



## Reading the Program Descriptions

Each of the 26 programs that met the National Advisory Panel's rigorous criteria is described in the next five chapters. The language arts programs are divided into several sections: those related to the study of literature appear first; those that relate to language skills appear next; and those which address writing are last. The mathematics, science, social studies, and interdisciplinary programs are in subsequent sections. Each chapter begins with a table of contents to introduce the titles of the programs. Although some programs included in the content-area chapters could be interdisciplinary in nature, they were included in the content-area chapters because of their strong focus on a particular content area. The descriptions are consistent in format and provide a variety of information to help staff development leaders learn about each program and understand how each meets the criteria for inclusion in *What Works in the Middle: Results-Based Staff Development*. Information includes:

### Program Description

The program description provides an overview of the program. It describes key features of the program in a succinct format to help staff development decision-makers understand how the program contributes to increased student achievement.

A large, light gray rectangular box with a black border. The word "Content" is written in a bold, italicized serif font at the top center. A black triangle is located at the bottom-left corner of the box.

#### *Content*

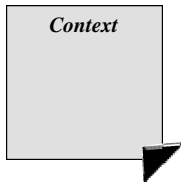
The content of the staff development program, what adults will know and will be able to do is summarized for each program in the content box.

### Program Context

This section identifies demographic characteristics of the school and district sites where the program has been successfully implemented. It provides information about the location of the schools and districts (rural, urban, suburban) and the student population.



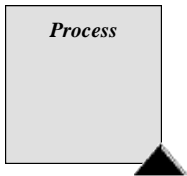
Many programs included have been implemented in a wide variety of school and district contexts. Consequently, the context or site characteristics are less likely to be a predominant factor contributing to the program's success. The box accompanying this section highlights some of the student and site characteristics associated with this program.



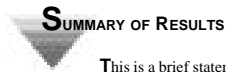
### **Staff Development Program**

This section contains information about the design of the staff development program. It explains how the learning experience is structured, how much time is allocated to staff development, and how follow-up is provided.

Accompanying this section is a box that highlights the key processes used throughout the learning experiences. For example, it identifies the various models of staff development incorporated and the follow-up included.



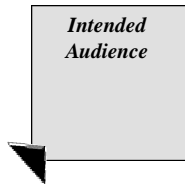
### **Summary of Results**



This is a brief statement that summarizes the results of the program. It can be used as a quick reference.

### **Intended Audience**

This box identifies the staff and individuals who most often participate in the staff development program. Program developers, in some cases, identify the participants. Some programs are specifically designed for entire school staffs and may not be available to individual teachers. Others are designed for teams or departments to use. Some are available to individual volunteer teachers.

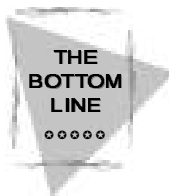




## Evidence of Student Achievement

This section briefly describes the methodology and results of the study or studies conducted to demonstrate how staff development is related to student achievement. For those interested in evaluating staff development programs, this section will be most useful.

A box contains the sources of evidence used to measure student achievement and, thus, indirectly to determine the effectiveness of the staff development program. Staff development decision-makers will notice the variety of measurements used to assess student achievement such as norm-referenced tests, state assessments, program-specific tests, and so on.



## The Bottom Line

This section provides a commentary on the program from the National Advisory Panel and project director. In addition, this section contains a rating system for the staff development component of each program. Using the National Staff Development Council's *Standards for Staff Development: Middle Level Edition*, the project director identified which standards each program met.

Readers will notice on the matrix which summarizes the standards met, that context standards are missing for many programs. Readers should note that programs, rather than an individual school's or district's implementation of the program, were analyzed. It is possible that more programs do meet at least some standards; however, if they were not explicitly a part of the program's design feature, they are not checked off in the matrix (page 184, Table 6).

### **NSDC STANDARDS RATING**

Stars depict how well each program meets the National Staff Development Council *Standards for Staff Development: Middle School Edition*.



Five stars indicate that the staff development component meets 22 - 27 standards.



Four stars indicate that the staff development component meets 16 - 21 standards.



Three stars indicate that the staff development component meets 10 - 14 standards.



Two stars indicate that the staff development component meets 5 - 9 standards.



One star indicates that the staff development component meets 1 - 4 standards.



## School Sites

This section lists middle-grade schools that have agreed to be identified as implementers of the program. For each school, a contact person and information on how to contact him or her is listed. These people and schools have agreed to provide information about how they are implementing the program.

## Key Contact Person

This is the person who will provide further, more detailed information about each program. In most cases, this is the person who is the primary developer of the program. The Web sites are easy ways to learn more about the programs.



### KEY CONTACT PERSON . . .

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**Name**

Organization  
Address  
City, State & Zip Code



Phone:



Fax:



E-mail:



Web site:

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## DOCUMENTATION

### Documentation

This section lists the articles, papers, and other sources of information used to determine each program's success. Other related articles and papers about a program may be cited here.

### Content Area Standards


A matrix that includes which national content standards each program meets appears at the end of each content area section. The content standards used are those published by the professional associations represented on the National Advisory Panel. They include:


- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Council for the Social Studies
- National Science Teachers Association

Program directors for each program determined the content standards their programs meet. Most program directors indicated that their programs meet a majority of the standards, however, the depth to which the standards are addressed varies. Some standards may be given more attention than others are. For a few programs, in fact, it is not possible to specify which content standards are addressed since teachers have the discretion to select the specific content standards they focus on throughout the staff development program.

**It is important that the reader understand  
what this guide IS and IS NOT.**



 **The guide is a compilation of 26 outstanding staff development programs in the core content areas. It is not a comprehensive list of all staff development programs available for middle-grade teachers.** Hundreds of programs exist that have not been examined by the review teams for inclusion in this book. In general, the panel's search for programs uncovered more national programs and fewer that were developed by local school districts. Possibly, there are many undiscovered local programs that could meet the rigorous review criteria. Identifying programs and getting complete information were two of the most challenging aspects of this initiative. Even as late as a few weeks before publication, programs continued to surface. Or program developers who previously had no evidence of student achievement had collected evidence and were eager to share it. The high level of interest expressed by educators points to the need for a continuing study of middle school staff development programs and the need to expand to include elementary and high school levels as well.

 **The guide reports the results of 26 staff development programs. The programs included in the guide are not, however, endorsed by the National Staff Development Council or any of its partner associations.** The guide reports program results. The information used to select the programs was supplied primarily by the developers. Some programs offered third-party evaluations. Others had received recognition from other associations or had been selected for inclusion in the National Diffusion Network. The review of the work was primarily dependent on paper documentation. The Advisory Panel did not conduct an evaluation of

each program or make individual site visits to study each program and school. Although the assumption is made that all information included is accurate and based on ethical evaluation practices, readers are urged to conduct their own careful analysis before adopting any program included.



**The guide is a catalog for ideas. It is not a catalog for shopping.** It is always possible that a school could misuse this guide and adopt a program for implementation without thorough analysis and study. To use this guide responsibly, school teams or staff development leaders must complete a preliminary analysis of what is needed and how best to meet the needs of students, educators, and each school's community. After this preliminary study is complete, the guide can provide suggestions and guidance for adopting, adapting, or designing successful staff development.



**The guide identifies common characteristics of the programs. It is not, however, a meta-analysis of the programs included.** Although the information for some programs was insufficient to allow a reliable statistical comparison, the guide does attempt to identify common characteristics of programs and search for patterns of effectiveness.



**The guide is a description of what staff development is and has been. It is not necessarily a picture of what staff development should be.** Many of the programs included here are based on the training model of staff development. While training as a model of staff development is efficient and often quite effective, it is just one model of learning for adults. A need exists to better understand and incorporate other models. As new information emerges from practice and research, staff development processes and content will evolve and improve.



**The guide describes programs currently used at specific middle school as examples. It is not a list of exemplary middle schools.** The program developers recommended the schools listed as sites for each of the programs. Most are honored to be selected for inclusion. All have given their permission to be included as schools where the staff development programs have been implemented. Further, they have offered to share information about their involvement with others. Panel members did not visit each school and do not have information about a school's overall effectiveness.

Those involved with the initiative trust that the information within this resource guide will be useful to all its potential audiences. The guide should assist those who make decisions about staff development to become more aware of the critical nature of their decisions and the need to use the information contained here in a responsible manner. Suggestions for making those decisions are provided in Chapter 6, "How to Use This Guide."