External Evaluation Report

Pinellas County School District's Classroom Instructional Support Model (CISM)

July 2009

Appendices

ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Pinellas County School District's Classroom Instructional Support Model (CISM) is an embedded staff development model with the goal to expand teacher knowledge of explicit instruction and ensure that the Pinellas County model of instruction is deployed and practiced.[1]

This report provides an evaluation of the perceived effectiveness of the first four years of the project. The major sources of information for this evaluation come from surveys of school staff members who received professional development through the model and staff developers who provided the professional development for the model.

The level of satisfaction with the model is mixed. While the majority of school staff members are generally satisfied with their staff developers' knowledge level and delivery of model/demonstration lessons, there is a lower level of satisfaction with the follow-up to the model/demonstration lessons. This is an area of concern for the staff developers as well, with many staff developers reporting that they do not have adequate time to fully support teachers in implementing the concepts in their classrooms after conducting the model/demonstration lesson.

There are varying opinions about whether school staff members' professional development needs are effectively met through CISM and whether instruction at their schools has improved noticeably as a result of CISM. Staff developers perceive the effectiveness of CISM more favorably than school staff members, with just one-half of school staff members indicating that their professional development needs are effectively being met by the model. Just over one-half of school staff members agree that instruction at their schools has improved as a result of the model; most staff developers agree that the classroom instruction in the schools they serve has improved as a result of CISM.

School staff members and staff developers cite several factors that they perceive hinder the implementation of CISM. These include insufficient time for staff developers to spend in each school and for debriefing of model/demonstration lessons; a lack of fit of the model in meeting school staff members' individual professional development needs, particularly for experienced teachers; and adequate coverage for classroom teachers to attend CISM activities.

Suggestions to improve the model pertain to the amount of time that staff developers spend in each school, the ongoing professional support for staff developers, the amount of time allotted for follow-up activities, and the alignment of CISM activities in meeting the individual needs of participating teachers.

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[1] B. Ahmadi, personal communication, January 31, 2006.

SECTION 1
Introduction

The major purpose of this study is to better understand the perceived effectiveness of the Classroom Instructional Support Model (CISM) for the delivery of professional development.

Goals of the Evaluation Study

The overarching goal is the study of the perceived effectiveness of the model. The study goal is twofold: 1) to examine the perceptions of school staff members who participated in CISM staff development activities; and 2) to examine the perceptions of those who serve as staff developers for the model.

Evaluation Study Design

This study uses quantitative and qualitative research methods to analyze data obtained through two on-line surveys. Surveys of school staff members who participated in CISM staff development activities and those who serve as staff developers for the model were conducted. The survey of school staff members was distributed through a mass email dissemination to all school staff at the 52 participating schools. The email solicited responses from only those school staff members who had participated in CISM activities. The survey of staff developers was sent out via email to 23 of the 24 staff developers for whom an email address was available.

Evaluation Study Questions

The evaluation questions for this study are:

1. What is the perception of the effectiveness of professional development delivered through CISM by participating school staff members?

2. What is the perception of the effectiveness of professional development delivered through CISM by providers of the professional development (staff developers)?

Approach

To answer these evaluation questions, this study made use of a variety of strategies and data sources, including the following:

1. Selected documents pertaining to CISM were gathered and reviewed,

2. An on-line survey of school staff members participating in CISM professional development activities was developed and administered in May of 2009, and

3. An on-line survey of providers of CISM professional development was developed and administered in May of 2009.

This report is organized in sections describing each major phase of the study. The sections include an overview of the model, school staff member perceptions of the model, staff developer perceptions of the model, and a summary of findings. Evaluation questions and findings that address the questions are embedded in each section. Supporting instrumentation and data tables are included in the Appendices.

[Note: For school staff members, the survey response percentages reported in the narrative of this report are based on the number of respondents who indicated that they had participated in the component relevant to each corresponding survey item. In the appendix, percentages reported for survey items 6-18 are based upon the total number of responses to the item, including those that indicated they did not participate in a particular component.]

Limitations of the Study

It is important to note the limitations of this study. First, the school staff survey was widely disseminated to a number of schools and it was not possible to target only the staff members who actually participated in CISM professional development activities; therefore, the response rate is unknown. Second, the results of both surveys are based upon an analysis of perceptions, and thus, subject to bias. Third, the survey of staff developers revealed that 75 percent of the staff developers serve more than five schools. A number of survey items were designed to accommodate responses for up to five schools only, and it is unknown what influence this may have had on the results for these items. Additionally, while the response rate for staff developers is adequate (87 percent), it should be kept in mind that the results for staff developers are based on the perceptions of only twenty respondents, and thus, these results should be interpreted with caution.

SECTION 2
Overview of the Classroom Instructional Support Model

The Classroom Instructional Support Model (CISM) was implemented in Pinellas County Schools during the 2005-06 school year.[2] It is an embedded staff development model with the goal to expand elementary school teachers' knowledge of explicit instruction and to ensure that the Pinellas County model of instruction is deployed and practiced. The approach aims to improve teachers' knowledge and use of Reading and Math teaching points developed by the district's Curriculum Support Team (CST) and to create effective lesson planning centered on meaningful classroom discussions.

The approach is based upon the modeling of exemplary instruction in a lab setting, which is followed up with ongoing coaching and support. Leadership for the model is provided both at the district and individual school level. At the district level, support for the model is provided by two Elementary Area Superintendents, the Assistant Superintendent of Elementary and Special Education, the Director of Elementary Education and Title I, curriculum supervisors, and a cadre of staff developers. At the school level, the school principal, assistant principal, learning specialist, Reading First coach, Title I facilitator, and lead teachers are responsible for supporting the model in their schools.

The staff developers play a key role in the delivery of the professional development. Each staff developer is assigned to several schools and works in collaboration with one classroom for each grade level and focus area (e.g. grades two and three for Reading and grades four and five for Math) in a lab classroom setting. Demonstration lessons occur in the lab classroom, with same-grade teachers from other classrooms observing the lesson. The staff developer works with the lab classroom teacher, the school's leadership, and others to plan and monitor the professional development. Staff developers often attend district Curriculum Support Team (CST) meetings with their assigned schools. During these meetings, a school's professional development plan is designed, which is then discussed with the school's leadership team and Professional Learning Communities (PLCs).

Additionally, selected teachers, staff developers, coaches, and administrators have participated in content-focused coaching in the area of Math provided by Lucy West, a consultant affiliated with *Research for Better Teaching*.[3] Pinellas County Schools has partnered with this organization for the past four years to transform Math instruction with an emphasis on the design, implementation, and reflection on rigorous, standards-based lessons. During the 2008-09 school year, the consultant worked with 13 staff developers as well as teachers and administrators from

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[2] Much of the information on the model reported in this section is based upon information included in the prior CISM evaluation report, entitled *An Implementation Evaluation of Classroom Instructional Support Model: The First Year.* (October, 2006). Department of Research and Accountability, Pinellas County Schools and Bethany Bell-Ellison, Department of Educational Measurement and Research, College of Education, University of South Florida.

[3] Additional information may be found at http://www.rbteach.com/rbteach2/Home.html

three school sites. Particular emphasis was placed upon increasing the capacity of staff developers as they worked with classroom teachers to plan, implement, and debrief lessons. [4]

The amount of support given to a school through the model is dependent upon the school's Adequate Yearly Progress (AYP) status and its school grade, which is based upon the state of Florida's school grading system. Based upon the results of the AYP and school grade reports, schools were placed into two priority levels of service based upon need. Schools designated as *Priority Level One* receive more intensive services and support than those designated as *Priority Level Two*. In the 19 *Priority Level One* schools, staff members receive three days of CISM professional development every three weeks. In the 30 *Priority Level Two* schools, staff members receive two days of CISM professional development each month. Schools may receive support in Reading (grades two and three), Math (grades four and five), or in both areas.

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[4] B. Ahmadi and E. Bright, personal communication, April 7, 2009.

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SECTION 3
School Staff Member Perceptions of the Model

> **Evaluation Question Addressed:**
>
> **What is the perception of the effectiveness of professional development delivered through CISM by participating school staff members?**

An online survey was conducted in May 2009 for staff members whose schools participated in CISM staff development. The survey link was sent out via email to all staff members at participating schools. Survey responses were solicited from those staff members who had participated in CISM activities. A total of 391 participants in the CISM professional development model responded to the survey. The actual number of staff members participating in CISM activities is unknown, and therefore the rate of response to the survey is also unknown. The majority of respondents (90 percent) were classroom teachers from *Priority Level Two* schools. Although the number of *Priority Level Two* schools is greater than *Priority Level One* schools (30 versus 19, respectively) there appears to be a disproportionately high percentage of respondents from the *Priority Level Two* schools. One possible reason for this may be that respondents from these particular schools wanted to share their perceptions of their experiences with CISM and therefore felt particularly compelled to respond to the survey. Respondents had an average of 17 years of experience in education, and over half participated in both Reading and Math CISM professional development. Most respondents reported participating in discussion, training, support, or coaching in CISM at least monthly. The survey instrument is located in Appendix A and individual item responses are located in Appendix B-1. A summary of the results by topic area is reported below.

Perceptions on Staff Developers

Responses to the survey suggest that participants were generally satisfied with their staff developer's delivery of CISM.

- Across Reading and Math, 90 percent of respondents at least somewhat agreed that their staff developer is knowledgeable.
- Across Reading and Math, 83 percent of respondents at least somewhat agreed that their staff developer oriented them to the model/demonstration lessons and 84 percent at least somewhat agreed that their staff developer conducted model/demonstration lessons in an effective manner.
- Across Reading and Math, 83 percent of respondents at least somewhat agreed that they were given an opportunity to provide input into the content of the model/demonstration lessons.

Relatively fewer respondents agreed that follow up to the model/demonstration lessons was adequate as indicated by these results:

- Across Reading and Math, 75 percent of respondents at least somewhat agreed that the staff developer was supportive in implementation of the concepts in the classroom after the model/demonstration lesson.
- Across Reading and Math, 74 percent of respondents at least somewhat agreed that the staff developer provided them with specific and constructive feedback on their instruction.
- Across Reading and Math, 56 percent of respondents at least somewhat agreed that more time with the staff developer would make the model more effective. However, 29 percent completely disagreed that more time would be beneficial.

<center>**Perceived Effectiveness of the Model**</center>

Respondents had varying opinions about whether their professional development needs were effectively met through CISM (Table 3-1) and whether instruction at their schools has improved noticeably (Table 3-2) as a result of CISM. Perceptions were slightly more favorable to Reading than Math.

- Fifty-three percent of respondents agreed completely or somewhat that their professional development needs in Reading and Math were met, while forty-seven percent disagreed.
  o Fifty-three percent of respondents completely or somewhat agreed that their professional development needs in Reading were met.
  o Fifty-one percent of respondents completely or somewhat agreed that their professional development needs in Math were met.

Table 3-1
School Staff Members' Perceptions of the Effectiveness of CISM for Meeting Their Professional Development Needs

16. My professional development needs are effectively met through CISM.					
	Completely Agree	**Somewhat Agree**	**Somewhat Disagree**	**Completely Disagree**	**N**
Reading	24% (82)	29% (100)	20% (68)	27% (92)	342
Math	19% (55)	32% (91)	17% (48)	31% (89)	283
Across Reading and Math	**22% (137)**	**31%(191)**	**19%(116)**	**29%(181)**	**625**

- Fifty-six percent of respondents agreed completely or somewhat that instruction has improved at their schools as a result of CISM, while forty-four percent disagreed.
  o Fifty-seven percent of respondents agreed completely or somewhat that Reading instruction has improved at their schools as a result of CISM.
  o Fifty-four percent of respondents agreed completely or somewhat that Math instruction has improved at their schools as a result of CISM.

Table 3-2
School Staff Members' Perceptions of the Impact of CISM on Instruction

17. Instruction at my school has improved noticeably as a result of CISM.					
	Completely Agree	**Somewhat Agree**	**Somewhat Disagree**	**Completely Disagree**	**N**
Reading	24% (80)	34% (113)	20% (67)	23% (76)	336
Math	21% (60)	32 % (90)	22% (62)	24% (68)	280
Across Reading and Math	**23%(140)**	**33%(203)**	**21%(129)**	**23%(144)**	**616**

Respondents were asked if they would recommend CISM as a model for professional development delivery. Overall, an average of 43 percent of respondents would recommend CISM for most teaching professionals, and an average of 25 percent would not recommend this model. An analysis of comments pertaining to this area suggests that respondents would recommend this model to new teachers, struggling teachers or those with poor evaluations, teachers at struggling schools, or teachers who volunteer to participate in this model.

Table 3-3
School Staff Members' Recommendation of CISM

19. I would recommend CISM as a model for professional development delivery.				
	Yes, for most teaching professionals	**Yes, but only for some teaching professionals**	**No, I would not recommend this model**	**N**
Reading	44% (163)	31 % (116)	25% (92)	371
Math	42% (135)	32% (103)	26% (82)	320
Across Reading and Math	**43%(298)**	**32%(219)**	**25%(174)**	**691**

Quality and Relevance of CISM Activities

Respondents were asked to provide feedback on the training that they have received related to CISM. These are reported in Table 3-4 in order of prevalence. Across Reading and Math, 53 percent rated CISM training as very relevant to their work, while 37 percent reported that CISM training has not been very helpful to them. Overall, respondents viewed the Reading component slightly more favorably as compared to the Math component.

- Fifty-five percent indicated that the CISM Reading training has been very relevant to their work, while 52 percent indicated the Math training has been relevant to their work.
- Thirty-six percent responded that the CISM Reading training has not been very helpful to them, while 39 percent indicated that the CISM Math training has not been very helpful to them.

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- Three areas had at least a six percentage point differential of respondents rating the Reading component higher than the Math component. These included the usefulness of the training, the adequacy of opportunities to reflect and share with colleagues, and the high-quality of the presentations.

Also of interest is the relatively higher proportion of respondents who rated the Reading component as mostly review versus the Math component (38 percent versus 31 percent, respectively). One possible explanation for this may be that at least some of the schools that participate in CISM also participate in the federal *Reading First* program, and thus have full-time reading coaches on staff at their schools and attended required Reading Academies.

Table 3-4
School Staff Members' Perceptions of Various Aspects of CISM

20. The training that I have received related to CISM has (choose as many as applicable)						
Response Category	**Across Reading and Math (N=631)**		**Reading (N=345)**		**Math (N=286)**	
	Rank	**%**	**Rank**	**%**	**Rank**	**%**
Been very relevant to my work	1	53	1	55	1	52
Provided me with useful training	2	50	2	53	2	46
Consisted of high-quality presentations	3	45	3	48	3	42
Included adequate opportunities to reflect and share with my colleagues	4	44	4	47	4	40
Has not been very helpful to me	5	37	7	36	5	39
Was differentiated to meet the needs of the participants	6	36	6	37	6	34
Been mostly review for me	7	35	5	38	7	31

Perceptions of *Research for Better Teaching* Consultant Professional Development

Respondents were asked if the Math professional development provided by Lucy West of *Research for Better Teaching* was of high quality. Of the 120 respondents to whom this question applied, eighty percent agreed to some extent that the professional development was of high quality.

Table 3-5
School Staff Members' Perceptions of Professional Development Offered by Lucy West of
Research for Better Teaching

21. The professional development provided by Lucy West is of high quality.		
	Response Percent	Response Count
Completely Agree	42	50
Somewhat Agree	38	46
Somewhat Disagree	10	12
Completely Disagree	10	12

Factors Affecting Implementation

Respondents were asked to indicate the factor they perceive to be the biggest hindrance to the implementation of CISM in their schools. These factors are presented in the table below, in order of prevalence.

Table 3-6
Rank Order of School Staff Members' Perceived Hindrances to the Implementation of CISM

22. The biggest hindrance to the implementation of CISM in my school is (choose only one):		
	Rank Order	N Responding
The time taken away from students puts the additional burden on teachers to plan activities for them while attending CISM activities	1	107
The CISM model does not fit my specific professional development needs	2	70
Scheduling time for debriefing	3	56
The staff developer does not come to my school frequently enough to have an impact	4 (tie)	52
Teachers do not buy into this model	4 (tie)	52
Getting coverage for classroom while teachers attend CISM activities	5	45

This question allowed respondents to specify other hindrances. Twenty-nine respondents chose "Other" and provided an answer. An analysis of these revealed that no clear trend was apparent. However, several were made pertaining to the need for individualized professional support. A complete list of respondents' replies is located in Appendix B-2.

Most Helpful Aspects of the Model

Respondents were given the opportunity to rate selected aspects of CISM that would be helpful when applied to any professional development model. These are presented in Table 3-7, in rank order of frequency of each element indicated as first choice of the respondents. As can be seen in the table, the top three aspects included demonstration or modeling lessons, one-on-one coaching, and assistance with lesson planning.

Table 3-7
Rank Order of School Staff Members' Perceptions of the Most Helpful Aspects of CISM

23. Regardless of whether or not I found CISM to be helpful to me personally, the components of the model that I believe could be most helpful when applied to any professional development model are (please designate your top three choices):	Rank Order	N Indicating First Choice
Demonstration or modeling lessons	1	215
One-on-one coaching	2	58
Assistance with lesson planning	3	43
Collegial follow-up discussion of the lesson once it has been delivered	4	36
Co-teaching	5	32
Observation and feedback of lessons	6	23
Peer coaching	7	14

Additional Commentary

Respondents were given the opportunity to provide additional commentary on CISM. One hundred-twenty respondents provided comments in the form of an open-ended response. This represents 31 percent of all survey respondents. Therefore, these comments may not be representative of the entire sample of survey respondents.
- Two-thirds were unfavorable toward the model
- One-fourth were favorable toward the model
- The remaining comments were neutral, mixed, or not relevant to the model.

A complete list of respondents' comments may be found in Appendix B-2.

An analysis of the comments suggests that respondents are most concerned that CISM takes time away from students and the classroom, and that the model is inappropriate for experienced teachers. Some comments suggest that the money to fund CISM could be more effectively spent elsewhere. These sentiments are illustrated by the following selected comments of several school staff members:

Although the staff developers are friendly and want to help, the information they offer is not real world oriented. They expect all classes to follow strict models without concern for individual differences in class dynamics.

Trying to schedule for the staff developers has been a nightmare. Trying to provide coverage has been almost impossible. With the Reading Staff Developer here 1/2 day per month it is hard to be flexible. The burden on the teachers and everyone else is tremendous. The teachers don't feel that they are getting enough from this to be of much benefit.

I felt like this program was a waste of resources. It only meant more work for me...most of it unnecessary. There were meaningless assignments such as, "...define Math with your team and come back with your definition." This is a total waste of my valuable time. Put these people back in the classroom and just provide the usual Math trainings. How effective can CISM be when the trainer only comes twice a month and throws extra assignments at you? Why not provide this to "D/F" schools. Why are "A" schools being forced to do this? This is a waste of valuable resources...This is very frustrating to a veteran teacher. Give me time to plan meaningful, creative lessons, and let me teach!

Positive comments relating to CISM generally pertained to helpful experiences with coaches and staff developers. Some expressed the opinion that additional time with coaches and staff developers would be helpful. These are illustrated in the following selected comments of several school staff members:

The increase in supportive workshops and on-site infusion of positively reinforced encouragement to learn and use research-based best practices aligned directly to our curriculum in order to increase student achievement is fantastic! Thanks for providing materials to implement the lessons & the support.

Each time [staff developer name] met with 5th grade, we found her knowledge to be valuable and appreciated her kind ways of working with our team. We look forward to her returning next year to help grow our knowledge in Reading Units of Study!

This training is so much more valuable than sitting in a workshop. It allows me to implement techniques learned immediately. The best days were full TDE's, watching a lesson taught, then debriefing, with time to plan.

In addition to the comments provided on the survey, several school staff members who have participated in CISM staff development expressed support for the model in correspondence with Pinellas County Schools' administration. One staff member expressed her support for her staff developer in this way:

Over the past few months [name removed] has been a partner teacher and mentor in my classroom as I implement problem-driven Math instruction. Having [name removed] in my classroom and working alongside her has been invaluable. She has brought to my teaching a way of approaching Math "real world" style. This way of teaching has been what I have been craving as an educator but I've never been quite certain how to implement it. I've taken

baby steps but haven't been able to fully step into it. With her by my side, I have been given the confidence to try new things and watch how Math can be approached in a totally different style than what many of us have become accustomed to. Her relationship with the students speaks for itself…when you walk in my room during one of these lessons there is engagement by all, Math conversations that go beyond our expectations, and kids feeling good about what they are doing. It's exactly what I have wanted to see.

SECTION 4
Staff Developer Perceptions of the Model

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Evaluation Question Addressed:

What is the perception of the effectiveness of professional development delivered through CISM by providers of the professional development (staff developers)?

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An online survey was conducted in May 2009 of CISM staff developers. The survey link was sent out to twenty-three of the twenty-four CISM staff developers for whom an email address was available. Twenty staff developers responded to the survey, for a response rate of 87 percent. The majority of respondents were Reading staff developers. Respondents had an average of 3.4 years as a staff developer. All of the staff developers who responded to the survey serve five or more schools; the majority serves both *Priority Levels One and Two* schools. The survey instrument is located in Appendix C. Individual item responses may be found in Appendix D-1. A summary of the results by topic area is reported below.

These results should be interpreted with caution. The survey of staff developers revealed that 75 percent of the staff developers serve more than five schools. A number of survey items were designed to accommodate responses for up to five schools only, and it is unknown what influence this may have had on the results for these items. Additionally, while the response rate for staff developers is adequate (87 percent), it should be kept in mind that the results for staff developers are based on the perceptions of only twenty respondents.

Perceptions on School Staff Members' Level of Understanding and Support for CISM

Staff developers were asked if teachers and administrators at the schools they serve have a clear understanding of CISM and if teachers and administrators are supportive of CISM. Respondents were asked to provide their responses based on five individual schools that they serve. More respondents completely agreed that administrators have a clear understanding of CISM as compared to their perceptions of teachers' understanding.

Table 4-1
Staff Developers' Perceptions of Understanding of CISM by School Staff Members

Have a clear understanding of CISM. (Questions 7 and 8)				
	Teachers		Administrators	
	Completely Agree	Somewhat Agree	Completely Agree	Somewhat Agree
School 1	55% (11)	30% (6)	65% (13)	20% (4)
School 2	45% (9)	35% (7)	45% (9)	45% (9)
School 3	35 % (7)	55% (11)	65% (13)	30% (6)
School 4	35% (7)	40% (8)	55% (11)	25% (5)
School 5	30% (6)	40% (8)	60% (12)	10% (2)
Average Across Schools	**40%**	**40%**	**58%**	**26%**

More respondents completely agreed that administrators are supportive of CISM as compared to their perceptions of teachers' support.

Table 4-2
Staff Developers' Perceptions of Support for CISM by School Staff Members

Are supportive of CISM. (Questions 12 and 13)				
	Teachers		Administrators	
	Completely Agree	Somewhat Agree	Completely Agree	Somewhat Agree
School 1	53% (10)	37% (7)	80% (16)	10% (2)
School 2	33% (6)	53% (10)	60% (12)	30% (6)
School 3	42% (8)	47% (9)	65% (13)	30% (6)
School 4	42% (8)	26% (5)	70% (14)	10% (2)
School 5	37% (7)	32% (6)	70% (14)	5% (1)
Average Across Schools	**41%**	**39%**	**69%**	**17%**

As reported in Table 4-3, three-fourths of the respondents agreed to some extent that teachers are fully implementing the concepts of CISM. Additionally, most staff developers completely agreed that teachers are given opportunities to provide input into the content of the model and demonstration lessons.

Table 4-3
Staff Developers' Perceptions of Level of Implementation of CISM by Teachers

9. The TEACHERS at the schools that I serve have fully implemented the concepts of CISM.					
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	N
School 1	45% (9)	30% (6)	25% (5)	0	20
School 2	20% (4)	55% (11)	20% (4)	5% (1)	20
School 3	25% (5)	70% (14)	5% (1)	0	20
School 4	26% (5)	47% (9)	21% (4)	5% (1)	19
School 5	20% (4)	50% (10)	20% (4)	10% (2)	20
Average Across Schools	**27%**	**50%**	**18%**	**4%**	**--**

Alignment with Curriculum

Respondents generally indicated that the plan developed by the schools' Curriculum Support Team (CST) is closely aligned with the professional development they were providing and that the needs of their schools are met through CISM.
- An average of 52 percent of respondents completely agreed that the plan provided by the school's Curriculum Support Team is closely aligned with the professional development provided.
- Most respondents somewhat agree that the professional development needs of the schools they serve are effectively met through CISM.

Time Constraints

Many respondents reported that they did not have adequate time to fully support teachers in implementing the concepts in their classrooms after conducting the model/demonstration.
- An average of 56 percent of respondents at least somewhat agreed that they had adequate time to fully support teachers in implementing the concepts of CISM in their classrooms.
- The majority of respondents indicated that additional time to spend in each of their schools would make the model more effective.
- Respondents suggested that insufficient time to spend in schools and for debriefing was a hindrance to the implementation of CISM.

Perceived Impact and Factors Affecting Implementation

Most respondents reported that the classroom instruction in the schools they serve had improved noticeably as a result of CISM, but responses suggest that having more time, getting coverage for classrooms while teachers attend CISM activities, and receiving support from school administration would be helpful.

Respondents were asked to indicate the factor they perceive to be the biggest hindrance to the implementation of CISM in the schools that they serve. These factors are presented in the table below, in order of prevalence.

Table 4-4
Rank Order of Staff Developers' Perceived Hindrances to the Implementation of CISM

18. The biggest hindrance to the implementation of CISM in the schools that I serve is (choose only one):		
	Rank Order	**N Responding**
Insufficient time to spend in each school	1	9
Getting coverage for classrooms while teachers attend CISM activities	2	4
Scheduling time for debriefing	3 (tie)	3
The administration is not supportive of CISM	3 (tie)	3
Teachers do not buy into this model	4 (tie)	1
Other: Due to lack of understanding and participation by administration	4 (tie)	1

Staff Developer Preparation and Support

In general, respondents indicated that the professional development they received in order to prepare them as CISM staff developers was adequate, but one-half reported that the frequency was inadequate.

- Sixty-eight percent of respondents agreed to some extent that the professional development was of high quality.
- Sixty-eight percent of respondents agreed to some extent that the professional development has prepared them adequately to serve as a staff developer.
- Seventy-one percent of respondents completely agreed that those who provided the professional development were knowledgeable.
- Respondents had varying opinions on whether the topics presented were relevant to the support needed by the schools they serve.
- Fifty percent of respondents completely disagreed that the frequency of the professional development they received was adequate.

There were six Math staff developers who responded that they had participated in the professional development provided by Lucy West of *Research for Better Teaching*. Of these, four (two-thirds) responded that it was of a high quality while two (one-third) disagreed that it was high quality.

Table 4-5
Staff Developers' Perceptions of Professional Development Offered by Lucy West of
Research for Better Teaching

24. The professional development provided by Lucy West is of a high quality.		
	Response Percent	**Response Count**
Completely Agree	67%	4
Somewhat Agree	0%	0
Somewhat Disagree	33%	2
Completely Disagree	0%	0

Additional Commentary

Staff developers were given the opportunity to provide additional commentary on CISM. A complete list of respondents' comments may be found in Appendix D-2. An analysis of the comments suggests that there is concern among staff developers that Reading staff developers, in particular, did not have adequate ongoing professional development this year. Respondents recommended regularly-scheduled collaborative meetings with other staff developers to share ideas and coaching methods and to learn from each other about best practices and other aspects of implementation. Comments suggested that respondents would like coaching for new staff developers from experienced staff developers and professional development from experts in the field. Additionally, staff developers commented that they are "spread too thin" and would like to spend more concentrated amounts of time working with an individual school.

These sentiments are illustrated by the following excerpts of staff developers' comments:

> *Last year we had continual staff development across the year for both content and coaching methods. This year we had nothing. It is imperative that staff developers receive high quality staff development for several reasons: we want to stay current on the very best practices and research to be able to share those with teachers. Also, professional development renews our energy and excitement - and we need to bring that energy and excitement to the classroom teachers.*

–Reading Staff Developer

[My suggestions for improving the CISM approach include] increasing the frequency of visits to schools. Give staff developers a needs assessment survey to determine areas of focus for their staff development. Provide ongoing staff development for staff developers. Provide opportunities to attend IRA and other Reading conferences.

–Reading Staff Developer

I think having coaches (current staff developers) to coach new, in-coming coaches is the best way to finally be able to sustain student-centered teaching in Math in elementary schools... teachers are usually willing to try new things if they have someone they can go to for support whenever they have questions or need help. New, full-time school coaches are going to have a lot of questions to answer from their teachers and may often [not] know how to respond. They, themselves will need the support of someone who has been deeply involved in the national model the district is using as we try to improve on the teaching and learning of Mathematics in the early (K-5) grades. Reading coaches in elementary grades have had the luxury of this support through Reading First. Consequently our district has quality Reading coaches in almost every school.

–Math Staff Developer

This year consistent team meetings were not considered as valuable as time in schools. In fact it is just as valuable in moving our work forward. Since we encourage our teachers to take the time for debriefing a lesson, for reflection and improvement; the same is true for staff developers. Team meetings with ALL Math/science staff developers IS our debrief. It supports our growth in content and coaching.

–Math Staff Developer

Staff developers also offered commentary on the value of the model. In the words of one Math staff developer,

With the shift in teaching away from teacher-centered to student-centered, there are not many teachers who, at this time, understand and/or feel comfortable teaching this way. They need strong support to become proficient in the discussion of Math with their students, as well as how to effectively study and analyze student work in order to move their students forward in a way which will be sustaining in the student's learning...there is also a lot more to being a coach than just knowing Math when working with all grades in elementary schools. The current staff developers have had the benefit of learning from each other over several years while working with [experts]... as well as having time in the weekly Staff Developer PLC to discuss the implications of what is occurring in our individual schools and how best to address schools' needs in order to move them forward, just as teachers do in their PLCs...Not allowing for support for in-coming school-based Math coaches may quite possibly lead to failure of a highly effective model.

SECTION 5
Summary of Findings

The purpose of this study was to better understand the perceived effectiveness of Pinellas County School District's Classroom Instructional Support Model (CISM) through an examination of the perceptions of the school staff members who participated in CISM staff development activities and the perceptions of those who serve as staff developers for the model.

This study examined data from a variety of sources to address the intended purpose:
- A review of selected documents pertaining to CISM
- An on-line survey of school staff members participating in CISM professional development activities
- An on-line survey of CISM staff developers

Following is a summary of the major findings of the study.

Satisfaction with CISM

The level of satisfaction with the model is mixed. While the majority of school staff members were generally satisfied with their staff developer's delivery of CISM, including their level of knowledge and the delivery of the model/demonstration lessons, there is a lower level of satisfaction with the follow-up to the model/demonstration lessons. This was an area of concern for the staff developers as well, with many staff developers reporting that they did not have adequate time to fully support teachers in implementing the concepts in their classrooms after conducting the model/demonstration lesson.

- While school staff members made many positive comments about CISM, particularly regarding helpful experiences with coaches and staff developers, there were more than twice as many negative comments made. Negative comments generally related to concerns that CISM takes time away from students and the classroom, and that the model is inappropriate for experienced teachers.
  - Less than one-half of the school staff members completely agreed that the staff developer was supportive in implementation of the concepts in the classroom after the model/demonstration lesson.
  - An average of 56 percent of staff developers at least somewhat agreed that they had adequate time to fully support teachers in implementing the concepts of CISM in their classrooms.
  - School staff members were favorable toward the Math professional development provided by Lucy West of *Research for Better Teaching*, with eighty percent of those responding to this question agreeing that it is of a high quality.

In terms of the relevance of the model to their work,
- Just over one-half of the school staff members viewed CISM as very relative to their work.
- Thirty-seven percent of school staff members reported that CISM training has not been very helpful to them.
- Overall, school staff members viewed the Reading component slightly more favorably as compared to the Math component.

Perceived Effectiveness of CISM

There were varying opinions about whether school staff members' professional development needs are effectively met through CISM and whether instruction at their schools has improved noticeably as a result of CISM. Staff developers perceived the effectiveness of CISM more favorably than school staff members.
- Only about one-half of school staff members agreed that their professional development needs are being met by the model, while about four-fifths of staff developers at least somewhat agreed that the professional development needs of the schools they serve are effectively met through CISM.
- Just over one-half of school staff members agreed that instruction at their schools has improved as a result of the model, while most staff developers reported that the classroom instruction in the schools they serve has improved as a result of CISM.
- Fewer than one-half of the school staff members would recommend CISM for most teaching professionals, and about one-fourth would not recommend this model. Groups that were thought to potentially benefit from the model include new teachers, struggling teachers or those with poor evaluations, teachers at struggling schools, or teachers who volunteer to participate in this model.
- The top three elements of the CISM model that school staff members indicated are helpful included demonstration/modeling lessons, assistance with lesson planning, and collegial follow-up discussion of the lesson once it has been delivered.

Hindrances to Implementation of CISM

Both school staff members and staff developers cited several factors that they perceive hinder the implementation of CISM. Factors that school staff members perceive to be the biggest hindrance to the implementation in their schools in order of prevalence include:
- Time taken away from students
- Lack of fit of the model in meeting their professional development needs, particularly for experienced teachers
- Insufficient time for debriefing of model/demonstration lessons
- Insufficient time for staff developers to spend in each school
- Coverage for classroom teachers to attend CISM activities

Factors that staff developers perceive to be the biggest hindrance to the implementation in the schools that they serve in order of prevalence include:
- Insufficient time for staff developers to spend in each school
- Coverage for classroom teachers to attend CISM activities
- Insufficient time for debriefing of model/demonstration lessons
- Lack of support from school administration.

Recommendations for Improvement of CISM

Based upon the analysis of data from close-response survey items as well as comments made by school staff members and staff developers, several themes emerged pertaining to improvement of CISM. Suggestions for improvements to the model include the following:
- Assign staff developers to fewer schools and increase the amount of time that staff developers spend in each school.
- Provide consistent, ongoing professional learning experiences and support for staff developers, including training in adult learning as well as content.
- Allow time for staff developers to meet regularly for collaboration and planning.
- Allow adequate time for follow up to the model/demonstration lessons.
- Align CISM activities more closely with individual professional development needs of participating staff members.
- Ensure adequate coverage for classrooms while teachers attend CISM activities.
- Ensure school administration support for CISM.

Appendix A

School Staff Member Survey

CISM School Staff Member Survey, May 2009

1. Default Section

This survey is part of RMC Research's external evaluation of the Pinellas County School Board's Classroom Instructional Support Model (CISM). CISM is an elementary school professional development model that aims to improve teachers' delivery of instruction in reading and/or mathematics. The information you provide will be kept confidential and reported only in combination with responses from other participants. When answering questions, please answer according to your experiences during this school year (2008-09). The survey will take less than 10 minutes to complete.

If you have not participated in professional development related to this model, please indicate "No" on the first question, scroll down to the bottom of the survey, and press the DONE button.

If you have participated in professional development related to this model, please take a few minutes to complete this survey. Your input is critically important; this survey is the only opportunity we have to hear from every educator involved in CISM. Please be candid in your answers. We are grateful for your time and appreciate your participation in the survey.

1. I have participated in CISM activities at my school during this current school year.

◯ Yes

◯ No (skip to the end of the survey and press the DONE button)

2. My school is a

◯ Priority 1 school, where the CISM staff developer comes for about three consecutive days about every three weeks

◯ Priority 2 school, where the CISM staff developer comes for about two days each month

◯ I do not know

CISM School Staff Member Survey, May 2009

3. My current position at my school is

○ Principal

○ Assistant Principal

○ Title I Facilitator

○ Reading Coach

○ Math Coach

○ Learning Specialist

○ CISM Model/Lab Classroom Teacher

○ Primary grades (K-2) teacher

○ Intermediate grades (3-5) teacher

○ Other classroom teacher

Other (please specify)

[   ]

4. I have this number of years of experience in education, including this year.

Number of years   [   ]

5. This year, I have participated in professional development with CISM in

○ Reading

○ Math

○ Both reading and math

Some schools have participated in CISM in EITHER reading OR math, while others have participated in both reading AND math. The next several questions allow for responses in both areas. Please respond for the subject area(s) in which you participated.

6. I have a clear understanding of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

7. During this school year, I have participated in discussion, training, support, or coaching in CISM

	Never	Once or a few times	Once a month	Two to three times a month	More than three times a month	I did not participate in this component of the model
Reading	○	○	○	○	○	○
Math	○	○	○	○	○	○

Questions 8 - 14 pertain to the CISM staff developer for you school. When answering, please think of the role that the CISM staff developer has played. Do not consider the role of your school's reading coach, or math coach, or other positions.

8. The staff developer is knowledgeable.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

9. The staff developer oriented me to the model/demonstration lessons in an effective manner.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

10. The staff developer conducted model/demonstration lessons for me to observe in an effective manner.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

11. I was given an opportunity to provide input into the content of the model/demonstration lessons.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

12. After conducting the model/demonstration lesson, the staff developer supported me in implementing the concepts in my classroom.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	◯	◯	◯	◯	◯
Math	◯	◯	◯	◯	◯

13. The staff developer provided me with specific and constructive feedback on my instruction.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	◯	◯	◯	◯	◯
Math	◯	◯	◯	◯	◯

14. Additional time with the staff developer would make this model more effective.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	◯	◯	◯	◯	◯
Math	◯	◯	◯	◯	◯

15. After the model/demonstration lesson, I had ample opportunity for follow-up and discussion.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	◯	◯	◯	◯	◯
Math	◯	◯	◯	◯	◯

16. My professional development needs are effectively met through CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	◯	◯	◯	◯	◯
Math	◯	◯	◯	◯	◯

17. Instruction at my school has improved noticeably as a result of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

18. The administration at my school is supportive of the implementation of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model
Reading	○	○	○	○	○
Math	○	○	○	○	○

19. I would recommend CISM as a model for professional development delivery.

	Yes, for most teaching professionals	Yes, but only for some teaching professionals	No, I would not recommend this model
Reading	○	○	○
Math	○	○	○

If you would only recommend the CISM model for some teaching professionals, for which teaching professionals would you recommend it?

[   ]

20. The training that I have received related to CISM has (choose as many as applicable)

	Reading	Math
Been very relevant to my work	☐	☐
Been mostly review for me	☐	☐
Consisted of high-quality presentations	☐	☐
Provided me with useful training	☐	☐
Included adequate opportunities to reflect and share with my colleagues	☐	☐
Was differentiated to meet the needs of the participants	☐	☐
Has not been very helpful to me	☐	☐

The next question only applies to those who participated in professional development in the area of math with Lucy West. If you did not participate in this type of professional development, please mark, "does not apply to me" and proceed to the next question.

21. The professional development provided by Lucy West is of a high quality.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

○ Does Not Apply to Me

22. The biggest hindrance to the implementation of CISM in my school is (choose only one)

○ The time taken away from students puts the additional burden on teachers to plan activities for them while attending CISM activities

○ Getting coverage for classrooms while teachers attend CISM activities

○ Scheduling time for debriefing

○ The administration is not supportive of the CISM model

○ Teachers do not buy into this model

○ The purpose of CISM is unclear

○ The staff developer does not come to my school frequently enough to have an impact

○ The CISM model does not fit my specific professional development needs

Other (please specify)

[   ]

23. Regardless of whether or not I found CISM to be helpful to me personally, the components of the model that I believe could be most helpful when applied to any professional development model are (please designate your top three choices):

	1st Choice	2nd Choice	3rd Choice
Demonstration or modeling lessons	◯	◯	◯
Assistance with lesson planning	◯	◯	◯
One-on-one coaching	◯	◯	◯
Peer coaching	◯	◯	◯
Co-teaching	◯	◯	◯
Observation and feedback of lessons	◯	◯	◯
Collegial follow-up discussion of the lesson once it has been delivered	◯	◯	◯

Other (please specify)

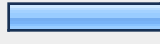24. Please provide any additional feedback in the box below.

Thank you for your responses. Please click on the "done" button below.
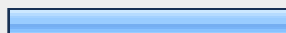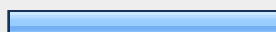
Appendix B-1

School Staff Member
Survey Results Summary

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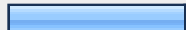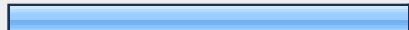
CISM School Staff Member Survey, May 2009

1. I have participated in CISM activities at my school during this current school year.

		Response Percent	Response Count
Yes		97.4%	381
No (skip to the end of the survey and press the DONE button)		2.6%	10
	answered question		391
	skipped question		0

2. My school is a

|		Response Percent	Response Count
Priority 1 school, where the CISM staff developer comes for about three consecutive days about every three weeks		12.3%	48
Priority 2 school, where the CISM staff developer comes for about two days each month		64.7%	253
I do not know		23.0%	90
	answered question		391
	skipped question		0

This survey is the property of RMC Research Corporation.

3. My current position at my school is

		Response Percent	Response Count
Principal		4.3%	17
Assistant Principal		1.0%	4
Title I Facilitator		2.6%	10
Reading Coach		1.3%	5
Math Coach		0.5%	2
Learning Specialist		0.3%	1
CISM Model/Lab Classroom Teacher		0.5%	2
Primary grades (K-2) teacher		**43.0%**	**168**
Intermediate grades (3-5) teacher		41.4%	162
Other classroom teacher		5.1%	20
	Other (please specify)		19
	answered question		391
	skipped question		0

4. I have this number of years of experience in education, including this year.

	Response Average	Response Total	Response Count
Number of years	17.00	6,665	391
		answered question	391
		skipped question	0

This survey is the property of RMC Research Corporation.

5. This year, I have participated in professional development with CISM in

		Response Percent	Response Count
Reading		26.9%	105
Math		11.8%	46
Both reading and math		61.4%	240
	answered question		391
	skipped question		0

6. I have a clear understanding of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	42.8% (161)	36.7% (138)	9.6% (36)	3.2% (12)	7.7% (29)	376
Math	41.6% (134)	33.9% (109)	10.6% (34)	3.1% (10)	10.9% (35)	322
	answered question					391
	skipped question					0

This survey is the property of RMC Research Corporation.

7. During this school year, I have participated in discussion, training, support, or coaching in CISM

	Never	Once or a few times	Once a month	Two to three times a month	More than three times a month	I did not participate in this component of the model	Response Count
Reading	3.5% (13)	**44.6% (165)**	25.9% (96)	10.8% (40)	8.6% (32)	6.5% (24)	370
Math	6.0% (19)	**46.5% (147)**	22.5% (71)	10.8% (34)	5.4% (17)	8.9% (28)	316
						answered question	391
						skipped question	0

8. The staff developer is knowledgeable.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**62.4% (232)**	21.0% (78)	6.7% (25)	1.9% (7)	8.1% (30)	372
Math	**61.9% (203)**	15.2% (50)	6.1% (20)	2.4% (8)	14.3% (47)	328
					answered question	391
					skipped question	0

This survey is the property of RMC Research Corporation.

9. The staff developer oriented me to the model/demonstration lessons in an effective manner.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**52.5% (196)**	20.6% (77)	8.6% (32)	6.7% (25)	11.5% (43)	373
Math	**46.2% (151)**	19.3% (63)	7.6% (25)	6.1% (20)	20.8% (68)	327
					answered question	391
					skipped question	0

10. The staff developer conducted model/demonstration lessons for me to observe in an effective manner.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**53.8% (200)**	20.2% (75)	7.5% (28)	5.4% (20)	13.2% (49)	372
Math	**44.8% (145)**	19.8% (64)	7.4% (24)	6.2% (20)	21.9% (71)	324
					answered question	391
					skipped question	0

This survey is the property of RMC Research Corporation.

11. I was given an opportunity to provide input into the content of the model/demonstration lessons.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**44.2% (163)**	25.7% (95)	7.9% (29)	9.2% (34)	13.0% (48)	369
Math	**39.9% (130)**	26.7% (87)	5.5% (18)	5.8% (19)	22.1% (72)	326
					answered question	391
					skipped question	0

12. After conducting the model/demonstration lesson, the staff developer supported me in implementing the concepts in my classroom.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**38.1% (142)**	21.2% (79)	8.6% (32)	10.7% (40)	21.4% (80)	373
Math	30.7% (99)	19.3% (62)	7.5% (24)	10.6% (34)	**32.0% (103)**	322
					answered question	391
					skipped question	0

This survey is the property of RMC Research Corporation.

13. The staff developer provided me with specific and constructive feedback on my instruction.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**32.3% (120)**	18.6% (69)	7.0% (26)	10.5% (39)	31.5% (117)	371
Math	26.3% (86)	16.2% (53)	6.7% (22)	8.9% (29)	**41.9% (137)**	327
					answered question	391
					skipped question	0

14. Additional time with the staff developer would make this model more effective.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**26.6% (99)**	20.7% (77)	15.1% (56)	25.8% (96)	11.8% (44)	372
Math	**30.3% (99)**	18.0% (59)	9.8% (32)	23.9% (78)	18.0% (59)	327
					answered question	391
					skipped question	0

15. After the model/demonstration lesson, I had ample opportunity for follow-up and discussion.

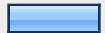|	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**33.1% (123)**	32.3% (120)	12.4% (46)	6.2% (23)	16.1% (60)	372
Math	25.5% (82)	**30.5% (98)**	13.4% (43)	5.6% (18)	24.9% (80)	321
					answered question	391
					skipped question	0
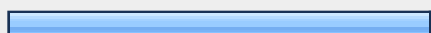
16. My professional development needs are effectively met through CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	22.0% (82)	**26.8% (100)**	18.2% (68)	24.7% (92)	8.3% (31)	373
Math	16.9% (55)	**27.9% (91)**	14.7% (48)	27.3% (89)	13.2% (43)	326
					answered question	391
					skipped question	0
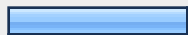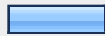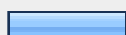
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17. Instruction at my school has improved noticeably as a result of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	21.6% (80)	**30.5% (113)**	18.1% (67)	20.5% (76)	9.4% (35)	371
Math	18.4% (60)	**27.6% (90)**	19.0% (62)	20.9% (68)	14.1% (46)	326
					answered question	391
					skipped question	0

18. The administration at my school is supportive of the implementation of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	I did not participate in this component of the model	Response Count
Reading	**69.3% (259)**	19.3% (72)	3.7% (14)	1.1% (4)	6.7% (25)	374
Math	**67.8% (221)**	18.4% (60)	3.7% (12)	1.5% (5)	8.6% (28)	326
					answered question	391
					skipped question	0

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19. I would recommend CISM as a model for professional development delivery.

	Yes, for most teaching professionals	Yes, but only for some teaching professionals	No, I would not recommend this model	Response Count
Reading	**43.9% (163)**	31.3% (116)	24.8% (92)	371
Math	**42.2% (135)**	32.2% (103)	25.6% (82)	320
If you would only recommend the CISM model for some teaching professionals, for which teaching professionals would you recommend it?				110
			answered question	391
			skipped question	0

20. The training that I have received related to CISM has (choose as many as applicable)

	Reading	Math	Response Count
Been very relevant to my work	**83.2% (188)**	65.5% (148)	226
Been mostly review for me	**78.0% (131)**	53.0% (89)	168
Consisted of high-quality presentations	**83.9% (167)**	59.8% (119)	199
Provided me with useful training	**85.9% (183)**	61.5% (131)	213
Included adequate opportunities to reflect and share with my colleagues	**88.6% (163)**	62.5% (115)	184
Was differentiated to meet the needs of the participants	**83.2% (129)**	61.9% (96)	155
Has not been very helpful to me	**77.6% (125)**	68.9% (111)	161
		answered question	391
		skipped question	0

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21. The professional development provided by Lucy West is of a high quality.

		Response Percent	Response Count
Completely Agree		14.7%	50
Somewhat Agree		13.5%	46
Somewhat Disagree		3.5%	12
Completely Disagree		3.5%	12
Does Not Apply to Me		**64.8%**	**221**
		answered question	**341**
		skipped question	**50**

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22. The biggest hindrance to the implementation of CISM in my school is (choose only one)

		Response Percent	Response Count
The time taken away from students puts the additional burden on teachers to plan activities for them while attending CISM activities		27.4%	107
Getting coverage for classrooms while teachers attend CISM activities		11.5%	45
Scheduling time for debriefing		14.3%	56
The administration is not supportive of the CISM model		0.3%	1
Teachers do not buy into this model		13.3%	52
The purpose of CISM is unclear		2.0%	8
The staff developer does not come to my school frequently enough to have an impact		13.3%	52
The CISM model does not fit my specific professional development needs		17.9%	70
See responses in Appendix B-2 Other (please specify)			55
		answered question	391
		skipped question	0

This survey is the property of RMC Research Corporation.

23. Regardless of whether or not I found CISM to be helpful to me personally, the components of the model that I believe could be most helpful when applied to any professional development model are (please designate your top three choices):

	1st Choice	2nd Choice	3rd Choice	Response Count
Demonstration or modeling lessons	**73.9% (215)**	17.2% (50)	8.9% (26)	291
Assistance with lesson planning	25.3% (43)	**40.0% (68)**	34.7% (59)	170
One-on-one coaching	**41.4% (58)**	30.0% (42)	28.6% (40)	140
Peer coaching	20.9% (14)	29.9% (20)	**49.3% (33)**	67
Co-teaching	26.4% (32)	**43.0% (52)**	30.6% (37)	121
Observation and feedback of lessons	15.4% (23)	38.9% (58)	**45.6% (68)**	149
Collegial follow-up discussion of the lesson once it has been delivered	20.3% (36)	35.6% (63)	**44.1% (78)**	177
			Other (please specify)	29
			answered question	359
			skipped question	32

24. Please provide any additional feedback in the box below.

See responses in Appendix B-2		Response Count
		128
	answered question	128
	skipped question	263

Appendix B-2

School Staff Member Survey Comments

Appendix B-2
School Staff Member Survey Comments

Survey Item 22
The biggest hindrance to the implementation of CISM in my school is (other please specify)

- The ideas they give for lessons sometimes is helpful.

- Staff Developers need to ASK what teachers need and then THEY should research the requests and then model them for the teachers.

- Professional development by individual coaches is a waste of time and money to professional teachers who can teach the coaches!

- WASTE OF TIME AND MONEY

- Utilization of teaching points.

- It would be more helpful to beginning teachers.

- I did not participate in CISM.

- Materials for helping to make lesson plans for math and science.

- LISTEN to the teachers involved about their opinions.

- Learn how kids learn the best.

- Current research to prove this model successful.

- Have small group instruction on a daily basis.

- Support by (name removed) when she helped me with what I wanted help with item analysis, aggregating data and doing a graph for science project, putting success net on the computer. She was the only staff developer that did what I needed to learn and have help with.

- To be effective, the staff developer needs to plan, and implement 1 week of lessons in our classrooms to show us how their suggestions truly work long term, not one lesson, one day.

- Finding out what is working in a classroom rather than insisting every class look alike.

- Video taped model lessons implementing what you are wanting done.

- Bringing new research findings that I may not have come into contact with or read about.

- One-on-one coaching for new teachers, teachers of new grade levels, or struggling teachers.

- Does not apply to me.

- 3rd choice: conferring with students (reading).

- Let me do the job I was trained to do.

- More opportunity for observation in other schools.

- Coordinating lessons that coincide with the new standards so that teachers are not scrambling to find these lessons from 10 different resources.

Appendix B-2
School Staff Member Survey Comments

- Math staff developers very weak in the 1st choice areas.

- It's a huge waste of teacher time and PCS money

- As a reading coach, the one item I found most valuable about our staff developers was meeting with the leadership team to discuss areas for improvement and then providing suggestions to the team on next steps.

- Does the data supplied by the class support this method.

- None of the above.

- Need more whole school staff development to foster better use of PLC time. For example, if the whole school was seeing model lessons with accountable talk, that becomes a good point of discussion with PLCS. Then if the staff developers also had time to work with people who had pressing individual needs, that would be awesome. Probably would require more time and people who can be very flexible...

Survey Item 24
Please provide any additional feedback in the box below.

- The staff developers are wonderful. I hope this is a model we keep for a long time, because it works!!

- Even though we had a math developer at our school, she mostly worked with the intermediate grade levels. There was no planned meeting with her for primary unless primary asked for it. The reading coaches met with us once a month whether we needed it or not.

- We all need to be on the same page and each school should be treated equally and not get prioritized just because they are a Reading Units of Study school. It seems the schools with the least free/reduced lunch get special treatment with hand selected reading coaches, AP's, and other staff that will make sure the CISM is implemented with fidelity.

- We had wonderful staff developers in Region II.

- The reading training was training I received four or five years ago. I have been using these reading techniques for that period of time. Instead of having a lesson taught to me. I could really use another person in my classroom to conference with students more often. Not to have me watch her conference. Every conference with students increases comprehension.

- Having Reading, Writing, and Math were all so valuable to us. All individuals delivered such high quality PD each session. Thanks. :-)

- I have seen the most growth in teachers who have participated in professional development with the staff developer right in their own classrooms, as opposed to teachers who sit through training and then do very little to implement their new learning. I think this model adds a layer of accountability to incorporating it into practice; knowing that the staff developer would be back and that administrators would be following up as well, compelled teachers to take the professional development more seriously and work to implement it.

- While well intentioned, it made everyone more stressed out. This model took ownership out of the teachers' hands and made it feel "forced" upon us.

- This year's model of CISM has had the greatest impact on my professional development. I hope this model continues for next year. At first, I was reluctant to be "attached at the hip" to the staff developers when they were on campus. I was new to the Title I Instructional Coach position and I had many responsibilities that I had to learn for the first time. I felt that the staff developers were taking me away from that role. Upon meeting (names removed), my worries soon vanished. They were all so professional, understanding and approachable that we quickly worked out many difficulties. My administration and other coaches I work with all supported my time with them which allowed us to meet our objectives. The only thing that would have been better is to have had the other coaches I work with there also. They participated when they could, but often they were doing my other responsibilities so I could fully participate. Having (names removed) to coach me really pushed me further and helped me grow faster than if

they weren't there. Often a set of "eyes" from the outside can help you see things in a different light. I think it is important to set up a culture where colleges can discuss practices in a non-threatening environment. Whether this model continues next year I plan to implement the model with the other coaches I work with. Thank you for giving me the opportunity to grow and help set the standard of highest student achievement.

- The CISM way takes valuable time away for my students or from my planning time. Often I find that the staff developer shares the way we are supposed to do things, but then often does not share specific examples or lessons on how to do it. This just creates more work for me with time I don't have.

- I believe that the time taken from the classroom with the teacher for CISM training was unnecessary for experienced, veteran teachers. The staff developers would be much more effective modeling and co-teaching with newer, lesser experienced teachers. The verbiage in the scripted mini lessons is redundant and boring for the teachers and students. Teachable moments and spontaneity have gone by the wayside due to this model. In an end of the year student survey, my students said that reading is the subject they enjoy the least – very boring.

- This model is the most ineffective training I have every experienced in my whole teaching career and should be discontinued. It feels like they are just here to police us and it is very hard to buy into it. Most of the trainers are less experienced them me and I feel less effective. The training could be better if it was focused on what the teachers really need and not what the county dictates is needed.

- I feel that in these economic times, money can be better spent. Also, the teachers at my school (myself included) did not buy into the CISM and I find it's better to seek out and attend professional development outside of the school day. I feel that CISM as it exists is disruptive to the day for both students and staff. No thank you...

- This took a lot of time and money.

- I feel like staff developers should be modeling all lessons. They are supposed to be the experts. I get more out of watching them model lessons for me.

- This staff development could possibly be used with a beginning teacher that has no idea what to teach let alone what to say when they are teaching. The idea that we are to watch, mimic and basically learn to teach by script is not only offensive but ridiculous in nature. I do not feel that the practices are in the best interest of our students and feel the testing data will show that in the next few years. As educational practices go, next year we will be told to start implementing yet another "new" program that promises to solve our educational crisis.

- These coaches should be utilized for beginning teachers or teachers who are struggling as identified by the administration. The money could be better utilized elsewhere and I am not being treated as a professional when I'm told what to do and how to do it by these coaches who have been out of the classroom for too long. My students are meeting with success and get great scores. I know what works to meet the needs of my students. After 24 years, it's just insulting.

Appendix B-2
School Staff Member Survey Comments

- I think it is important to have staff developers that are experienced in elementary teaching working with elementary teachers. Middle school math teachers may not be well versed in the needs and developmental levels of primary students.

- Staff developers need to ASK the teachers what they want and need to learn about and LISTEN to their requests – not have a "script" of what they want to present. Then the staff developers should research the teachers' requests and then model them for the teachers. They could video tape sessions with students and then we can debrief together. Teachers DO NOT want to take time from instructional time with students. We can watch a video of staff developers modeling (a requested area) at a PLC or at a non-student time and then we can debrief together. Staff developers could also look into the additional materials that our basal series has and other intervention materials available and then model them so we can learn about other materials and techniques.

- I feel having time taken away from students for this is completely unreasonable. I have too many days taken as it is for testing. Think...think of all those contact hours that I cannot get back. I have a master's degree, I went through classes on teaching, I attend training I feel will help me become a better teacher. So, why is this necessary? Are we justifying positions? Please consider whether this is necessary for upcoming school year.

- If there is something that PCSB could save money on and eliminate it's this. In schools that have received As or Bs and with experienced teachers we don't need it. It's a waste of money and these developers need to be back in the classroom where they are needed or at failing schools that need them.

- We are missing enough instructional time with our students doing common assessments, 3rd grade portfolio, FCAT, etc. Taking a good teacher away from his/her class again is excessive. It is the children who lose the instructional time. If the class is not the one being used for the demonstration lesson, they are missing valuable time with a teacher. These funds can be better spent elsewhere!!!

- This is a total waste of time for teachers who score a level 4 on their evaluation. These resource teachers should be used for first year teachers or for those who score a level 1 or 2 on evaluations. It is an insult to us as professionals and I find NO use of them in my room. If we want to attend training, then we sign up on our own through LMS, do not shove it down our throats.

- I worked with the Writing's (name removed) also. She was knowledgeable, very easy to confer and take "criticism from," and extremely helpful in modeling/meeting my needs as a teacher!

- Our trainers were very patient and supportive of those teachers who are resistant to change. More time at our school would enhance instruction.

- This should be offered as a component after school especially with budgets getting cut. DVD presentations could be used to show models rather than lose instructional time. PLC meetings can review information and adapt techniques that would best fit each class of students.

- Spend money on teacher salary increases...not more fluff!

Appendix B-2
School Staff Member Survey Comments

- I found the trainers do not have enough time to do their job. We need help locating materials for the math and science programs. I repeatedly asked for help and even though the trainer told me she would locate materials I never saw anything. I can not believe the people at the top of this county could not think of another way to make primary teacher's life impossible. We had a new Reading ad., a new math program and a new science program. NO HELP from the county and trainers who either could not help, would not help or did not know what to do. We need people in our building that can help. Now we have teachers on "special assignment" doing nothing to help those of us who believe all teachers should be in the classroom.

- I wish they could visit more often so we can have more discussion of best practices.

- Our staff developers were very helpful to me, personally.

- I found our staff developer to be very disrespectful to our teachers. She has not proven herself to be an effective role model for classroom instruction. She has not developed effective lessons that meet the needs of the students. Lessons were random and not aligned to the current weeks pacing guide. There was a lack of communication on her part in developing the lessons with the teachers input. This model could be very more effective with proper staff support.

- (Name removed) was very effective and helped me a lot with Writers Workshop.

- I feel strongly that our Reading and Writing Staff development was much more effective than the Math Staff Development this year.

- (Name removed) has been terrific!

- We only had a staff developer once a month; one for math/science; one for reading/writing; sometimes they could only come for 1/2 days. My staff responded much better to the personality of the Math/science.

- (Name removed) made many promises through out the year she did not deliver on. She came unprepared and borrowed lessons from us to use as her demonstrations. Then criticized the components of it. The one month she asked us which we wanted to see: math or science. We said science; she borrowed a math lesson from us. She promised time lines and lessons for science, which we had to hound her with numerous emails and she delivered the activities 2 months after promised and never made us the time lines. She is very derogatory in her comments. She was not very professional in the manor she handled herself. (Name removed) was very negative in her visits as well. Always telling the teachers what they were doing wrong and never praising what was positive about it. The lessons she modeled many times were not even the benchmarks being taught at that time. There was never a pre-meeting email or anything asking what we wanted to see in the lessons. That would have been helpful. Overall I feel this position could be eliminated. Coming once or twice a month doesn't really impact student learning, especially when there visits have a negative effect on the staff. These people would be better suited back in the classroom where they could directly impact student learning.

- I think the trainers are doing their job, I just don't think I need this training. There are areas that may need it more because of their student population.

- The reading staff developers were extremely helpful and offered a variety of things to help us with. However, the math staff developers seemed very set in their ways and almost combative when asked questions about the delivery of the lessons. Being a staff developer is not the right job for you if you are not a "people person."

- Teachers need to be given at LEAST 2 weeks notice before the developer is scheduled to pull them from their classes. Often we are told just a few days before and not given time to prepare.

- Get rid of the staff developers to cut back on the budget. Get rid of (name removed) and her stupid ideas.

- While I feel our staff developer was very knowledgeable, the way the whole program was presented was not effective. We began with demonstration lessons before we ever discussed what the program was about and what we would like to see demonstrated. Leaving our classrooms, getting coverage for our classrooms, setting up time for discussion afterwards were all problems. It is always good to see new programs at work, but this whole process seemed to be one we were forced to be involved in. Our writing staff developer the previous two years was wonderful, helpful and a great role model. She actually took the time to see what we needed and developed her lessons to help us not to show us the only way it should be done. I did not feel we were treated like professionals this year. We were treated like children who needed to learn how to teach in this certain way. With all we are expected to do this was an added burden not a help.

- I do not feel as though they understand what goes on in our school which has been successful. (Blue ribbon school with high test scores.) It is frustrating that we have changed so much. If our scores were to go down we wouldn't know what caused them. We only need 1 manipulated variable (not 20)!! I think staff developers would be most useful in schools that are in need of increased test scores. When something is working you don't need to fix it.

- Reading units of study have not improved scores or reading fluency and comprehension. What we were doing previously was more successful. A lot of time and planning are involved and we as teachers are put under the microscope constantly with this units of study. If it were more casual and relaxed it would have a better name for itself. There is no word work, grammar or spelling, but we are held accountable to get the students through at high performing using this unit of study. Too many observations and walk-throughs with checklists, morning meetings, PLC's, paperwork ... for truly 10 minutes out of the school day. What if the "lesson" is not what my current group of students need? But we all need to be on the same day, same lesson, same moment of the day at all times. There is no flexibility. Math PLC with (name removed) was completely different, because she was relaxed, casual and made us comfortable. Reading trainers were very hard on us and we always felt bad and inferior even if we were great teachers. We've had to change our personal teaching style to fit this specific model, without any choice. We have been told we were ... not good, so to speak. It is a very negative environment and most of us wish it would go away.

Appendix B-2
School Staff Member Survey Comments

- (Name removed) is the best staff developer the district has in my opinion. She is very positive and does not come into the classroom in a threatening way. She has wonderful ideas to take right back and try out. Very effective!

- Not all primary classes were included in training at school level.

- We need more teachers in the classrooms to help with all the students we have below grade level. I feel the staff developers would be better served to be put back in the classroom and lower TPR or be a daily support in the classroom with small group instruction.

- Provide this service to those who request/need it.

- Staff developers need to meet with individual teachers to set goals to accomplish within a period of time. In some cases, videotaping and conversation regarding the impact of how changing teacher behavior changes student achievement needs to happen. PLCs need to include conversation about how specific changes in teacher behavior affects student behavior change. Conversation needs to include the importance of maintaining high expectations even with the most struggling students. Also, staff developers need to help schools in using the vast amount of support services most effectively. The support teachers, ESE, ESOL, Title 1, etc. should be included in the staff development plan.

- Due to time constraints, there were too many K-5 trainings.

- (Name removed) was amazing. She truly supported my efforts. It made a huge impact on my students because she was willing to support me with my teaching needs. The others were too into themselves to really be available for my students needs

- The reading CISM has been a big waste of time. I have had the same training for the last 4 years. We are often made to feel like we don't know anything when we are, after all, professionals. This model would be best suited for beginning teachers or those who are shown in need of improvement. It would be more beneficial to other teachers to allow them to choose training that they feel would be most beneficial to them and their students.

- This seems to be an expensive model in these tight money times....

- Instructional time should not be taken away from students to watch and debrief lessons that we (at our school) already know how to do.

- I observed (name removed) do a reading mini lesson. She was great! She was clear, and effective.

- When developers come in and tell teachers what to do when the teachers are experience and the developer isn't doesn't make sense to me. If a school is having in sanctions, then send them in. If a school is an "A" school, then don't try to fix what isn't broken.

- These ladies should be back in the classroom. We need less training and more teachers per student. There is a better way to spend what money we have.

- Staff developers need to be put back into the classroom. Perhaps as a mentor model or for struggling teachers, they might serve a purpose, but for the most part are a disruption to the continuity and flow of the day. The students (particularly intermediate) do not buy into the "sticky sweet" scripted format and would respond better to a frank discussion on how and when to employ the targeted strategies.

- We only had them once a month and there were a lot of things that kept them away from us so we really didn't see them all that often. Little continuity.

- Although the staff developers are friendly and want to help, the information they offer is not real world oriented. They expect all classes to follow strict models without concern for individual differences in class dynamics. I would rather have the information presented in a video and written manual so I can decide for myself what works and what doesn't. In these economic times, these staff developers would be better suited to being a classroom teacher and then given extra pay as consultants.

- Our reading person was very loud, and didn't seem to have lessons prepared ahead. She spent much of the first half hour working on her lesson to use in the classroom. Also, many times she was late. Staff found her to be overbearing! The math coach was excellent! Friendly, knowledgeable, courteous to the staff and helpful.

- I think the staff developers did a good job at our school. It's hard when they're only here a day or two each month!

- In the past 2 years I worked with two different staff developers. The first was teaching Reading Units of Study, but she had never implemented the procedures in a classroom of her own. You cannot tell teachers something is going to work when you can't answer their questions about how it truly works in a classroom long term. The second year for Reading Units of Study we had a trainer that had been out of the classroom for many years. The ideas she shared with us were not practical for our students at our school.

- In a horrible economic climate this is one thing that we could do without – especially at schools where we're not having any problems.

- Our presenters were awesome and highly supportive of dealing with bumping up instruction for greater gains.

- This experience has not been helpful to me at all, especially in the area of Reading. Our Reading staff developer came into my classroom during her first visit with an attitude of superiority and did not ask for my feedback or input into the plan for her first demonstration lesson. She "taught" me the architecture of the minilesson, which I have demonstrated for others SEVERAL times. Her lesson also included "coaching" me in front of my students, which I thought was demeaning to me. When I told her that I did not need to see the minilesson format any more, she got offended and I didn't see her much after that. I think these people should be put back into the classroom in lieu of pay cuts or lay-offs for PCS employees. Our Math staff developer came in with a friendly and helpful attitude and actually had some good ideas to share. She viewed us as equals instead of seeing herself as the expert and me as the apprentice.

Appendix B-2
School Staff Member Survey Comments

- How can staff development be designed to meet the needs of all teachers. I felt that the math/science information shared with our staff was very general and simplistic and not worth the sacrifice of my teaching/planning time. I wonder how staff developers are chosen...also, when and where are the opportunities to become a staff developer offered to all teaching professionals?

- CISM is a waste of precious teacher funding. These excellent teachers should be working with students in their own classrooms. What a waste!

- I think it is a big waste of money. Coaches need to be back in the classroom. You could video tape a lesson showing exactly what you want. We all can view the same video at our leisure. Then you know we are being shown the same thing.

- This service should be available to schools and teachers who really need it and not to highly trained continuously investigating teachers who find their own way. It could be more effective and efficient rather than mandatory to fill in the blanks that are required.

- Math coach was very up-beat, nice, helpful, and encouraging. I learn more from a person who comes into the classroom wanting to "help" with implementing your math program, as opposed to someone who comes in wanting to "take over" and tell you how to do the job that you've been doing successfully for many years. Reading coach could be very brash and condescending to teachers, and, sometimes, just down-right rude!

- When teachers ask for help in specific areas, that help should be attainable through the CISM model. It should not be the decision of the staff developer to demonstrate lessons that they want to do.

- Did not participate enough to truly know. We had one teacher involved last year in math from our grade level. This to us is not beneficial. Send us all to see the lessons like we used to do. It was more informative and it was nice seeing other classrooms throughout the county. We feel it costs too much for what you get.

- Having staff developers come to our school is a burden for teachers. We lose instructional time with our students and have to waste time writing lessons plans for busy work for our students while we are out. It is not beneficial to teachers or students! Put the staff developers back into the classrooms. Do they get paid the same teachers do?

- (Name removed) was superb, nonthreatening, and effective. She is wonderful in the primary areas. She has been the best I have experienced.

- When a trainer says, "I love learning how to do this with you," there's something wrong; maybe this person is not well versed in their subject.

- I believe that this would be more effective if the staff developer were at our school more frequently.

- These coaches are a waste of time and money for those teachers who know what to do and get results. It seems the school system could better use the money elsewhere.

Appendix B-2
School Staff Member Survey Comments

- At our school, the vast majority of teachers attend additional training on their own time. To make us sit and listen to a presentation that we have already heard is a waste of precious time. Each of us only has 24 hours in a day and to waste any portion of that is deplorable.

- The disruption in the day was stressful for many people at our school. Our team of six experienced teachers shares many ideas. Another person isn't needed.

- At the beginning of the year it seemed like we were out of the classroom a lot. It may be due to staff developers having overlapping schedules. Parents complained to us that we were out too much. It is difficult to be out of the room at the beginning of the year when classroom community is being established the first 6 weeks, yet it is also the time of year to start off with strong teaching practice, so it is a bit of catch-22. Substitutes do not follow through with lesson plans, so curriculum falls behind, which puts added pressure on teachers. Overall staff development is better with on-site demonstrations/coaching.

- With the economy of the education system, I am hopeful that time and energy will go back into the classroom, instead of being wasted like it has been with CISM.

- It was very hard not to be consulted, but yet required to be the cover for the classes involved. While I did create informational literacy lessons relating to the skill. It turned out that the rest of the grade level were not given the same opportunity as the one cover class – because of "all" the time pulled!

- This training is so much more valuable than sitting in a workshop. It allows me to implement techniques learned immediately. The best days were full TDE's, watching a lesson taught, then debriefing, with time to plan.

- Both trainers did a good job, but I'd lean more towards the Reading Trainer. She was great. I'd like to have a chance to practice what was demonstrated this year, now that I've had a chance to learn a new grade level's curriculum in 4 subject areas. I plan to work on getting files together this summer to simplify lesson planning.

- The CISM model was made more effective for me by virtue of the quality and knowledge level of our staff developer. (Name removed) is awesome! :)

- All of the components in number 23 are very important and relevant to professional development. Embedded staff development must stay. It is important to keep a consistent professional development model so that teachers will believe in the model (not view it as a fad) and continue to grow. Rigor and relevance applies to teachers, not only students.

- My staff developers were exceptional.

- Each time (name removed) met with 5th grade, we found her knowledge to be valuable and appreciated her kind ways of working with our team. We look forward to her returning next year to help grow our knowledge in Reading Units of Study!

Appendix B-2
School Staff Member Survey Comments

- Too much time was taken this year with the mini lesson and the architecture of the reading block. Teachers were given more paperwork to do rather than more time to work with the children. Conferring notes, teaching point charts, turn and talk, was shoved down our throats rather than given to us to use as we saw fit for our individual students. The pacing calendars have taken creativity out of the classroom. The administrative staff treated us unprofessionally and as if we were in a jail, rather than in a nurturing learning environment. Every time the staff developers come, more work is made for the teacher.

- They were so tightly controlled by our Principal and Reading Coach that they were not available to really affect a change in my class. Which is a shame, because I value the input from them and strive to be a better teacher with support of objective professionals.

- (Names removed) were very knowledgeable and had positive attitudes!

- I had the privilege of working with (names removed) this year. They are fabulous, and I wish they could come more often to work both with individual teachers at with entire teams.

- I had both Reading and Science coaching and thought it was great.

- Would like to go back to focusing where individual teachers decide their own needs are, since they can change annually do to new trends or the return to old ways.

- I felt like this program was a waste of resources. It only meant more work for me...most of it unnecessary. There were meaningless assignments such as..."define math w/your team and come back w/your definition." This is a total waste of my valuable time. Put these people back in the classroom and just provide the usual math trainings. How effective can CISM be when the trainer only comes twice a month and throws extra assignments at you? Why not provide this to D/F schools. Why are A schools being forced to do this? This is a waste of valuable resources. How much more are teachers supposed to do? We have to jump through too many meaningless hoops to justify everyone else's job. This is very frustrating to a veteran teacher. Give me time to plan meaningful, creative lessons. And let me teach!

- (Name removed) was absolutely FABULOUS as a trainer for reading/writing. We also were fortunate to have had (name removed) in our school. Unfortunately, the seasoned teachers on my grade level did not participate in her training; but those that did said she was wonderful.

- (Name removed) has been AMAZING to work with this year. While she thinks I have seen it all, she is always introducing me to something new and she doesn't even have to try. She has been a gift to my school. I absolutely adore her and my students are excited whenever she comes to our room. (Name removed) has been a real help in science. Unfortunately, I did not receive any training in math. I would be very open to any kind of training in math as I feel like that is where I struggle especially in the area of new ideas and different approaches for math instruction.

- Too much training – not enough time with the kids – let us teach!!!!

Appendix B-2
School Staff Member Survey Comments

- I felt that the rapport the reading staff developer had with students was limited. Students found the lesson boring (shouldn't be the case) and students were left sitting waiting for others to arrive when they could have been actively engaged. Math/science developer taught a lesson that was 'fun' but wasn't the concept that we had previously discussed. Left teachers wondering why? We've asked for additional materials to be shared with us to allow us to make the reading charts with teaching points – still waiting.

- The increase in supportive workshops & on-site infusion of positively reinforced encouragement to learn & use research-based best practices aligned directly to our curriculum in order to increase student achievement is fantastic! Thanks for providing materials to implement the lessons & the support.

- Kdg only participated in math CISM once. It was very disappointing. She was supposed to do (and we planned for) a demo lesson but instead just came in and observed us teaching. She knew NOTHING about EDC for kdg. The debriefing was a waste of time as she had no valuable or helpful input to offer. CISM should only be offered to new or struggling teachers or low performing schools. We are (and have been) an A school and THIS IS A WASTE OF A RESOURCE AND A WASTE OF MONEY. If CISM continues, delivery of services should be reviewed, as should the qualifications and experience levels of the coaches.

- Much progress made this year in reading staff development: mirrored our inquiry.

- As a primary teacher I felt out of the loop with the trainers. We did not get specific support until after the FCAT testing was complete. I felt we were thrown into this without a plan in place for our needs.

- Our staff developers were very knowledgeable but having 4 different people with scattered days was not helpful. Cancellations of school visits for meetings, in my opinion, should not have happened. There is also no point in having a full time reading coach, and 2 different literacy staff developers. I hope if math coaches are implemented in Title I schools that staff developers are considered unnecessary. Does anyone align the training that staff developers and coaches get? This has been an extremely difficult model to implement effectively. Schools are far better served by a full time reading coach and a full time math coach who is school based.

- I think CISM is where staff developers come in and "help" the teachers. 1. They don't feel like what they do pertains to EBD, so they don't make anything applicable to my class, I just have to go to the meetings. 2. They developers act as though we are all ignorant and as if we didn't learn cute things in school as well. Many of us have master's degrees and most of us know the cute stuff too. 3. We don't want to be told how to teach, just how to juice up what we are already doing, which could occur through observation and feedback. 4. We need information and lessons that fit into a REAL block of time with all of the other things we have to teach.

- I believe staff developers to be a waste of money and a slap in the face to experienced teachers. Our math staff developer told us she would be helping us this year at one of our first PLC's for our team and she never...never came back to our grade level after that meeting and followed through with her big plans for "helping us". We saw the reading staff developer once...we were given last minute notice that we were to leave our

classrooms to watch the reading staff developer do a model lesson on an interactive read aloud. Mind you this was at the near end of the school year and she used a book that we all had done an interactive read aloud on already in a reading training we had gone to. Please use the staff developers to help new teachers...stop wasting money on telling experienced teachers what to do...that's why we sign up for training...

- Re: #17 Many teachers at our school do not use the strategies and best practices modeled for CISM when they instruct in their classrooms.

- My math demonstration consisted solely of EDC activities, which took 30 minutes. Time allotted in my schedule for EDC is only 10 minutes. We don't have enough hours in our day to spend 30 minutes on the calendar.

- The writing staff developer (not included above) was wonderfully helpful, meeting a lot of practical needs and helping with planning. I attended a math training but did not have coaching on campus.

- Our reading staff developer treated us as if she were far superior to all of us. It was very hard when we were not treated professionally. On the other hand the Math staff developers showed that they wanted to help us and work smarter and share new ideas. It was very helpful.

- Should only provide staff development for teachers who request it.

- We had the best staff developers ever! We just did not have enough time with them! :) (Names removed) were the best!!

- I think it is a waste of money on the county's part. These people should be in the classrooms teaching where they are needed. It does not really pertain to special education where I think that kind of staff developer might be useful.

- I have more reference materials than our math staff developers. When I asked for a certain book by a certain author so our team could plan, we received no help. I need someone who I can learn from.

- I know of a staff developer that actually asked the kindergarten teachers how to do something because she had no idea of how to teach kindergartners. Now, that is wasting their limited and valuable planning time.

- The greatest hindrance at our school with the CISM model has been the consistent lack of faculty "buy in" or understanding of why a particular way of work is beneficial to students. Teachers conformed and complied in the presence of a staff developer and/or walkthrough group on most items. However, until they had an opportunity to study a way of work in a deeper way over time, the value and results weren't visible. Another key is the administrative and regional oversight of initiatives. These periodic "thumbs up" or "thumbs down" visits were clear and gave us a clear path to move forward. It is my opinion that the most effective way to utilize staff developers is as a guide for imbedded coaches, curriculum specialists and leadership teams. Our most effective initiatives were brought to our attention through walkthroughs and leadership team conversations which included the staff developer. It was then left up to the leadership team to deliver professional development in an organized timely manner. Faculties are more apt to

develop "buy in" with district or region initiatives when their own effective building people discuss needs. These positions foster relationships between faculties, students and families over time providing a level of trust and respect. Effective full time coaches, curriculum specialists and administrators know the learning styles of their staff member, have insight of the big picture needs of a school and student body, and can better tailor professional development. Just like effective teachers know the learning styles of their students.

- Teachers wished to remain with their classes and did not want to demonstrate a lesson for peers. Model and focus was assigned by district not requested by individual teachers.

- None.

- I personally feel money spent for this development could be well spent elsewhere – such as teacher salaries.

- The balance between time in class and time for training can be difficult. I believe if the site based trainer was out then they worked a schedule in the building it would flow better.

- I believe that the effectiveness of any method is only as strong as the belief in the model. If the data and experience with the model supports the method, then by all means use it, refine it and make it your own depending on your class any given year.

- Due to the budget and money shortage, this position should not exist!

- I think the fishbowls are a pain. They are a waste of time and resources. Just share the info at a meeting and do your things with new teachers.

- The CISM Staff Developers are to be commended for the fine job they do! They are serving numerous staff members of various grade levels at several different sites on a monthly basis. This requires a great deal of organization and stamina. Kudos to those I've had the pleasure to work with who are so very successful at what they do for teachers and children!

- Trying to schedule for the staff developers has been a nightmare. Trying to provide coverage has been almost impossible. With the Reading Staff Developer here 1/2 day per month it is hard to be flexible. The burden on the teachers and everyone else is tremendous. The teachers don't feel that they are getting enough from this to be of much benefit.

- While the staff developers are knowledgeable and professional, I feel that they are a waste of money in light of our current financial crisis.

- I hate to say it but I felt like the math staff developers spent a lot of time NOT visible around our school helping others. They spent a great deal of time conferring with one another in our Title I facilitator's office. I cannot comment as much about the reading staff developers assigned to us as they worked more with grade levels other than my own.

- This is a valuable support for teachers when administration is involved and supportive.

Appendix C

Staff Developer
Survey

CISM Staff Developer Survey, May 2009

1. Default Section

This survey is part of RMC Research's external evaluation of the Pinellas County School Board's Classroom Instructional Support Model (CISM). The information you provide will be kept confidential and reported only in combination with responses from other participants. When answering questions, please answer according to your experiences during this school year (2008-09). The survey will take less than 15 minutes to complete.

If you have not served as a staff developer for CISM this school year, please indicate "No" on the first question, scroll down to the bottom of the survey, and press the DONE button.

Your input is critically important; this survey is the only opportunity we have to hear from every staff developer involved in CISM. Please be candid in your answers. We are grateful for your time and appreciate your participation in the survey.

* 1. I have served as a staff developer for CISM during this current school year.

○ Yes

○ No (skip to the end of the survey and press the DONE button)

2. I currently serve as a CISM staff developer in the area of

○ Reading

○ Math

3. Number of years of experience in serving as a CISM staff developer, including this year

Number of years   [   ]

4. The number of schools in which I currently serve as a CISM staff developer is

○ 1

○ 2

○ 3

○ 4

○ 5

○ More than five schools

5. I currently serve in schools that are (check as many as applicable)

☐ Priority Level 1

☐ Priority Level 2

6. I have a clear understanding of CISM.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

We realize that the schools to which you provide CISM support may be quite varied. The next several items allow you to record your perceptions based on each individual school that you serve. Assign each school a label (e.g. "School One, School Two," etc.) and keep these consistent as you answer questions 7-17. If you serve fewer than five schools, please leave the extra rows blank. If you serve more than five schools, please choose a representative sample of the schools that you serve, and respond for up to five schools that you have chosen.

7. The TEACHERS at the schools that I serve have a clear understanding of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

8. The ADMINISTRATORS at the schools that I serve have a clear understanding of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

9. The TEACHERS at the schools that I serve have fully implemented the concepts of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

10. The plan developed by the school's Curriculum Support Team (CST) is closely aligned with the professional development that I provide to the school.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	◯	◯	◯	◯
School 2	◯	◯	◯	◯
School 3	◯	◯	◯	◯
School 4	◯	◯	◯	◯
School 5	◯	◯	◯	◯

11. The TEACHERS at the schools that I serve are given an opportunity to provide input into the content of the model/demonstration lessons.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	◯	◯	◯	◯
School 2	◯	◯	◯	◯
School 3	◯	◯	◯	◯
School 4	◯	◯	◯	◯
School 5	◯	◯	◯	◯

12. The TEACHERS at the schools that I serve are supportive of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	◯	◯	◯	◯
School 2	◯	◯	◯	◯
School 3	◯	◯	◯	◯
School 4	◯	◯	◯	◯
School 5	◯	◯	◯	◯

13. The ADMINISTRATORS at the schools that I serve are supportive of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	◯	◯	◯	◯
School 2	◯	◯	◯	◯
School 3	◯	◯	◯	◯
School 4	◯	◯	◯	◯
School 5	◯	◯	◯	◯

14. After conducting the model/demonstration lesson, I have adequate time to fully support teachers in implementing the concepts in their classrooms.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

15. Additional time for me to spend in each of the schools that I serve would make this model more effective.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

16. The professional development needs of the schools that I serve are effectively met through CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

17. Instruction at the schools that I serve has improved noticeably as a result of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree
School 1	○	○	○	○
School 2	○	○	○	○
School 3	○	○	○	○
School 4	○	○	○	○
School 5	○	○	○	○

18. The biggest hindrance to the implementation of CISM in the schools that I serve is (choose only one)

○ Taking time away from students puts the additional burden on teachers to plan activities for them while attending CISM activities

○ Getting coverage for classrooms while teachers attend CISM activities

○ Scheduling time for debriefing

○ The administration is not supportive of the CISM model

○ Teachers do not buy into this model

○ The purpose of CISM is unclear

○ Insufficient time to spend in each school

Other (please specify)

[   ]

Questions 19-23 pertain to the professional development that you received in order to prepare you for serving as a CISM staff developer. For the math area, much of this professional development was provided by Lucy West along with district staff. For the reading area, much of this professional development was provided by district staff and other experts.

19. The professional development provided to me in order to prepare me as a staff developer for CISM is of a high quality.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

20. The professional development provided to me has prepared me adequately to serve as a staff developer.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

21. The frequency of the professional development that I receive is adequate.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

22. Overall, those who provide the professional development are knowledgeable.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

23. The topics presented are relevant to the support needed by the schools that I serve.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

This next question only applies to those who participated in professional development with Lucy West. If you did not participate in this type of professional development, please mark, "does not apply to me" and proceed to the next question.

24. The professional development provided by Lucy West is of a high quality.

○ Completely Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Completely Disagree

○ Does Not Apply to Me

25. I have the following suggestions for improving the CISM approach to professional development (take as much space as you like):
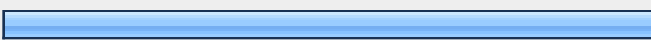
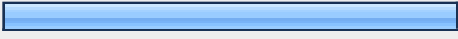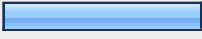26. Please provide any additional feedback in the box below.

Thank you for your responses. Please click on the "done" button below.

Appendix D-1
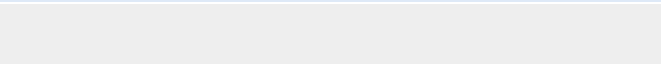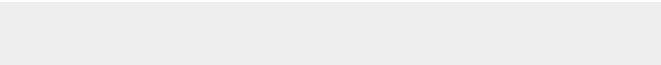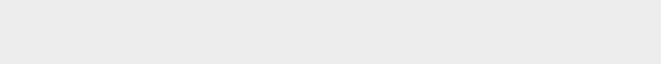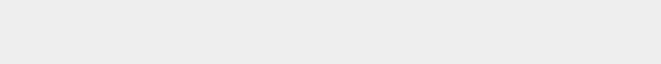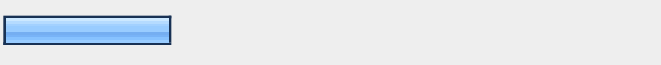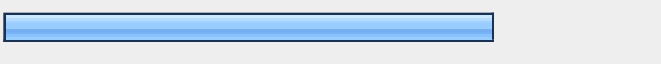
Staff Developer
Survey Results Summary

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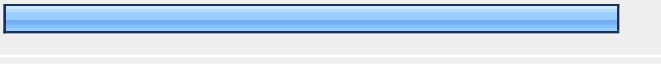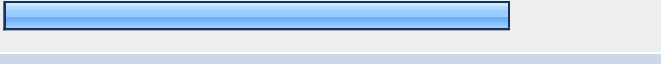
CISM Staff Developer Survey, May 2009

1. I have served as a staff developer for CISM during this current school year.

	Response Percent	Response Count
Yes	100.0%	20
No (skip to the end of the survey and press the DONE button)	0.0%	0
	answered question	20
	skipped question	0

2. I currently serve as a CISM staff developer in the area of

	Response Percent	Response Count
Reading	70.0%	14
Math	30.0%	6
	answered question	20
	skipped question	0

3. Number of years of experience in serving as a CISM staff developer, including this year

	Response Average	Response Total	Response Count
Number of years	3.42	65	19
		answered question	19
		skipped question	1

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4. The number of schools in which I currently serve as a CISM staff developer is

		Response Percent	Response Count
1		0.0%	0
2		0.0%	0
3		0.0%	0
4		0.0%	0
5		25.0%	5
More than five schools		75.0%	15
	answered question		20
	skipped question		0

5. I currently serve in schools that are (check as many as applicable)

		Response Percent	Response Count
Priority Level 1		94.4%	17
Priority Level 2		77.8%	14
	answered question		18
	skipped question		2

This survey is the property of RMC Research Corporation.

6. I have a clear understanding of CISM.

		Response Percent	Response Count
Completely Agree		**90.0%**	18
Somewhat Agree		10.0%	2
Somewhat Disagree		0.0%	0
Completely Disagree		0.0%	0
		answered question	20
		skipped question	0

7. The TEACHERS at the schools that I serve have a clear understanding of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**55.0% (11)**	30.0% (6)	15.0% (3)	0.0% (0)	20
School 2	**45.0% (9)**	35.0% (7)	20.0% (4)	0.0% (0)	20
School 3	35.0% (7)	**55.0% (11)**	10.0% (2)	0.0% (0)	20
School 4	35.0% (7)	**40.0% (8)**	20.0% (4)	5.0% (1)	20
School 5	30.0% (6)	**40.0% (8)**	20.0% (4)	10.0% (2)	20
				answered question	20
				skipped question	0

This survey is the property of RMC Research Corporation.

8. The ADMINISTRATORS at the schools that I serve have a clear understanding of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	65.0% (13)	20.0% (4)	10.0% (2)	5.0% (1)	20
School 2	45.0% (9)	45.0% (9)	5.0% (1)	5.0% (1)	20
School 3	65.0% (13)	30.0% (6)	5.0% (1)	0.0% (0)	20
School 4	55.0% (11)	25.0% (5)	20.0% (4)	0.0% (0)	20
School 5	60.0% (12)	10.0% (2)	25.0% (5)	5.0% (1)	20
				answered question	20
				skipped question	0

9. The TEACHERS at the schools that I serve have fully implemented the concepts of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	45.0% (9)	30.0% (6)	25.0% (5)	0.0% (0)	20
School 2	20.0% (4)	55.0% (11)	20.0% (4)	5.0% (1)	20
School 3	25.0% (5)	70.0% (14)	5.0% (1)	0.0% (0)	20
School 4	26.3% (5)	47.4% (9)	21.1% (4)	5.3% (1)	19
School 5	20.0% (4)	50.0% (10)	20.0% (4)	10.0% (2)	20
				answered question	20
				skipped question	0

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10. The plan developed by the school's Curriculum Support Team (CST) is closely aligned with the professional development that I provide to the school.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**75.0% (15)**	20.0% (4)	5.0% (1)	0.0% (0)	20
School 2	**55.0% (11)**	40.0% (8)	0.0% (0)	5.0% (1)	20
School 3	**50.0% (10)**	40.0% (8)	10.0% (2)	0.0% (0)	20
School 4	40.0% (8)	**45.0% (9)**	10.0% (2)	5.0% (1)	20
School 5	**40.0% (8)**	**40.0% (8)**	20.0% (4)	0.0% (0)	20
				answered question	20
				skipped question	0

11. The TEACHERS at the schools that I serve are given an opportunity to provide input into the content of the model/demonstration lessons.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**70.0% (14)**	25.0% (5)	5.0% (1)	0.0% (0)	20
School 2	**80.0% (16)**	15.0% (3)	5.0% (1)	0.0% (0)	20
School 3	**75.0% (15)**	25.0% (5)	0.0% (0)	0.0% (0)	20
School 4	**75.0% (15)**	15.0% (3)	10.0% (2)	0.0% (0)	20
School 5	**70.0% (14)**	20.0% (4)	10.0% (2)	0.0% (0)	20
				answered question	20
				skipped question	0

This survey is the property of RMC Research Corporation.

12. The TEACHERS at the schools that I serve are supportive of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**52.6% (10)**	36.8% (7)	10.5% (2)	0.0% (0)	19
School 2	31.6% (6)	**52.6% (10)**	15.8% (3)	0.0% (0)	19
School 3	42.1% (8)	**47.4% (9)**	10.5% (2)	0.0% (0)	19
School 4	**42.1% (8)**	26.3% (5)	21.1% (4)	10.5% (2)	19
School 5	**36.8% (7)**	31.6% (6)	21.1% (4)	10.5% (2)	19
				answered question	19
				skipped question	1

13. The ADMINISTRATORS at the schools that I serve are supportive of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**80.0% (16)**	10.0% (2)	10.0% (2)	0.0% (0)	20
School 2	**60.0% (12)**	30.0% (6)	5.0% (1)	5.0% (1)	20
School 3	**65.0% (13)**	30.0% (6)	5.0% (1)	0.0% (0)	20
School 4	**70.0% (14)**	10.0% (2)	10.0% (2)	10.0% (2)	20
School 5	**70.0% (14)**	5.0% (1)	15.0% (3)	10.0% (2)	20
				answered question	20
				skipped question	0

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14. After conducting the model/demonstration lesson, I have adequate time to fully support teachers in implementing the concepts in their classrooms.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	25.0% (5)	**45.0% (9)**	30.0% (6)	0.0% (0)	20
School 2	20.0% (4)	30.0% (6)	**45.0% (9)**	5.0% (1)	20
School 3	20.0% (4)	35.0% (7)	**45.0% (9)**	0.0% (0)	20
School 4	15.0% (3)	40.0% (8)	**45.0% (9)**	0.0% (0)	20
School 5	10.0% (2)	40.0% (8)	**50.0% (10)**	0.0% (0)	20
				answered question	20
				skipped question	0
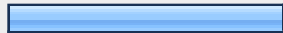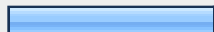
15. Additional time for me to spend in each of the schools that I serve would make this model more effective.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**70.0% (14)**	25.0% (5)	5.0% (1)	0.0% (0)	20
School 2	**65.0% (13)**	30.0% (6)	5.0% (1)	0.0% (0)	20
School 3	**80.0% (16)**	10.0% (2)	10.0% (2)	0.0% (0)	20
School 4	**70.0% (14)**	20.0% (4)	10.0% (2)	0.0% (0)	20
School 5	**80.0% (16)**	15.0% (3)	5.0% (1)	0.0% (0)	20
				answered question	20
				skipped question	0

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16. The professional development needs of the schools that I serve are effectively met through CISM.

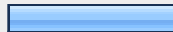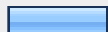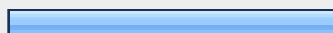|	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	40.0% (8)	**45.0% (9)**	15.0% (3)	0.0% (0)	20
School 2	30.0% (6)	**55.0% (11)**	10.0% (2)	5.0% (1)	20
School 3	30.0% (6)	**50.0% (10)**	20.0% (4)	0.0% (0)	20
School 4	30.0% (6)	**50.0% (10)**	15.0% (3)	5.0% (1)	20
School 5	40.0% (8)	**45.0% (9)**	15.0% (3)	0.0% (0)	20
				answered question	20
				skipped question	0

17. Instruction at the schools that I serve has improved noticeably as a result of CISM.

	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	Response Count
School 1	**60.0% (12)**	35.0% (7)	5.0% (1)	0.0% (0)	20
School 2	45.0% (9)	**55.0% (11)**	0.0% (0)	0.0% (0)	20
School 3	**50.0% (10)**	**50.0% (10)**	0.0% (0)	0.0% (0)	20
School 4	30.0% (6)	**55.0% (11)**	5.0% (1)	10.0% (2)	20
School 5	40.0% (8)	**45.0% (9)**	15.0% (3)	0.0% (0)	20
				answered question	20
				skipped question	0

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18. The biggest hindrance to the implementation of CISM in the schools that I serve is (choose only one)

		Response Percent	Response Count
Taking time away from students puts the additional burden on teachers to plan activities for them while attending CISM activities		0.0%	0
Getting coverage for classrooms while teachers attend CISM activities		20.0%	4
Scheduling time for debriefing		15.0%	3
The administration is not supportive of the CISM model		15.0%	3
Teachers do not buy into this model		5.0%	1
The purpose of CISM is unclear		0.0%	0
Insufficient time to spend in each school		**45.0%**	**9**
	Other (please specify)		1
	answered question		20
	skipped question		0

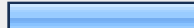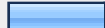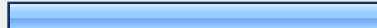**19. The professional development provided to me in order to prepare me as a staff developer for CISM is of a high quality.**

		Response Percent	Response Count
Completely Agree		26.3%	5
Somewhat Agree		**42.1%**	**8**
Somewhat Disagree		21.1%	4
Completely Disagree		10.5%	2
	answered question		19
	skipped question		1

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20. The professional development provided to me has prepared me adequately to serve as a staff developer.

		Response Percent	Response Count
Completely Agree		26.3%	5
Somewhat Agree		**42.1%**	**8**
Somewhat Disagree		31.6%	6
Completely Disagree		0.0%	0
	answered question		19
	skipped question		1

21. The frequency of the professional development that I receive is adequate.

		Response Percent	Response Count
Completely Agree		10.0%	2
Somewhat Agree		25.0%	5
Somewhat Disagree		15.0%	3
Completely Disagree		**50.0%**	**10**
	answered question		20
	skipped question		0

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22. Overall, those who provide the professional development are knowledgeable.

	Response Percent	Response Count
Completely Agree	**70.6%**	**12**
Somewhat Agree	29.4%	5
Somewhat Disagree	0.0%	0
Completely Disagree	0.0%	0
answered question		17
skipped question		3

23. The topics presented are relevant to the support needed by the schools that I serve.

	Response Percent	Response Count
Completely Agree	27.8%	5
Somewhat Agree	**33.3%**	**6**
Somewhat Disagree	**33.3%**	**6**
Completely Disagree	5.6%	1
answered question		18
skipped question		2

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24. The professional development provided by Lucy West is of a high quality.

		Response Percent	Response Count
Completely Agree		28.6%	4
Somewhat Agree		0.0%	0
Somewhat Disagree		14.3%	2
Completely Disagree		0.0%	0
Does Not Apply to Me		**57.1%**	**8**
		answered question	14
		skipped question	6

25. I have the following suggestions for improving the CISM approach to professional development (take as much space as you like):

See responses in Appendix D-2	Response Count
	11
answered question	11
skipped question	9

26. Please provide any additional feedback in the box below.

See responses in Appendix D-2	Response Count
	11
answered question	11
skipped question	9

Appendix D-2

Staff Developer Survey Comments

Appendix D-2
Staff Developer Survey Comments

Survey Item 25
I have the following suggestions for improving the CISM approach to professional development (take as much space as you like):

- Number one, both Region II and Region V need to be as one instead of separate entities. We all need the same training, same vision, same model of professional development. In addition, some staff developers are given P.D. in areas that others are not, (example: units of study in reading). All need this training for future work in schools that may decide to adopt this model. Also, math staff dev. receive ongoing training with Lucy West, while reading/writing get no such training. Math staff dev. were given an opportunity to attend a math conference; literacy staff dev. were not. NCTE would have been a good one to attend. We need to have a higher level of knowledge and to be on the cutting edge of best practices in instruction of reading and writing, not stagnant. In addition, if the district wants units of study in reading, then let's get all of us into that model and stop having two separate visions. It's either best practices, or it isn't. If it is, let's get going! This model has been around for years and years, what's the holdup? We need more support at the school level. If principals are not willing to support us, there needs to be an accountability process for them. Misinformation about staff developers often comes from those who have not used the staff developers appropriately, or who have not supported the work. Principals who know curriculum and who participate in the work the staff developers provide know and appreciate the professional development level that can be provided to their teachers. Why is this allowed? The principals need to be the leaders, and as a leader, they should know what is going on in the schools. Many have no idea. In business, a manager knows what is going on with the workers and what those workers need to be doing in order to be most productive. Same should hold true for principals. Get some of the good ones to coach the others if necessary. They need professional development too, if they are to understand the job we do.

- It would behoove us to meet consistently as a cohesive math/science team working under our supervisors; collaborating together and communicating the same information to our schools. This strengthens our staff development skills; as well as our content knowledge. Meeting regularly would allow us opportunities for our own Professional Development.

- Less schools – more time in schools.

- The professional development questions on this survey were difficult to answer. Last year we had continual staff development across the year for both content and coaching methods. This year we had nothing. It is imperative that staff developers receive high quality staff development for several reasons: we want to stay current on the very best practices and research to be able to share those with teachers. Also, professional development renews our energy and excitement – and we need to bring that energy and excitement to the classroom teachers.

Appendix D-2
Staff Developer Survey Comments

- Staff developers need the time to meet and converse with each other in order to grow. We continue to learn from each other and help implement strategies and bounce ideas off of each other. Weekly meeting provide positive and much needed feedback in order to keep our model growing and help reach our goal of highest student achievement. Regular meeting also will help with Early Intervention strategies as an ongoing professional development piece for staff developers.

- Increase frequency of visits to schools. Give staff developers a needs assessment survey to determine areas of focus for their staff development. Provide ongoing staff development for staff developers. Provide opportunities to attend IRA and other reading conferences.

- I think having coaches (current staff developers) to coach new, in-coming coaches is the best way to finally be able to sustain student-centered teaching in math in elementary schools (see reply in #26) . Teachers are usually willing to try new things if they have someone they can go to for support whenever they have questions or need help. New, full-time school coaches are going to have a lot of questions to answer from their teachers and may often know how to respond. They, themselves will need the support of someone who has been deeply involved in the national model the district is using as we try to improve on the teaching and learning of mathematics in the early (K-5) grades. Reading coaches in elementary grades have had the luxury of this support through Reading First. Consequently our district has quality reading coaches in almost every school.

- Provide one day a month for professional development for ALL Reading Staff Developers from an expert in the field...i.e. interventions...(name removed). Provide time for SD's to meet once a month within each region to share experiences, ideas, concerns, etc., that are particular to their region. We need a home base outside of our school where we can borrow materials and get supplies.

- Teacher evaluations should be based on the work the staff developers are working on in the schools/grade levels.

- My only suggestion is a shorter time span between visits to the schools. This is being corrected for next year.

- Staff developers need more training on coaching methods. Administrations need to be consistent in supporting the model.

Appendix D-2
Staff Developer Survey Comments

Survey Item 26
Please provide any additional feedback in the box below.

- I put somewhat agree for #21 because this year consistent team meetings were not considered as valuable as time in schools. In fact it is just as valuable in moving our work forward. Since we encourage our teachers to take the time for debriefing a lesson, for reflection and improvement; the same is true for staff developers. Team meetings with ALL math/science staff developers IS our debrief. It supports our growth in content and coaching.

- Staff developers need staff development – this year none was provided

- We received absolutely no outside staff development this year. We relied heavily on each other. The best staff development in years past has come from Columbia University, Teachers' College. We ask that those opportunities be reinstated.

- I think the problem of not having enough time in the schools to help teachers fully implement what we demonstrate will hopefully be resolved next school year when we will have only 4 schools to serve and when we will be on a regular rotation of one whole week per month at each school.

- Some of us had 14 or 15 schools this year. It was difficult to answer the survey questions which only represent 5 of the schools.

- Staff Development is an integral part of county-wide success.

- Success of the CISM model in a school is strongly linked to the administration's support of the staff developers in a school and the service they are providing. Math staff developers in Region V are able to provide quality coaching for teachers and Instructional Coaches because of our ability to work weekly with each other in a PLC setting, along with the strong support of the District Math Supervisor, Lead Math Staff Developer and Area Superintendent. Without the time provided this year to meet, it would have been extremely difficult to know what the best practices were that are being implemented in our district, which closely align to the national movement, and which are also endorsed by the National Council of Teachers of Mathematics. With the shift in teaching away from teacher-centered to student-centered, there are not many teachers who, at this time, understand and/or feel comfortable teaching this way. They need strong support to become proficient in the discussion of math with their students, as well as how to effectively study and analyze student work in order to move their students forward in a way which will be sustaining in the student's learning. I feel that our current Superintendent does not understand this shift in the teaching of mathematics and therefore seems to think that any good math teacher can be a coach to other teachers without needing strong and continuous support of a more experienced coach (staff developer) to help them develop the skills needed to be a good coach, a totally different skill from just teaching math. There is also a lot more to being a coach than just knowing math when working with all grades in elementary schools. The current staff developers have had the benefit of learning from each other over several years while working with Lucy West, working collectively on book and lesson studies with (name removed), the math supervisor, as well as having time in the weekly Staff Developer PLC to discuss the

implications of what is occurring in our individual schools and how best to address schools' needs in order to move them forward, just as teachers do in their PLCs as they discuss students. Not allowing for support for in-coming school-based math coaches may quite possibly lead to failure of a highly effective model. Change is often scary for teachers, or anyone, and takes time for people to buy into it. The new national math model we are implementing in our district that helps teachers understand more deeply how their students are thinking and learning is beginning to catch on. It would be a black mark on a district I have spent my entire life in as a student and an educator, a district I have always been proud of as a leader in our state, if we quit listening to those who are the math leaders of our country.

- Kudos to our supervisors for providing a great model this year-partnering with another Staff Developer who coached me and helped me grow as a professional. It was a valuable experience that I will never forget.

- My experience in the schools has been very positive. I have been well received and the teachers were very receptive towards the training.

- Some of the math staff developers also coached science. There were no questions about the science training. The CISM models of the area II and area V are polar. This is difficult when we have outside consultants.

- Reading staff developers did not receive professional development this year. We depended and relied upon each other to grow in our profession. I would love to have an opportunity to receive professional development in the future. The best I've ever had has been from Columbia University.