

## **Defining the Seven Steps of the Wisconsin Personnel Development Model**

### ***Step One: Collecting/Analyzing Data***

***Collecting and analyzing data is part of the ongoing cycle of professional development. It is the beginning of the process and the heart of the continuous improvement cycle that ties to Steps Six and Seven and maintains the cycle.***

- How does your school go about examining their own data? What information needs more clarification?
- What data was used to identify student need and to set priorities for school improvement and professional development?
- Did the team look at local data in addition to state accountability tests?
- What additional questions does the data generate?
- What do the trend lines in student performance data suggest about the effectiveness of the present staff development initiative?

### ***Step Two: Goal Setting for Student Learning***

***Goal setting is directly related to your data findings and analysis.***

- What did the data tell you regarding the needs of students?
- Is there a single focus or has the school listed multiple subjects/areas they intend to address during the current professional development cycle?
- Do you need more information or clarification before you write the goal?
- Is the focus of school improvement in the area of curriculum and instruction? If no, how would you characterize the focus (e.g., 21<sup>st</sup> Century skills, improved climate, school/community relations, etc.)?
- How will we know if we are reaching our district/school goals?
- How will we know if our students are reaching the goals?

### **Step Three: Selecting Content**

*Selecting Content is directly related to data analysis and goal setting.*

- Does the professional development content match the needs identified through data collection and analysis?
- Does the content have a scientific research base?
- Does the planned staff development align with the district focus? What information needs to be clarified?
- Were teachers involved in determining the learning activities?
- How will we know the degree to which the professional development resulted in increased student achievement?

### ***Step Four: Designing Action Plans for Professional Development/ Training & Learning Opportunities***

*Designing Action Plans/Training relates directly to identified student needs, goal setting and selecting content.*

- How does the planned professional development align with the district focus? What information needs to be clarified?
- Who is the training for and what are the expected results?
- Is the training presenting new learning or trying to refine existing knowledge and skills and therefore is the time sufficient?
- Are sufficient resources available to help you implement this stage of the professional development model?
- Is continued follow-up or technical assistance planned to support initial training events?

### ***Step Five: Collaboration/Implementation***

*Collaboration/Implementation is directly related to collection/data analysis, goal setting, selecting content, and developing action plans/training.*

- Does the LEA have a clear vision of what students will experience differently as a result of the school improvement/professional development plan?
- Does the school's plan provide teachers time for collaboration as they work to implement the planned change?

- Is adequate time provided for small groups of teachers to plan and develop lessons, to share their experiences and insights from early trials, to problem-solve difficulties with the implementation, etc.?
- How will you know when implementation of the planned change has occurred?
- How will the district address schools and classes where implementation is lagging?
- What are some challenges to implementing the collaboration/implementation step?

### **Step Six: Ongoing Data Collection and Data Analysis**

*Ongoing Data Collection (Formative Evaluation) is directly related to goal setting, selecting content, designing action plans, and collaboration and implementation.*

- Please describe the school's plan for collecting data that is/will be used to determine additional training needs, student response to the planned change, and modifications needed in the initiative.
- Are there sufficient resources to implement the formative assessment?
- Are data collection instruments aligned with the expected outcomes?
- Is the schedule for collecting data appropriate for the type of change intended?
- How will the information be used?
- To what degree have we influenced teachers regarding the transfer of training?

### **Step Seven: Program Evaluation Summative**

*Program Evaluation is directly related to formative assessment. Formative assessment acts as an early version of the final summative assessment and links to step 1 collecting and analyzing student data.*

- What data will be collected (e.g., pre/post tests, etc.) to determine if the planned change is having the intended effect?
- How will data be disaggregated, shared and discussed?
- Does the evaluation inform us of the level of transfer of training for our teachers? If not do we need to revisit the training components?
- How will program evaluation data be used to plan the next cycle of school improvement/professional development?
- Does the program evaluation plan allow you to examine the cost effectiveness of your professional development program?