

Module 5
Participant Guide

Focus on Deepening
Implementation

Activity 2a

Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Published 2014. Available online at <http://ctcorestandards.org/>



Part 2: Supporting Teachers in the Change Process

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Activity 2a: Supporting Teachers in Making the Change to CCS-aligned Instruction

DESCRIPTION

Participants will use the *Stages of Concerns Continuum* to identify where a fictional teacher may be regarding implementation of the CT Core Standards. Participants will determine ways to support the teacher as she moves through the change process and discuss ways to support their own staff as they continue to implement the standards and a new curriculum.

DIRECTIONS

1. Read the *Supporting Staff through the Stages of Concern Continuum* on following page.
2. With a partner, read Part A of the scenario about a fictional teacher. Using the *Stages of Concern Continuum*, the partners will identify where this teacher is on the continuum.
3. After discussing questions on Part A, read Part B of the scenario and discuss the questions.
4. As a table group, discuss the end of activity discussion prompts. You may record your reflections in the Notepad section on page 36.

RESOURCES

- *Supporting Staff Through the Stages of Concern Continuum*. Adapted from: Hall, G.E. & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed). Boston: Allyn and Bacon.
- *Stages of Change: Fictional Case Study*. Adapted from Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit - Session 3B. EngageNY

Supporting Staff through the Stages of Concern Continuum

Stages of Concern	School Realities You will hear or see...	Coaching Suggestions You might want to...
5/6: Collaboration/ Refocusing	I started telling other people about how this is working. I can't wait to share the student work from this project. I love doing this. Can I present at a workshop?	Provide opportunities for action research, to present/publish, capture new ideas for adaptation of module lessons, allow for experimentation, acknowledge expertise.
4: Consequence	This is working for lots of my kids! I was surprised that the kids... I am looking for ways to make this better. Help me meet the specific needs of ELLs/Special Ed kids/high achieving kids...	Provide specific, targeted PD (how does this work when...?) Individual conversations/feedback. Provide opportunities to peer coach, share experiences, collaborate with others, present at department meetings and other internal structures, opportunities to present at outside workshops.
3: Management	I can't believe how long it takes me to plan each class. I worked all weekend on this. I tried something new and it was great/a disaster! I am still trying to figure out how to use/do...	Provide TIME and RESOURCES. "Make and take" type sessions, structured individual and small group problem solving conversations. Peer coaching/feedback. Co-planning. Use tuning protocols (warm/cool feedback). Offer release time to see/talk to others who are implementing.
2: Personal	Huh, seems like this will take a lot of work. Where am I going to get...? Can you help me find something? Can you help me make a...?	Provide implementation workshops. Offer websites, books, resources, models, co-planning and feedback.
1: Informational	I liked your workshop but I am not sure what this has to do with me. These are interesting articles. It helped me to hear you describe what you are doing in your classroom. I don't think this will work in my classroom. I don't think I have time for this.	Acknowledge the challenge but focus on how the work is worth it for kids. Tell stories of how you've seen it working. Gather and provide lots of models and materials. Keep talking/sharing/modeling. Let the person hear about it from other sources.
0: Awareness	I think I remember hearing about this. That never works. We did this back in 1970. What goes around comes around.	Leadership: Clearly present expectations to participate. Provide opportunities to learn.

Adapted from Hall, G. E. & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed.). Boston: Allyn and Bacon.

STAGES OF CHANGE: FICTIONAL CASE STUDY**ACME Middle School****The Case of David*****PART A – PLEASE READ THIS FIRST***

ACME Middle School is planning a full implementation of the CT Core Standards for grades 6–8 in the 2014–2015 school year. Before school ended in the summer of the 2013–2014 school year, the faculty received professional development about close reading, writing from sources, vocabulary development, and the content of the standards through a vertical progression activity.

David, whose students had been getting solid results on previous years' Connecticut Mastery Tests (CMT), grew very concerned about what the changes he saw coming meant for his teaching. He wondered, "What if my kids don't do well?" "What impact will this have on my SEED results?" "I've always been a good teacher. What if I won't be one now, according to my principal?"

David fluctuated between excitement about the potential impact the standards could have on his students' achievement and anxiety about the unknown consequences over the course of the summer. He vacillated between these emotions depending on whom he was speaking with and what their comfort level was with the CT Core Standards' implementation; he did not like feeling so uncertain. He felt like he had really just finally figured out the right routines and practices that worked for him and his students and was very uncomfortable with the idea that these might have to change.

Talk about these questions with a partner:

- What do you think is going on for David? At what *Stage of Concern* is he, and why do you think that?
- What would you do as a member of the Instructional Leadership Team or as Literacy Coach?

PLEASE DISCUSS YOUR IDEAS BEFORE LOOKING AT PART B

PART B – PLEASE READ PART A FIRST

David has personal concerns about his ability to do the actual work required of him. He needs to feel a sense of motivation and encouragement. He also feels a great sense of stress. Despite clarity about why the school is doing this, reminders that they have been talking about implementing the standards for a while, and reassurance that everyone will receive the proper professional development in an ongoing manner, David remains anxious.

The literacy coach, Beth, who has a strong working relationship with David, scheduled a 30-minute one-on-one check-in with David once the school year started each week in order to give David an opportunity to ask questions and to see how he was doing. They followed a basic discussion protocol that consisted of: what went well teaching the new standards, what the areas for growth were, what David’s goals for the upcoming week were, and if there was anything Beth could do to support David in the next week. Initially, David had a tendency to sidetrack the conversation, but Beth used the protocol skillfully to generate a productive conversation and point out to David what he had been doing really well to continue to build his confidence and motivation.

After the first month of school, David’s anxiety subsided. He let Beth know that he did not feel the need to have the weekly check-ins and that he really needed that time to prepare materials and to plan for class. Beth reassured David that if he should change his mind, they could reinstate the meetings at any time or she could come into his classroom to provide support in any way.

Talk about these questions with a partner:

- You many have your own ideas about how to approach a check-in session. How are your ideas similar or different to what happened in this case?
- How do you think the approach described above will move David and the school’s initiative forward?
- How can this approach assist you in working with resistant staff?

Adapted from: Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit - Session 3B. EngageNY <https://www.engageny.org/resource/july-2013-nti-grades-3-8-ela-turnkey-kit-session-2b>.

Discussion Prompts: (Reminder, Notepad is available on page 36 to capture your thoughts.)



How do teachers’ *concerns* change as they move through the change process?

How can the questions teachers ask provide information for coaches?

How do teachers’ *attitudes* change as they become more familiar with knowledge and practices involved in a change?

Think-Pair-Share

DIRECTIONS

1. Read the *Seven Norms of Collaboration* on the following page.
2. Select one norm that you do well and one norm you would like to improve upon.
3. Pair with a neighbor and explain the norm that you do well and give an example, as well as an example of a norm on which you would like to improve.
4. Discuss with your table: Are there commonalities among your choices?

RESOURCES

- *Seven Norms of Collaboration*. Adapted from Garmston, R., and Wellman, B. (2009) *The Adaptive School: A Sourcebook for Developing Collaborative Groups*, 2nd edition. Norwood, MA: Christopher Gordon. Retrieved from <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>
- *Supporting Staff Through the Stages of Concern Continuum*. Adapted from: Hall, G.E. & Hord, S.M. (2006). *Implementing change: Patterns, principles, and potholes* (2nd ed). Boston: Allyn and Bacon.
- *Stages of Change: Fictional Case Study*. Adapted from Expeditionary Learning. July 2013 NTI: Grades 3-8 ELA Turnkey Kit-Session 3B. EngageNY

SEVEN NORMS OF COLLABORATION

1. Promoting a Spirit of Inquiry

Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

2. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

3. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

4. Probing

Using gentle open-ended probes or inquiries – “Please say more about...” or “I’m interested in...” or “I’d like to hear more about...” or “Then you are saying...” increases the clarity and precision of the group’s thinking.

5. Putting ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Adapted from Garmston, R., and Wellman, B. (2009) *The Adaptive School: A Sourcebook for Developing Collaborative Groups*, 2nd edition. Norwood, MA: Christopher Gordon. Retrieved from <http://www.thinkingcollaborative.com/norms-collaboration-toolkit/>