Facilitator Notes: Day 1

Materials	Activities	Times
		15 min
	A. Introduction If participants are few in number, have them introduce themselves one by one to the large group, stating their names, program, and position. Move the group along, allowing each to speak for only a few minutes. If the group is large, have participants pair up and share background information (name and program). As an optional activity, ask participants how many are local program directors, instructors, and staff development coordinators. Ask what other roles are represented.	
T-1, T-1a, H-1, H-1a, T-2, T-2a	**B. Professional Development Objectives/Agenda** Tell the participants the following: the 1990's ushered in an era of accountability. Congress wanted to know which Federally-funded programs were worthwhile and wanted to see a report on how well programs as a whole were performing in a variety of areas. In 1993 the Government Performance and Review Act (GPRA) was passed which required all Federal agencies to develop indicators of performance to demonstrate their agency's impact. The Adult Education and Family Literacy Act within the Workforce Investment Act (1998) reauthorized the Federal adult literacy program. It requires states to report on a set of core indicators of performance. In other words, it requires states to show adult learner outcomes as a result of program participation. Every state is required to set performance standards. States that exceed their performance standards are eligible for Federal incentive grants. States must consider whether their local programs meet these standards as one of the considerations for future funding. Indicate that the indicators of performance will be discussed shortly. The purpose of this workshop is to provide local program administrators, instructors, and data facilitators with the tools and knowledge to implement a system that accurately presents information on results of participation in the adult education program and to discuss ways in which this information can be collected, analyzed, used, and reported. This system is referred to as the National Reporting System (NRS). Call attention to T-1, Workshop Objectives and T-2, and H-1, Workshop Agenda, and quickly summarize the activities and their relationship to the workshop activities and outcomes. (Use T-1a, T-2a and H-1a if providing training for trainers to roll out the NRS in their state.)	**10 min**

Facilitator Notes: Day 1

Materials	Activities	Times
[redacted]	[redacted]	**5 min**

Tell participants that they will keep a "Parking Lot" of issues and questions that arise that require careful thought before responses are provided. Those questions that cannot be addressed at the end of the day will be addressed in the morning of the following day.

> **NOTE**: Post flip chart paper around the room. Place a post-it pad on each table. Ask participants to write their questions on the post-it pads and place them on the flip chart.

S-1a-b

D. Terms and Definitions

5 min

This packet, at times, uses technical terms common to the National Reporting System. A Glossary (S-1) of these terms has been provided to make the reading as clear as possible. The Glossary can be found in the Facilitator Supplement.

E. Evaluation Form

Call participants' attention to the evaluation form H-21a-b. Remind them that they will be asked to complete the evaluation form at the end of the workshop.

H-2, S-2, T-3

H-21a-b

II. Overview of the National Reporting System

A. The "Jigsaw" Exercise

85 min

Participants are divided into Home Teams of 6 (or as close to that number as possible—groups should not be larger than 8). The **members quickly introduce themselves** to other members if they are not already acquainted. Looking at their **Home Team Pre/Post-Test (H-2),** each Home Team is asked to **answer collaboratively, as best they can in 10 minutes, the 3 questions** on that test. Each team should complete only one copy of the pre-test to ensure that they work collaboratively. Select a recorder to write responses to the pre-test.

Tell the **Home Teams to keep the Pre/Post Test;** they will refer to it later.

> **NOTE:** Pre-test allows the facilitator to gather baseline information on what the group knows about the NRS.

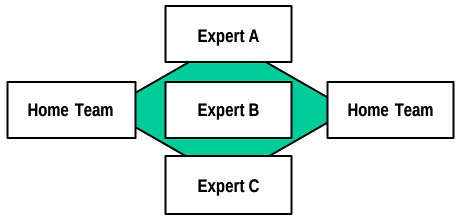
Next, **have each Home Team letter-off into 3 groups: A, B, and C.**

> **NOTE:** If there are 6 members in the Home Team, there will be 2 As, 2 Bs, 2 Cs. If the number is uneven, there will be an uneven number of As, Bs and/or Cs. **These letters will represent 3 expert groups.** See the detailed instructions for the jigsaw activity on S-2.

Materials | **Activities** | **Times**

[redacted]

(T-3).



H-3, H-4a-c, H-5a-h, H-6a-c

Ask all of the **As to gather at 1 or 2 tables** (depending on number of As—again, maximum number in one group of As should be 8). Do the same with the **Bs and Cs.** Each Expert Group will then **refer to their Task Sheet (H-3)** which asks them to appoint a timer, spend 5 minutes studying their chart independently, spend 10 minutes selecting the key points from their reading, and spend 15 minutes preparing for their 5-minute presentations to their Home Team. Each expert group reviews a set of readings. For example Group A will review H-4a-c, Group B will review H-5a-h, and Group C will review H-6a-c.

Tell the expert groups (especially A and C) that they may complete their reading and main points before group B. If so, they should complete the student profile exercise on H-7a-b using the Educational Functioning Level Descriptors (H-5a-h).

NOTE: Facilitators should monitor groups during the above activity.

After the Expert Groups have completed their tasks (30 min.), they should return to their Home Teams and teach the others their newly acquired expertise.

NOTE: Because some pairs want more time in preparing to teach, it may be well to *take a break* as Expert Groups move back to the Home Teams—that gives those who want to take more time an opportunity to do so, if they want to spend their break that way.

Each Expert Group (A, B, and C) has 5 minutes in their Home Team to **teach the** remaining members the **key points from their assigned readings**, using whatever creative instructional techniques they have agreed upon.

NOTE: During this process they may want to use the expert readings as illustrations. All participants have all of the readings.

Materials | **Activities** | **Times**

Group members, the **Home Team is instructed to complete the Pre/Post Test (H-2).** Home teams should correct any items they had wrong on the Pre/Post Test and complete any items they had left blank. (Allow 5 minutes for completing the test).

Facilitators refer to S-3 for responses to the Pre-/Post-Test. Finally, the whole group should be asked such questions as:

- How many teams had to make changes or additions to the Pre-test?
- Are there any questions still remaining about the content or the process?
- How many feel comfortable now in following this process during your own training of local agencies?
- Any other comments you would like to make?

H-7a-b

B. Student Profiles: One ABE, One ESL

10 min

> **NOTE:** Some participants may have completed this exercise during the previous jigsaw activity. If so, ask them to describe the process and answers to the whole group.

Divide participants into small groups of three or four. Ask each group to choose one of the student profile scenarios (H-7a-b). Using the Educational Functioning Level Descriptors (H-5a-h), have them place students at the appropriate functioning level (e.g., Beginning Literacy, Beginning Basic Education, Low Intermediate Basic Education).

Answers: ABE student is placed at the Low Intermediate Basic Education Level and the ESL student is placed at the Beginning ESL Level.

> **NOTE:** For the next activity divide participants into small groups of 6 to 8. Include in each group individuals who are familiar with data and comfortable with looking at charts. If participants represent various roles (e.g. administrators, instructors) ensure that these roles are represented in each group. Group assignment may be done in advance by placing color-coded dots on each participant's name tag according to positions (e.g. local administrator, data manager, instructor). It also is possible to work in pairs, or individually. It is recommended, however, that small groups be used if possible to enhance learning and to foster collaborative practice.

Facilitator Notes: Day 1

Materials	Activities	Times

[redacted]

[redacted]

T-4, T-5, T-6, T-7, Blank Transparency

A. Introduction to Using Data

20 min

> **NOTE:** The purpose of this activity is to show the need for data that are clear, well organized, and readable.

Ask participants to write on H-8, Picking the Winning Horse, three questions they would like to have answered in order to improve their chances of picking a winning horse at a race track and ask why these questions are important.

Get random feedback from participants and write responses on a flip-chart or overhead transparency T-4, Picking the Winning Horse.

Ask each small group (see above box) to refer to H-9 (a copy of 3 horses in race 9 at Santa Anita Park). Ask the group to choose the horse most likely to win. (For those who object to betting, point out they are only being asked to pick the winner, not to bet.) Write the name of the 3 horses on a flip chart, chalk board, or overhead transparency (T-5) Choices for Winning Horse—Cash Value, Ruby Lover, Peter's Pond.

After each name tally the number of each group's choices. Next, refer to handout H-10 (Past Performance Explanation from the *Racing Form)*. Show T-6. Ask groups to review it and decide if they wish to change their choice of horse most likely to win. Note those changes on the tally above. Ask why they made changes, if any.

After participants have an opportunity to look at the Past Performance Explanation chart (T-6), show T-7 (Santa Anita Race 9—with 3 horses) and explain why Peter's Pond is the best choice and did, in fact, win this race.

S-4

> **NOTE:** For that explanation, facilitators can turn to S-4.

Finally, ask participants what conclusions they can make about looking at data from charts.

Possible answers include:

- Headings and categories should be clear.
- Too much data on one chart can be confusing.
- Having experience in reading and interpreting a particular chart and knowing the content (e.g., about horse racing) is helpful.
- Print size should be as readable as possible.

Materials	Activities	Times
[redacted]	[redacted]	30 min
T-8, S 5a-c		

> **NOTE:** The purpose of this activity is to show the relationship between student gains and several variables.

Ask participants to write on H-11, Improve Student Learning Gains, three questions they would like answered to help them improve student learning gains and why these questions are important?.

Use T-8 Improve Student Learning Gains, to record participant responses. Possible answers include:

- How accurate is the intake assessment?
- Are students appropriately placed in classes?
- What student resources are available and how are they used?
- What type of professional development did instructors have?

1. Whole group activity
   a. Refer participants to **Scenario #1:** Professional Development, Instructional Time, and Instructor Status, and the accompanying table, ABE Reading Pre/Post Test Scores, by Class (H-12a-f).
   b. Ask participants to read, individually, the scenario.
   c. As a whole group activity, have participants read question #1 on the scenario and respond. Ask participants what they needed to do to arrive at their answer.
   d. *If not already regrouped,* divide participants into 3 groups ensuring that each group has members that are familiar with data, administrators, and instructors. Ask the group to collaboratively respond to the remaining questions on the scenario page.
   e. Review responses and how they arrived at them.

> **NOTE**: Facilitators can find potential responses to the scenario on S-5a-c.

Facilitator Notes: Day 1

Materials	Activities	Times
H-13a-e, S-6a-d, S-7a-f, S-8a-h, S-9a-p	2. Small group activity on data scenario	**45 min**

> **NOTE:** The purpose of this activity is to show potential ways of charting and analyzing data required by the NRS.

a. Ask participants who already are in small groups to collaboratively respond to questions on **Scenario #2**: Monitoring Student Educational Levels to Meet Performance Standards and the accompanying tables (H-13a-e).

b. Provide 30 minutes for the scenario.

Facilitators monitor the groups and respond to any questions.

> **NOTE**: Facilitators can find potential responses to the scenario on S-6a-d.

c. Facilitator obtains feedback by asking each group to respond to one question on the scenario. After the response, ask if anyone had a different response. When participants respond to Question 7, (What other information, if any, do you need to further understand student performance?) remember to ask why this information will be helpful.

> **NOTE:** The same process participants used to complete this scenario may be used when examining other issues. It will require a different set of tables, depending on the issues. The Facilitator Supplement includes three other scenarios that can be used for professional development: S-7a-f "Understanding Student Retention", S-8a-h "The Impact of Mandatory Students, and S-9a-k "Developing Your Own Research Questions." The last scenario "Developing Your Own Research Questions" is the most difficult and should be used with individuals who are more comfortable with using data. It requires participants to generate their own questions and tables. Possible answers to the questions in these scenarios also are included in the Supplement.

Materials	Activities	Times
H-14, T-9, S-10, S-11	**IV. Guidelines for Collection and Use of Data**	**20 min**

Ask participants to turn to H-14 (Guidelines for Collection and Use of Data). Display T-9 (Chart of the Same Title).

Tell participants they will walk through the 8 steps using some specific examples. (Facilitators may use their own example, the one provided in the Supplement (S-10), or you may let the participants provide an example that can be followed through all steps. The last option will require more time.) Facilitators refer to S-11 "Uses of Data" for sample responses to principle #7.

Facilitator Notes: Day 1

Materials	Activities	Times

[redacted]

1. The facilitator can fill in the first blank (e.g., attend professional development from Scenario #1) and the participants can volunteer the remainder of the steps as the facilitator writes them in the appropriate squares, or
2. The facilitator can fill in the first blank (e.g., attend professional development) and the participants can then be divided into small groups for each group to complete the chart.

   The feedback from groups would provide a variety of answers that the facilitator can build upon. The latter is probably the most effective technique for involvement and creativity, if there is time in the schedule and if it doesn't follow on the heels of too many similar activities.

H-20a-c, H-19

V. Day One Wrap-up

5 min

1. Facilitator cites activities for the following day:
   a. Follow-up data and methods for collection
   b. Ask participants to reflect on the workshop content and come tomorrow with any questions that need to be addressed. Facilitator will place these questions on the "Parking Lot Issues".
   c. Data collection at the local level

NOTE: If facilitator is "training trainers" cite activities under d and e.

   d. Principles of professional development
   e. Rolling out states' plans for professional development on the NRS

ACTIVITY FOR TRAINING TRAINERS

20 min

2. If training other trainers to roll out professional development on the NRS in their state proceed with the following activity.

   Facilitator asks participants to refer to H-20a-c, the Planning Form in their packets. Tell them that tomorrow they will be developing a plan to roll out professional development on the NRS in their states. Note how the planning form is organized. Refer to the sample task. This task may become a part of their plan. Take a few minutes to brainstorm other tasks that may need to be accomplished. Examples of other tasks include:

   - selecting professional development staff
   - making logistical arrangements
   - identifying participants
   - determining how follow-up is provided

Ask participants to review the Planning Forms and the Planning Questions (H-19). Tell them to come prepared tomorrow to develop their state's plan for rolling out the NRS.

Facilitator Notes: Day 2

Materials	Activities	Times
H-1a, H-4a	Facilitator reviews the core follow-up measures of the NRS on H-4a. Facilitator asks if there are questions that need to be posted under the “Parking Lot Issues” that were set up on Day 1. Remind participants that the “Parking Lot Issues” will be addressed later in the day. Briefly review the activities for the day.	**10 min**
T-10	**VII. Follow-up Data**	**5 min**

A. Follow-up Data and Methods for Collection (Facilitator presentation)

Show the transparency, T -10, Follow-up Data, and describe what each type of data means.

Follow-up Data:

- Improve employment and self-sufficiency
  1. An individual has entered employment by the first quarter after the exit quarter or retained employment in the third quarter after ending instruction.
  2. An individual’s receipt of public assistance has been reduced or eliminated due to employment. **(optional)**
- Advance to further education or training
  1. Individual may enter a community college, an occupational skill building program (e.g., family literacy, vocational/job training) as a result of his or her instructional experiences.
  2. No timeframe is required, but practically reported during a program year.
- Obtain a GED or High School Diploma or recognized equivalent.

> **NOTE**: These follow-up measures are compatible with the measures required under the Workforce Investment Act. The Department of Labor will be using the same education measures as the Department of Education and the Department of Education will be using the two required employment measures: entered employment and retained employment. The timeframe, (i.e., six months after ending the instructional program), however, may not be the same.

Facilitator Notes: Day 2

Materials	Activities	Times
	Facilitator asks participants: How is follow-up information collected in your program?	
	Facilitator compares responses to the methods listed on T-11, Methods of Data Collection. Facilitator describes each of these methods.	
	Under the NRS, a follow-up survey or data matching is required to collect follow-up data.	
S-12	• **Local Program Follow-up Survey** Local programs collect and report to the state all core follow-up outcome measures on students who designated these as their primary or secondary goals, and who left the program during the program year. Other follow-up measures can also be collected. The survey is conducted on all or a random sample of learners in each state's adult education programs. This is the method currently used by most states for the Annual Performance Report. The survey may be conducted by local programs, a third party contractor, or by the state. The procedures for conducting the survey are determined by the state but must follow accepted scientific practice for producing valid results. Students with the goal of obtaining employment must be surveyed at the beginning of the first quarter after leaving the program. Retained employment data must be collected in the third quarter after exit. The other measures can be collected at any time during the year. Refer to S-12 Student Populations and Collection Times for Core Outcome Measures.	**10 min**
T-12	• **Data Matching** Refer to T-12 , Data Matching Using a Shared Interagency Database, for the following presentation. Agencies serving common clients, pool their data to identify outcomes unique to each program. States can, for example, use a shared interagency database to assess the impact of adult education instruction. Information from each program or agency's own database is entered into the state's interagency database. Examples include the following: – Adult Education Program: educational level, demographics, contact hours – Employment Program: enrollment, type of training, service hours, demographics	

Materials | **Activities** | **Times**

demographics

- GED Testing Agency or Adult Secondary Institution: GED test results, diploma
- Wage Records: quarterly wages
- Post-secondary Institutions: enrollment, demographics

A combined participant record or report is produced that provides a profile of the adult learner. The state adult education agency gets the report with the needed student data. The record may show, for example, whether the individual was removed from welfare, enrolled in an employment-training program or post-secondary institution, passed the GED test, or improved their salary. These are all potential outcomes of participation in the adult education programs.

To determine, for example, whether students obtained employment after leaving the program, the state adult education agency would match the Social Security numbers and dates of attendance of students who had obtained employment in the wage records data base for the appropriate calendar year.

> **NOTE:** States already are sharing data. They use data from the GED program when they get the GED test results.

One of the major issues in using a shared database is confidentiality. Social security numbers are used in those states that employ this method.

There are about four states that currently use data sharing procedures—California, Florida, Illinois, and Oregon for at least some adult education students. The procedures and amount of data vary significantly by states. California and Florida, for example, only use data matching on students enrolled in employment training programs.

It is also necessary for agencies to have a common understanding of the measures that are to be shared if the resulting analyses and reports are to be measured across agencies.

B. Data Collection at the Local Level

> **NOTE:** Initially, most states will be collecting follow-up data at the local level so it is important to understand how that can be carried out most effectively. The following activities are designed to help programs gather timely and accurate data.

Materials	Activities	Times
[redacted]	[redacted]	30 min

Problem Solving Activity. Facilitator asks participants to brainstorm issues they may encounter in collecting follow-up data at the local level. On a flip chart or transparency, the facilitator draws a line down the center. The left column is labeled barriers, the right solutions, or show T-13, Force Field Analysis.

Barriers	Solutions
Brainstorm barriers to gathering accurate follow-up data. Prioritize barriers from easiest to most difficult.	Brainstorm solutions.

> **NOTE:** Facilitator should refer to Facilitator's Supplement S-13 Force Field Analysis for potential responses to this activity.

After a discussion of all the barriers, ask participants to brainstorm some solutions. Write solutions next to each of the barriers.

Facilitator explains that a force field analysis is an effective problem-solving technique to use when confronted with other issues.

H-15a-e–H-16, S-14a-c, T-14

2. **Interpreting and Using the Follow-up Survey** **20 min**

   Use the sample Follow-up Survey and graphs (H-15a-e).

   Facilitator divides participants into groups of five or six and asks them to review the survey and to look at the graphs on public assistance and employment. Ask each group to respond collaboratively to the following questions on H-16, Interpreting the Follow-up Survey:

   - What inferences can you draw from the data about students' participation in the adult education program and their employment status?
   - What other information would you want to collect to gain a more comprehensive picture of the relationship between program participation and employment status?
   - How can the results of the survey be used by:
     – Program administrators?
     – Program staff (e.g., professional development staff, data facilitators)?
     – Classroom Instructors?
     – Community members?

> **NOTE**: Facilitator may refer participants back to H-14. Guidelines for Data Collection and Use to determine the use of data.

Facilitators refer to S-14a-c for possible answers to follow-up survey questions. Facilitator gathers feedback by having each table respond to one question. Ask for any additional responses. Facilitator may use T-14a-b, Follow-up Survey Graphs as participants respond to the questions.

Facilitator Notes: Day 2

Materials	Activities	Times
	NOTE: In Activity III, Data Interpretation, the data were presented in tables. Data can be charted in a variety of ways (e.g. pie or line graphs, bar graphs). Chart data in ways that will be most helpful for you.	
H-17 **Blank Transparency**	3. **Telephone Role Play** Individuals responsible for administering the survey may have difficulty in getting respondents to answer. Facilitator asks participants to read the role-play scenario on H-17 and asks for two participants to role play the scenario. Ask them to reflect on the follow-up survey they just reviewed. The role play addresses the following question: *How could Sandy convince Belen to respond to the survey?* Allow 5 minutes for the role play. Facilitator obtains feedback on role play, first from role play participants: Ask interviewer: If you were to do this interview again what would you change? Ask respondent: Is there anything Sandy could have done that would get you to respond more readily? Facilitator asks remaining participants to react to the role play. Ask participants to brainstorm strategies for enhancing responses. Facilitator writes responses on flipchart or blank transparency. **NOTE:** Facilitator may want to reference some of the barriers and solutions generated in the force field analysis as a basis for discussion on how to improve student responses. As alternative strategies facilitator may: • Ask group to break into pairs and role play in pairs. Gather feedback from pairs on strategies for enhancing survey responses. • Engage in a whole group activity in which participants brainstorm ways to improve student responses after they have read the role-play scenario.	**20 min**
T-15, T-16, S-15	4. **Getting Accurate Information From Surveys (Facilitator Presentation)** **Use T-15 Minimizing Survey Errors** Facilitator presents the following information using T-15 as a guide: • Train interviewers on the forms (go over protocol question by question, conduct mock interviews with adult education staff or teachers, conduct mini-pilot test with students not included in the official NRS sample)	**10 min**

Materials	Activities	Times

[redacted]
definition of words and phrases contained in the survey instrument

- Read the questions exactly as written and follow instructions (pay attention to skip patterns: e.g. proceed to question X)
- Complete interview within designated time frame
- Attend to administrative issues as soon as possible (e.g., record EVERY call, even a wrong number. Show T-16, Calling Log, for sample administrative recording form).
- Know the purpose and structure of the NRS.

> **NOTE:** Refer to S-15a-f, Model Procedures for Conducting the Local Follow-up Survey.

ACTIVITIES FOR TRAINING TRAINERS

If facilitators will serve as "trainers of trainers"—(e.g. state professional development staff in large states may train regional professional development staff in the implementation of the NRS), they should proceed with the following optional activities. These activities are designed to reinforce effective professional development and to develop a state plan for rolling out professional development on the NRS.

Facilitators training local program staff and administrators on the NRS should go to **X Closing**.

H-18a-c, T-16

VIII. Effective Professional Development

30 min

Remind participants that they have attended many professional development activities. Ask them: When has a professional development activity NOT been satisfactory?

Sample responses.

Tell participants you are going to give them a list of 7 principles for effective professional development.

Place participants in 4 small groups and tell them that they will be asked to give some innovative/creative examples of how these principles can be used during the roll-out of the NRS professional development. (Remind participants that they reviewed the strategic planning form and the strategic planning questions the day before). Ask participants to refer to H-18a-c, Principles of Effective Professional Development, and ask each group to collaboratively complete the chart based on the need identified on H-18a. Gather feedback from each group on how they might use effective professional development in rolling out the NRS in their state. Use T-17, Effective Professional Development, when gathering feedback.

Materials	Activities	Times
	[See S-16 for an example using one real need.]	
	If time permits, each group could complete the entire form using different needs that could be brainstormed by the participants or provided by the facilitator.	
H-18a-c, T-16	Ask them to look at the list on their handout or transparency. The principles are presented below:	

1. ***Targets a real need of participants.*** **Assumes that needs assessments and collaborative planning** are used in the determination of topics for professional development—not just a "hot new idea" that is administratively selected.
2. ***Is spaced over time with interim activities or is continuous in nature.*** If change in behavior is the objective of professional development, one-shot events do not effectively achieve that goal. There needs to be an opportunity for participants to try out new practices **on their own** and to evaluate the results. To this end, several **approaches to professional development** may be used: these include a series of **workshops,** on-going **action research, observation-feedback** (including mentoring or coaching), and **program or project development** (such as curriculum development or program revision that requires research and development).
3. **Is related to mission and program goals.** Professional development by the nature of the term is NOT personal development. Professional development, therefore, should be related to the professional roles of participants—in most cases, the teaching-learning process in relation to the goals of the organization.
4. **Provides opportunities for participants to learn about the theory and research behind new practices.** Most practitioners are not willing to change their behavior simply because someone in authority tells them to do so. Participants need to know what research indicates will be the results of their changed behavior—or at least what theoretical constructs are the foundations for change. Such presentations need to be dynamic, informed, and illustrative.
5. ***Involves effective presenters who use practical hands-on, how-to activities.*** Unless information is the only professional development goal, workshop presentations are often important but not sufficient professional development to bring about changes in practice. If professional development involves presentation (and most

Materials	Activities	Times

approaches begin with workshop sessions that present theory and research, provide an overview of the needs and procedures that will be employed, or may involve problem-solving related to the professional development that will follow) there are several presenter characteristics that are crucial:

- A presenter who is respected, articulate, experienced, and charismatic;
- A presenter who is well-organized, prepared, and relaxed; and
- A presenter who has a sense of humor (including the ability to laugh at themselves) and who respects the contributions of participants. (Participants will probably want to add other characteristics to this list.)

Presentations should be brief (20 minutes maximum) interspersed with small group, hands-on activities. These may involve problem-solving, peer teaching, manipulation of objects or data, participant role-playing demonstration, and the like.

6. ***Allows participants to practice new skills and strategies in a safe environment and to receive constructive feedback from a chosen peer or other trusted professional.*** Teaching, like any acquired skill or art form, requires continuous observation and practice with opportunities to alter less-effective strategies for new ones without being penalized for experimentation. It is important that peer coaches or mentors be self-selected or at least agreeable partners.

7. ***Results in increased learning gains by students or more efficient practices by other staff.*** Although it is difficult to determine a cause-effect relationship between most professional development activities and learner gains, overall patterns can be observed and recorded. For example, one study that tested learning gains of students and correlated them with instructors who scored high on categories of instructor competencies, found that instructors scoring high in “organization for instruction” and “monitoring student progress” also had learners who made significantly greater learning gains.
   This last finding is one reason that collecting and using data are so important for state and local programs in an era of accountability.

Materials	Activities	Times
H-19, H-20a-c	**IX. State Plan for Professional Development Roll Out**	**45 min**

A. Facilitator Presentation

Beginning July 1, 2000, states will be required to implement the NRS. Local program directors and staff responsible for data collection and analysis, as well as teachers will need to be trained on the NRS. We would like you to take time now to think long term about how you can incorporate information and training about the NRS into your ongoing professional development plans. We have developed a set of questions for you to consider to help you plan for the necessary professional development.

Remind participants that they reviewed the strategic planning forms and questions the previous day.

B. Questions for Planning the NRS Roll Out

Facilitator asks participants to work in a group with other members from their state. If only one representative, work with participants in states that have similar characteristics. These may be groups of 2 or more. Provide each group with the Planning Questions (H-19):

1. How will you use the professional development materials you have received here?
2. How will you roll out professional development on the NRS across your state?
   a. What program staff will you target?
   b. Who will be the lead staff responsible for the professional development?
   c. What will be your time frame for conducting the professional development?
   d. What resources will be allocated (money, staff, time)?
   e. How will you evaluate the extent to which your professional development goals have been met?
3. What additional support or follow-up will you need?

Ask participants to record responses to the strategic planning questions on the worksheet, H-20a-c Plan for Professional Development Roll-Out on the NRS. Ask them to be prepared to share some ideas with other groups during a report back. Point out the benefits from hearing what other states are planning. Have each group select one person for the report back. Allow 45 minutes for individuals to work in their small groups.

Materials	Activities	Times
		25 min

- Sample strategies used by different groups to roll out professional development on the NRS in their states. Ask them whom in their state they are going to train and how they will train these people.
- Allow 25 minutes for report out.

Materials: **H-21a-b** | Times: **20 min**

X. Closing

A. Review Parking Lot Issues

Collect the flipcharts with the parking lot issues that were posted at the beginning of the workshop session. Review questions to determine if these questions have been answered during the workshop. Provide responses to unanswered questions.

> **NOTE:** If facilitator is training trainers, a review of Parking Lot Issues may come before moving on to activities VIII: Effective Professional Development and IX: State Plan for Professional Development Rollout.

B. Reflection

Provide closure to the workshop by asking participants to reflect on what they have learned and how they can apply the information they have discussed or acquired.

Refer participants to the workshops objectives:

- Describe the National Reporting System and its various components.
- Analyze and use data collected on program outcomes, including follow-up data.
- Ask participants to share ways they can use the information, if time permits.

C. Workshops Evaluation

Direct participants' attention to H-21a-b Workshop Evaluation. Ask participants to complete the evaluation.