

Implementation

- ❑ Are we collecting formative data throughout the implementation?
 - ↑ Student learning
 - ↑ Staff learning
 - ↑ Staff usage of the innovation
 - ↑ Staff reaction
- ❑ Do we have time and resources structured for staff to:
 - Observe one another?
 - Coach and provide feedback to each other?
 - Participate in dialogue or implementation problem solving groups?
 - Ask emerging questions of the consultant?
 - Receive the materials / resources necessary for successful implementation?
- ❑ Do we celebrate / recognize progress?

Maintenance

- ❑ Are the responsibilities for maintaining momentum shared by teachers and administrators?
- ❑ Does the data we are collecting tell us to:
 - Modify our efforts?
 - Budget more / less resources?
 - Abandon this work?
 - Increase / decrease individual accountability for implementation?
- ❑ Do we systematically introduce this professional development work to new staff members?
- ❑ Do we systematically support new staff members as they acquire the new skills, knowledge, and attitudes?
- ❑ Are there system structures that need to be modified for congruency with this work?
 - School schedules
 - Calendars
 - Incentives for learning
 - Time for collaboration
 - Association agreements
 - Other

Without a commitment to continuous improvement, new practices can quickly become fixed and grow stale.

Steven R. Thompson
1997

The RPLIM Model (Wood et al., 1993) is a synthesis of ideas emerging from the literature in organizational development, adult learning, school change, leadership behavior and professional development. Its five stages of planned change form a structure for thinking about improvement systematically. School leaders use these stages to design for and facilitate change for successful, long-term school improvement.

Sara DeJarnette Caldwell
Professional Development in Learning-Centered Schools
1997

Office of Professional Development

Learning Services Center
395 South Pratt Parkway
Longmont, Colorado 80501
303.682.7376
Fax 303.682.7381
www.stvrain.k12.co.us

RPLIM Model

For
Results-Based
Professional
Development

Considerations
For
Planning



Readiness

- Is a shared sense of purpose / vision being created?
- Is there a climate / environment conducive to learning in our school / district?
 - Is there frequent, concrete talk about teaching?
 - Do we observe one another in our practice?
 - Do we collaborate together?
 - Do we teach each other what we know about teaching, learning and leading?
 - Do we ask for and provide one another assistance?
 - Is there a focus on continuous improvement?
- Have we examined our student data carefully?
- Have we examined our current classroom and school-wide practices?
- What are the connections (or lack of) between our current practices and student results?
- Have staff examined their core beliefs about student learning?
- Have we examined and researched best practices?
 - Are there sites making gains in student achievement that have challenges similar to our own that we can visit?
- Do we have visible support from leadership?
 - Principal
 - Central administration
 - School board

Planning

- Is there a compelling vision that embodies high expectations for student learning, teaching and professional development?
- Do we have specific and measurable goals?
 - Are the goals based first on student and staff need?
 - Is there evidence that these are goals that will make a difference in student achievement?
- How will we evaluate this professional development work?
 - Have we considered:
 - budget for evaluation?
 - timeline?
 - need for an external evaluator?
- Who needs to be involved in the planning?
 - Content expert(s)
 - Meeting facilitator(s)
 - Logistics coordinator
 - Communicator(s)
 - Evaluator(s)
 - Stakeholders
- Organized Abandonment
 - Before we begin this new work, what are we going to stop doing?
- Are our logistics well-planned?
 - Timelines
 - Current financial resources
 - Long-term financial commitment
- Do we have a commitment from the:
 - Board of Education
 - Teachers' Association
 - School community
 - Community
- How do we plan to maintain the momentum over time?

Learning

- Does our learning design include:
 - Variety and choice?
 - Accommodation for diverse learning styles?
 - Support for learners at the various levels on the CBAM continuum?
 - collaboration
 - impact
 - management
 - personal information awareness
 - Formal and informal learning structures?
 - A strong plan for ongoing follow-up?
- Which combination of the learning models and strategies would best help staff acquire the new knowledge, skills and attitudes?
 - Training
 - Process Model
 - Professional Study Teams
 - Action Research
 - Coaching/Mentoring
 - Independent Study
- Selecting a Program
 - How does the training program align with our specific professional development goals?
 - Can the training be customized to fit our specific needs?
 - Are there references to call where the program is in place?
 - What results (students and staff) have been reported in respect to this program?