. Virtual Workspace
2. Invest in Trainers
3. Ongoing Trainer Support
4. Develop Internal Desire
5. Pacing & Protocols

Gather Frequently

- Data Updates
- Trainer Input/Info
- Building Sharing
- Tips/Trainer Resources
- Continued Learning
- Content Updates
- Level Conversations

7 Monitor Data

Guskey's 5 Levels Evaluation

1. Participant reactions
2. Participant learning
3. Organization support & change
4. Participants use of new knowledge & skills
5. Student learning outcomes

PD Day Evaluation

- Role & Level
- Overall rating
- Clear purpose
- Learning will impact work with students
- Learning was well planned and interactive
- Time was sufficient (learning and practice)
- Next-step needs
- Highlights

16-17 Professional Development

Overall rating for today's professional development (Excellent or Good)

Group	Aug. 5	Aug. 26	Sept. 16 21C Fest	Oct. 17	Nov. 8	Jan. 4	Feb. 17	Apr. 17	Average	% change since Aug. 5
EC-Central	100.0%	100.0%	n/a	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.00%
EC-Hackmann	100.0%	100.0%	n/a	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.00%
EC-Meadows	100.0%	100.0%	n/a	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.00%
Becky-David (inc. K-5 Gifted 8/5 & 8/26)	87.2%	98.0%	n/a	100.0%	100.0%	96.9%	96.7%	100.0%	97.0%	14.71%
K-5 Gifted			n/a	100.0%	100.0%	90.0%	85.7%	100.0%	95.1%	n/a
Castlio	96.4%	88.5%	n/a	84.4%	87.5%	91.7%	95.0%	91.7%	90.7%	-4.95%
Central Elem. & K-5 Music	91.4%	89.5%	n/a	89.7%	91.4%	75.0%	100.0%	96.7%	90.5%	5.74%
Daniel Boone	100.0%	100.0%	n/a	100.0%	100.0%	100.0%	100.0%	91.7%	98.8%	-8.33%
Fairmount & K-5 Art	73.0%	97.3%	n/a	100.0%	89.5%	93.9%	93.9%	93.6%	91.6%	28.19%
Harvest Ridge	100.0%	94.7%	n/a	100.0%	100.0%	100.0%	100.0%	100.0%	99.2%	0.00%
Henderson	93.1%	100.0%	n/a	96.7%	100.0%	100.0%	100.0%	100.0%	98.5%	7.40%
Independence & K-8 ESOL	100.0%	100.0%	n/a	100.0%	92.9%	100.0%	97.4%	100.0%	98.6%	0.00%
John Weldon	90.9%	88.5%	n/a	94.7%	88.9%	92.9%	80.0%	89.5%	89.3%	-1.58%

17-18 CITW Walkthrough Data

* Required

Quarter of O

- 1st Quarte
- 2nd Quarte
- 3rd Quarte
- 4th Quarte

STRATEGY: Providing Feedback

(1-3 must be in place for QFIC. #4 when appropriate)

- [ ] Addresses what's correct AND next steps
- [ ] Timely (fast for procedural, delayed for declarative)
- [ ] Criterion referenced (rubrics, exemplar, success criteria shared)
- [ ] Student involvement (kids tracking, peer feedback)

CITW Implementation Data

16-17 Walkthrough Data	Q1 %	Q2 %	Q3 %	Q4 %	Year Average	
CSIP Strategies						
QFIC Objectives (CSIP Strategy)	46%	43%	68%	69%	49%	
Objective Goal	*30%*	*35%*	*40%*	*50%*		
QFIC Other (CSIP Strategy)	54%	71%	84%	67%	69%	
Other Goal	*55%*	*60%*	*65%*	*75%*		
QFIC Objective & Other	44%	37%	61%	56%	50%	
QFIC Implementation						
Objective	46%	43%	68%	69%	57%	Component 1
Feedback	17%	14%	26%	18%	19%	
Effort	0%	3%	57%	4%	16%	
Recognition	5%	6%	25%	13%	12%	
Cooperative Learning	29%	23%	32%	20%	26%	
Cues & Questions	15%	20%	29%	27%	23%	Component 2- most buildings covered
Cues & Questions (if they add Questions)	*46%*	*29%*	*71%*	*44%*	*48%*	
Advance Organizers	20%	34%	39%	24%	29%	
Non-Linguistic	17%	17%	23%	9%	17%	
Summarizing	0%	0%	0%	0%	0%	Component 2- most buildings didn't cover
Notetaking	0%	0%	5%	2%	2%	
Homework	0%	0%	0%	0%	0%	
Practice	15%	17%	29%	13%	19%	
Practice (if they add feedback)	*39%*	*26%*	*42%*	*58%*	*41%*	

CITW Calibration Walkthrough Plan 2017-2018

Why	• As we wrap up the formal development of CITW, it is important we can provide accurate feedback of the implementation internally. In an effort to protect the fidelity of the work and ensure consistency among buildings, there will be a focus on calibration during 17-18.
What	• Connie will visit all buildings at least once each semester for calibration walkthroughs. • District data will be collected and used to inform training provided to CITW trainers, monitor CSIP goals around implementation, and inform next steps for 18-19 school year.
Who	• All administrators who evaluate instruction should plan to participate in at least one round (5 classrooms) of calibration walks each semester, typically within their own school. • Building principals should plan to visit a different site once each semester for calibration walks, in additional to the home school walks. Times are scheduled after CIA and principal meetings in an effort to reduce the amount of days principals are out of the building. Available spots will be offered to other buildings leaders once all building principals have signed up.

8 Protect Fidelity

Working Toward Implementation

Four fallacies that keep us from finishing what we start

By McREL.org | June 30, 2016 | Blog, Leadership Insights, Research Insights, School Improvement | 2 Comments

One of the major pitfalls of systemic education i
many schools and districts begin a promising ne
it aside before it has a chance to become part o
culture and make a difference. Within this grave
initiatives are thousands upon thousands of dol
professional development, curriculum program
and unfulfilled hopes for better student achieve

⑨ Focus on Content & Process

10 Support Principals

Actions of Effective Leaders

By Brian A. McNulty, Ph.D.

What I have outlined below are five specific actions that leaders must take if they want to make improvement in their schools and districts. Before identifying these five actions however I need to address one system-wide concern that that must be addressed first.

Top 10 Lessons Learned

1. Virtual Workspace
2. Invest in Trainers
3. Ongoing Trainer Support
4. Internal Desire
5. Pacing & Protocols
6. Gather Frequently
7. Focus on Content & Process
8. Protect Fidelity
9. Monitor Data
10. Support Principals

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