

# **Intervention Planning: Education through Professional Development**

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## **Intervention Planning: Education through Professional Development**

This Module Five Critical Thinking essay will explain (1) why a 60th percentile Math achievement target is needed, how it will be achieved by (2) hiring for a new coaching position and (3) choosing and planning the first-year implementation of a mission-aligned math curriculum. It will (4) describe the staff member's current Stages of Concern, and as a primary focus, (5) outline a pre-service days PD activity to guide teachers through the creation of a calendar-aligned math scope and sequence specific to our school setting. This is the next step in implementing this broader initiative.

The overall **Performance Target** is that the Crestone Charter School's math achievement scores be in 60th percentile on both NWEA and CMAS for secondary grade bands by the Spring of 2025. Currently (SY2023/24) the Crestone Charter School Middle School math NWEA achievement scores are 41st percentile, where the 50th percentile is the normed average for Middle School students grades 6/7/8. Middle School math CMAS scores are at the 14th percentile, earning a Priority Improvement rating on the CDE school performance Framework. High School math NWEA scores for grades 9/10/11 are 35th percentile and math CMAS are only in the 5th percentile.

To achieve this performance target, the Crestone Charter School (CCS) hired in May, 2024 a new single position that entails Instructional Coach, Curricular Specialist, and MTSS lead; this new hire is working with the secondary Math Teacher to choose a new math curriculum for implementation in the 2024/25 SY that is experiential, project-based, and provides a scope and sequence for MS through HS students, in alignment with the CCS experiential mission. During the 2023/24 SY the CCS k-5 school also chose a mission-aligned math curriculum. With adoption, creation of an annual scope and sequence plan, and implementation coaching K-12,

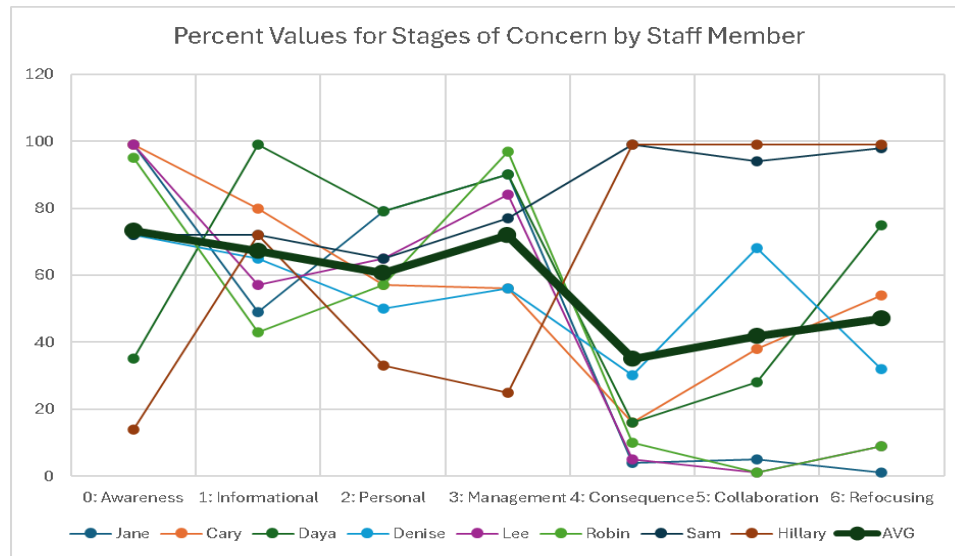
CCS will achieve the academic growth target of 60th percentile for all grade bands.

Initial coaching for instructional modification and practice, including tracking interventions, will be based on students identified in the MTSS process using CMAS and NWEA data from 2023/24 SY. Achievement gains will be monitored through internal summative assessments, and on NWEA beginning, middle, and end-of-year assessments with an average math achievement of 60th percentile attained by the MS and HS grade bands by EOY in May 2025. To do so this will require an average of 10% growth each trimester for elementary and MS, and 20% growth per trimester for HS. Success will be cross-checked with Spring 2025 CMAS data.

Teachers identified the hiring of the Curricular Specialist / Instructional Coach /MTSS Lead position as the best solution to deal with the low math achievement scores and broader challenges including low achievement in other subject areas, classroom management concerns, and overall lack of student learning engagement. Even so, Chart One shows the identified Stages of Concern for staff members. Notice that there are two early adopters who are more concerned with stages 4-6, while the majority of staff are concerned with stages 0-3. It should be noted that the data for the Chart One are projected, based on the author's prior conversations with staff members about their readiness for this initiative. The actual [survey](#) will be administered at Fall Pre-Service PD days.

For a complete understand of information and methodology contained in Part I of this Module Five Critical thinking assignment, [see Strategic Plan Template Modules 2-4](#).

Chart One



For this Module Five Critical Thinking assignment, this essay will focus on the following performance learning goal: *During Pre-service workdays, 100% of teachers will create a written, calendar-aligned plan for their annual Math curricular scope and sequence based on the multi-grade classroom setting of the Crestone Charter School and the number of instructional days in the calendar.* This SMART goal is designed to address the identified staff concerns in the following stages: 1-Informational, 2-Personal, and 3-Management (Bullard et al., 2017, p50). By creating the annual plan, they will better understand this larger initiative, how it will impact and support them personally, and how it will be implemented within the classroom.

The desired result is that teachers, and their classroom instructional aide, will have a calendar-tied scope and sequence of their math instructional plan that addresses the unique needs of the Crestone Charter School. Acceptable evidence of having met the expectations of this annual plan is that it includes (1) the calendar dates for the beginning and end of each math unit, (2) a determination of whether it will blend grades and content or have separate grade and content instruction (potentially by unit), and (3) that it will define instructional roles for teacher

and aide such as co-teaching a combined group or working separately with different grade groups (potentially by unit). The annual plan will be (4) aligned with the curriculum's suggested scope and sequence but adjusted to our school's setting and approach. Each teacher can determine the format of this information, and a sample table format will be provided. This follows the Understanding by Design [UBD](#) Elements (Bowen, 2017) by detailing what the desired result is, the evidence of meeting these expectations, and this is followed by the learning plan.

To prepare teachers for this task, two professional development sessions will take place during pre-service days in August of 2024. This will follow the Do it, See it, Name it, Do it model (Bambrick-Santoyo, 2018). Teachers will first be asked to **Do it** by looking at the established math curricular timeline from the textbook that goes with the grade levels they teach. They will explore what is provided through several lenses: (a) CCS has 125-135 standard academic teaching days; compare this to the textbook timeline, (b) CCS has multigrade classrooms; compare the two grades they teach to see where there are overlapping or common content threads, and (c) CCS has a teacher and an aide in each classroom; determine how and when will they work together or separately on instructional delivery.

Next teachers will **See it** as the PD facilitator will project with a document camera some of the preliminary work done by one or two teachers. This will show how unit lengths may need to be shortened to fit within the overall school calendar. It will show how some units make sense to combine grade levels for whole class instruction because of similar content (differentiation by grade level will come later) and how other units require differentiating students by grade in order to teach grade-specific content. This blending of grades versus maintaining separation of grades will illustrate the need for various instructional roles of the teacher and aide, potentially by unit.

Now teachers will be asked to **Name it** during the PD including noticing unit scheduling modifications, student grouping configurations, and teacher and aide instructional role options. They should describe their reasons, purpose, or the significance of their changes from the suggested scope and sequence.

Last, teachers are now better prepared to return to the **Do it (again)**: portion of the PD where they can, with their aides, look at the established curricular scope and sequence and compare it to the work they began to consider earlier, including (a) which units can be shortened and by how much based on prior knowledge, foundational understanding, place in annual sequence, experiential components, and time constraints of the CCS calendar. They can determine (b) student groupings based on cross-grade concept alignment. And (c) How much the classroom aide can teach, or what they can be actively doing with students so that each student gets >130 lessons.

Throughout this PD, participants will be asked to **Reflect** by writing down several one-liner take-away statements on a sheet of colored construction paper. Staff will then share their products and reflections with the group. All of these aspects of the PD will take place face-to-face.

Policies during this specific PD portion of the initiative are limited to standard learning cultures at CCS. More broadly, throughout this initiative, the expectations are that all lead teachers and classroom aides will meet with the Instructional, Curricular, MTSS Coach (ICMC) to develop coaching and support norms. All teachers will develop Universal Design for Learning (UDL) lessons, be observed on their delivery, and meet with the ICMC for supportive coaching. All lead teachers and classroom aides will meet weekly with the ICMC to review internal assessment and NWEA trimester

data, and tri-weekly for MTSS meetings. Lastly, Math teachers will meet with the ICMC weekly to review observations for Math curricula implementation fidelity including annual scope and sequence.

In summation, the Professional Development described in this Module Five Critical Thinking essay is a small part of a larger initiative to improve math achievement scores through the adoption of a new math curriculum and the use of an implementation coach. This PD will provide teacher with a tangible annual scope and sequence to guide the initiative and address teacher concerns. The PD is designed to meet teachers where they are in the Stages of Concern model by providing them with information about the initiative, how it will impact them personally, and how they will manage the implementation of the initiative.

## References

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