

## STEP ONE

Thinking of the faculty members you need to train, place each of them as closely as possible into one of these four groups, based on 2 things:

- teaching ability/skill/experience
- desire/willingness to embrace change and acceptance professional development

teaching ability/skill/experience →	<p><b>PD Tips</b></p> <p>recognize their expertise &amp; abilities</p> <p>pair/group them with Group 1 teachers as much as possible</p> <p>try not to let them group together in PD with solely other Group 2 or Group 3 teachers</p> <p>if possible, tier PD so that it is self-paced/directed...but check in on them (follow up somehow to make sure they do it)</p>	<p><b>PD Tips</b></p> <p>recognize their expertise &amp; abilities</p> <p>plant them in places they can have a positive effect on “resistant” attitude colleagues.</p> <p>don’t make them sit through basic-level PD</p> <p>if possible, tier PD so that it is self-paced or self-directed for this group</p>		
	<p><i>Can feel insulted if you do too much direct-instruction and hand-holding with them.</i></p> <p><i>Institute a “baby steps” plan for attitude.</i></p>	<p><b>2</b></p> <p><b>capable but resistant</b></p>	<p><b>1</b></p> <p><b>capable &amp; willing</b></p>	<p><i>The “wind ‘em up and let ‘em go” group.</i></p> <p><i>Can feel insulted if you do too much direct instruction and hand-holding with them.</i></p>
	<p><i>Needs direct instruction &amp; scaffolding.</i></p> <p><i>Resistance will often decrease as capability increases.</i></p>	<p><b>3</b></p> <p><b>less capable &amp; resistant</b></p>	<p><b>4</b></p> <p><b>less capable but willing</b></p>	<p><i>Often, your newest teachers.</i></p> <p><i>Need &amp; welcome direct instruction &amp; scaffolding.</i></p> <p><i>Will quickly move to Group 1 with the right help.</i></p>
	<p><b>PD Tips</b></p> <p>plan PD for them that is designed to increase knowledge and teaching skill</p> <p>should not be self-paced/directed (need direction/scaffolding)</p> <p>when possible pair with Group 1 teachers as partners or mentors</p>	<p><b>PD Tips</b></p> <p>plan PD for them that is designed to increase knowledge and teaching skill</p> <p>should not be self-paced/directed (need direction/scaffolding)</p> <p>avoid pairing with Group 2 or Group 3 teachers as partners or mentors</p>		
	<b>willingness to embrace ideas/new things →</b>			

Hopefully, doing this exercise will show you that most of your faculty are in the Group 1 or Group 4 realm (“willing”). Often, very few teachers are actually in Group 2 or Group 3...but they tend to be LOUD, so it feels to the leader as if there are more of them than there really are.

Depending on what PD you need to do with your faculty (what knowledge & skills are the focus of the training), you may alter the “capability” ranking of teachers.

## STEP TWO

If possible, devise a PD plan that is tiered – with some in-person (whole group) direct-instruction and some self-paced/self-directed. Allow your more skilled/experienced teachers to opt out of some of the direct-instruction in favor of self-directed/self-paced professional development.

## NOTES

Have a follow-up/accountability measure in place for those who opt for self-paced/self-directed PD. For Group 1 (capable and willing), you barely need to monitor this. For Group 2 (capable but resistant), you definitely need to follow up to make sure they did what they said they would. There should be something they have to turn in to you at the end of their self-directed PD. Collect it from all who do self-directed so as not to offend Group 2 folks, but pay the most attention to what that group turns in (or don't).

Most of the time, Group 4 (less capable but willing) teachers are very open to direct instruction and will welcome it.

Sometimes, Group 3 (less capable and resistant) teachers do not realize they are “less capable” and so you may need to be a little stealthy about getting them the scaffolding/instruction they need without insulting their sense of self. This is often the trickiest group to train because they need help, but may not *think* they do. Pairing them with Group 1 teachers as mentors (perhaps without letting them know that's happening) is often really useful.

During in-person training, group participants mindfully – try to keep “resistant” teachers from sitting together and forming a pocket of attitude poison. Try to keep your “less capable but willing” teachers from being unduly influenced by “resistant” attitudes.

Use your “capable and willing” teachers to deliver PD with you.

Have a “baby-steps” plan in mind for your “resistant” folks. Set a goal to get them to try one new thing, rather than all the new things.

As much as possible, figure out ways to allow the Group 2 (“capable but resistant”) teachers to believe that anything they try is THEIR OWN IDEA. Jedi mind tricks are useful with this group.

## SUGGESTIONS FOR ATL/ATT TRAINING, SPECIFICALLY

*After a brief whole-group introductory session*, you could allow certain participants to do Option A below, insisting that newer teachers do Option B and hopefully persuading Group 3 teachers to do Option B, as well.

Option A (Group 1 & 2 teachers) – read the ATL/ATT website thoroughly on the OCC by (date), then reconvene as a group on (date) to discuss what you learned. Homework: bring examples of ways you already use ATL and ATT in your classroom on the reconvene date.

Option B (Group 3 & 4 teachers) – come to another in-person session (or two) to go over ATL and ATT in more detail, with examples and activities to help you feel more knowledgeable & confident in each one

[If Group 3 teachers choose Option A (even though they should be at Option B), you may need to either see if you can gently persuade them, or let them do Option A but check in on them two or three times before the reconvene date, to see if they are understanding what they are reading.