Makes Sense Strategies   Professional Development Assessment
Administrators and Instructional Leaders
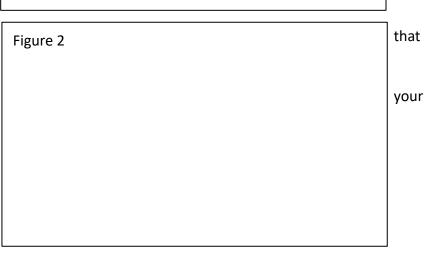
Name of person completing assessment _____ Date _____

Position: _____School: _____

1. In *Leadership Support for MSS Implementation*: ***Part 1 -"Why bother?"*** Ellis talks about the difference between causal and fidelity implementation. Of the various points he made about this (see Figure below), which idea do you think is <u>the</u> most critical with respect to supporting implementation of innovative instructional practices, such school-wide implementation of *Makes Sense Strategies*? Please select of the points, and explain why you picked it.

Figure 1

	CASUAL implementation	FIDELITY implementation
Clarity of purpose	Fuzzy, unclear	Co-developed Clear goals
Implementation plans	Make it up as you go / piecemeal	Recursive, flexible action plans
Building Leadership	Hands-off, absent	Active participant
Support	"Once & done"	Continuous on multiple levels
Implementation integrity	Rampant adaptation = compromised	Use it the way it was validated
Implementation Assessment	Not used	Integral & on-going
CONCLUSIONS	Largely waste of time, effort & $	Sustained, effective implementation

2. Also in *Leadership Support for MSS Implementation*: ***Part 1 -"Why bother?"***, Dr. Ellis provided a hypothetical model (Figure 2) suggesting each school building is composed of different types of teachers (e.g., Adopters, Adapters, Resistors, etc.). How well does this characterization of how teachers deal with innovative practices fit with own experiences working with faculty? Please explain.

Figure 2

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3. At the end *Part 1 -"Why bother?"* Dr. Ellis provided the following recommendations for supporting school-wide implementation of innovative practices such as graphic organizers:

* Rather than attempting school-wide implementation from the very beginning, target a small number of teachers who are most likely to be committed and be successful;
* Once these teachers have developed expertise, experience, and personal investment in the strategies, use them as the back-bone for expanding implementation; and
* Plan on a MINIMUM of three years for the innovation to get a firm "foothold"

If you were to follow these recommendations, what might be emphasized with your faculty during the initial year? How would you decide which teachers will be most likely to be committed and to be successful implementing the innovative practice? What would be necessary maintain the focus and commitment over time?

4. In *Leadership Support for MSS Implementation*: *Part 2,* Dr. Ellis discusses three kinds of evidence to look for when conducting "Walk-throughs"…

* Evidence of <u>sustained</u> GO use
* Evidence that the <u>value of GOs</u> is routinely communicated
* Evidence of <u>effective GO instruction</u>

In your opinion, why is it important to gather all three kinds of evidence? …once you've completed the Walk-throughs, how would you use your observations to support increased fidelity?

5. In *Leadership Support for MSS Implementation*: *Part 3,* Dr. Ellis shared a wide range of tools, tactics, and strategies you can use to support fidelity implementation for innovative practices (Figure 3). Please identify what you consider the <u>two</u> that you think have the <u>greatest</u> potential for increasing fidelity implementation of *Makes Sense Strategies* in your school and then explain why you chose them over the others.

Figure 3