Continuous Improvement Model (CIM)

COMPONENT #: 2-501-002   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to increase knowledge and understanding of current research on the Continuous Improvement Model (CIM) process.

Successful completion of this component will enable the participant to work successfully with a leadership team in a learning environment that is conducive to developing skills, knowledge and attitudes necessary for successful facilitation/implementation of the Continuous Improvement Model.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   ☐ Assessment
☐ The Learning Environment   X Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   X Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
X Instructional Plan Implementation ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

☐ PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
☐ PS 4 – Instructional Delivery and Engagement ☐ PS 8 – Learning Environment
☐ PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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☐ Educator knowledge/skill (content)   ☐ Student learning
☐ Educator (professional growth)   X Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify effective /significant findings based on Effective Schools Research
2. Indicate how the use of strategies and knowledge of Effective Schools Research will impact student learning and achievement.
3. Identify and explain the eight steps of the Continuous Improvement Process.
4. Demonstrate the process of using data to guide instructional practices.
5. Develop a plan of action that is aligned with the eight steps of the Continuous Improvement Process, using sample data (e.g. FCAT scores, etc…).
6. Identify and explain the Total Quality Management tools included in the Continuous Improvement Model.
7. Develop a timeline and calendar to provide instructional focus for various strands of the New Florida Standards.
8. Develop a plan to promote active/ effective collaboration for instructional decision making.
9. Develop a plan for including tutorials and enrichment in the school's daily /weekly schedule.
10. Identify a process for aligning school test data with instructional planning.
11. Identify a process for conducting action research within a class/grade level.

<mark>PART II – LEARNING</mark>

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in discussions focused on practical applications of research in the classroom and techniques for adapting materials to various levels of student achievement (SLO 1-6).
2. Create and develop a timeline and calendar that analyzes and assesses various student levels and practices (SLO 7 & 8).
3. Develop a plan for incorporating effective collaboration for instructional decision making (SLO 8).
4. Develop a plan for tutorials and enrichment activities that sustain learning and increase students' interest in a wide range of related topics (SLO 9).
5. Develop a process for aligning school test data with instructional planning (SLO 10).
6. Demonstrate and apply techniques for implementing the Continuous Improvement Model process (SLO 11).
7. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
8. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
9. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.

10. Develop an action research study related to the training and provide evidence of implementation.
11. Provide evidence of collaborative planning related to the training.
12. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Organizational support and change: Evidence will include participation, assignment completion, and survey to determine knowledge gained.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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