

COMPONENTS OF RESULTS-BASED STAFF DEVELOPMENT

GOAL: ACHIEVE HIGH LEVELS OF LEARNING FOR ALL PARTICIPANTS/STUDENTS!

COMPONENT	WHAT IT DOES	HOW TO DO IT	VALUE	COMMENTS
THEORY	Provides rationale and description of the skill or technique, including potential uses.	Readings, lectures, films, discussions, etc.	Raises awareness: increases conceptual control of a subject.	When used alone, theory rarely results in skill acquisition or transfer to classroom.
MODELING OR DEMONSTRATION	Enacts the teaching strategy or skill.	Live modeling with students, films, TV, or other media.	Has considerable effect on awareness; some effect on knowledge, increases mastery.	Modeling alone is unlikely to result in transfer to the classroom.
PRACTICE	Gives experience with the new skill in a non-threatening environment.	Simulation of the event during training or with small groups of students.	Practice is a good way of acquiring the skill or strategy.	Practice is an effective way to develop competence in a variety of settings.
FEEDBACK/ REFLECTION	Offers a system for reflecting on level of learning and implementation.	Can be self-administered, provided by peers or coaches.	Results in a greater awareness of one's teaching behavior.	Feedback changes behaviors over the long term.
COACHING AND REFLECTION	Builds rapport, support and technical assistance and increases total commitment of everyone involved.	Uses consultants, peers, supervisors, trainers and professors as coaches.	Helps teachers to self analyze and continually make appropriate adjustments.	This element is necessary for the internalization of the new learning.

Adapted from a staff development leadership teams training (1984). Columbus, OH: Department of Education. Taken from Joyce, B. and Showers, J. (February 1980). "Improving Inservice Training the Message of Research", *Educational Leadership*, 37, pp. 279-385.

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CRITICAL TRAINING COMPONENTS:

- Exploration of theory through discussions, readings, lectures, etc. — necessary for understanding the rationale.
- Demonstration or modeling of the skill.
- Practice of the skill under simulated conditions. (*Something to ponder:* To bring a model of teaching of medium complexity under control requires 20–25 trials in the classroom over period of about eight or ten weeks.)
- Peer coaching — the collaborative work of teachers to solve the problems/questions that arise during implementation (in and out of training sessions).

OTHER FINDINGS:

- All teachers can master a wide range of teaching skills and strategies provided that the training is well-designed and the climate of the school facilitates and promotes cooperative study and practice.
- Strong leadership in the school is critical to the success of training.
- These things do *not* affect the effectiveness of the training:
 - the setting
 - the role of the trainer (administrator, teacher, consultant) as long as they are credible and trusted.

IMPLICATIONS FOR STAFF DEVELOPMENT PRACTICE:

- Participants must have sufficient opportunity to develop skill that they can eventually practice in classroom settings.
- If the content is new to trainees, training will have to be more extensive than for substance that is relatively familiar.
- If transfer of training is the objective, training must include the facilitation and structure for collaborative relationships that enable teachers to solve the implementation problems.

CRITICAL QUESTIONS TO ASK PRIOR TO TRAINING:

- For whom is the training intended?
- What is expected to result from the training?
- Is follow-up built in?
- Does the content of the training represent new learning for or is it an attempt to refine existing knowledge and skills?