

Facilitator's Guide for Implementation Teams to Prepare Infrastructure for WRITE Professional Learning and Classroom Implementation

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The Adaptive Professional Learning Model (APLM) is intended to provide structured implementation support for school systems with a variety of structural strengths, challenges, and realities. The purpose of this facilitator's guide is to support implementation teams through data review, discussion of strengths and challenges, and planning action steps relevant to a specific initiative.

The APLM-Online Dashboard provides prompts to connect these discussion questions to implementation teams' infrastructure readiness results.

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Introduction

“Collective efficacy is about the belief that, together, we can make a difference to the students we teach, no matter what.”

- Andrew Hargreaves, 2008

Purpose of the Guide

APLM-Online is a technology-based professional development (PD) and coaching tool built to support comprehensive PD and instructional coaching for educators at all levels of an educational system (i.e., classroom, building, and district) and to establish the infrastructure needed for such professional learning experiences and classroom implementation of evidence-based practices. The model is informed by adult learning theory (Bandura, 1977; Knowles et al., 1998) and a partnership theory of learning (Knight & Hock, 2012). Research to practice is supported when teachers, administrators, coaches and researchers follow principles to develop goals as equals, make decisions collaboratively, engage in dialogue to solve problems, provide opportunities for all partners to have voice, and make ideas applicable to specific contexts (Knight et al., 2015; Knight et al., 2018; Knight & Hock, 2012). APLM functions within school contexts, requiring adaptations while maintaining core components (Leko, 2015; Leko et al., 2015). This approach is foundational to the APLM because it allows us to question what works, for whom, and in which contexts, ultimately providing useful information to practitioners (Cohen & Grossman, 2016).

This document was created to guide educator teams through a deliberate process of reviewing infrastructure survey data, thinking about its implications, discussing the impact of a variety of factors on implementation, and working toward productive actions to move a system toward better instruction for students.

Expectations for Use of the Guide

The guide is intended to provide an explicit and easy-to-follow process to make an often tedious and sometimes emotional task (data review, discussion, and planning for change) more manageable. The steps in this guide and the questions and data highlighted in the APLM Online Dashboard align with evidence-based practices for professional development, data review, and implementation science. While we hope teams find the structure of the guide to be effective, educators should feel free to use the guide in whatever ways work best for their system.

The APLM, as its name implies, is intended to be adaptive based on different school systems' personnel, resources, and processes. APLM-Online houses the technology-based tools and reports that allow teams to easily view data in new and interesting ways. The “entry point” for APLM-Online is the Infrastructure Readiness Survey. Teams will be ready to use this guide once all identified stakeholders have responded to the Infrastructure Readiness Survey. Teams with more complete datasets will have a better picture of their current reality and will be able to make more informed implementation decisions.



Preparing for Implementation Team Infrastructure Conversation

“The time required to move from Initial Implementation to Full Implementation will vary depending upon the complexity of the new program model, the baseline infrastructure, the availability of implementation supports and resources, and other contextual factors.”

— Metz & Bartley, 2012

Steps

1. Finalize implementation team.

Your implementation team may have been determined prior to sending out the infrastructure survey. However, if you have not yet determined who will be responsible for implementation of this initiative, or if you are not sure if you have the right people designated, this is a good time to make sure your team is set.

Your implementation team for an *instruction-based initiative* should consist of those responsible for implementing, supporting, or monitoring the success of an instructional initiative. Those who are typically involved include:

- Administrators
- Teachers
- Instructional Coach(es)

Some members of your implementation team will be meeting together synchronously to review data, discuss its implications, and make decisions about next steps. It might be helpful to consider the individuals from the implementation team who would be most responsive to this type of work.

2. Take the Infrastructure Survey in the APLM Online.

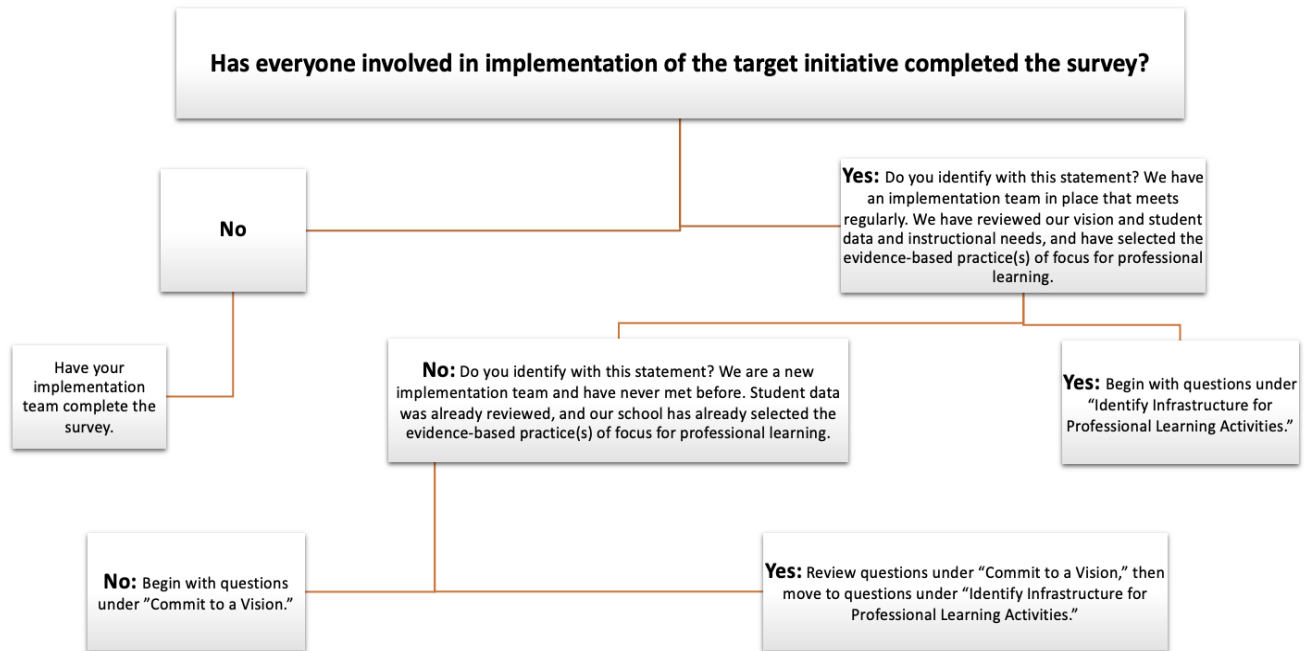
All persons responsible for implementing this focus of professional learning (e.g., evidence-based practice, intervention) should complete the infrastructure survey. Detailed instructions for creating a login and completing the survey can be found here: <https://aplmonline.org/user-instructions/>

3. Use the Decision Tree to Determine Starting Point.

The following questions are intended to guide conversation for team members participating in a school implementation team during a team meeting. The

implementation team includes at least one administrator (i.e. principal or AP), 2-3 teachers, and instructional coach(es) as available. The facilitator may be the instructional coach, an administrator, or a teacher leader.

First, review this Decision Tree to determine the best starting point for your implementation team.



The 'Commit to a Vision' Questions may be answered using data from other protocols that prompt student data analysis, instructional analysis (walk throughs, feedback from teachers), and established school improvement goals.

4. Gather additional sources of evidence and resources that may be useful during discussion.

You may know ahead of time which additional sources of evidence or resources could be useful during the upcoming discussion, based on your completion of the infrastructure survey. For example, if you anticipate a discussion about time for teacher collaboration or coaching sessions, a copy of your school's master schedule or the most recent negotiated agreement may be useful to you. Some resources that some teams find useful to have handy include:

- District calendar
- Universal screening data
- Other district or school assessment data

School improvement plan goals and measures
Other strategic plans
Master schedule
Negotiated agreement

As you work through the questions as a team and review data and information, you may find that you need additional sources not listed here. Feel free to use whatever data sources and resources you need in order to make the most informed decisions possible.

5. Schedule the meeting and share the agenda.

Consider a meeting length and time of day that is feasible for your team. Scheduling programs, Doodle Polls, can help. To accomplish the infrastructure readiness meeting goals, more than one meeting may be needed. An initial meeting may be 60-90 minutes in length. Send the agenda about one week before the meeting.



During the Implementation Team Meeting 1

*"In a dialogue, all participants are actively involved in creating meaning and thinking together."
-Jim Knight, 2016*

Meeting Agenda

I. Welcome & Goals for Meeting

- Use the *Infrastructure Readiness Survey* results to:
 - Check our school or team readiness to begin a professional learning focus on WRITE.
 - Readiness factors relate to infrastructure for professional learning and infrastructure for classroom implementation.
 - Each infrastructure can be examined by considering process, resources, and personnel needs.
 - Plan for communication and collaboration.

Sample words to say:

"Welcome! Thank you for being here for our implementation team meeting today. We will be going over the results of the Infrastructure Readiness Survey that everyone took recently. In this meeting, we are preparing to implement the WRITE tool and want to make sure our infrastructure to participate in professional learning activities on WRITE and our infrastructure to implement WRITE in our classrooms are in place. Our infrastructure can be examined by considering our processes, our resources, and our personnel needs. To do this, we'll view visual displays of our survey data, and we'll have conversations based on some questions that are in the APLM Online system. At our second implementation team meeting, we will use what we learn today to focus more on creating an implementation plan."

II. Establish or review team norms/community principles.

- Ideas: Connect your school's established norms (PRIDE, BEARS) to how these values can be applied to team interactions. Ask team members to share what group and individual behaviors are important to them and then name the principles/norms that must be in place for these behaviors to occur.

III. Identify team member roles for this specific meeting.

- Share the roles below and invite volunteers for note-taker/synthesizer and timekeeper.

Team Member Roles

Role	Description	Name of Team Member
Facilitator	The facilitator will guide the team through the APLM Online dashboard to review the Infrastructure Readiness Tools Results and pose the exploration and planning questions to the team. The facilitator is often an instructional coach or administrator when a coach is available.	
Note-taker/ Synthesizer	The note-taker and synthesizer will record main ideas, important details, new questions, and follow-up tasks on the Exploring and Planning Notes Tracker (see Appendix). Note that questions may not be discussed in order and not all questions may be answered. At the end of the meeting, the Note-taker/ Synthesizer will read aloud key points and next steps.	
Timekeeper	The length of the meeting is 60 minutes. The timekeeper will provide time checks every 15 minutes.	
Participants	Participants actively listen to each team member and readily share ideas and questions. Participants use data and evidence to drive decision-making.	

IV. **Share or reference any available data** thus far that indicates a focus for professional learning on writing. For example, make a statement of student need (performance data) and make a statement about school improvement plan goals focused on writing.

V. **Begin to explore the APLM Online *Infrastructure Readiness Survey* results** and discuss the following Exploration and Planning Questions.

- Note: Before the meeting you will have already used the Decision Tree on page 5 to determine if you are beginning with the questions under “Commit to a Vision” “Identifying Infrastructure.”
- First, review your team’s Infrastructure Profile display in the APLM Online system. Notice and discuss strengths first. View the Benchmark visuals. The table below can help your team understand the three ratings.

Benchmark Explanation		
In Place	Emerging	Needs Attention
<p>“In Place” means that across participants' responses there were scores in the high range. For example, if “coaching process” has a benchmark of “In Place,” this may mean your school has an established coach and methods for teachers to engage with the coach.</p>	<p>“Emerging” means that across participants' responses, some elements of the target practice may be in place or partially in place, and others are either not in place or are in an early stage of implementation. “Emerging” may also indicate that participants' individual experiences or perspectives vary greatly across a school team. For example, if “coaching process” has a benchmark of “Emerging,” this may mean that some teachers have access to a coach and know the process for engaging with that coach, but others are unaware of or do not have access to a coach.</p>	<p>“Needs Attention” means that across participants' responses, many items were scored in the lower ranges, indicating that some elements are not in place and/or efforts to establish this element have not begun yet. For example, if “coaching process” has a benchmark of “Needs Attention,” this may mean teachers in your school do not have access to a coach or the teachers and coach do not have a coaching process for their partnership.</p>

- Next, decide which questions to discuss. Options:
 1. Start at the top.
 2. Go to areas of strength within process, resources, or personnel, or within PD, coaching, instruction.
 3. Go to areas of need within process, resources, or personnel, or within PD, coaching, instruction.
- Open/expand the first question and view the associated data displays from your team's responses. Read aloud the question or be sure all can read the question. Encourage dialogue among the team.
- Continue to move through the Exploration and Planning Questions as time allows. Reserve 10 minutes for the note-taker/synthesizer to report out on key points and next steps and to debrief the meeting.

Exploration and Planning Questions

Key: Box shading on the left side is used to indicate questions related to either **personnel**, **resources**, or **processes**.

Commit to a Vision	
	Analyze Student Learning Needs <ul style="list-style-type: none"> What do we want students to be able to know and be able to do? Document ‘success criteria.’ What is the current state of [writing] performance and proficiency among our students? What knowledge and skills are students missing? Where are the gaps in learning? Which students are most affected? What are our improvement goals for our students, team, and school? What is our vision for professional learning, classroom implementation, and measuring progress?
	Select Evidence-Based Practices and Interventions <ul style="list-style-type: none"> What knowledge, attitudes, skills, aspirations and behaviors do educators need to meet the school improvement goals? How do evidence-based practices and interventions selected address a critical need or a goal that has been established in the school? Who is the target audience, and why has this particular group been selected to participate in the PL? What are the characteristics of interventions that have successfully achieved goals, and under what conditions have they worked?
	<p><i>*Visit Sources of Evidence for input on these questions.</i></p> <p>Excerpt from Killion, J., & Kennedy, J. (2012). The sweet spot in professional learning. <i>The Learning Professional</i>, 33(5), 10.</p>

See the APLM Online Infrastructure Readiness Results Summary webpage or the appendix of this document for Infrastructure Readiness Survey Items that align with each discussion question.

	Identify Infrastructure for Professional Learning Activities
	<ul style="list-style-type: none"> What are the unique characteristics of our learning community that will influence how to implement successful professional learning? What does planning time for teachers look like? How long? How often? What kind of timeline seems realistic for the PL activities (initial PD and follow-up coaching sessions)? What time frame would be suitable for PL activities?
	<ul style="list-style-type: none"> How do we perceive our capacity for scheduling ongoing PL, our human capital to provide PL, and the reasonability of our instructional coach load? How will funding for the PL sessions, activities, coaching, and materials be arranged? What technology (platforms and tools) will be used for initial PD and to participate in video-based coaching? How skilled are we as a team and as individuals in using these tools?
	<ul style="list-style-type: none"> What are the characteristics of PL initiatives that have been successful in the past, and under what conditions have they worked?

	<p>If your team answered YES to Survey Question 14, discuss these questions:</p> <ul style="list-style-type: none"> • In what ways are we using our coaches to support instruction? In what ways are we using our coaches to perform administrative tasks? • How closely are we following our coach job description in practice? • What changes do we need to make to our job description and/or expectations for coaches so that their work aligns well with our goals? • What roles are coaches filling that do not directly impact teaching quality or student learning? How often is the coach feasibly able to provide deep coaching?
	<p>Identify Infrastructure for Classroom Implementation</p>
	<ul style="list-style-type: none"> • Given our collective experience with adjusting instruction to meet academically diverse needs, what additional professional learning do we need? • Given our collective experience with implementing evidence-based practices, what additional professional learning do we need?
	<ul style="list-style-type: none"> • What scheduled opportunities exist for [writing] instruction and targeted interventions? • What resources (e.g., coaching, technology, supplies, relevant student data) are necessary for success?
	<ul style="list-style-type: none"> • Are the students who need the selected evidence-based practice taught by the teachers who will be learning to implement it?

VI. Meeting Wrap-up

- Invite the note-taker/synthesizer to share key points and next steps.
- Debrief the meeting process by asking the following questions:
 1. Did we...?
 - a) use data?
 - b) make decisions?
 - c) identify our strengths?
 - d) identify our needs?
 - e) follow our team norms?
- Schedule a time for your implementation team to meet and create planning guides.

Validity of Survey Responses

Sometimes, survey respondents interpret questions and answer choices differently than intended or differently from other survey respondents. When this happens, teams have options for proceeding. Because a primary purpose of the survey is to gather stakeholder input, a team may decide to provide clarification on a specific desired interpretation of a question, then gather new responses to inform their work. Alternatively, a team may decide that even though people may have interpreted the question differently, it still generated enough conversation to have served its purpose. Either option presents teams with an opportunity for further conversation and discussion.

During the Implementation Team Meeting 2

“Have a bias toward action – let’s see something happen now. You can break that big plan into small steps and take the first step right away. “ -Indira Ghandi

Next Steps

Schedule subsequent implementation team meetings to create planning guides. At the bottom of the Infrastructure Profile page (with the wheel), click on “Create Planning Guide.”

Sample words to say:

“Welcome! Thank you for being here for our implementation team meeting today. The last time we met, we reviewed the results from the Infrastructure Readiness Survey we completed and discussed a number of questions to help us process the meaning of those results. We specifically talked about how our available resources, our personnel, and the processes we have in place could help or harm our implementation of WRITE. Today, we will build on our learning to create one or more plans to help with our implementation.

Planning Guides

[+ Create Planning Guide](#)

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The main goal of this set of planning guides are to help an implementation team answer this question: What are the next steps and activities to prepare our infrastructure (processes, personnel, and resources) before we begin WRITE classroom implementation and WRITE professional learning (PD and coaching)? Select a Planning Guide to get started. These can be completed in any order

- Communication and Coordination Plan
- Classroom Implementation Plan
- Adaptive Professional Learning Plan
- Action Step Planning Guide

COMMUNICATION AND COORDINATION PLAN

Create Planning Guide

Planning Guide

The main goal of this set of planning guides are to help an implementation team answer this question: What are the next steps and activities to prepare our infrastructure (processes, personnel, and resources) before we begin WRITE classroom implementation and WRITE professional learning (PD and coaching)? Select a Planning Guide to get started. These can be completed in any order.

✓ Communication and Coordination Plan

Classroom Implementation Plan

Adaptive Professional Learning Plan

Action Step Planning Guide

Purpose: Consider timelines and the person or people responsible for determining any needed changes to resources, personnel, and processes. As you answer these questions, add related action items to your Communication & Coordination Plan

Discussion Questions to Support the Communication and Coordination Plan Development

Purpose: Consider timelines and the person or people responsible for determining any needed changes to resources, personnel, and processes. As you answer these questions, add related action items to your Communication & Coordination Plan.

Questions:

Who will be the point person in the school or district to handle communication about PL (PD and coaching) activities and to help coordinate logistics? Plan Manager: _____

What are any general challenges the team anticipates based on your school's Infrastructure Profile?

Add action items to the Communication and Coordination Plan to address the challenges, including who is responsible and when they will be addressed.

For which meetings will writing performance and instruction be a standing agenda item?

- department meetings
- faculty meetings
- team meetings
- other

What protocols are in place for identifying students who need additional support?

What existing structures, if any, are used for analyzing and discussing progress monitoring data? How do we monitor student progress to celebrate progress or make adaptations?

What are our school norms around writing instruction across the curriculum?

Who else, in addition to the implementation team, needs to know about the PL focus or be included in further planning and later implementation?

Once plans are in place, who will be responsible for monitoring progress, and how often will we (as an implementation team) monitor progress of the plans?

What is the timeline for initial WRITE professional development, beginning WRITE implementation with students, and beginning instructional coaching?

What budget or resources are needed to support successful implementation of the plan(s)?

Communication and Coordination Plan

Plan Manager: _____

Key Insights from Infrastructure Profiler	+/-/Δ	Relevant Action Step (if applicable)	Target Date(s)	Priority Ranking	Person Leading or Managing Action
Non-ELA or special education teachers might not have students write enough and they don't know students' writing skills	+	Add writing performance and instruction to our faculty meeting agendas	October		Tim (AP)

Plan manager: Ensures plan and progress are logged, checks in with leaders/managers on timeline adherence

Key Insights: Summary statements based on team discussion of data from infrastructure profiler other action steps.

+: Strength indicated by Infrastructure Profiler

-: Weakness or area of growth indicated by Infrastructure Profiler

Δ: Neutral key insight indicated by Infrastructure Profiler

Relevant Action Step: Feasible action step relevant to the Key Insight

Priority Ranking: All action steps receive a priority ranking relative to all

Person Leading/Managing: This person is the "owner" of the action step and will lead progress toward completion.

Target Date(s): Date by which action step will be completed, or dates when significant parts of the action step will be completed.

Future Collaborations/Check-ins			
Date: ____/____/____ Time: Location:	Date: ____/____/____ Time: Location:	Date: ____/____/____ Time: Location:	Date: ____/____/____ Time: Location:

CLASSROOM IMPLEMENTATION PLAN

Create Planning Guide

Planning Guide

The main goal of this set of planning guides are to help an implementation team answer this question: What are the next steps and activities to prepare our infrastructure (processes, personnel, and resources) before we begin WRITE classroom implementation and WRITE professional learning (PD and coaching)? Select a Planning Guide to get

- Communication and Coordination Plan
- ✓ Classroom Implementation Plan
- Adaptive Professional Learning Plan
- Action Step Planning Guide

Purpose: Add the responses to the Classroom Implementation Plan.

In what classrooms (or for which groups of students) will WRITE be used?

Discussion Questions to Support Classroom Implementation Plan Development

Purpose: Add the responses to the Classroom Implementation Plan.

Questions:

In what classrooms (or for which groups of students) will WRITE be used?

Which teachers will administer WRITE in their classrooms?

Who will access and use the WRITE progress monitoring data to inform their writing instruction?

Which teachers will instruct students in writing instruction versus which teachers will prompt and support writing practice?

What is the timeline for beginning WRITE implementation with students?

Classroom Implementation Plan

	Decision	Target Date(s)	Person Leading or Managing Action	Educators Involved
Instructional Setting for administering WRITE assessment (intervention / core classes / combination)				
Instructional Setting for WRITE instruction (data-informed writing instruction) (intervention / core class/ combination)				
Student Selection Process (whole class/ targeted students / combination)				
Resources (materials, technology, time, etc.)				
Administration Support (for all listed factors)				
Other?				

ADAPTIVE PROFESSIONAL LEARNING PLAN

Create Planning Guide

Planning Guide

The main goal of this set of planning guides are to help an implementation team answer this question: What are the next steps and activities to prepare our infrastructure

Communication and Coordination Plan

Classroom Implementation Plan

✓ Adaptive Professional Learning Plan

Action Step Planning Guide

Adaptive Professional Learning Plan

Purpose: Teachers who administer WRITE will participate in initial WRITE professional development and follow-up instructional coaching. Other teachers may use WRITE data to make instructional decisions and may be part of other professional learning activities. Consider these questions and add the responses to the Adaptive Professional Learning Plan.

Discussion Questions to Support Adaptive Professional Learning Plan Development

Purpose: Teachers who administer WRITE will participate in initial WRITE professional development and follow-up instructional coaching. Other teachers may use WRITE data to make instructional decisions and may be part of other professional learning activities. Consider these questions and add the responses to the Adaptive Professional Learning Plan.

Questions:

Which teachers will administer WRITE in their classrooms?

What new writing instructional strategies, if any, will teachers need to learn about to meet students' writing instructional needs?

What is the timeline for initial WRITE professional development and beginning instructional coaching?

Which teachers will participate in instructional coaching?

In addition to instructional coaching, what other forms of professional learning will be used (e.g., professional learning communities, lesson study, peer coaching)?

Adaptive Professional Learning Plan

	Target Date(s)	Person Leading or Managing Action	Educators Involved	Resources Needed
Initial WRITE Professional Development (learning how to administer and use data)				
WRITE Instructional Coaching (using data to make instructional decisions; goal setting; learning new writing strategies)				
Professional Learning Community/Team Collaboration (scheduling time together, preparations, implementation, assessment)				
Administration Support (for all listed activities planned)				
Other?				

ACTION STEP PLANNING GUIDE

Create Planning Guide

Planning Guide

Communication and Coordination Plan
 Classroom Implementation Plan
 Adaptive Professional Learning Plan
 ✓ Action Step Planning Guide

Action Step Description

Purpose: There is an additional open-ended planning guide available to support coordinated action.

Action Step Planning Guide

Action Step Description:

Action Step Leader/Manager:

Current State Description:		In Place (Date or ✓)
	Phase I Action:	
Post Phase I Description:		

	Phase II Action:	
Post Phase II Description:		
	Phase III Action:	
Post Phase III Description:		
	Phase IV Action:	
Post Phase IV Description:		

Glossary of Terms

Personnel – This is a measure of a system’s human infrastructure and its capacity to implement an initiative successfully. Some contributing factors include the presence of coaches and educators’ perceptions of their own skill sets.

Resources – This is a measure of a system’s physical and time resources relevant to an initiative. Some contributing factors include time allocated to professional development, time allocated for educator collaboration, and fiscal resources for materials.

Processes – This is a measure of the processes a system has in place to support implementation. Some contributing factors include the use of a professional development plan, the use of teacher PLCs, and implementation team meetings.

Professional Learning- We refer to *professional learning* throughout this facilitator’s guide and implementation team exploration and planning process to reflect the active, ongoing, and participatory meaning-making that occurs during the structures of professional development and instructional coaching (Timperley, 2015).

Initiative- A school or district may have a specific focus on the use of a new instructional practice, technology tool, resource, etc. Evidence of an initiative may be additional time spent in meetings or on professional development days to discuss how to incorporate the focus of this initiative into classroom instruction or broader school/district practices. Sometimes an initiative may be associated with partnering with an external group (company or organization) and/or grant funding.

Implementation Team- Typically, an implementation team consists of those responsible for implementing, supporting, or monitoring the success of an instructional initiative. Those who are typically involved include: administrators, teachers, and instructional coach(es).

Evidence-Based Practice- an instructional tool or intervention that incorporates research-based elements into a set of replicable procedures and is shown effective in empirical, peer-reviewed studies

Progress Monitoring- a process used to assess a student's writing performance, to quantify a student's rate of improvement or how they have responded to specific instruction, and to evaluate the overall effectiveness of teacher instruction (www.writingclassroom.org).

Instructional Coaching- a form of professional learning when two educators, *one who is typically a teacher and one who holds the role of instructional coach*, create a partnership to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; gather effectiveness data; or solve problems

Peer Coaching- a form of professional learning when two or more educators *who hold the same role* (e.g., teachers with teachers) establish a partnership to engage in peer observations; reflect together on current practices; expand, refine, and build new skills; share ideas; teach one another; gather effectiveness data; or solve problems

Professional Learning Community- educators meet regularly at set intervals to think alongside knowledgeable colleagues in order to analyze student data and make informed decisions about how to implement new ideas, strategies, and practices into a unique educational context; Dufour's PLCs include the use of data-driven decision-making.

Phases of Implementation- Several researchers (e.g., National Implementation Research Network; NIRN) have defined phases of adoption or implementation.

Exploring and Planning Phase -First phase in which a team may be developed, initial reviews of data occur, and a team broadly determines a need.

Initial Implementation Phase - Individuals may be added to the implementation team, based on key learnings from the exploration and planning phase.

Full Implementation Phase

Sustaining Phase

Techniques- In this survey question "How would you describe your experience using a variety of assessment tools and *techniques* (i.e., for formative assessment and progress monitoring)?", the word techniques refers to methods teachers may use to gather information about student learning. It is different from an assessment *tool* in that it might be informal or not explicitly namable. For example, a technique might be to have students hold up fingers to indicate their level of understanding for a given topic.

Job-Embedded Professional Learning- "grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010)." [p. 2; [Croft et al., 2010](#)]

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APPENDIX

Exploring and Planning Notes Tracker

Checklist for the Infrastructure Readiness Implementation Team Data Review Meeting

Exploration and Planning Questions

Exploring and Planning Notes Tracker

The note-taker and synthesizer will record main ideas, important details, new questions, and follow-up tasks below. Note that questions may not be discussed in order and not all questions may be answered. At the end of the meeting, the Note-taker/Synthesizer reads aloud key points and next steps.

	Identify Infrastructure for Professional Learning Activities
	Personnel Notes:
	Resources Notes:
	Processes Notes:
	Identify Infrastructure for Classroom Implementation
	Personnel Notes:
	Resources Notes:
	Processes Notes:

	<p style="text-align: center;">Next Steps/Post-Meeting Tasks</p> <ul style="list-style-type: none"> • • • •
<p>Date: Time: Location:</p>	<p style="text-align: center;">Next Implementation Team Meeting</p>



Fidelity Checklist for the Infrastructure Readiness Implementation Team Data Review Meeting

Purpose of this Fidelity Checklist:

- Gather procedural notes about the implementation team meeting to inform further revisions and refinement of the Facilitator's Guide and APLM Online Infrastructure Readiness Tool.
- Document fidelity of implementation for the procedures set forth at this stage of the development work.

Fidelity Rating: 0- not present

1- present, but could be modified

2- present as intended

Name of Observer: _____ Date of Meeting: _____

Duration of Meeting: _____ First or Subsequent? _____

Team Members Present: _____

Total Score: _____ out of 48 or 50 = ____%

Observable Behaviors	Rating	Notes on Evidence
I. Welcome & Goals for Meeting		
Facilitator provides introductions or appropriate opening statement.		
Facilitator provides reason for gathering		
II. Establish Norms		
Facilitator establishes/provides team norms or community principles.		
Facilitator invites team members to share behaviors or practices that are important to them for this gathering.		
III. Identify Team Member Roles		

Facilitator shares the roles for facilitator, notetaker/synthesizer, timekeeper, and participants.		
Facilitator asks for volunteers or assigns a notetaker/synthesizer and timekeeper.		
IV. Share or Reference Available Data		
Facilitator shares available data on the focus area, or indicates where data is easily accessible for all participants.		
Facilitator makes a statement to connect focus area to broader school or district improvement goals.		
V. Explore the APLM Online <i>Infrastructure Readiness Survey</i> Results		
Facilitator suggests a starting point for the team discussion (e.g., Commit to a Vision or Identify Infrastructure).		
Facilitator draws attention to the Infrastructure Readiness Results Summary display and explains benchmarks.		
Facilitator asks the team to discuss planning and exploration questions.		
Facilitator goes to areas of strength or need within process, resources, or personnel, or within PD, coaching, instruction to begin discussion.		
Team commits to a vision for professional learning (optional for this meeting).		
Team identifies infrastructure needs for professional learning activities.		
Team identifies infrastructure needs for classroom implementation.		

Team plans for collaboration and communication.		
Facilitator opens/expands the first question and views the associated data displays from the team's responses.		
Facilitator reads aloud the question or confirms team members can read the question.		
Facilitator asks follow-up questions to encourage dialogue.		
Note-taker/Synthesizer records main ideas, key details, and questions under each category of questions.		
VI. Meeting Wrap-up		
Synthesizer/Note-taker shares key points and possible next steps that emerged from the conversation.		
Facilitator debriefs the meeting process by asking reflection questions or making reflective statements (e.g., Did we use data? Did we make decisions?)		
Facilitator thanks participants for their contributions.		
Facilitator provides participants time to ask questions.		
Facilitator confirms next steps and/or indicates when the next meeting time will be.		

