



Pat Roy is co-author of *Moving NSDC's Staff Development Standards Into Practice: Innovation Configurations* (NSDC, 2003).

REFERENCES

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Learn more about NSDC's standards, www.nsd.org/standards/index.cfm

You can't launch it and leave it!

Most principals I know can recite, almost as a mantra, that effective staff development requires follow-up, multiple sessions, and ongoing support. They know that this axiom is true, but they don't always know what to do next to help support consistent use of new classroom practices. Just as we expect teachers to collect classroom data and adjust instruction to meet the needs of students, so the principal needs to collect a variety of school-based data and adjust professional development to meet the needs of teachers.

The principal's role in the data-driven standard, according to the Innovation Configuration maps, is to **analyze relevant data to design teacher professional development** (Roy & Hord, 2003).

One type of data that is useful in designing follow-up is

support data from teacher concern surveys, such as Stages of Concern (Hord, Rutherford, Huling, & Hall, 2004). This model helps principals identify predominant concerns of staff related to the use of an innovation or classroom practices. For example, teachers might express that a major obstacle to implementing a new mathematics program is that students are misusing and misplacing manipulatives used in the lessons. This example is typical of a Stage 3 management concern. An appropriate follow-up could include holding a problem-solving conversation among teachers, arranging a classroom visitation with a teacher who has conquered this issue, or finding an expert who has written about this issue and sharing that information. Stages of Concern helps a principal

pinpoint major concerns that can block the use of new practices and identify ways to resolve those concerns. These concerns can be collected through **informal conversations** sometimes referred to as one-legged interviews because they take a short amount of time to conduct. There is also a formal 35-question survey that can be used for large groups (Hord, *et.al* p. 47-51).

Other useful data-collecting strategies are **classroom observations** and **walk-throughs**.

The principal and teams of teachers can quickly collect data to determine current use of new classroom practices and new programs through direct observation. The observation form needs to identify specifically what practices are expected for *high-fidelity* implementation. High-fidelity practices describe what the new program looks like when it's done with high-quality or ideal implementation. This classroom data can be compiled to identify components that are currently being used and which components are not being addressed. The components not being used can then become the focus of future staff development activities and team meetings.

Using data to design professional development underscores the responsibility that administrators have to staff when they embark on a change initiative. If principals expect implementation of new programs and practices, they cannot *launch them and leave them* (Kanter, 2004). Principals do have school-based data available to them that can help them design the follow-up and ongoing support essential to the use of new practices.

Data-Driven:

Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.