

The IDEA Partnership

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Hawai'i's Collaborative Professional Development/Adult Learning Project **BUILDING A PROFESSIONAL DEVELOPMENT SYSTEM THAT SUPPORTS THE SHARED IMPLEMENTATION OF IDEA**

'A' ohe hana nui ke al'ia

(No task is too big when done together by all)

A Living Record: Updated in November 2005

THE PURPOSE of the Hawai'i project since the outset has been to bring together representatives of stakeholder groups to collaboratively design and deliver professional development/adult learning experiences to various cross-stakeholder audiences, especially parents and teachers.

One year later (as of August 2005), this purpose is definitely being accomplished. This paper shows that Hawai'i's project is leading to results in advancing the implementation of IDEA through the initiative called 'Everyone's a Reading Teacher.' This has been occurring through facilitated sequences of mutual understandings and collaborative actions by a Community of Practice.

THE LEAD AGENCY is the State of Hawai'i Department of Education.

THE CONTEXT FOR COLLABORATION emerged from an invitation by the Hawai'i State Teachers' Association to the Hawai'i Department of Education, Hawai'i Department of Health, parent organizations, and teachers to share ideas that were later used in developing the proposal.

The initial partners for implementation include: the Hawai'i State Teachers' Association; the Learning Disabilities Association of Hawai'i; the Special Parent Information Network; Hawai'i Department of Health's Child and Adolescent Mental Health Division/Family Guidance Centers and Early Intervention Program;

the Hawai'i Parent-Teacher Association; Hawai'i Families as Allies; the State Special Education Advisory Council; the University of Hawai'i College of Education's Center on Disability Studies; the State Special Education Advisory Council; and the Hawai'i Department of Education's Office of Curriculum, Instruction and Student Support. Each partner has committed personnel and resources to the work that is planned.

As stated in the grant application, the cultural diversity of the islands -- both a gift and a challenge -- is much like the reward and challenge of melding the efforts of individuals from various organizations and systems toward common goals. These dual dimensions make it difficult for individuals to consistently carry out the partnership expectations of the Individuals with Disabilities Education Act (IDEA). This project is intended to strategically create a collaborative partnership that will be far more effective and powerful as a unified effort, than just a sum of its parts.

PROJECT ACTIVITIES are based on the Feel→Think→Act→ conceptual model from the work of John Dewey. This model was chosen because of the need to accommodate and respond to the diverse views and concerns of key partners as well as the individuals who will participate in professional development.

At the conclusion of these activities in Fall 2005, stakeholders will be able to provide current, meaningful, and accurate professional development to various audiences in partnership with multiple agencies and organizations.

Phase 1: FEEL

Goal: Partners will create a foundation for working together based on interpersonal relationships, collaborative skills, mutual trust, and knowledge of group processes.

The Plan: Phase 1 will emphasize building relationships through celebration of diversity. Through facilitated activities in a safe and accepting environment, partners will reflect on and share their attitudes, values, and beliefs about working collaboratively, as they create a climate for true collaboration and relationship building.

September 21, 2004: Building Relationships

The process of relationship-building began at the September meeting, which was facilitated to engage partners in thinking about general and fundamental issues – (a) what do you see as effective professional development; (b) what makes a professional development activity effective; (c) if you look at professional development as a working system (not one-shot activities), what should be in place to deliver training through a collaborative partnership? Opportunities to

model and use collaborative skills were embedded in the facilitated structure of the discussion. Participants began to move into a process mode by sharing what was important to them, the things that mattered most, and discovering more commonalities than differences in this dimension. They also agreed that the immediate focus through August 2005 should target just one training topic. They suggested several topics for consideration and agreed to search out existing, relevant professional development resources to be shared at the next meeting.

RESULT: Through focusing on these big-picture issues, the group was able to come together through brainstorming about their values and beliefs concerning professional development. This occurred in non-partisan ways that led to some initial areas of agreement.

Through clarifying values and beliefs, the facilitator drew from the September participants a discussion of the perceived need to organize workgroups to develop three types of guiding documents: (a) standards to guide stakeholders' activities; (b) guidelines on effective professional development; and (c) basic working agreements among partners.

RESULT: Participants had reached a more clear understanding of the desirability of building a genuinely collaborative working process within the framework of the original plan (which they had helped to develop) – and in the context of DOE reforms, IDEA, and NCLB. From that, they had also reached agreement on the need to develop guiding principles.

Phase 2: THINK

Goal: Participants will develop a common base of knowledge and understanding about the Hawai'i Department of Education's reforms, and about the implementation of the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act. Collaborative skills are embedded in the learning of various educational initiatives.

The Plan: In Phase 2, stakeholders will engage in multiple discussions as cross-partner learning activities help to identify the knowledge and skills needed to design quality professional development. This will result in a clearer focus of the content of the professional development activity.

October 5, 2004: Building Relationships and Thinking Together

By October, three workgroups combining Department of Education and non-Department participants had taken ideas from the September brainstorming sessions to begin to draft (a) standards for professional development activities; (b) guidelines/principles of effective training; and (c) working agreements among participants. Progress was reviewed by partners in October. One of the workgroup chairs (from the Learning Disabilities Association of Hawai'i)

recognized that her organization and others had already developed training guidelines, and so all stakeholder groups were encouraged to bring their own work into this process, which they did.

RESULT: Using varieties of information, stakeholder groups began to develop three sets of guiding principles for immediate use and continual review by the Partnership in conducting its work over time.

By October, the partners felt ready to focus on potential training topics. Stakeholders were involved in study sessions to reach consensus on criteria for considering the training topics that had been suggested in September. Criteria included such priorities as (a) improving student outcomes; (b) addressing a high need; and (c) building capacities of trainees. Participants also went through the landscape of suggestions and first narrowed the list to ten training topics, then narrowed those to four: (a) student-led conferences (i.e., IEP conferences, transition meetings, opportunities for self-determination); (b) life skills; (c) transitions -- preschool to elementary; elementary to secondary; secondary to postsecondary; and (d) reading. The ultimately agreed-upon topic for professional development was reading, and the group discussed how training could be linked with ongoing reading initiatives of the Hawai'i Department of Education.

RESULT: Agreed-upon criteria became available for objective discussion of training topics by the whole group, and this led to selection of the reading topic. . The statement of desired outcomes set forth the goal that, as a result of training workshops, parents/families and teachers/staff will use coordinated strategies at home and at school to help students develop the skills they need in order to become good readers.

November 5, 2004: Working Together on a Foundation and Focus

In November 2004, the partners reviewed and refined the outcomes of the three work groups that had developed final drafts of the three foundational documents. Each of these has been a work in progress. They were kept as working drafts and revisited continually as the partners continued their activities. The intent was not only to refine the guidelines as the group learns more, but also to keep the values in front of everyone and to be mindful of the values and beliefs that were originally defined.

RESULT: The “Learning Opportunities That Improve the Learning of All IDEA Stakeholders ” are overarching statements of principles that provide the framework for quality professional development/learning opportunities (adapted from the standards of the National Staff Development Council. The “Principles of Effective Training” (adapted from Hawaii’s Interagency Training Committee’s principles) provide the “ground rules” for how the group works. The “Working Agreements” describe how participants agree to

work together as partners. These accomplishments facilitated all future collaborative actions.

Partners used needs identification to refine the reading task as: “How can we support parents/families and teachers/staff to work together to help all children learn to read, including those with disabilities.” They also explored a set of ideas for accomplishing this. The group agreed to focus the reading task on “How can we support parents/families and teachers/staff to work together to help all children learn to read, including those with disabilities?” Various ideas were explored, such as:

- * Recognizing that struggling readers often lack skills (e.g., sound discrimination; comprehension) and experiences with books (e.g., print-rich environments, reading aloud);

- * Finding commonalities in the ways that parents and teachers can support children in developing literacy and building school-parent partnerships;

- * Using services and resources (e.g., modules, research) of national and local partner organizations;

- * Using an inclusive model to support parents, and special and general education teachers from multiple school levels;

- * Addressing needs of second language learners;

- * Helping families manage homework while reinforcing classroom strategies.

RESULT: The reading topic was defined to emphasize coordinated strategies for early reading between home and school, and key aspects for professional development were mutually explored.

December 9, 2004: Thinking Together About an Action Agenda

In December 2004, the partners used all their learning and work thus far to frame an action plan. The action plan encompassed (a) the specific reading problem or need to be addressed; (b) the focus; (c) the desired outcomes; and (d) thoughts on process and outcome evaluations. In this work, participants acknowledged the need for expert assistance from the DOE Literacy Specialist in the next steps.

Identification of problem or need (that can be addressed through training): Struggling readers lack reading skills and experiences with books that are necessary for developing good readers.

Project focus: How can parents/families and teachers/staff better work together to help all children to read (including those with disabilities)? – with a focus on children from birth to age 8.

Outcomes (If we do our work, what will we see/realize?): Parents/families and teachers/staff will use coordinated strategies at home and school to develop skills necessary for a student to become a good reader. The group will continue to work together to plan, conduct, and evaluate training for staff, parents, families.

Evaluation (Did we do what we said we would do; how will we know?): Process evaluations and outcome evaluations will be developed and used.

Participants reviewed the relationship among their *Standards for Learning Opportunities*, the *Principles of Effective Training*, and the *Working Agreements* that were generated in October and November. It was agreed that:

- * The standards describe the value/quality of the training activities;
- * The principles identify the ground rules for effective training; and
- * Working agreements describe how Community of Practice members work together.

Preliminary timelines were identified for development and delivery of training activities, as shown below.

Preliminary Timelines

	1/05	2/05	3/05	4/05	5/05 to 7/05	8/05
<ul style="list-style-type: none"> • Identify the community /school (“market research”) • Learn the content/ subject • Design the training, identify activities • Identify master teachers (resource teachers) • Prep the trainers • Market/sell our product 	X	X				
	X	X	X			
		X	X	Test of product at the SPIN conf	Refine and practice	On the road

RESULT: The framing of the Action Plan was the result of all work, learning, and understandings that came before (Actions 2 and 3 and their steps). This resulted in further explorations of ongoing reading activities, such as the Actual Community Empowerment for Reading (ACE) and other reading strategies. It also resulted in inviting the DOE's Literacy Specialist to assist in further development of the reading initiative.

Phase 3: ACT

Goal: Participants will apply their knowledge and skills to collaboratively design and implement professional development processes that are responsive to various audiences. They will embed collaborative skills and teaming within the context of various training activities.

The Plan. Phase 3 will continue to be guided by standards adapted from the National Staff Development Council. Partners will engage in discussions about the content of professional development sessions suitable for their audiences, and about differentiating the delivery of training, as necessary. They will acquire new techniques for teaming and co-training, strategies for developing presentations that reflect the interests and needs of various audiences, and knowledge and skills about working with adult learners when conducting effective professional development sessions.

January 6, 2005: Planning for the Design of the Training Activity

The January 2005 meeting brought partners together to discuss the development of the reading initiative. A graphic was shared that depicted the scope of Hawai'i's professional development project and its outcomes to date. The "visual organizer" defined the phases, summarized accomplishments, and projected future activities (See: Chart Depicting the Scope of Hawai'i's Professional Development Project, January 2005.)

A centerpiece of the January meeting was a presentation by the Literacy Specialist and two Resource Teachers from the Hawai'i Department of Education's Special Education Services Branch. They shared and demonstrated reading strategies that parents/families and teachers/staff can use at home and at school. The value of parent-child "read aloud" sessions and a review of the U.S. Department of Education's "big five" elements of reading/literacy instruction was shared: phonemic awareness, phonics, fluency, vocabulary, and comprehension---with an emphasis on phonemic awareness and vocabulary. Partners asked the Literacy Specialist to develop a draft of a training module and provide them with further information on the "big five" elements.

It was agreed that representatives of the partner organizations would prepare themselves to co-teach and co-present with the Literacy Specialist and her staff when the module is ready for delivery. A pilot test of an abbreviated version of

the module was planned for the April 2005 Special Parent Information Network Conference.

Partners discussed the need to acquire reading materials appropriate for parents and teachers to use and to be given to participants of training activities. They requested The IDEA Partnership's assistance in contacting national organizations and State sources that might be sources of reading materials. The remainder of the session took a forward look at plans for work sessions in February, March, and April.

RESULT: Partners were able to discuss where they had been and how far they had come in the collaborative process, and how this was reinforcing

RESULT: The Literacy Specialist and colleagues put together a sample presentation and delivered it to the group, and partners gave feedback for revising the format and other considerations. Stakeholders began to look at the module as both trainees and also as trainers. The collection of literacy materials began.

February-March 2005: Gearing Up for the First Field Test "Everyone's a Reading Teacher"

In February and March, "Everyone's a Reading Teacher" evolved as the title of the program. Partners worked with the curriculum and training materials and drafted a glossary to accompany training. They also identified teachers, parents, and community/agency partners to become part of Hawai'i's core of trainers (Partners in Training). Sessions were planned to prepare these trainers in the content and the presentation. The module's debut was scheduled for April 23 at the SPIN (Special Parent Information Network) Conference in Honolulu.

RESULT: The Community of Practice coalesced around the tasks of fully developing the training curriculum and Partners in Training, and this work continued to progress.

April 2005: Initial Awareness Training on the Module

At their April meeting, partners reviewed the training curriculum, trainer's manual, and glossary and continued to identify a range of literacy materials for use by families, teachers, and care givers.

RESULT: The curriculum, materials, and glossary were approaching finalization, and a collection of literacy materials was accruing.

In April 2005, the early version of the module was presented at the SPIN (Special Parent Information Network) Conference in Honolulu, moderated jointly by partners. This was a short training presentation on the module (with a

PowerPoint) to give parents an awareness of what is important in reading, and how to help their children with reading.

RESULT: The SPIN presentation elicited comments on willingness to participate by groups in the audience and on further refinement of the module.

May-June-July 2005: Further Refinement and Collection of Materials

In May and June, partners continued to work with the Literacy Specialist to refine the training curriculum, gather literacy materials for reading kits, and develop a train-the-trainers session for teams of four persons. Partners in Training participated in these activities. These trainers represent Project AWARE of the Learning Disabilities Association of Hawaii; the Special Parents Information Network (SPIN); the Hawaii Department of Education's Recruitment/Retention Service Center, Family Support Services, and Special Education Section. Teams were formed to plan practice sessions and develop procedures for evaluation of training.

Two teachers from the Windward District joined Partners in Training in July, and worked with the Partnership group in final review of the module in the framework of the "big five ideas" of the National Reading Council. The group also finalized the initial collection of books, books on tape, games, and other materials to be included in the training kit, as well as references and resources for trainers. Both IDEA Partnership funds and in-kind contributions from partners and other organizations were used to acquire this extensive collection. A checklist of handouts, materials, and equipment for trainers' use was distributed, along with "Hints and Tips for Effective Public Speaking." The PowerPoint that originated for the April SPIN presentation was finalized for use in training.

The evaluation components were reviewed once again. The Parent Evaluation Component will likely include (a) baseline data from the parent's perspective that can be verified by the child's teacher; (b) a commitment by parent(s) to support the child's literacy activities at home; and (c) a suggested/optional follow up with the child's teacher to identify any changes in child's skills, attitudes, toward reading.

It was suggested that the training might be used by tutorial programs where a parent involvement component is required. For example, the PTA at a local school hired a tutor to work with struggling readers. Parents' were committed to support children's literacy activities at home and assist with data collection on students' growth in reading. The tutoring activity was funded by the Hawai'i PTA for two years.

In July, there was also a joint meeting of Hawai'i's Parent Training and Information Center, Project AWARE, and Education Specialists on how to team with Community Children's Councils to expand literacy training.

RESULT: Participation in Hawai'i's IDEA Partnership had expanded, and its members shared the sense of being a Community with great shared potential for a positive impact on practice and results for children.

August 2005: Implementation

When schools opened in August 2005, Hawai'i's IDEA Partnership Community of Practice was ready to deliver professional development sessions on early literacy to school staffs and parents during the 2005-2006 school year.

September-October 2005 "On the Road"

The first two presentations were conducted at Teacher Institute Days on the island of Oahu and Hawaii. Teacher-audiences learned of the Partnership's efforts and previewed the training based on the National Reading Panel's "five big ideas." Interested teachers will be contacting Partnership members to schedule training sessions at their schools. A number of schools are now scheduling their parent training sessions. The work continues.

Next Steps

Hawai'i's project is in discussion with The IDEA Partnership at NASDSE to bring representatives of selected national organizations to Hawai'i to discuss broader collaboration with their headquarters and Hawai'i affiliates.

LESSONS LEARNED through collaboration in Hawai'i include the following:

- * Time to deliberately build relationships is a necessary foundation for collaborative work. The value of the process and the framework for relationship-building becomes more evident as our work together continues.
- * A skilled facilitator can be very instrumental in focusing the group on common goals.
- * Having a clear focus and a single target for professional development helps to expedite the planning.
- * Connections with national partner organizations can add resources for professional development.

* Connections with other States can enrich the effort. Hawaii's project will be communicating with New Hampshire's collaborative professional development project, which focuses on early literacy.

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During an April 12, 2005, conference call with all State professional development/adult learning projects and partner organizations, Leslie Jackson, of the American Occupational Therapy Association, said: "I want to commend Hawaii. As a State and from an SEA level, Hawaii has done a fabulous job of including related services across the board."

Links to Related Information

Chart Depicting the Scope of Hawai'i's Professional Development Project, January 2005

<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Checklist for Handouts/Materials/Equipment -- "Everyone's a Reading Teacher." Hawai'i's Professional Development/Adult Learning Project, Summer 2005.

<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Hints and Tips for Effective Public Speaking -- "Everyone's a Reading Teacher." Hawai'i's Professional Development/Adult Learning Project, Summer 2005.

<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Outline of Training Content -- "Everyone's a Reading Teacher." Hawai'i's Professional Development/Adult Learning Project, Spring 2005.

<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

PowerPoint Presentation -- "Everyone's a Reading Teacher." Hawai'i's Professional Development/Adult Learning Project, **Fall** 2005.

<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Principles of Effective Training: Hawai'i's Professional Development/Adult Learning Project, Summer 2005.

<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Reading Glossary -- "Everyone's a Reading Teacher." Hawai'i's Professional Development Adult Learning Project, Spring 2005.
<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Standards for Learning Opportunities: Hawai'i's Professional Development/Adult Learning Project, Fall 2005.
<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

Standards for Staff Development, Revised: National Staff Development Council. NSDC home page: <http://nsdc.org/index.cfm>
The 12 standards with rationales and annotated bibliographies.
<http://nsdc.org/standards/about/index.cfm>

Working Agreements: Hawai'i's Professional Development/Adult Learning Project, Fall 2005.
<http://www.ideapartnership.org/partnership2c.cfm?initiativeid=3&locationid=17>

To contact key personnel of this project,
call The IDEA Partnership toll-free at 1-877-IDEA-INFO (1-877-433-2463).

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