

## **Sustainability Factors and Issues Related to Instructional Practices**

1. Is there a deliberate plan to promote sustained use (e.g., training of trainers' model, coaching, model lessons developed and videotaped)?
2. Are plans and expectations for change in teacher practice (i.e., observed teaching behavior) realistic?
  - Realize that typically it takes most teachers 2 years to master a new practice.
  - Attempt to implement no more than two different strategies or approaches in the course of a year.
  - Present concrete examples and models.
  - Understand that approximately 10% of teachers will be unable to acquire the strategy and these teachers should not be a priority for professional development staff.
  - Understand the typical stages in teacher learning and development. Expectations must be differentiated between beginning and veteran teachers.
  - Provide teachers with opportunities to observe others and to receive feedback from others with expertise.
  - Realize that teacher practice and teacher understanding are inextricably linked.
3. Are teachers provided with opportunities to understand and think through the instructional approach and how it can be used for their students – including those with learning problems – and how it fits their local curricula and standards?
  - Exercise the array of options available for carrying out these opportunities (e.g., one – on- one session with a coach, study groups, discussion groups).
  - Provide teachers with time that is dedicated to planning for approach implementation.
  - Provide ample opportunities for joint planning among teachers as a means for increasing understanding.
  - Make teacher understanding an explicit goal that should be assessed via simulations, discussion of lesson plans, etc.
4. Are systems to enhance teacher efficacy, such as peer networks and support, knowledgeable coaching, and joint examination of student data, in place?
5. Is there sufficient administrative support to promote sustained practice?
  - Ensure that the instructional approach fits with the realities of the local context, including its relevance to high-stakes assessment and curricular standards.
  - Put a system in place to provide substantive support (e.g., release time, coursework opportunities, and funds for curricular materials).
  - Move slowly enough to ensure quality.
  - Reward and reinforce creative use.
  - Become part of the collegial network you develop for your faculty by sharing informative articles and good examples (i.e., enhance knowledge access).
  - Integrate aspects of the change process into faculty meetings.
6. Is there an explicit attempt to link change with student performance?
  - Discuss data with the teachers rather than merely providing it to them.
  - Strategically use paraprofessionals to collect data.
  - Make sure data collection does not overwhelm or interfere with teaching.
  - Assist teachers in making the link between student performance data and their instructional practice.